



SPEARMAN ELEMENTARY

2001 Easley Highway
Piedmont, SC 29673

Grades	PK-5 Elementary School	
Enrollment	530 Students	
Principal	Jason Lesley	864-947-9787
Superintendent	Dr. R. Wayne Fowler	864-847-7344
Board Chair	Mr. Fred Alexander	864-947-9346

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Average
2009	Good	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	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

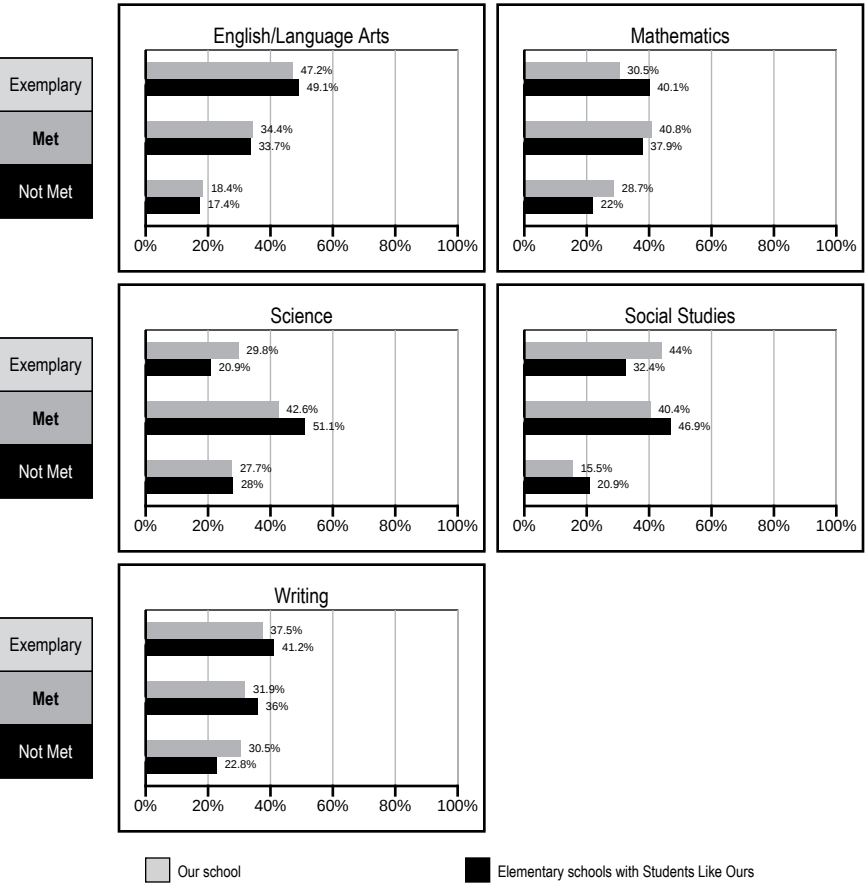
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
30	34	29	0	0

* Ratings are calculated with data available by 03/09/2011.

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=530)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	Down from 1.3%	1.1%	1.2%
Attendance rate	96.8%	Up from 96.3%	96.3%	96.1%
Eligible for gifted and talented	10.3%	Down from 11.5%	17.0%	11.7%
With disabilities other than speech	7.8%	Down from 9.2%	7.2%	8.0%
Older than usual for grade	0.2%	No Change	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	64.5%	Up from 60.0%	62.5%	60.5%
Continuing contract teachers	93.5%	Up from 90.0%	87.3%	84.6%
Teachers with emergency or provisional certificates	3.2%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	90.2%	Up from 86.0%	90.2%	87.0%
Teacher attendance rate	95.3%	Down from 96.0%	95.7%	95.4%
Average teacher salary*	\$48,250	Up 2.1%	\$48,220	\$47,288
Professional development days/teacher	6.3 days	Up from 5.5 days	11.3 days	10.5 days
School				
Principal's years at school	1.0	Down from 21.0	5.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	No Change	20.0 to 1	19.2 to 1
Prime instructional time	91.8%	Down from 91.9%	91.8%	90.8%
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**	\$6,087	Down 5.1%	\$7,114	\$7,548
Percent of expenditures for instruction**	68.0%	No Change	69.0%	68.7%
Percent of expenditures for teacher salaries**	64.4%	Up from 62.2%	66.3%	65.1%

* 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

Spearman Elementary had an amazing school year. Our excellent staff remains committed to our mission “to lay a solid educational foundation by providing a challenging, diverse curriculum in a safe environment where there is an excitement for learning.”

This year brought some exciting changes due to the start of construction on new classrooms and a new cafeteria, inspiring our schoolwide theme, “Spearman Under Construction – Building Successful Learners.” The students, parents, and staff watched the construction with great anticipation and eagerness as we opened our new cafeteria for the last few weeks of the school year.

Our staff held true to the school theme and worked passionately to build successful learners. We implemented a new math curriculum, as well as guided reading strategies that show exciting academic gains. Utilizing the Response to Intervention (RTI) program ensures each student receives every opportunity and strategy to be a successful learner. We are committed to meeting the individual needs of all of our students at Spearman Elementary by analyzing data from PACT, MAP (Measures of Academic Progress), and Fountas and Pinnell reading levels, along with formal and informal assessments. We use this data to guide our instruction and curriculum throughout the year.

We were recognized by the state as a Ribbon School for our implementation of the Positive Behavior Interventions and Supports (PBIS) program. This program recognizes and encourages appropriate behavior by rewarding and praising the positive behaviors from individual students and classes. This creates a positive climate that is conducive to academic achievement, as well as teaching lifelong behavioral skills.

Our fine arts program continues its excellence with wonderful performances by our chorus and beautiful displays by our talented art students. Our physical education program continues to instill the knowledge of lifelong fitness as students raised over \$8,000 for the American Heart Association through Jump Rope for Heart.

