

SC Annual School Report Card Summary

LEAD ACADEMY

Greenville

Grades: 5-6

Enrollment: 79

Principal: Rodney Johnson

Superintendent: Dr. Phinnize J. Fisher

Board Chair: Roger Meek

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Below Average	Average	TBD	TBD	Not Met	N/A
2010	N/A	N/A	N/A	N/A	N/A	N/A
2009	N/A	N/A	N/A	N/A	N/A	N/A

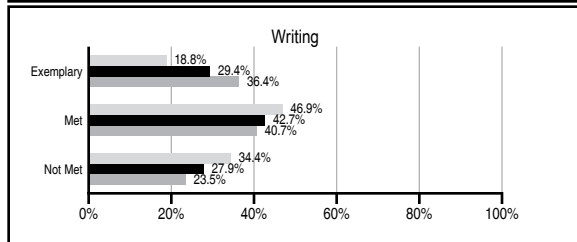
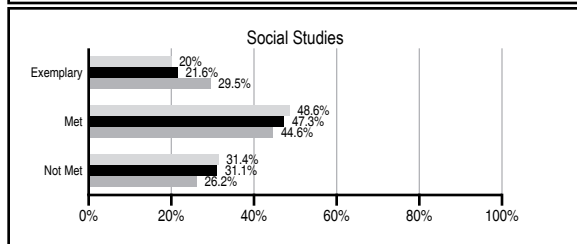
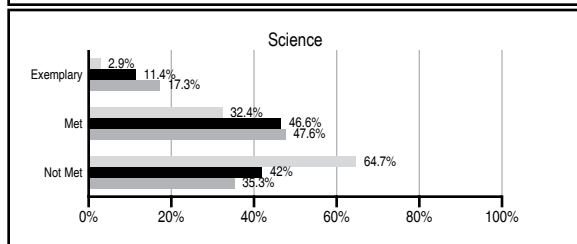
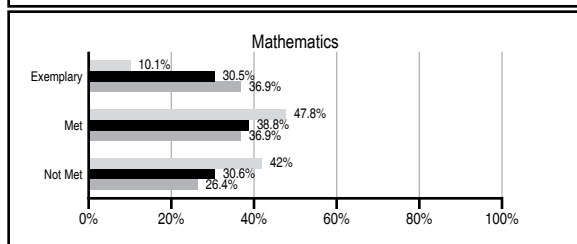
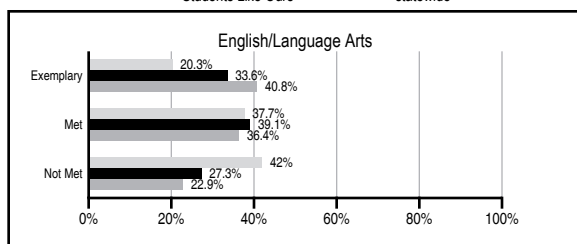
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
6	12	97	13	1

* Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

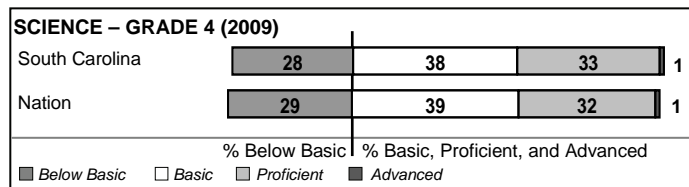
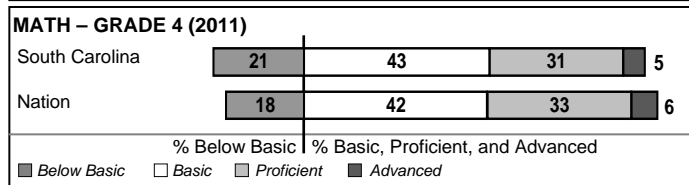
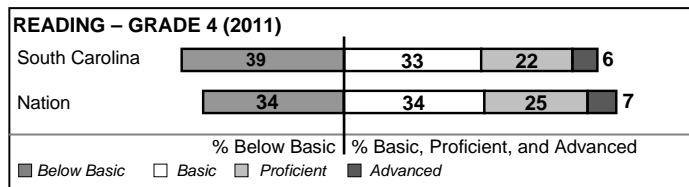
PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

