



Spearman Elementary

2001 Easley Highway
Piedmont, SC 29673

Grades	PK-5 Elementary School	
Enrollment	505 Students	
Principal	M.O. Howard, Jr.	864-845-3149
Superintendent	Dr. Wayne Fowler	864-847-7344
Board Chair	Mr. Fred Alexander	864-947-9346

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	Below Average
2006	Good	At-Risk
2005	Good	At-Risk
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

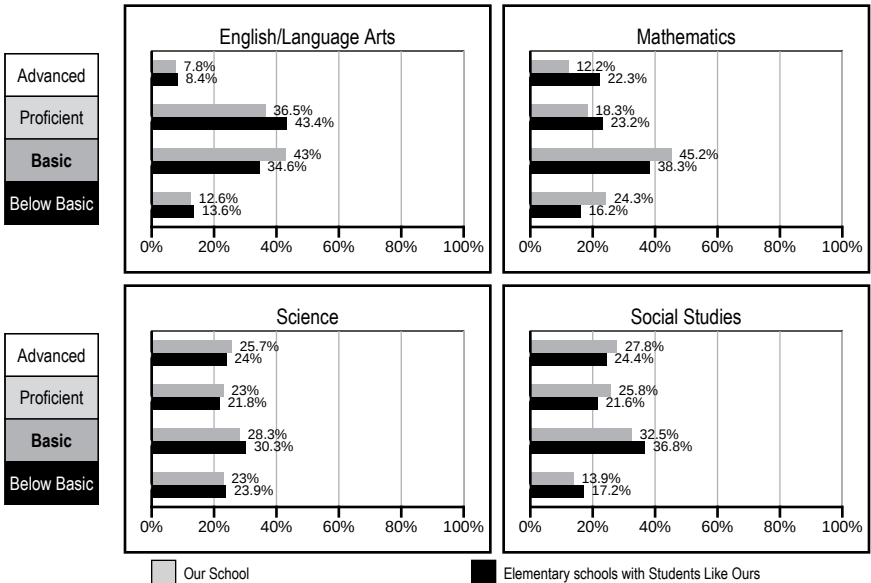
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	34	55	3	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=505)				
First graders who attended full-day kindergarten	100.0%	Up from 96.5%	100.0%	100.0%
Retention rate	1.6%	Down from 2.8%	1.8%	2.3%
Attendance rate	96.5%	Up from 96.2%	96.5%	96.3%
Eligible for gifted and talented	13.2%	Up from 9.9%	16.6%	10.4%
With disabilities other than speech	7.8%	Up from 7.2%	6.6%	7.5%
Older than usual for grade	0.2%	Down from 1.3%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	43.3%	Down from 46.4%	59.8%	56.7%
Continuing contract teachers	76.7%	Down from 78.6%	81.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.8%	Down from 84.4%	89.4%	86.4%
Teacher attendance rate	95.2%	Up from 95.0%	94.7%	94.9%
Average teacher salary	\$45,141	Up 1.8%	\$46,546	\$45,345
Professional development days/teacher	11.4 days	Up from 8.8 days	13.0 days	12.6 days
School				
Principal's years at school	20.0	Up from 19.0	5.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 22.8 to 1	19.5 to 1	18.5 to 1
Prime instructional time	91.1%	Up from 90.2%	89.9%	89.8%
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	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$5,804	Down 11.1%	\$6,515	\$7,052
Percent of expenditures for instruction*	69.1%	Down from 70.9%	69.5%	69.1%
Percent of expenditures for teacher salaries*	64.6%	Down from 67.3%	65.4%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Emotions ran high as students and parents alike were excited to learn the schoolwide theme for the year. As they arrived on Orientation Night in August, they were greeted by staff members proudly wearing their T-shirts displaying the theme, "Spearman Ranch: Roundin' Up Successful Learners." Everyone was encouraged to purchase a shirt and wear it on Fridays throughout the year. Our lobby was decorated with a "real" covered wagon complete with lanterns and other ranch items. One hallway even had horses that would play a tune at the push of a button. Teachers decorated their doors and rooms to coincide with the theme.

Our fine arts program continued its excellence with various performances throughout the year. Our fourth and fifth grade chorus performed at the State Fair in Columbia and received superb ratings. They also performed at a local hospital and nursing home. Our art students also continued to amaze us with their stunning art displays. In PE, a Walking Club was added three mornings a week. Students were excited as they learned they had walked almost to California! Our students also performed well on the PE fitness testing.

A continued emphasis on reading was evident as students and staff accumulated over 30,000 Accelerated Reader points. Library circulation also showed a huge increase. Classroom and schoolwide celebrations were held to showcase reading accomplishments.

Our score of Average on the state report card was a reflection of our students' results on the Palmetto Achievement Challenge Test (PACT). We met 13 of 13 objectives, thus achieving Adequate Yearly Progress (AYP). Two students were recognized at Clemson University for their performance in science fairs.

Our excellent and dedicated teaching and support staff remains committed to carrying out 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."