Our students also participated in several activities outside the classroom, such as Student Council, Morning News Crew, Safety Patrol, Chorus, and Flag Patrol. The morning news show, which started this year, is produced and operated by our students. It begins each school day with pledges, weather, and school news that is viewed by the entire school. This is also a venue where individual students and classes are recognized for their many great achievements in and outside of school. Our Students Council worked extremely hard each week with our schoolwide recycling program and School Store.

Spearman also has the support of our incredible PTO and SIC, which is invaluable to our school. Their countless volunteer hours and fundraising efforts are wonderful examples for our students. Our school could not be as successful without their support.

Jason Lesley, Principal
Craig Davenport, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	94	72
Percent satisfied with learning environment	100.0%	84.9%	91.7%
Percent satisfied with social and physical environment	100.0%	87.2%	92.8%
Percent satisfied with school-home relations	88.5%	83.0%	87.1%

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

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 17 out of 19 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	
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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	0.4%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	294	100	18.4	34.4	47.2	87.9	91.7	83.5	Yes	Yes
Gender										
Male	169	100	21.9	34.4	43.8	85	89.9	80.1	N/A	N/A
Female	125	100	13.9	34.4	51.6	91.8	93.6	87	N/A	N/A
Racial/Ethnic Group										
White	235	100	15.4	33	51.5	89.4	92.6	89.6	Yes	Yes
African American	40	100	35.1	40.5	24.3	78.4	83.5	74.6	I/S	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	97.1	92.7	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	87.7	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	85	85.1	I/S	I/S
Disability Status										
Disabled	53	100	58.8	31.4	9.8	56.9	67.5	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	89.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	147	100	26.4	37.9	35.7	83.6	86	76.9	Yes	Yes

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

All Students	294	100	28.7	40.8	30.5	82.3	89	80.4	Yes	Yes
Gender										
Male	169	100	27.5	40	32.5	81.9	88.4	78.4	N/A	N/A
Female	125	100	30.3	41.8	27.9	82.8	89.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	235	100	26	39.2	34.8	84.1	89.8	87.8	Yes	Yes
African American	40	100	43.2	43.2	13.5	73	80.5	69.3	I/S	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.3	93.5	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	87.6	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	80	83.2	I/S	I/S
Disability Status										
Disabled	53	100	74.5	19.6	5.9	37.3	57.8	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	89.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	147	100	37.1	40	22.9	75.7	83	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	196	100	27.7	42.6	29.8	72.3	84.6	67.3
Gender								
Male	112	100	32.1	34.9	33	67.9	85	66.9
Female	84	100	22	52.4	25.6	78	84.2	67.7
Racial/Ethnic Group								
White	156	100	25.2	41.7	33.1	74.8	86.1	79.6
African American	32	100	41.4	44.8	13.8	58.6	70.9	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	81.4	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.9	69.5
Disability Status								
Disabled	36	100	N/A	N/A	N/A	35.3	55.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	78.8	58.6
Socio-Economic Status								
Subsidized meals	96	100	39.1	40.2	20.7	60.9	76	55.4

Social Studies								
All Students	201	99.5	15.1	40.6	44.3	84.9	83	70.9
Gender								
Male	118	99.2	12.6	33.3	54.1	87.4	82.9	70.1
Female	83	100	18.5	50.6	30.9	81.5	83.1	71.7
Racial/Ethnic Group								
White	158	99.4	14.7	40.7	44.7	85.3	83.9	79.2
African American	28	100	17.9	42.9	39.3	82.1	74.1	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	83.3	86.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	81.3	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	78.6	71.2
Disability Status								
Disabled	39	100	40.5	48.6	10.8	59.5	50.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	78.7	68
Socio-Economic Status								
Subsidized meals	102	100	22.7	47.4	29.9	77.3	73.7	60.8

Abbreviations for Missing Data

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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	294	100	30.5	31.9	37.5	69.5	82.8	72.1	96.8	96.2
Gender										
Male	170	100	38.7	31.3	30.1	61.3	76.6	65.2	96.9	96.2
Female	124	100	19.7	32.8	47.5	80.3	89.5	79.2	96.7	96.2
Racial/Ethnic Group										
White	235	100	27.2	31.6	41.2	72.8	84.2	80.8	96.7	96.1
African American	39	100	43.2	35.1	21.6	56.8	71.3	59.7	97.3	96.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.4	87	98.1	97.8
Hispanic	12	100	50	33.3	16.7	50	73.7	64.6	96.9	96.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	68.4	73.4	96.1	94.7
Disability Status										
Disabled	43	100	88.4	9.3	2.3	11.6	40.5	27.7	96.4	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	75	63.7	97.1	96.7
Socio-Economic Status										
Subsidized meals	144	100	40.1	35.2	24.6	59.9	73.6	61.9	96.3	95.4

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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
2010	3	90	100	15.3	25.9	58.8	84.7
	4	103	100	19.2	39.4	41.4	80.8
	5	101	100	20.4	36.7	42.9	79.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	90	100	25.9	37.6	36.5	74.1
	4	103	100	30.3	43.4	26.3	69.7
	5	101	100	29.6	40.8	29.6	70.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	45	100	40.5	28.6	31	59.5
	4	103	100	23.2	46.5	30.3	76.8
	5	48	100	25.5	46.8	27.7	74.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
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
2010	3	45	97.8	16.7	52.4	31	83.3
	4	103	100	12.1	40.4	47.5	87.9
	5	53	100	19.6	31.4	49	80.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	91	100	30.7	33	36.4	69.3
	4	102	100	38.4	34.3	27.3	61.6
	5	101	100	22.4	28.6	49	77.6
	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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