



O P Earle Elementary

100 Redland Rd.
Landrum, SC 29356

Grades	PK-5 Elementary School	
Enrollment	511 Students	
Principal	Nita H. High	864-457-3416
Superintendent	Dr. Jimmy Littlefield	864-472-2846
Board Chair	Mr. Michael Smith	864-472-2846

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

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

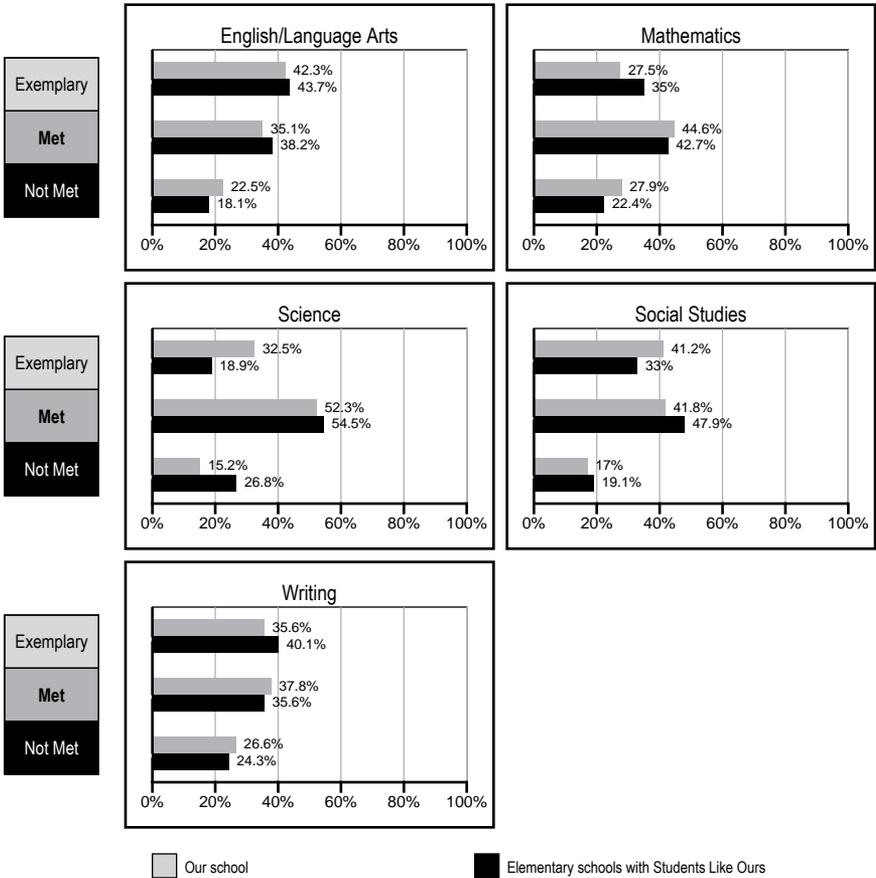
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 92.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	30	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=511)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Down from 0.9%	1.8%	1.9%
Attendance rate	96.0%	Down from 96.1%	96.3%	96.3%
Eligible for gifted and talented	15.0%	Up from 10.1%	14.2%	10.0%
With disabilities other than speech	9.3%	Up from 7.6%	7.3%	7.7%
Older than usual for grade	1.0%	Up from 0.0%	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=39)				
Teachers with advanced degrees	51.3%	Down from 53.8%	61.3%	59.4%
Continuing contract teachers	84.6%	Up from 82.1%	82.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.6%	Up from 87.0%	88.5%	85.9%
Teacher attendance rate	96.2%	Up from 94.3%	95.2%	95.1%
Average teacher salary*	\$46,589	Up 0.3%	\$47,732	\$47,149
Professional development days/teacher	18.5 days	Down from 18.7 days	11.6 days	11.1 days
School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 19.4 to 1	19.3 to 1	18.8 to 1
Prime instructional time	91.3%	Up from 89.3%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,467	Up 6.9%	\$6,977	\$7,458
Percent of expenditures for instruction**	69.1%	Up from 68.7%	69.1%	68.8%
Percent of expenditures for teacher salaries**	67.0%	Up from 66.4%	63.0%	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

