



## Imagine Columbia Leadership Academy

3810 N. Main Street  
Columbia, SC 29203

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	145 Students	
<b>Principal</b>	Suezan P. Turknnett	803-929-1140
<b>Superintendent</b>	Wayne Brazell, Ph. D.	803-734-8322
<b>Board Chair</b>	Don McLaurin	803-603-1441

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>At-Risk</b>	<b>At-Risk</b>
2012	N/A	N/A
2011	N/A	N/A
2010	N/A	N/A
2009	N/A	N/A

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA 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.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

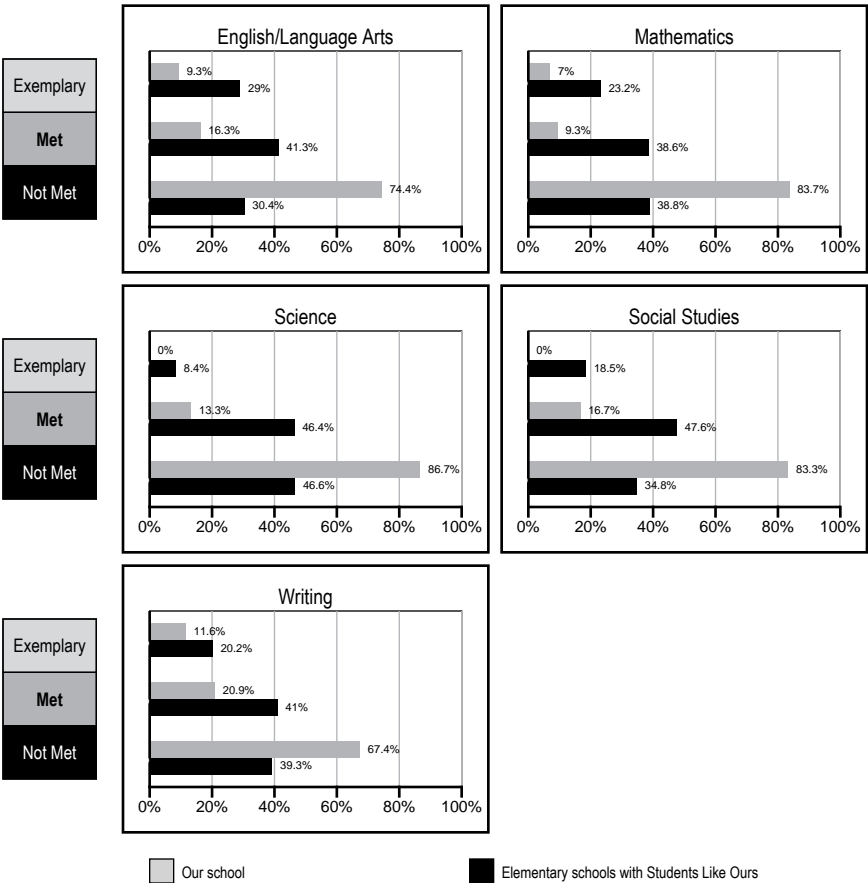
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 92.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	14	115	47	15

\* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=145)</b>				
First graders who attended full-day kindergarten	100.0%	N/R	100.0%	100.0%
Retention rate	0.0%	N/A	1.2%	0.9%
Attendance rate	92.5%	N/A	95.9%	96.3%
Served by gifted and talented program	0.0%	N/A	2.8%	7.2%
With disabilities	10.3%	N/A	13.5%	12.4%
Older than usual for grade	3.4%	N/A	2.8%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	N/R	0.0%	0.0%
<b>Teachers (n=13)</b>				
Teachers with advanced degrees	38.5%	N/A	60.2%	62.5%
Continuing contract teachers	15.4%	N/A	76.8%	83.3%
Teachers returning from previous year	N/A	N/A	84.8%	88.3%
Teacher attendance rate	98.0%	N/R	94.9%	95.0%
Average teacher salary*	N/A	I/S	\$46,225	\$48,193
Professional development days/teacher	15.2 days	N/R	10.4 days	11.0 days
<b>School</b>				
Principal's years at school	1.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	N/R	18.2 to 1	20.1 to 1
Prime instructional time	90.3%	N/R	89.5%	90.0%
Opportunities in the arts	Poor	N/R	Good	Good
SACS accreditation	No	N/R	Yes	Yes
Parents attending conferences	99.5%	N/R	100.0%	100.0%
Character development program	Excellent	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$8,293	\$7,364
Percent of expenditures for instruction**	N/A	N/A	68.0%	68.0%
Percent of expenditures for teacher salaries**	N/A	N/A	64.0%	66.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Imagine Columbia Leadership Academy's (ICLA) focus is MicroSociety, a program where students apply academic skills taught during the day as citizens in a society of their own design. The students learn, work and manage their microcosm of the real world—as legislators, peer mediators, business owners, bankers, attorneys, community service-minded leaders, and many other occupations. The business ventures and government agencies provide the context for real world curriculum connections throughout the day. Students have opportunities that promote teamwork, community involvement, and citizenship. Learning links social and emotional development with academic and cognitive development through real-life experiences and students also have meaningful contact with working adults. Participating in a society of their own making is an authentic experience for our students – they are shaping their own culture! Our school also has a Micro University as a governmental agency to provide additional tutoring and support for struggling students during the school day.

We believe that every parent should have a choice in the education of their child. There is a great need for choice in the North Main area of Columbia. Unless our students and families see there is a choice in their lives and that education is a way to make changes they want and need, the cycle will continue. Our students are learning not only grade level academics, but life lessons that will stay with them as they become productive adults. ICLA provides a full range of special education classes. We have both inclusion and pull out services.

ICLA uses the Stanford 10 to provide individual student learning gains. Our school also participates in MAP testing, to monitor student learning in reading and math and to guide classroom instruction for students. At ICLA students are placed at the center of teaching and learning. Kathy Bigo defines differentiation as "the right of each pupil to be taught in a way specifically tailored to their individual learning needs. "Because one size does not fit all," a variety of teaching strategies are used in a differentiated classroom. The following are some of the strategies that are employed at the school: direct instruction, inquiry-based learning, cooperative learning, and information processing models.

Any effective school must face two important realities: 1) Employment opportunities in an information age favor people able to work effectively with others and 2) Research on effective organizations reveals that team learning — the process of people sharing strengths and solving problems as a team—is an essential element. In order for our students to be prepared for the 21st century they are mastering these essential workplace competencies as a routine part of their school experience. Our school infuses age appropriate cooperative learning processes into every classroom. Differentiated Instruction is implemented in all classrooms to meet the needs of a diverse community of learners.

Dr. Cecil Taliaferro, Board Chair  
Suezan P. Turknett, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	10	11	8
Percent satisfied with learning environment	80%	81.8%	N/A
Percent satisfied with social and physical environment	90%	72.8%	N/A
Percent satisfied with school-home relations	80%	90.9%	N/A

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>20.0</b>
<b>Overall Grade Conversion</b>	<b>F</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Imagine Columbia Leadership Academy school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	11.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	14.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	12.5%	0.0%	No
Student attendance rate	92.5%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	604.9	589.5	550.8	580.8	100.0	98.3
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	602.1	587.5	550.7	581.2	100.0	98.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	607.7	591.7	549.7	582.1	100.0	97.8
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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**PASS Performance By Grade Level**

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2012</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
<b>2013</b>	3	22	100	60	13.3	26.7	40
	4	24	100	N/AV	N/AV	N/AV	11.8
	5	13	100	N/AV	N/AV	N/AV	27.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2012</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
<b>2013</b>	3	22	100	80	6.7	13.3	20
	4	24	100	N/AV	N/AV	N/AV	11.8
	5	13	92.3	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2012</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
<b>2013</b>	3	11	100	I/S	I/S	I/S	I/S
	4	24	100	N/AV	N/AV	N/AV	11.8
	5	6	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2012</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
<b>2013</b>	3	11	100	I/S	I/S	I/S	I/S
	4	24	100	N/AV	N/AV	N/AV	11.8
	5	7	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2012</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
<b>2013</b>	3	22	95.5	53.3	13.3	33.3	46.7
	4	24	100	N/AV	N/AV	N/AV	29.4
	5	13	100	N/AV	N/AV	N/AV	18.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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