



SC Annual School Report Card Summary

Imagine Columbia Leadership Academy

Grades: K-6

Enrollment: 230

Principal: Suezan P. Turknett

Superintendent: Wayne Brazell, Ph. D.

Board Chair: Don McLaurin

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		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	At-Risk	Below Average	TBD	TBD	F	Priority
2013	At-Risk	At-Risk	N/A	N/A	F	N/A
2012	N/A	N/A	N/A	N/A	N/A	N/A

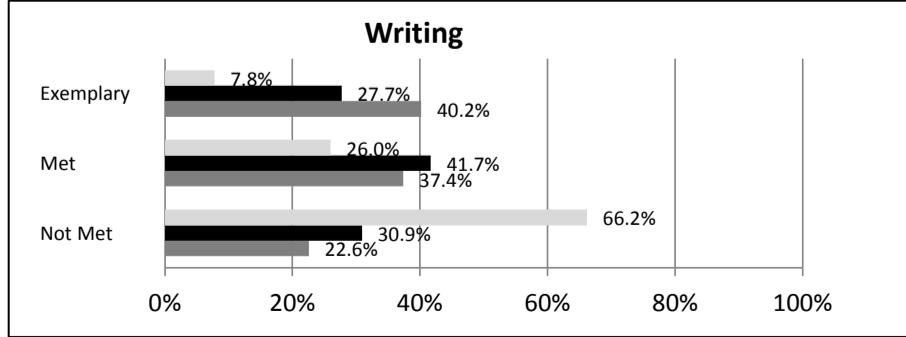
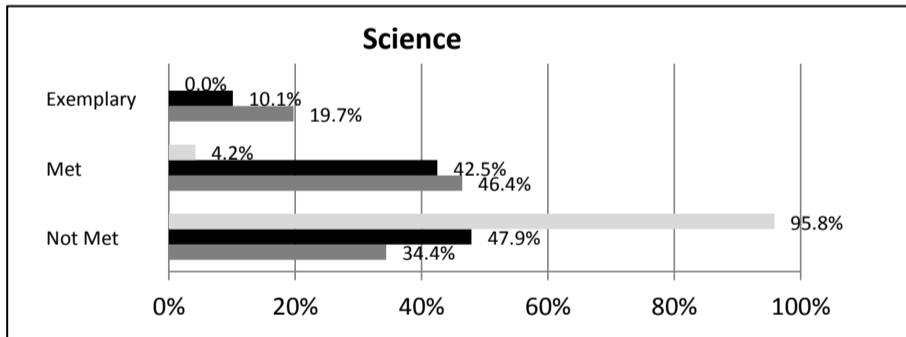
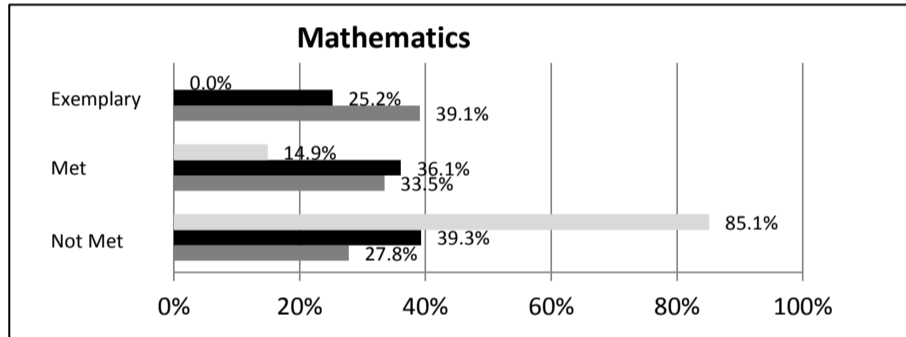
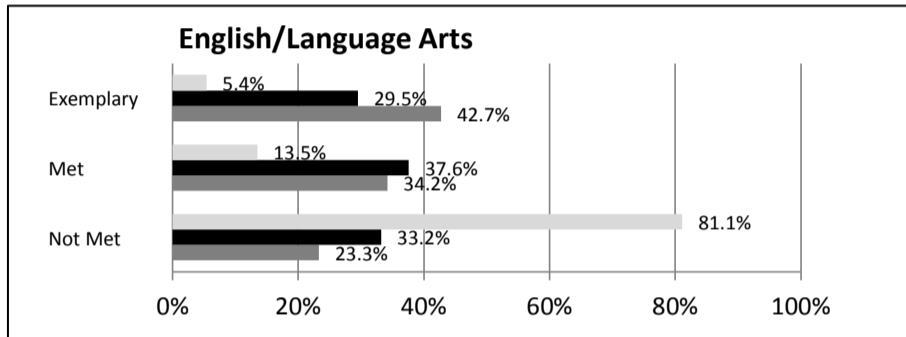
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
5	14	122	34	10

