

O P EARLE ELEMENTARY

100 Redland Rd.
Landrum, SC 29356

Grades	PK-5 Elementary School	
Enrollment	499 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 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

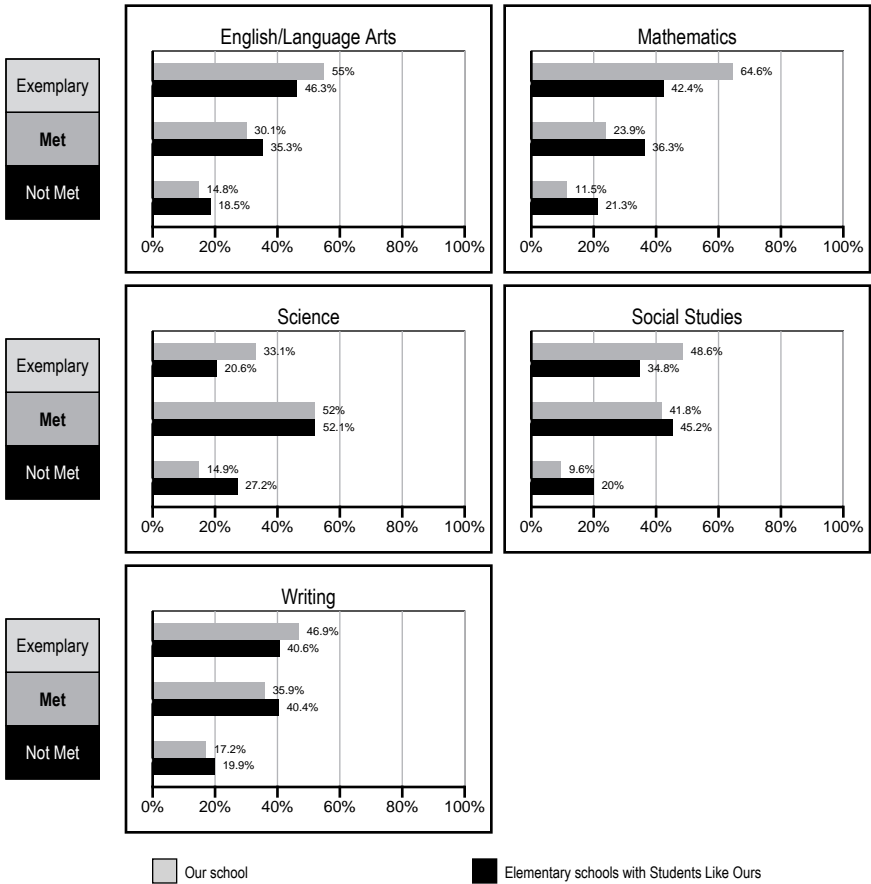
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	38	29	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=499)				
First graders who attended full-day kindergarten	98.6%	Down from 100.0%	100.0%	100.0%
Retention rate	1.1%	No Change	1.1%	1.1%
Attendance rate	95.6%	Down from 95.9%	96.2%	96.2%
Served by gifted and talented program	21.0%	Up from 17.7%	17.7%	13.4%
With disabilities other than speech	2.8%	Down from 7.9%	4.3%	4.1%
Older than usual for grade	0.4%	Down from 1.0%	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=35)				
Teachers with advanced degrees	65.7%	Up from 56.4%	63.2%	62.5%
Continuing contract teachers	82.9%	Down from 84.6%	90.3%	88.2%
Teachers returning from previous year	85.2%	Down from 91.4%	89.4%	87.8%
Teacher attendance rate	96.6%	No Change	95.4%	95.2%
Average teacher salary*	\$46,951	Down 1.0%	\$47,826	\$46,773
Professional development days/teacher	16.3 days	Down from 19.8 days	10.8 days	10.5 days
School				
Principal's years at school	11.0	Up from 10.0	5.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 19.4 to 1	20.7 to 1	19.9 to 1
Prime instructional time	91.7%	Down from 91.9%	90.4%	90.4%
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**	\$7,607	Down 11.2%	\$6,913	\$7,447
Percent of expenditures for instruction**	65.0%	Up from 60.6%	68.8%	68.4%
Percent of expenditures for teacher salaries**	63.6%	Up from 59.3%	66.0%	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

Dear Parents:

During the 2010-11 school year, O.P. Earle students performed well academically, participated in services to the community, and demonstrated their interest and ability in the arts. Our school received numerous grants from a variety of organizations. Our students and staff participated in fundraising for Relay for Life and the McCarthy Tezler School. Our students performed well academically and our school was named a Palmetto Gold Award recipient and a Silver Closing the Gap recipient. Our school met AYP as indicated on the 09-10 report card.

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' art work was recognized at the district, state and national level. Our music program includes an Honors Chorus, recorder and dulcimer performing groups. Students gifted in art participated in Studio art classes and 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 implements a Project Fit America grant, was named a US Healthier Bronze Award School, and the school's PE teacher was named a National PFA Star Teacher of the Year and was named District Teacher of the Year. Many art programs were supported by the Polk County Community Foundation, Tryon Fine Arts Center, Tryon Arts and Crafts, the local public library and 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" , " Donuts for Dads" , " Muffins for Mom" and "Goodies for Grandparents" reading incentive programs.