LEAD ACADEMY [Greenville]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=79)				
Retention rate	0.0%	N/A	1.5%	1.1%
Attendance rate	96.9%	N/A	95.9%	96.2%
Served by gifted and talented program	0.0%	N/A	9.2%	13.4%
With disabilities other than speech	13.9%	N/A	4.5%	4.1%
Older than usual for grade	0.0%	N/A	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=6)				
Teachers with advanced degrees	25.0%	N/A	60.5%	62.5%
Continuing contract teachers	75.0%	N/A	88.2%	88.2%
Teachers returning from previous year	N/A	N/A	87.0%	87.8%
Teacher attendance rate	98.6%	N/R	95.1%	95.2%
Average teacher salary*	N/A	I/S	\$46,117	\$46,773
Classes not taught by highly qualified teachers	27.3%	N/A	0.0%	0.0%
Professional development days/teacher	12.7 days	N/R	10.9 days	10.5 days
School				
Principal's years at school	1.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	N/R	19.5 to 1	19.9 to 1
Prime instructional time	94.8%	N/R	89.8%	90.4%
Opportunities in the arts	Poor	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	86.8%	N/R	100.0%	100.0%
Character development program	Below Average	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$7,489	\$7,447
Percent of expenditures for instruction**	N/A	N/A	67.2%	68.4%
Percent of expenditures for teacher salaries**	N/A	N/A	64.6%	65.8%
% of AYP objectives met	55.6%		88.0%	90.5%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	4	36	16
Percent satisfied with learning environment	I/S	85.7%	87.5%
Percent satisfied with social and physical environment	I/S	69.4%	86.7%
Percent satisfied with school-home relations	I/S	88.9%	87.5%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Lead Academy was founded on the belief that every child can achieve at an exceptionally high level, regardless of background or circumstance. Our school community made strides towards achieving this reality during our first year and we are excited to continue the pursuit. Our commitment to realize this goal is evident as students and staff all participate in a longer school day, Saturday school once each month, and a whole-school summer session. We set high expectations for our students through our focus on our four guiding rules: 1) be nice; 2) work hard; 3) be on time; 4) be on task.

Our final enrollment for the school year was 72 students in grades 5 and 6. In addition to the standard core academic curriculum, each student received instruction in Spanish, Physical Education, and the Junior Achievement curriculum. Local artists also provided sessions in art and music. The vast majority of our students completed 20 hours of community service and created portfolios to showcase their work in the community. Teachers began to develop individual learning plans for every student that will guide our students' instruction through the completion of their eighth-grade year at Lead Academy. The MAP test was used to track our students' academic performance. Scores were promising. We surpassed national growth norms in two out of four categories in our first year of operation. Our students visited multiple local and regional attractions, including the Biltmore House in Asheville, NC and Discovery Place in Charlotte; they also spent four days touring Washington, DC. Other extracurricular activities included service projects, Saturday School theme days, the Spinx Fun Run (we won a \$1,000 prize for the highest rate of participation), and a field day.

Sharing building space with a local nonprofit proved to be a challenge. However, the flexibility and determination of our talented corps of teachers, two of which have won awards at the district and state level, helped to manage the obstacle. Weekly staff meetings and a book study, along with state and national conferences provided our teachers with professional development opportunities. Teachers utilized document cameras, digital and video cameras, and laptops (1:2 ratio) as technology aids in the classroom.

Parents supported the school through volunteering, fundraising and attendance at school functions. Still, this is an area we want to strengthen as our school matures. We are committed to establishing ways to improve our school culture and involve parents and the local community in our efforts to provide our students with an excellent education.

Rodney Johnson, Principal
Dr. H. Paul Thompson, Jr., Acting Board Chairperson

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