



O P Earle Elementary

100 Redland Rd.
Landrum, SC 29356

Grades	PK-5 Elementary School	
Enrollment	542 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 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

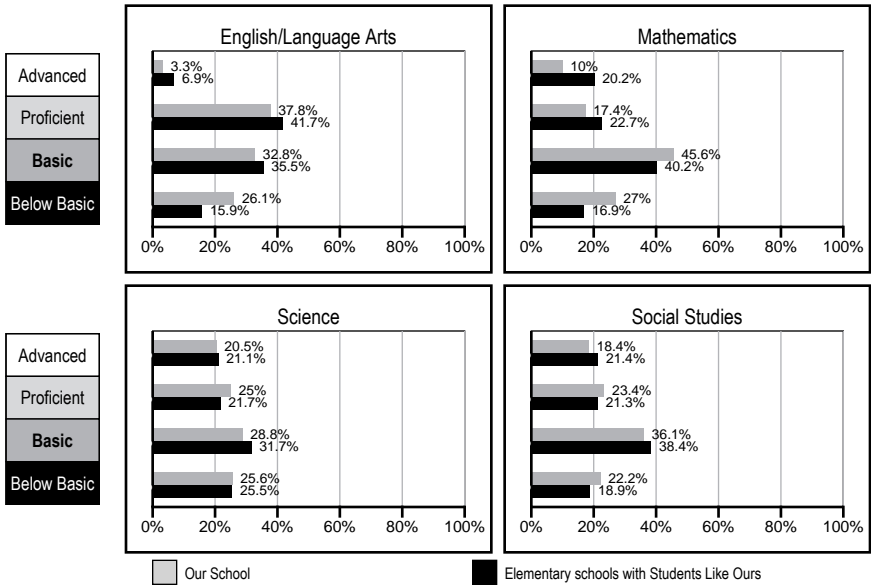
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	26	53	5	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=542)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Up from 0.6%	2.1%	2.3%
Attendance rate	96.1%	Up from 95.8%	96.4%	96.3%
Eligible for gifted and talented	10.1%	Down from 11.9%	14.7%	10.4%
With disabilities other than speech	7.6%	Down from 8.8%	7.0%	7.5%
Older than usual for grade	0.0%	Down from 0.3%	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=39)				
Teachers with advanced degrees	53.8%	Up from 51.2%	58.5%	56.7%
Continuing contract teachers	82.1%	Down from 85.4%	79.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.0%	Down from 87.9%	89.2%	86.4%
Teacher attendance rate	94.3%	Down from 95.0%	94.9%	94.9%
Average teacher salary	\$46,464	Up 4.3%	\$46,279	\$45,345
Professional development days/teacher	18.7 days	Up from 16.8 days	12.9 days	12.6 days
School				
Principal's years at school	8.0	Up from 7.0	4.5	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 18.9 to 1	19.4 to 1	18.5 to 1
Prime instructional time	89.3%	Down from 89.9%	90.2%	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	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,988	Up 5.4%	\$6,448	\$7,052
Percent of expenditures for instruction*	68.7%	Up from 63.4%	69.3%	69.1%
Percent of expenditures for teacher salaries*	66.4%	Up from 63.0%	65.5%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Dear Parents:

During the 2007-08 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 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 the Ronald McDonald House, Relay for Life, and March of Dimes. Our school raised over \$8000 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 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. Our music program includes an Honors Chorus, drum, guitar, recorder, and dulcimer performing groups. Students gifted in art participate in Studio art classes, and students gifted in writing are inducted into the Writer's Guild. Student artwork is displayed throughout the school and in the community. Our school held a "Spring Sampler" that highlighted students' and teachers' visual artwork, musical talent, and writing ability. 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 recently received a Project Fit America grant and will serve 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 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. The media center held a "Donuts for Dads" and "Muffins for Moms" time that parents could read with their children.

Teachers participated in a variety of staff development opportunities, including a book study group. Our teachers continued to work toward advanced degrees, received grants, and were presenters at local and state professional conferences. Our art teacher was a presenter at the National Art Educators Conference in New Orleans. A fourth grade teacher was recognized as the State and National VFW Citizenship Educator of the Year. Our school has participated in the MSU's math/science instructional coaching initiative for six years. Our coaches 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
Susan Ludwick, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	74	68
Percent satisfied with learning environment	96.9%	85.1%	83.6%
Percent satisfied with social and physical environment	100.0%	87.7%	87.9%
Percent satisfied with school-home relations	100.0%	87.8%	85.3%

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

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School Adequate Yearly Progress

NO

This school met 13 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

Continuing School Improvement

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	0.0%	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	96.1%	94.0%	Yes