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

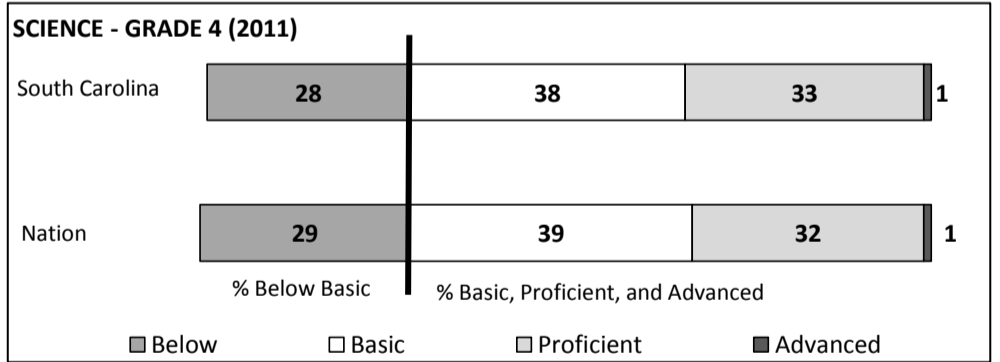
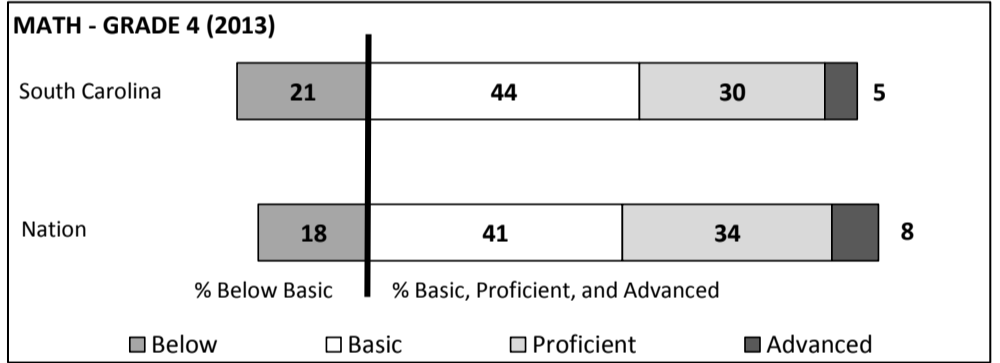
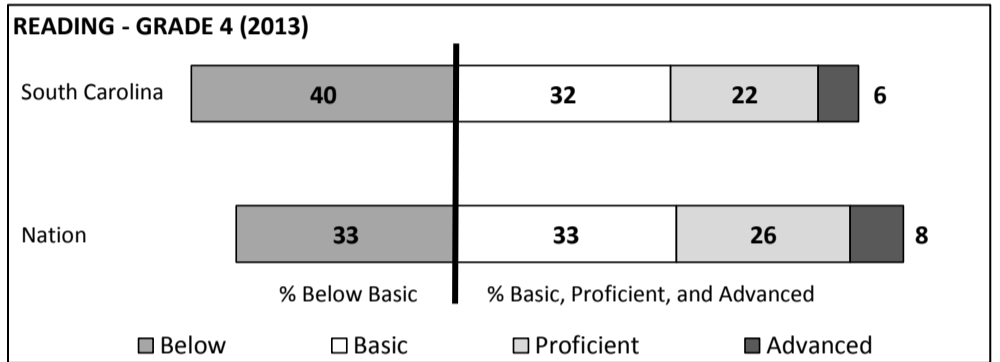
SC PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elem Schools Statewide



NAEP*

*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

Imagine Columbia Leadership Academy

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 230)				
Retention rate	1.6%	Up from 0.0%	1.5%	1.0%
Attendance rate	93.8%	Up from 92.5%	96.1%	96.5%
Served by gifted and talented program	0.0%	No change	3.6%	7.3%
With disabilities	7.2%	Down from 10.3%	13.9%	12.5%
Older than usual for grade	3.1%	Down from 3.4%	2.7%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.7%	0.0%	0.0%
Teachers (n = 17)				
Teachers with advanced degrees	23.5%	Down from 38.5%	61.3%	62.3%
Continuing contract teachers	17.6%	Up from 15.4%	76.8%	81.2%
Teachers returning from previous year	N/A	N/A	84.8%	88.4%
Teacher attendance rate	100.0%	Up from 98.0%	95.2%	95.3%
Average teacher salary*	\$27,947	N/A	\$46,487	\$47,902
Classes not taught by highly qualified teachers	30.8%	Up from 12.5%	0.0%	0.0%
Professional development days/teacher	15.6 days	Up from 15.2 days	10.6 days	10.9 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	14.1 to 1	Down from 18.3 to 1	18.8 to 1	19.9 to 1
Prime instructional time	93.5%	Up from 90.3%	90.2%	90.7%
Opportunities in the arts	Poor	No change	Good	Good
SACS accreditation	No	No change	Yes	Yes
Parents attending conferences	94.3%	Down from 99.5%	100.0%	100.0%
Character development program	Excellent	No change	Excellent	Excellent
Dollars spent per pupil**	\$10,704	N/A	\$8,136	\$7,680
Percent of expenditures for instruction**	50.5%	N/A	65.6%	66.8%
Percent of expenditures for teacher salaries**	45.7%	N/A	64.8%	66.0%
ESEA composite index score	11.7	Down from 20.0	74.3	85.7

* Length of contract = 185+ days.

**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	9	6	7
Percent satisfied with learning environment	-4.0%	-4.0%	-4.0%
Percent satisfied with social and physical environment	-4.0%	-4.0%	-4.0%
Percent satisfied with school-home relations	-4.0%	-4.0%	-4.0%

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

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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 range of special education classes with both inclusion and pull out services. ICLA uses will use STAR to provide individual student learning gains. Our school also participates in regular progress monitoring, to monitor student learning progress 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

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