



Spearman Elementary

2001 Easley Hwy
Piedmont, SC 29673

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 463 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 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|------------------|---------------|
| 2013 | Excellent | Good |
| 2012 | Excellent | Good |
| 2011 | Good | Good |
| 2010 | Good | Average |
| 2009 | Good | 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://www.eoc.sc.gov>

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

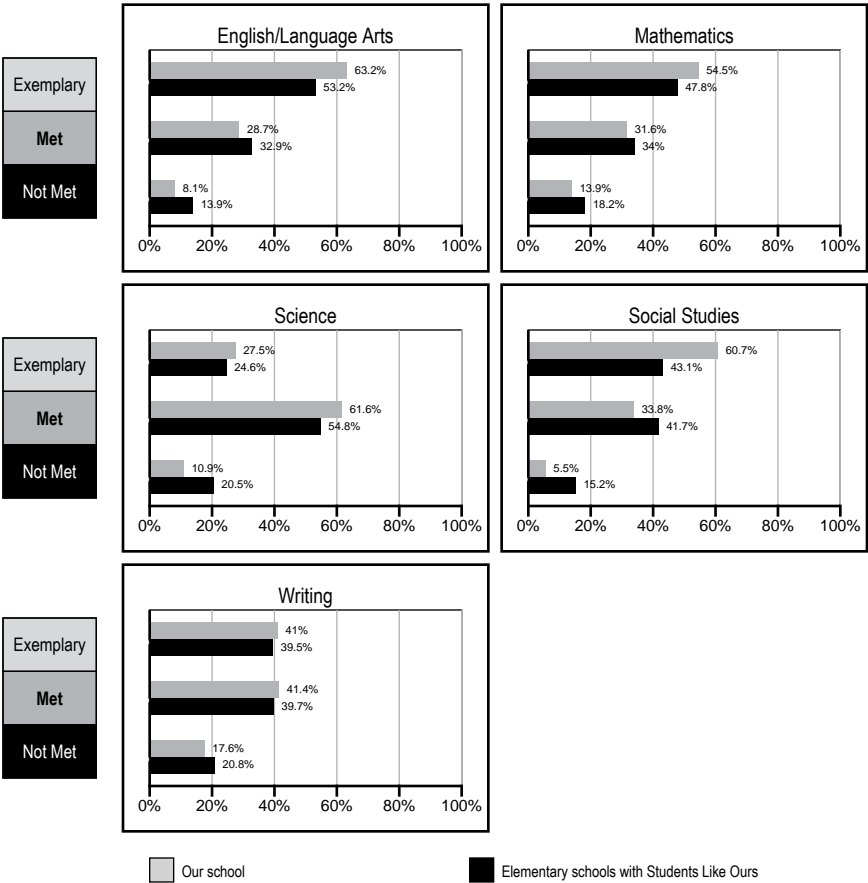
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 39 | 25 | 5 | 0 | 0 |

* Ratings are calculated with data available by 12/14/2013.

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=463) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 1.5% | Up from 1.1% | 0.8% | 0.9% |
| Attendance rate | 96.3% | Down from 96.9% | 96.7% | 96.3% |
| Served by gifted and talented program | 7.9% | N/A | 10.1% | 7.2% |
| With disabilities | 13.8% | N/A | 11.4% | 12.4% |
| Older than usual for grade | 1.4% | N/A | 1.3% | 1.9% |
| 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 | 67.7% | Down from 72.4% | 63.9% | 62.5% |
| Continuing contract teachers | 90.3% | Down from 100.0% | 83.3% | 83.3% |
| Teachers returning from previous year | 91.0% | Down from 91.2% | 89.7% | 88.3% |
| Teacher attendance rate | 93.7% | Down from 96.2% | 95.4% | 95.0% |
| Average teacher salary* | \$50,351 | Up 1.6% | \$49,235 | \$48,193 |
| Professional development days/teacher | 7.4 days | Up from 6.1 days | 11.0 days | 11.0 days |
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 20.7 to 1 | N/R | 20.7 to 1 | 20.1 to 1 |
| Prime instructional time | 88.8% | Down from 92.5% | 90.7% | 90.0% |
| 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** | \$7,179 | Up 7.7% | \$6,888 | \$7,364 |
| Percent of expenditures for instruction** | 69.0% | Down from 69.7% | 69.0% | 68.0% |
| Percent of expenditures for teacher salaries** | 66.0% | Down from 67.5% | 67.0% | 66.0% |

* 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

The 2012-2013 school year was another amazing year for Spearman Elementary. Our incredible staff has worked extremely hard this year to be prepared for full implementation of the SC's adoption of the new Common Core State Standards. Spearman has also been very intentional and focused on improving school safety. We have upgraded all of our school entrances, installed countless security cameras, trained faculty and staff in crisis prevention, implemented new intruder lock-down procedures, and participated in numerous safety drills such as fire, tornado, earthquake and intruder drills. School safety will continue to be a top priority here at Spearman.

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.

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 Assessments, along with formal and informal assessments to guide our instruction throughout the year. Using the Response to Intervention (RTI) program ensures that each student receives every opportunity and strategy to be a successful learner.

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/Programs – Red Ribbon Week, Variety Show, Family Literacy Night, Family Clay Night, Chorus, Grade-Level Musicals, Monthly Character Education, Reading Goals 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, Mother/Son Night, School Skate Nights, Santa Shop, Shoppes at Spearman, Spring Carnival, Make A Wish Club, Mentoring Program, Boosterthon Fun Run, Colonial Day, First in Math Program, Principal's Gallery, Soup Drive, Relay for Life, Back-pack Food Ministry, Strings Program, Battle of the Books, Ident-a-Kid, Jet Toy Car Competition, Family Breakfast Days, Good News Club, PBIS School – focusing on positive behavior and reinforcements for positive behavior choices, GoalPOST After School Program for grades 3-5, Student Council, Library Helpers, Safety Patrol, News Team, Service Learning Projects.