* Or greater than last year

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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	251	99.2	25.5	33.1	38.1	3.3	52.3	54.9	48.2	Yes	Yes
Gender											
Male	129	98.5	30.8	27.5	39.2	2.5	50	48.8	41.7	N/A	N/A
Female	122	100	20.2	38.7	37	4.2	54.6	61.4	55	N/A	N/A
Racial/Ethnic Group											
White	202	99	22.6	31.3	42.1	4.1	55.9	57.9	60	Yes	Yes
African American	28	100	41.7	41.7	16.7	0	29.2	36	31.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	60.7	70.4	I/S	I/S
Hispanic	19	100	33.3	38.9	27.8	0	50	49.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	41	97.6	82.5	7.5	10	0	15	11.7	16	No	Yes
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	18	100	25	43.8	31.3	0	50	47.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	127	99.2	32.8	36.1	30.3	0.8	42.6	43.3	34	Yes	Yes

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

All Students	251	100	27	45.6	17.4	10	39	52.4	45.8	No	Yes
Gender											
Male	129	100	23.8	41	21.3	13.9	48.4	53.9	45.6	N/A	N/A
Female	122	100	30.3	50.4	13.4	5.9	29.4	50.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	202	100	24.9	42.6	20.3	12.2	43.7	55.1	59	Yes	Yes
African American	28	100	54.2	41.7	4.2	0	8.3	35.7	26.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	53.6	71.3	I/S	I/S
Hispanic	19	100	16.7	77.8	5.6	0	33.3	40.5	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	41	100	61	29.3	4.9	4.9	12.2	15.3	17.1	No	Yes
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	18	100	18.8	75	6.3	0	31.3	45.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	127	100	31.7	52.8	9.8	5.7	30.9	42	31.4	No	Yes

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

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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
Science											
All Students	164	100	25.6	28.8	25	20.5	45.5	48	35.7	96.1	96.4
Gender											
Male	84	100	23.1	20.5	29.5	26.9	56.4	51.5	37.4	96.3	96.4
Female	80	100	28.2	37.2	20.5	14.1	34.6	44.1	33.8	95.9	96.5
Racial/Ethnic Group											
White	135	100	22.3	26.2	26.9	24.6	51.5	51.3	49.2	96.1	96.3
African American	16	100	57.1	21.4	21.4	0	21.4	27.5	17	96.4	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	60	58	98	97.1
Hispanic	12	100	27.3	72.7	0	0	0	32.7	24.9	95.3	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.9
Disability Status											
Disabled	23	100	47.8	30.4	13	8.7	21.7	17.2	14	95.6	95.7
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	13	100	27.3	63.6	9.1	0	9.1	38.1	24.4	95.5	96.7
Socio-Economic Status											
Subsided meals	83	100	36.3	31.3	21.3	11.3	32.5	36.9	21.1	95.4	95.9
Social Studies											
All Students	165	100	22.2	36.1	23.4	18.4	41.8	39.8	34	96.1	96.4
Gender											
Male	86	100	19.8	33.3	21	25.9	46.9	47	36.6	96.3	96.4
Female	79	100	24.7	39	26	10.4	36.4	32	31.3	95.9	96.5
Racial/Ethnic Group											
White	133	100	20	34.6	24.6	20.8	45.4	41.4	44.5	96.1	96.3
African American	20	100	29.4	47.1	17.6	5.9	23.5	25.3	19.1	96.4	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	55.6	58.9	98	97.1
Hispanic	11	100	30	40	20	10	30	40.4	27.5	95.3	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.9
Disability Status											
Disabled	32	100	56.3	28.1	12.5	3.1	15.6	16.1	14.4	95.6	95.7
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	9	I/S	I/S	I/S	I/S	I/S	I/S	44.2	27.3	95.5	96.7
Socio-Economic Status											
Subsided meals	87	100	27.4	44	19	9.5	28.6	31.1	21	95.4	95.9

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

Abbreviations for Missing Data

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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	77	100	25	36.1	36.1	2.8	38.9
	4	78	100	28	28	40	4	44
	5	95	100	18.9	51.1	27.8	2.2	30
	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	93	98.9	14.6	30.3	49.4	5.6	55.1
	4	78	98.7	26.4	36.1	36.1	1.4	37.5
	5	80	100	37.2	33.3	26.9	2.6	29.5
	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
Mathematics								
2007	3	77	100	26.4	50	16.7	6.9	23.6
	4	78	100	26.7	38.7	21.3	13.3	34.7
	5	95	100	10	48.9	28.9	12.2	41.1
	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	93	100	20	53.3	16.7	10	26.7
	4	78	100	39.7	39.7	13.7	6.8	20.5
	5	80	100	23.1	42.3	21.8	12.8	34.6
	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	41.7	30.6	16.7	11.1	27.8
	4	78	100	20	20	22.7	37.3	60
	5	48	100	17.8	24.4	15.6	42.2	57.8
	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	46	100	26.7	28.9	37.8	6.7	44.4
	4	78	100	27.4	32.9	23.3	16.4	39.7
	5	40	100	21.1	21.1	13.2	44.7	57.9
	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	38	100	8.3	58.3	22.2	11.1	33.3
	4	78	100	14.7	37.3	13.3	34.7	48
	5	46	100	17.8	42.2	26.7	13.3	40
	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	47	100	8.9	31.1	37.8	22.2	60
	4	78	100	23.3	45.2	17.8	13.7	31.5
	5	40	100	35	25	17.5	22.5	40
	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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