



SPEARMAN ELEMENTARY

2001 Easley Highway
Piedmont, SC 29673

Grades	PK-5 Elementary School	
Enrollment	508 Students	
Principal	Jason Lesley	864-947-9787
Superintendent	Dr. Wayne Fowler	864-847-7344
Board Chair	Mr. Fred Alexander	864-947-9346

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good
2010	Good	Average
2009	Good	Average
2008	Average	At-Risk
2007	Average	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

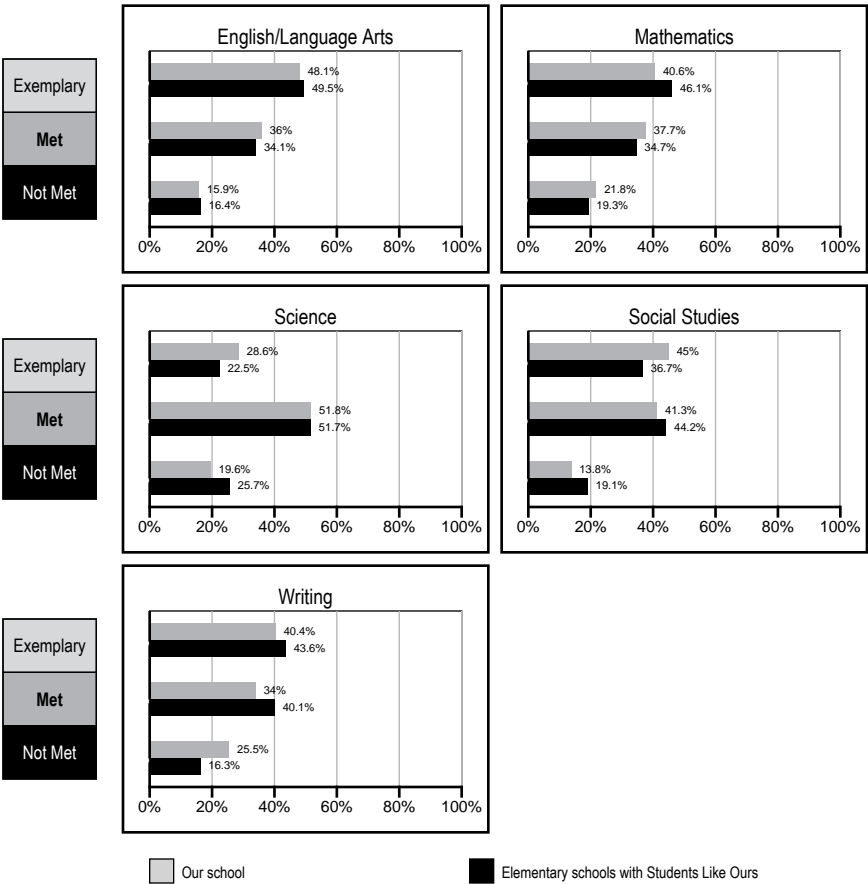
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
32	35	14	0	0

* Ratings are calculated with data available by 11/09/2011.

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=508)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Up from 0.4%	0.9%	1.1%
Attendance rate	96.3%	Down from 96.8%	96.2%	96.2%
Served by gifted and talented program	12.2%	Up from 10.3%	20.3%	13.4%
With disabilities other than speech	5.4%	Down from 7.8%	3.6%	4.1%
Older than usual for grade	0.2%	No Change	0.2%	0.3%
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	71.0%	Up from 64.5%	65.9%	62.5%
Continuing contract teachers	100.0%	Up from 93.5%	90.9%	88.2%
Teachers returning from previous year	92.2%	Up from 90.2%	90.3%	87.8%
Teacher attendance rate	94.8%	Down from 95.3%	95.0%	95.2%
Average teacher salary*	\$47,110	Down 2.4%	\$48,092	\$46,773
Professional development days/teacher	9.7 days	Up from 6.3 days	11.0 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 21.7 to 1	20.8 to 1	19.9 to 1
Prime instructional time	90.3%	Down from 91.8%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,539	Up 7.4%	\$7,127	\$7,447
Percent of expenditures for instruction**	69.8%	Up from 68.0%	68.8%	68.4%
Percent of expenditures for teacher salaries**	66.9%	Up from 64.4%	66.6%	65.8%

* 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

Our mission at Spearman Elementary School is to be committed to being our B.E.S.T. every day for every student.

B- Being effective with instruction.

E- Excelling in all we do.

S – Supplying students with a safe environment.

T – Treating all children with love and respect.

Our incredible staff continued to work passionately to make sure every student was successful. Using the Response to Intervention (RTI) program ensures that each student receives every opportunity and strategy to be a successful learner. We are committed to meeting the needs of all students at Spearman by analyzing data from PASS Testing, MAP (Measures of Academic Progress), and Fountas and Pinnell reading levels, along with formal and informal assessments. We use data to guide our instruction throughout the year.

Just as with our instruction, Spearman has also continued to provide many other ways to make sure every student's and family's time here at Spearman is meaningful and successful.

School Events – Red Ribbon Week, Children's Book Week, Variety Show, Family Literacy Night, Chorus, Grade-Level Musicals, Jump Rope for Heart, Monthly Character Education, Reading Goal Celebrations, Field Day, Academic Pep Rallies, Honor Roll/Perfect Attendance Recognitions, Awards Day, Graduation, Toys for Tots, State Superintendent's Writing Contest, Field Trips, Family Nights, Fifth Grade Dance, Daddy/Daughter Dance, School Skate Nights, Santa Shop, Shoppes at Spearman, Spring Carnival

PBIS School – Focus on positive behavior and reinforcements for positive behavior choices. Spearman was once again recognized as a Blue Ribbon PBIS School by the state.

