



Spearman Elementary

2001 Easley Highway
Piedmont, SC 29673

Grades	PK-5 Elementary School	
Enrollment	537 Students	
Principal	Jason Lesley	864-845-3149
Superintendent	Dr. Wayne Fowler	864-847-7344
Board Chair	Mr. Fred Alexander	864-947-9346

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	Good	At-Risk
2005	Good	At-Risk

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 GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

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.

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

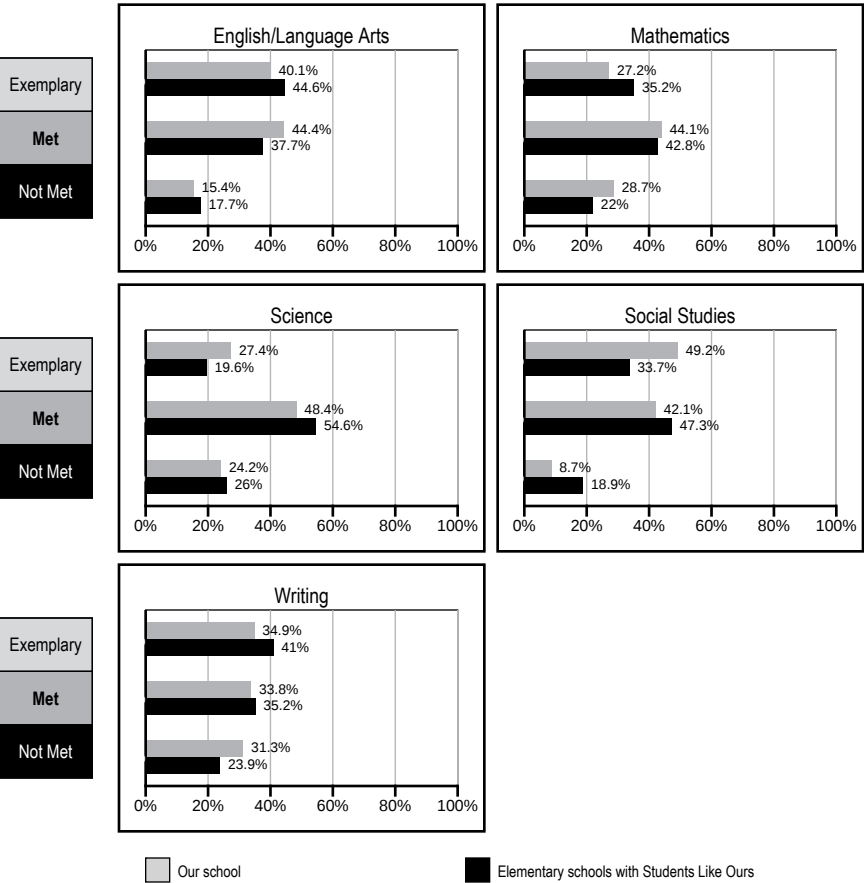
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 92.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
20	33	41	0	0

* Ratings are calculated with data available by 06/01/2010.

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
Students (n=537)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Down from 1.6%	1.7%	1.9%
Attendance rate	96.3%	Down from 96.5%	96.4%	96.3%
Eligible for gifted and talented	11.5%	Down from 13.2%	15.0%	10.0%
With disabilities other than speech	9.2%	Up from 7.8%	7.2%	7.7%
Older than usual for grade	0.2%	No Change	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	60.0%	Up from 43.3%	61.2%	59.4%
Continuing contract teachers	90.0%	Up from 76.7%	83.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.0%	Up from 81.8%	88.8%	85.9%
Teacher attendance rate	96.0%	Up from 95.2%	95.1%	95.1%
Average teacher salary*	\$47,260	Up 4.7%	\$48,160	\$47,149
Professional development days/teacher	5.5 days	Down from 11.4 days	11.4 days	11.1 days
School				
Principal's years at school	21.0	Up from 20.0	5.8	4.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 20.5 to 1	19.4 to 1	18.8 to 1
Prime instructional time	91.9%	Up from 91.1%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,415	Up 10.5%	\$6,954	\$7,458
Percent of expenditures for instruction**	68.0%	Down from 69.1%	69.1%	68.8%
Percent of expenditures for teacher salaries**	62.2%	Down from 64.6%	62.2%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Each year students and parents are excited to learn the schoolwide theme. This news is traditionally revealed on Orientation Night as families pack our building in great anticipation. This year was no different as staff members greeted everyone with T-shirts proclaiming "Spearman Fiesta: A Celebration of Learning."

Our students and staff continued an emphasis on reading as a record number of Accelerated Reader points was accumulated. This year's total of 43,910 points exceeded the previous record by almost 10,000 points! An Accelerated Reader celebration was held each quarter to highlight the accomplishments of students and staff. At the last celebration, over 300 students and staff were recognized for attaining their reading goals. Our media center circulation showed a tremendous increase.

Our fine arts program continued its excellence with performances by our chorus and beautiful displays by our talented art students. The second year of our Walking Club provided students with the exercise necessary to begin their day on a healthy note.