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. 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 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
Kay Jackson, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	63	46
Percent satisfied with learning environment	86.2%	98.4%	95.7%
Percent satisfied with social and physical environment	96.7%	91.9%	95.6%
Percent satisfied with school-home relations	90.0%	98.4%	89.1%

* 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%	1.7%
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	95.6%	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 = 79.4% (Met or Exemplary)

All Students	223	99.6	14.6	29.7	55.7	92	90.6	82.4	Yes	Yes
Gender										
Male	108	100	19.4	28.2	52.4	91.3	88.8	78.7	N/A	N/A
Female	115	99.1	10.1	31.2	58.7	92.7	92.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	190	99.5	13.7	26.9	59.3	93.4	91.7	88.9	Yes	Yes
African American	21	100	10	60	30	90	83.7	72.9	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	96	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	81	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
Disability Status										
Disabled	28	96.4	56	28	16	64	56	48.1	I/S	I/S
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	9	I/S	I/S	I/S	I/S	I/S	86.7	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	126	100	22.9	34.7	42.4	87.3	86.6	75.4	Yes	Yes

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

All Students	223	99.6	11.3	24.5	64.2	92.5	91.6	81.9	Yes	Yes
Gender										
Male	108	100	13.6	25.2	61.2	87.4	90.9	79.9	N/A	N/A
Female	115	99.1	9.2	23.9	67	97.2	92.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	190	99.5	11	19.2	69.8	92.9	92.4	88.9	Yes	Yes
African American	21	100	15	60	25	90	85.1	71.4	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	98	94.6	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	85.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
Disability Status										
Disabled	28	96.4	40	44	16	68	58.6	47.3	I/S	I/S
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	9	I/S	I/S	I/S	I/S	I/S	89.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	126	100	18.6	33.1	48.3	88.1	88.3	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	158	99.4	14.8	51.7	33.6	85.2	86.6	68.6
Gender								
Male	76	100	12.7	46.5	40.8	87.3	86.9	68.3
Female	82	98.8	16.7	56.4	26.9	83.3	86.3	68.9
Racial/Ethnic Group								
White	137	99.3	14.5	49.6	35.9	85.5	88.5	80.7
African American	13	100	8.3	75	16.7	91.7	72.3	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	91.2	85.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
Disability Status								
Disabled	19	94.7	50	37.5	12.5	50	51.9	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	5	I/S	I/S	I/S	I/S	I/S	86.4	60.7
Socio-Economic Status								
Subsidized meals	85	100	20.5	60.3	19.2	79.5	82.4	57.3
Social Studies								
All Students	154	99.4	9.5	42.6	48	90.5	83.5	72.5
Gender								
Male	75	100	11	42.5	46.6	89	85.7	72
Female	79	98.7	8	42.7	49.3	92	81.3	73.1
Racial/Ethnic Group								
White	134	99.3	9.4	39.8	50.8	90.6	84.2	81
African American	13	100	7.7	69.2	23.1	92.3	78.5	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.4	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
Disability Status								
Disabled	17	94.1	26.7	66.7	6.7	73.3	47.2	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	7	I/S	I/S	I/S	I/S	I/S	83	69.7
Socio-Economic Status								
Subsidized meals	82	100	15.4	52.6	32.1	84.6	79.1	62.9

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	66	98.5	17.2	35.9	46.9	82.8	83.6	73.2	95.6	96
Gender										
Male	30	96.7	27.6	34.5	37.9	72.4	79.2	67.2	95.7	96.1
Female	36	100	8.6	37.1	54.3	91.4	88.3	79.4	95.5	95.9
Racial/Ethnic Group										
White	51	100	18	30	52	82	84.7	81.5	95.4	95.9
African American	12	91.7	9.1	63.6	27.3	90.9	79.4	61.3	96.5	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	87	97.9	96.2
Hispanic	2	I/S	I/S	I/S	I/S	I/S	61.5	66.7	95.7	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	N/A
Disability Status										
Disabled	12	91.7	63.6	27.3	9.1	36.4	32.9	26	94.9	95.4
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	75.9	65.7	95.9	96.5
Socio-Economic Status										
Subsidized meals	42	97.6	22.5	45	32.5	77.5	78	63.2	95	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	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
2011	3	67	100	4.8	25.8	69.4	95.2
	4	89	98.9	18.8	32.9	48.2	81.2
	5	67	100	18.5	29.2	52.3	81.5
	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
Mathematics							
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
2011	3	67	100	16.1	16.1	67.7	83.9
	4	89	98.9	2.4	28.2	69.4	97.6
	5	67	100	18.5	27.7	53.8	81.5
	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
Science							
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
2011	3	36	100	16.1	41.9	41.9	83.9
	4	89	98.9	11.8	60	28.2	88.2
	5	33	100	21.2	39.4	39.4	78.8
	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

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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	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
2011	3	31	100	N/AV	N/AV	N/AV	100
	4	89	98.9	10.6	41.2	48.2	89.4
	5	34	100	15.6	37.5	46.9	84.4
	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							
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
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	66	98.5	17.2	35.9	46.9	82.8
	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

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