M.O. Howard, Jr., Principal
Cindy Perry, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	79	47
Percent satisfied with learning environment	100.0%	78.5%	89.4%
Percent satisfied with social and physical environment	100.0%	75.9%	78.7%
Percent satisfied with school-home relations	100.0%	91.1%	80.9%

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

School Adequate Yearly Progress

NO

This school met 12 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. Sanction: Implement the restructuring plan.
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%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	248	100	12.6	43	36.5	7.8	60	63.1	48.2	Yes	Yes
Gender											
Male	131	100	16.9	50.8	27.4	4.8	47.6	57.1	41.7	N/A	N/A
Female	117	100	7.5	34	47.2	11.3	74.5	69.7	55	N/A	N/A
Racial/Ethnic Group											
White	203	100	9.9	44	38.2	7.9	60.7	64.9	60	Yes	Yes
African American	27	100	20.8	58.3	16.7	4.2	54.2	47.2	31.7	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	81.6	70.4	I/S	I/S
Hispanic	11	100	33.3	11.1	55.6	0	55.6	47.9	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
Disability Status											
Disabled	38	100	33.3	44.4	22.2	0	25	24.8	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	41.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	107	100	23.2	45.3	30.5	1.1	45.3	46.5	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	248	100	24.3	45.2	18.3	12.2	45.7	59.8	45.8	Yes	Yes
Gender											
Male	131	100	23.4	48.4	16.1	12.1	43.5	60	45.6	N/A	N/A
Female	117	100	25.5	41.5	20.8	12.3	48.1	59.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	203	100	22.5	44	20.9	12.6	48.2	62	59	Yes	Yes
African American	27	100	33.3	54.2	0	12.5	29.2	37.1	26.9	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	86.8	71.3	I/S	I/S
Hispanic	11	100	33.3	44.4	22.2	0	44.4	45.3	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	41.7	46.2	I/S	I/S
Disability Status											
Disabled	38	100	52.8	36.1	8.3	2.8	19.4	24.5	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	39.7	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	107	100	34.7	46.3	13.7	5.3	32.6	44.2	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	164	100	23	28.3	23	25.7	48.7	57.2	35.7	96.5	96.1
Gender											
Male	90	100	23.8	31	23.8	21.4	45.2	60.1	37.4	96.5	96.1
Female	74	100	22.1	25	22.1	30.9	52.9	53.9	33.8	96.4	96.1
Racial/Ethnic Group											
White	134	100	19.7	29.1	24.4	26.8	51.2	59.8	49.2	96.5	96
African American	15	100	38.5	38.5	7.7	15.4	23.1	31.9	17	96.5	96.6
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	70.8	58	98.1	97.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	46	24.9	95.9	96.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	94.5	94.9
Disability Status											
Disabled	27	100	50	42.3	7.7	0	7.7	23.7	14	96	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	38	24.4	96.1	96.6
Socio-Economic Status											
Subsided meals	73	100	35.4	32.3	13.8	18.5	32.3	38.2	21.1	95.9	95.2

Social Studies

All Students	164	99.4	13.3	32.7	26	28	54	50.7	34	96.5	96.1
Gender											
Male	82	98.8	11.7	29.9	27.3	31.2	58.4	53.7	36.6	96.5	96.1
Female	82	100	15.1	35.6	24.7	24.7	49.3	47.3	31.3	96.4	96.1
Racial/Ethnic Group											
White	130	99.2	12.4	32.2	25.6	29.8	55.4	51.8	44.5	96.5	96
African American	20	100	16.7	33.3	27.8	22.2	50	39.5	19.1	96.5	96.6
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	80	58.9	98.1	97.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	39.3	27.5	95.9	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	94.5	94.9
Disability Status											
Disabled	23	95.7	35	35	20	10	30	24.9	14.4	96	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	44.7	27.3	96.1	96.6
Socio-Economic Status											
Subsided meals	73	98.6	21	35.5	27.4	16.1	43.5	37.5	21	95.9	95.2

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	78	100	8.8	32.4	58.8	0	58.8
	4	76	100	6	46.3	41.8	6	47.8
	5	65	100	27	54	19	0	19
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	88	100	9.8	37.8	39	13.4	52.4
	4	80	100	12.3	39.7	41.1	6.8	47.9
	5	80	100	16	52	29.3	2.7	32
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	78	100	14.7	54.4	20.6	10.3	30.9
	4	76	100	14.9	40.3	25.4	19.4	44.8
	5	65	100	27	57.1	9.5	6.3	15.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	88	100	28	36.6	15.9	19.5	35.4
	4	80	100	24.7	46.6	16.4	12.3	28.8
	5	80	100	20	53.3	22.7	4	26.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	39	100	28.1	37.5	28.1	6.3	34.4
	4	76	100	25.4	20.9	20.9	32.8	53.7
	5	33	100	40.6	40.6	9.4	9.4	18.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	44	100	16.7	33.3	31	19	50
	4	80	100	19.2	24.7	26	30.1	56.2
	5	40	100	37.8	29.7	8.1	24.3	32.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	39	100	11.1	27.8	50	11.1	61.1
	4	76	100	9	20.9	35.8	34.3	70.1
	5	32	100	38.7	41.9	12.9	6.5	19.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	44	100	10	40	27.5	22.5	50
	4	80	100	12.3	24.7	27.4	35.6	63
	5	40	97.5	18.9	40.5	21.6	18.9	40.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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