Our results on PACT earned a score of Average on the state report card. One student placed second overall in a district writing contest while other students were recognized in other academic areas. Our excellent staff remains committed "to lay a solid educational foundation by providing a challenging, diverse curriculum in a safe environment where there is an excitement for learning."

M.O. Howard, Jr., Principal
Alisa Richardson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	86	59
Percent satisfied with learning environment	90.5%	84.9%	82.8%
Percent satisfied with social and physical environment	95.2%	82.1%	91.4%
Percent satisfied with school-home relations	90.5%	89.5%	82.5%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 16 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
---------------------------	--

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	298	100	15.4	44.4	40.1	92.1	92.2	82.8	Yes	Yes
Gender										
Male	154	100	19.2	40.4	40.4	89	90.9	79.3	N/A	N/A
Female	144	100	11.3	48.9	39.8	95.5	93.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	238	100	14.2	41.3	44.4	92.9	93.1	89.5	Yes	Yes
African American	38	100	28.6	57.1	14.3	85.7	85.4	73.7	I/S	I/S
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	90.5	92.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	85.2	76.5	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	93.3	82.5	I/S	I/S
Disability Status										
Disabled	56	100	44.6	50	5.4	73.2	72	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	84.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	132	100	25.4	53.3	21.3	87.7	86.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	298	100	28.7	44.1	27.2	78.5	88.8	78.9	Yes	Yes
Gender										
Male	154	100	24.7	44.5	30.8	80.8	88.6	77	N/A	N/A
Female	144	100	33.1	43.6	23.3	75.9	89.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	238	100	27.1	43.6	29.3	80	89.8	87.2	Yes	Yes
African American	38	100	40	45.7	14.3	62.9	79.6	66.7	I/S	I/S
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	92.9	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	85.2	76	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	73.3	79.5	I/S	I/S
Disability Status										
Disabled	56	100	78.6	17.9	3.6	37.5	59.7	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	85.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	132	100	42.6	42.6	14.8	65.6	81.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	201	100	24.2	48.4	27.4	75.8	84.7	67.5
Gender								
Male	104	100	22.4	45.9	31.6	77.6	84.9	67
Female	97	100	26.1	51.1	22.8	73.9	84.4	68
Racial/Ethnic Group								
White	164	100	23.1	48.1	28.8	76.9	86.6	79.5
African American	21	100	45	40	15	55	63.6	50.3
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	86.7	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	79.4	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	36	100	72.2	22.2	5.6	27.8	56.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	79.5	59.6
Socio-Economic Status								
Subsided meals	87	100	35.8	53.1	11.1	64.2	74.5	55.1

Social Studies

All Students	200	100	8.7	42.1	49.2	91.3	85.9	72.3
Gender								
Male	103	100	5.2	43.8	51	94.8	86.2	71.5
Female	97	100	12.6	40.2	47.1	87.4	85.7	73.2
Racial/Ethnic Group								
White	161	100	6.7	40.7	52.7	93.3	86.8	80.7
African American	26	100	21.7	52.2	26.1	78.3	78.7	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	96.6	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	78.2	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	37	100	21.6	64.9	13.5	78.4	59.8	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	78	67.9
Socio-Economic Status								
Subsided meals	89	100	15	56.3	28.8	85	77.1	62.1

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	300	99	30.6	34.2	35.3	69.4	80.5	70.2	96.3	96.3
Gender										
Male	153	98.7	36.1	31.3	32.6	63.9	75.3	63.2	96.4	96.3
Female	147	99.3	24.6	37.3	38.1	75.4	86.1	77.5	96.2	96.3
Racial/Ethnic Group										
White	239	99.6	28.9	34.7	36.4	71.1	82.1	79.1	96.2	96.2
African American	39	97.4	42.9	37.1	20	57.1	67.7	57.6	96.7	96.9
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	92.9	86.2	98	97.2
Hispanic	10	I/S	I/S	I/S	I/S	I/S	72.2	62.6	96.9	96.9
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	53.3	68.7	94.8	94.3
Disability Status										
Disabled	55	98.2	79.6	13	7.4	20.4	36.6	26.1	95.7	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	74.5	61.2	97.1	97.1
Socio-Economic Status										
Subsidized meals	133	98.5	46.3	34.7	19	53.7	68.8	58.9	95.9	95.5

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	104	100	18	42	40	82
	4	103	100	16	40.4	43.6	84
	5	91	100	11.8	51.8	36.5	88.2
	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
Mathematics							
2009	3	104	100	34	44	22	66
	4	103	100	23.4	39.4	37.2	76.6
	5	91	100	28.2	49.4	22.4	71.8
	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
Science							
2009	3	53	100	36.5	42.3	21.2	63.5
	4	103	100	21.3	42.6	36.2	78.7
	5	45	100	15.9	68.2	15.9	84.1
	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
Social Studies							
2009	3	51	100	8.3	58.3	33.3	91.7
	4	103	100	5.3	36.2	58.5	94.7
	5	46	100	17.1	36.6	46.3	82.9
	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
Writing							
2009	3	105	98.1	31.6	35.7	32.7	68.4
	4	103	99	34	30.9	35.1	66
	5	92	100	25.6	36	38.4	74.4
	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

Abbreviations for Missing Data

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