

O P EARLE ELEMENTARY

100 Redland Rd.
Landrum, SC 29356

Grades	PK-5 Elementary School	
Enrollment	515 Students	
Principal	Nita H. High	864-457-3416
Superintendent	Dr. Ronald W. Garner	864-472-2846
Board Chair	Mr. Mark Rollins	864-472-2846

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

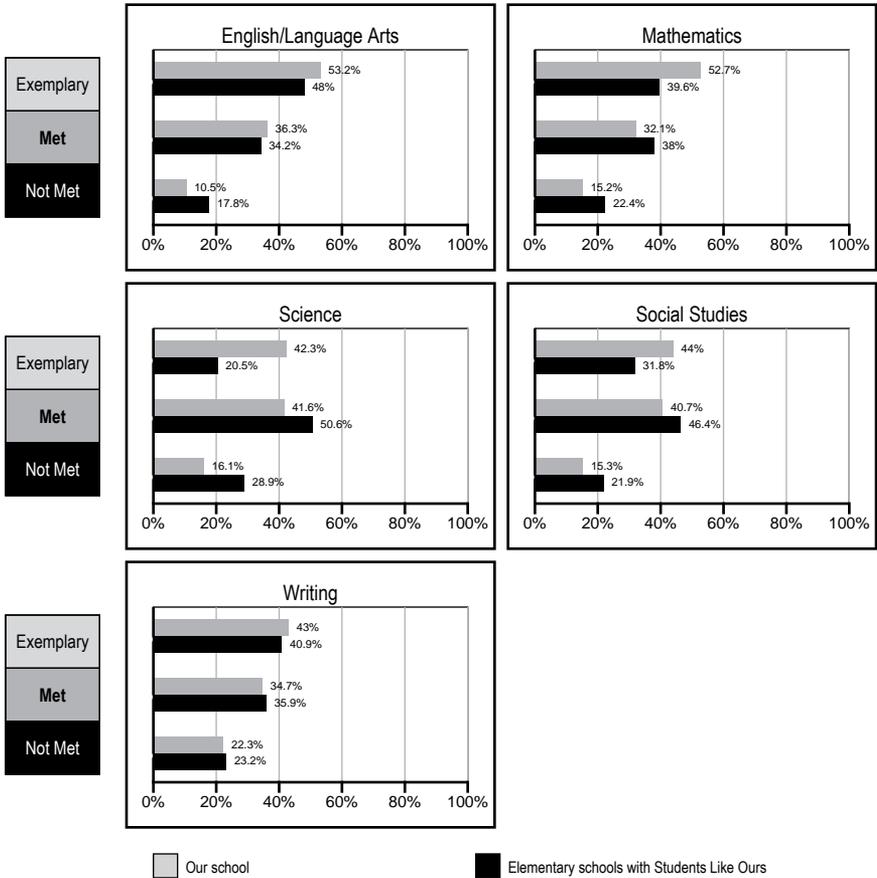
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 90.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
23	38	31	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=515)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Up from 0.8%	1.2%	1.2%
Attendance rate	95.9%	Down from 96.0%	96.2%	96.1%
Eligible for gifted and talented	17.7%	Up from 15.0%	16.0%	11.7%
With disabilities other than speech	7.9%	Down from 9.3%	7.6%	8.0%
Older than usual for grade	1.0%	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=39)				
Teachers with advanced degrees	56.4%	Up from 51.3%	61.8%	60.5%
Continuing contract teachers	84.6%	No Change	86.5%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.4%	Up from 88.6%	89.3%	87.0%
Teacher attendance rate	96.6%	Up from 96.2%	95.5%	95.4%
Average teacher salary*	\$47,404	Up 1.7%	\$48,037	\$47,288
Professional development days/teacher	19.8 days	Up from 18.5 days	10.7 days	10.5 days
School				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 17.3 to 1	19.9 to 1	19.2 to 1
Prime instructional time	91.9%	Up from 91.3%	90.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,567	Up 14.7%	\$7,010	\$7,548
Percent of expenditures for instruction**	60.6%	Down from 69.1%	69.2%	68.7%
Percent of expenditures for teacher salaries**	59.3%	Down from 67.0%	66.2%	65.1%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Dear Parents:

During the 2009-10 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 we were among the top fundraising organizations in the North Spartanburg region. 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. Our students performed well academically and our school was named a Palmetto Silver Award recipient and a Silver Closing the Gap recipient. Our school met AYP as indicated on the 08-09 report card.