GoalPOST After School Program for grades 1-5, offered by Clemson University

Students Leadership – Student council, Library Helpers, Safety Patrol, service learning projects, student bookstore.

Jason Lesley, Principal

Craig Davenport, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	93	39
Percent satisfied with learning environment	96.0%	93.5%	94.9%
Percent satisfied with social and physical environment	96.2%	90.3%	92.1%
Percent satisfied with school-home relations	92.3%	93.5%	89.7%

* 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 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

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	0.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%**	Yes

* Or greater than last year

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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 = 79.4% (Met or Exemplary)

All Students	257	99.2	15.2	36.3	48.5	89.9	90.7	82.4	Yes	Yes
Gender										
Male	143	99.3	18.8	39.1	42.1	86.5	88.7	78.7	N/A	N/A
Female	114	99.1	10.6	32.7	56.7	94.2	92.8	86.2	N/A	N/A
Racial/Ethnic Group										
White	205	99	13.2	34.2	52.6	91.1	91.8	88.9	Yes	Yes
African American	34	100	27.3	51.5	21.2	84.8	80.9	72.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.5	93	I/S	I/S
Hispanic	15	100	18.2	18.2	63.6	81.8	87	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.8	83	I/S	I/S
Disability Status										
Disabled	41	97.6	47.4	36.8	15.8	65.8	63.2	48.1	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	86.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	138	98.6	17.2	42.6	40.2	87.7	85.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	257	99.6	21.4	37.8	40.8	86.6	90.8	81.9	Yes	Yes
Gender										
Male	143	100	22.4	36.6	41	83.6	90.3	79.9	N/A	N/A
Female	114	99.1	20.2	39.4	40.4	90.4	91.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	205	99.5	18.3	36.6	45	89	91.6	88.9	Yes	Yes
African American	34	100	39.4	42.4	18.2	75.8	84.2	71.4	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.5	94.6	I/S	I/S
Hispanic	15	100	18.2	45.5	36.4	81.8	88.9	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.2	84.4	I/S	I/S
Disability Status										
Disabled	41	100	64.1	23.1	12.8	48.7	60.5	47.3	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	87.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	138	99.3	26	43.9	30.1	83.7	85.3	74.9	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	179	99.4	19.2	52.1	28.7	80.8	85.1	68.6
Gender								
Male	99	100	21.1	48.4	30.5	78.9	84.9	68.3
Female	80	98.8	16.7	56.9	26.4	83.3	85.3	68.9
Racial/Ethnic Group								
White	141	99.3	15.2	53	31.8	84.8	86.5	80.7
African American	23	100	39.1	43.5	17.4	60.9	73.9	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.3	85.3
Hispanic	12	100	I/S	I/S	I/S	I/S	77.9	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.4	70.8
Disability Status								
Disabled	26	100	50	34.6	15.4	50	53.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	75.8	60.7
Socio-Economic Status								
Subsidized meals	98	99	29.2	52.8	18	70.8	76.7	57.3
Social Studies								
All Students	176	98.9	12.7	41.8	45.6	87.3	84.9	72.5
Gender								
Male	97	99	12.6	43.7	43.7	87.4	85.4	72
Female	79	98.7	12.7	39.4	47.9	87.3	84.3	73.1
Racial/Ethnic Group								
White	144	98.6	11.5	39.7	48.9	88.5	86.2	81
African American	20	100	15.8	57.9	26.3	84.2	75.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	82.8	89
Hispanic	11	100	I/S	I/S	I/S	I/S	79.9	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	71.4	73.5
Disability Status								
Disabled	28	96.4	44	48	8	56	55.2	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	80.2	69.7
Socio-Economic Status								
Subsidized meals	98	99	17.6	41.2	41.2	82.4	77.8	62.9

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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	100	100	25.5	34	40.4	74.5	82.5	73.2	96.3	96.1
Gender										
Male	59	100	27.3	34.5	38.2	72.7	77.2	67.2	96.3	96.2
Female	41	100	23.1	33.3	43.6	76.9	88.2	79.4	96.3	96
Racial/Ethnic Group										
White	75	100	21.1	36.6	42.3	78.9	84.2	81.5	96.3	96
African American	21	100	40	30	30	60	71.4	61.3	97.1	96.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	87	97.7	98.1
Hispanic	2	I/S	I/S	I/S	I/S	I/S	76.1	66.7	95.1	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	60	72.2	95.2	95.3
Disability Status										
Disabled	18	100	N/AV	N/AV	N/AV	5.9	36.2	26	95.5	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	80.4	65.7	96.2	96.9
Socio-Economic Status										
Subsidized meals	49	100	36.4	27.3	36.4	63.6	73	63.2	95.6	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							
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
2011	3	59	98.3	7.3	21.8	70.9	92.7
	4	98	99	14.8	38.6	46.6	85.2
	5	100	100	20.2	42.6	37.2	79.8
	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
Mathematics							
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
2011	3	59	100	12.5	25	62.5	87.5
	4	98	99	18.2	40.9	40.9	81.8
	5	100	100	29.8	42.6	27.7	70.2
	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
Science							
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
2011	3	31	100	17.2	34.5	48.3	82.8
	4	98	99	13.6	60.2	26.1	86.4
	5	50	100	30	48	22	70
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2011	3	28	100	11.1	44.4	44.4	88.9
	4	98	98	9.2	40.2	50.6	90.8
	5	50	100	20.5	43.2	36.4	79.5
	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							
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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	100	100	25.5	34	40.4	74.5
	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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