Dear Parents,

During the 2008-09 school year, O.P. Earle students performed well academically, participated in services to the community, and demonstrated their interest and ability in art activities. Our school received numerous grants from a variety of organizations including a grant to serve four-year-old "at risk" students in a full-day program. Our students and staff participated in fundraising for Relay for Life and was the top fundraising organization in the North Spartanburg region. Our school raised over \$15,000 for Relay for Life. Again, our school's Veteran's Day program was a large community event that allowed our students and staff to recognize and thank many of our area veterans.

The arts are a significant educational component at our school and are considered to be an integral aspect of our students' school life. O.P. Earle students' art work was recognized at the district and state level. The school's 10th annual Spring Sampler of the Arts was held at the Landrum Library. Our music program includes an Honors Chorus, drum, guitar, recorder, and dulcimer performing groups. Students gifted in art participated in Studio art classes, and students gifted in writing were inducted into the Writer's Guild. Student artwork is displayed throughout the school and in the community. We continued to offer a number of successful co-curricular programs for our students, including Foothills Running Club, Tattle Tales (a storytelling club), and Click Club (a student technology group). Our school implemented a Project Fit America grant and served as the pilot school in SC for this fitness and nutrition program. Many art programs were supported by the local public library and other local organizations, such as the Laurel Lake Music Society.

We had overwhelming parent participation in our annual Family Breakfast, Thanksgiving Dinner, 5th grade Celebration, kindergarten graduation, and the School Picnic. Student-Led Conferences continue to be a vital part of our parent communication program. Our school's PTO has been an active group, raising thousands of dollars to support student activities and instruction. Our school boasts more than 200 adult volunteers. Parent workshops were offered for parents of rising 1st graders and rising K5 students. Parents also participated in "Donuts for Dads" and "Muffins for Mom" reading-incentive programs. Our students also participated in the "Night of the Stars" talent show and in the Spring Concert. A parenting workshop called "1, 2, 3 Magic" was presented by our guidance counselor for all interested parents.

Teachers participated in a variety of staff development opportunities, including two book study groups. Additionally, a number of teachers continued to work toward advanced degrees. Teachers received grants and were presenters at local and state professional conferences. Our school has participated in the MSU's math/science instructional coaching initiative for seven years. This year, we had a science, math, and literacy coach that provided intensive staff development for all teachers.

The O.P. Earle faculty is committed to offering the best educational opportunities, a safe learning environment, and a warm, family atmosphere for our students.

Nita H. High, Principal

Paula Clark, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	78	56
Percent satisfied with learning environment	91.9%	87.0%	87.5%
Percent satisfied with social and physical environment	97.3%	92.0%	90.9%
Percent satisfied with school-home relations	94.6%	91.0%	79.6%

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

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 Adequate Yearly Progress

YES

This school met 15 out of 15 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

CSI-DELAY

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	1.4%	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	96.0%	94.0%*	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

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

All Students	238	100	22.1	35.1	42.8	86.9	86.6	82.8	Yes	Yes
Gender										
Male	120	100	24.8	33.6	41.6	84.1	84.6	79.3	N/A	N/A
Female	118	100	19.3	36.7	44	89.9	88.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	190	100	20.1	33	46.9	87.7	88	89.5	Yes	Yes
African American	24	100	22.7	50	27.3	77.3	77.3	73.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.7	92.3	I/S	I/S
Hispanic	22	100	42.1	36.8	21.1	89.5	84.1	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	40	100	65.8	26.3	7.9	44.7	50.7	52	I/S	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	24	100	30.4	39.1	30.4	91.3	82.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	118	100	29	40.2	30.8	83.2	81.3	75.5	Yes	Yes