The study of the arts is a significant educational component at our school and is considered to be an integral aspect of our students' school life. O.P. Earle students' artwork was recognized at the district, state and national level. The school's 11th annual Spring Sampler of the Arts was held at the Landrum Library. Our music program includes an Honors Chorus, 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 "Souper Family Literacy Night" and in "Donuts for Dads," "Muffins for Mom," and "Goodies for Grandparents" reading incentive programs. Our students performed in "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 book study groups and a variety of staff development that included literacy training, math workshops, and technology workshops. Additionally, a number of teachers continued to work toward advanced degrees. Teachers received grants and were presenters at local, state, and national professional conferences. Our school has participated in the MSU's math/science instructional coaching initiative for eight 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

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	81	61
Percent satisfied with learning environment	78.1%	93.8%	90.2%
Percent satisfied with social and physical environment	96.9%	95.1%	87.9%
Percent satisfied with school-home relations	93.8%	96.3%	86.4%

* 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

YES

This school met 13 out of 13 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	0.0%	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	95.9%	94.0%*	Yes

* Or greater than last year

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

All Students	248	100	10.5	36.1	53.4	95	89.4	83.5	Yes	Yes
Gender										
Male	120	100	15.5	33.6	50.9	93.1	87.6	80.1	N/A	N/A
Female	128	100	5.7	38.5	55.7	96.7	91.2	87	N/A	N/A
Racial/Ethnic Group										
White	204	100	8.5	33.7	57.8	95.5	90.2	89.6	Yes	Yes
African American	25	100	20.8	50	29.2	91.7	82.8	74.6	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	97.9	92.7	I/S	I/S
Hispanic	15	100	25	50	25	91.7	83.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	35	100	50	32.4	17.6	67.6	58.5	51.7	I/S	I/S
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	14	100	15.4	46.2	38.5	92.3	86.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	122	100	14.9	45.6	39.5	92.1	85.2	76.9	Yes	Yes

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

All Students	248	100	15.1	31.9	52.9	91.2	88.7	80.4	Yes	Yes
Gender										
Male	120	100	19	26.7	54.3	87.1	87.3	78.4	N/A	N/A
Female	128	100	11.5	36.9	51.6	95.1	90.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	204	100	12.1	31.2	56.8	94	89.3	87.8	Yes	Yes
African American	25	100	37.5	41.7	20.8	75	83.6	69.3	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.7	93.5	I/S	I/S
Hispanic	15	100	25	33.3	41.7	75	87	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	35	100	64.7	20.6	14.7	50	51.2	46.1	I/S	I/S
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	14	100	23.1	15.4	61.5	76.9	85.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	122	100	20.2	39.5	40.4	86.8	84	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	159	100	16	41.3	42.7	84	79.2	67.3
Gender								
Male	72	100	17.4	40.6	42	82.6	80.5	66.9
Female	87	100	14.8	42	43.2	85.2	77.8	67.7
Racial/Ethnic Group								
White	125	100	10.7	43	46.3	89.3	81.3	79.6
African American	21	100	35	40	25	65	63.6	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.8	84.4
Hispanic	10	I/S	I/S	I/S	I/S	I/S	66.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	17	100	56.3	37.5	6.3	43.8	39.6	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	10	I/S	I/S	I/S	I/S	I/S	71.9	58.6
Socio-Economic Status								
Subsidized meals	84	100	26	41.6	32.5	74	72.3	55.4
Social Studies								
All Students	158	100	15.2	41.1	43.7	84.8	78.9	70.9
Gender								
Male	82	100	16.5	35.4	48.1	83.5	79.8	70.1
Female	76	100	13.9	47.2	38.9	86.1	77.9	71.7
Racial/Ethnic Group								
White	129	100	11.2	38.4	50.4	88.8	80.5	79.2
African American	16	100	37.5	50	12.5	62.5	66.7	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90	86.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	73.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	29	100	50	46.4	3.6	50	46.5	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	78.2	68
Socio-Economic Status								
Subsidized meals	80	100	23	54.1	23	77	70.5	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	251	99.2	22	34.9	43.2	78	79.8	72.1	95.9	96.3
Gender										
Male	121	98.4	32.2	32.2	35.7	67.8	74.2	65.2	96	96.4
Female	130	100	12.7	37.3	50	87.3	85.7	79.2	95.7	96.2
Racial/Ethnic Group										
White	206	99.5	17.5	34	48.5	82.5	81.4	80.8	95.8	96.1
African American	27	96.3	40	40	20	60	68.2	59.7	96.1	97.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.4	87	97.7	97.2
Hispanic	14	100	53.8	38.5	7.7	46.2	72.5	64.6	96.6	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	96
Disability Status										
Disabled	37	97.3	71.4	22.9	5.7	28.6	31.5	27.7	95.4	95.6
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	13	100	42.9	35.7	21.4	57.1	77.2	63.7	97.2	96.8
Socio-Economic Status										
Subsidized meals	124	98.4	29.6	39.1	31.3	70.4	72.7	61.9	95.1	95.7

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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	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
2010	3	88	100	6.9	31	62.1	93.1
	4	69	100	14.3	36.5	49.2	85.7
	5	91	100	11.4	40.9	47.7	88.6
	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	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
2010	3	88	100	11.5	32.2	56.3	88.5
	4	69	100	20.6	34.9	44.4	79.4
	5	91	100	14.8	29.5	55.7	85.2
	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	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
2010	3	43	100	7	41.9	51.2	93
	4	69	100	23.8	33.3	42.9	76.2
	5	47	100	13.6	52.3	34.1	86.4
	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

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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	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
2010	3	45	100	6.8	40.9	52.3	93.2
	4	69	100	19	33.3	47.6	81
	5	44	100	18.2	52.3	29.5	81.8
	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	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
2010	3	91	100	20.2	36	43.8	79.8
	4	68	98.5	23.4	26.6	50	76.6
	5	92	98.9	22.7	39.8	37.5	77.3
	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

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