Parent Involvement / Volunteering – School Improvement Council, Active PTO, Homeroom Moms, Field Trip Chaperones, Service Projects, Tutoring, Service Learning, Bookstore, Santa Shop, Spring Fling, Classroom Volunteers.

Jason Lesley, Principal
Stephanie Lackey, SIC Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | 26 | 60 | 43 |
| Percent satisfied with learning environment | 100% | 96.6% | 100% |
| Percent satisfied with social and physical environment | 100% | 86.4% | 95.3% |
| Percent satisfied with school-home relations | 96.2% | 98.3% | 90.7% |

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

| | |
|--------------------------------------|-------------|
| Overall Weighted Points Total | 86.7 |
| Overall Grade Conversion | B |

| Index Score | Grade | Description |
|--------------|-------|---|
| 90-100 | A | Performance substantially exceeds the state's expectations. |
| 80-89.9 | B | Performance exceeds the state's expectations. |
| 70-79.9 | C | Performance meets the state's expectations. |
| 60-69.9 | D | Performance does not meet the state's expectations. |
| Less than 60 | F | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Spearman Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 0.8% | 2.3% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 4.9% |

| | 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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Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| Grades 3-5 | | | | | | |
| All Students | 684.5 | 668.9 | 647.0 | 681.3 | 100.0 | 100.0 |
| Male | 679.4 | 665.5 | 646.2 | 679.4 | 100.0 | 100.0 |
| Female | 690.8 | 673.0 | 647.8 | 683.5 | 100.0 | 100.0 |
| White | 686.7 | 671.5 | 649.2 | 684.7 | 100.0 | 100.0 |
| African American | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | 631.3 | 613.0 | 595.0 | 631.3 | 100.0 | 100.0 |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsidized meals | 674.2 | 654.9 | 638.1 | 665.8 | 100.0 | 100.0 |
| Annual Measurable Objective (AMO) | 635.0 | 635.0 | 635.0 | 635.0 | 95.0 | 95.0 |

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| | | | | |
|--------------------|--------------------|-------------------|------------------|-------------------------|
| N/A–Not Applicable | N/AV–Not Available | N/C–Not Collected | N/R–Not Reported | I/S–Insufficient Sample |
|--------------------|--------------------|-------------------|------------------|-------------------------|

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts | | | | | | | |
| 2012 | 3 | 80 | 100 | 5.3 | 19.7 | 75 | 94.7 |
| | 4 | 68 | 98.5 | 9.8 | 36.1 | 54.1 | 90.2 |
| | 5 | 89 | 100 | 18.6 | 37.2 | 44.2 | 81.4 |
| | 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 |
| 2013 | 3 | 80 | 100 | 9.5 | 16.2 | 74.3 | 90.5 |
| | 4 | 78 | 100 | 6.8 | 39.2 | 54.1 | 93.2 |
| | 5 | 67 | 100 | 8.2 | 31.1 | 60.7 | 91.8 |
| | 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 | | | | | | | |
| 2012 | 3 | 80 | 100 | 9.2 | 34.2 | 56.6 | 90.8 |
| | 4 | 68 | 98.5 | 8.2 | 41 | 50.8 | 91.8 |
| | 5 | 89 | 100 | 19.8 | 46.5 | 33.7 | 80.2 |
| | 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 |
| 2013 | 3 | 80 | 100 | 20.3 | 24.3 | 55.4 | 79.7 |
| | 4 | 78 | 100 | 8.1 | 39.2 | 52.7 | 91.9 |
| | 5 | 67 | 100 | 13.1 | 31.1 | 55.7 | 86.9 |
| | 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 | | | | | | | |
| 2012 | 3 | 41 | 100 | 10 | 52.5 | 37.5 | 90 |
| | 4 | 68 | 100 | 9.7 | 58.1 | 32.3 | 90.3 |
| | 5 | 44 | 100 | 16.7 | 35.7 | 47.6 | 83.3 |
| | 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 |
| 2013 | 3 | 38 | 100 | 20.6 | 41.2 | 38.2 | 79.4 |
| | 4 | 78 | 100 | 4.1 | 70.3 | 25.7 | 95.9 |
| | 5 | 34 | 100 | 16.7 | 63.3 | 20 | 83.3 |
| | 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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PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| Social Studies | | | | | | | |
| 2012 | 3 | 39 | 100 | 11.1 | 36.1 | 52.8 | 88.9 |
| | 4 | 68 | 100 | 9.7 | 38.7 | 51.6 | 90.3 |
| | 5 | 45 | 100 | 22.7 | 43.2 | 34.1 | 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 |
| 2013 | 3 | 42 | 100 | 10 | 35 | 55 | 90 |
| | 4 | 78 | 100 | 2.7 | 33.8 | 63.5 | 97.3 |
| | 5 | 33 | 100 | 6.5 | 32.3 | 61.3 | 93.5 |
| | 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 | | | | | | | |
| 2012 | 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 | 91 | 97.8 | 22.1 | 33.7 | 44.2 | 77.9 |
| | 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 |
| 2013 | 3 | 78 | 100 | 21.3 | 37.3 | 41.3 | 78.7 |
| | 4 | 77 | 100 | 14.9 | 45.9 | 39.2 | 85.1 |
| | 5 | 67 | 100 | 16.4 | 41 | 42.6 | 83.6 |
| | 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 |

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