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

All Students	238	100	27.5	45	27.5	82	86.7	78.9	Yes	Yes
Gender										
Male	120	100	27.4	43.4	29.2	80.5	86.2	77	N/A	N/A
Female	118	100	27.5	46.8	25.7	83.5	87.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	190	100	24	43	33	84.9	88	87.2	Yes	Yes
African American	24	100	59.1	36.4	4.5	54.5	75.7	66.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.4	93	I/S	I/S
Hispanic	22	100	N/AV	N/AV	N/AV	84.2	86.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	40	100	65.8	31.6	2.6	42.1	53	45.5	I/S	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	24	100	17.4	65.2	17.4	91.3	85.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	118	100	32.7	53.3	14	79.4	82.1	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	163	100	14.6	52.3	33.1	85.4	80.1	67.5
Gender								
Male	86	100	17.5	50	32.5	82.5	80	67
Female	77	100	11.3	54.9	33.8	88.7	80.2	68
Racial/Ethnic Group								
White	131	100	12.2	51.2	36.6	87.8	82.3	79.5
African American	14	100	33.3	50	16.7	66.7	67.8	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87	84.3
Hispanic	16	100	21.4	64.3	14.3	78.6	71.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	28	100	42.3	50	7.7	57.7	46.5	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	16	100	13.3	60	26.7	86.7	74.3	59.6
Socio-Economic Status								
Subsized meals	79	100	21.7	62.3	15.9	78.3	72.4	55.1
Social Studies								
All Students	164	100	16.9	42.2	40.9	83.1	80.9	72.3
Gender								
Male	80	100	16	34.7	49.3	84	81.5	71.5
Female	84	100	17.7	49.4	32.9	82.3	80.4	73.2
Racial/Ethnic Group								
White	129	100	15.4	39	45.5	84.6	81.8	80.7
African American	17	100	18.8	50	31.3	81.3	73.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.3	88.5
Hispanic	17	100	28.6	64.3	7.1	71.4	83.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	26	100	42.3	50	7.7	57.7	50	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	18	100	23.5	47.1	29.4	76.5	85.9	67.9
Socio-Economic Status								
Subsized meals	79	100	20.3	50	29.7	79.7	75.8	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	235	99.6	26.6	37.8	35.6	73.4	76.5	70.2	96	96.5
Gender										
Male	119	100	33.3	38.6	28.1	66.7	70.5	63.2	96.1	96.5
Female	116	99.1	19.4	37	43.5	80.6	82.8	77.5	95.9	96.4
Racial/Ethnic Group										
White	189	99.5	25.7	34.1	40.2	74.3	78	79.1	95.9	96.3
African American	23	100	31.8	45.5	22.7	68.2	67.6	57.6	96.5	97.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.7	86.2	96.7	97.2
Hispanic	21	100	31.6	57.9	10.5	68.4	65.2	62.6	96	97.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	90.6	92
Disability Status										
Disabled	40	97.5	83.8	10.8	5.4	16.2	26.8	26.1	95.6	96
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	24	100	26.1	56.5	17.4	73.9	69	61.2	97.2	96.9
Socio-Economic Status										
Subsidized meals	113	100	32.4	48.6	19	67.6	68.3	58.9	95.3	95.9

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	66	100	20	21.7	58.3	80
	4	89	100	19.3	41	39.8	80.7
	5	83	100	26.6	39.2	34.2	73.4
	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
Mathematics							
2009	3	66	100	28.3	35	36.7	71.7
	4	89	100	24.1	48.2	27.7	75.9
	5	83	100	30.4	49.4	20.3	69.6
	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
Science							
2009	3	33	100	23.3	43.3	33.3	76.7
	4	89	100	12	54.2	33.7	88
	5	41	100	13.2	55.3	31.6	86.8
	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
Social Studies							
2009	3	33	100	6.7	46.7	46.7	93.3
	4	89	100	10.8	43.4	45.8	89.2
	5	42	100	36.6	36.6	26.8	63.4
	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
Writing							
2009	3	65	100	26.7	21.7	51.7	73.3
	4	86	98.8	19.5	48.8	31.7	80.5
	5	84	100	33.8	38.8	27.5	66.3
	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

Abbreviations for Missing Data

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