



SPANN ELEMENTARY

901 John McKissick Way
Summerville, South

Grades	PK-5 Elementary School	
Enrollment	903 Students	
Principal	Shane Sanford	843-873-3050
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Frances Townsend	843-873-1341

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

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

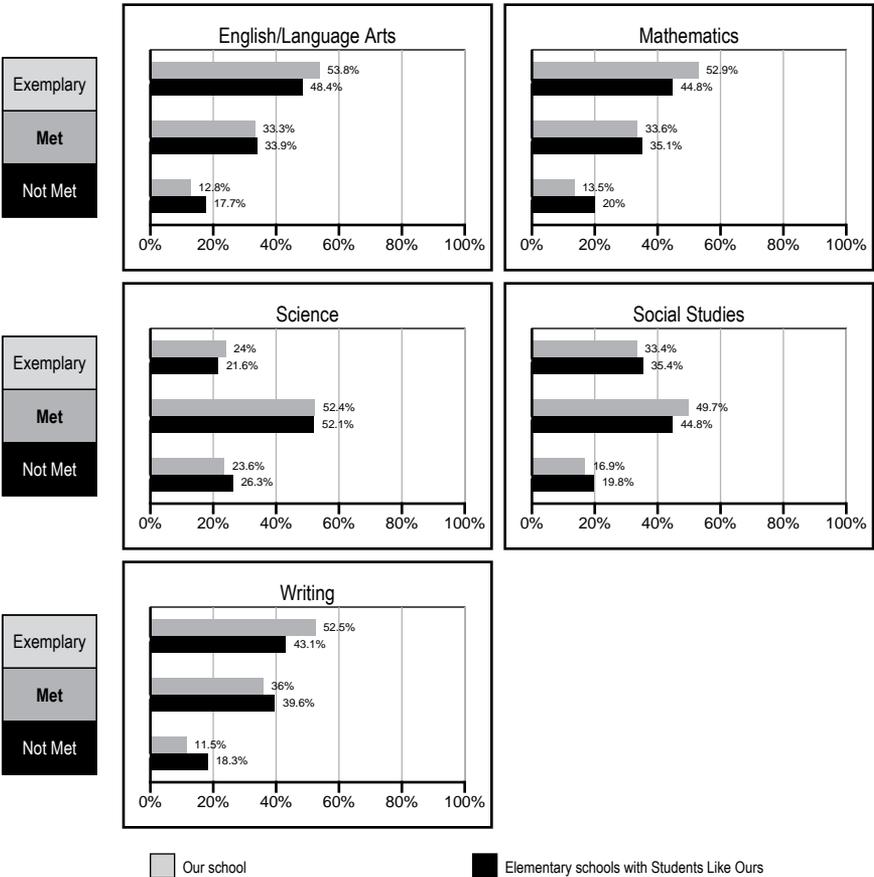
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
31	39	19	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=903)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Down from 1.2%	0.9%	1.1%
Attendance rate	96.2%	Down from 96.3%	96.2%	96.2%
Served by gifted and talented program	19.2%	Up from 17.2%	19.1%	13.4%
With disabilities other than speech	2.5%	Down from 7.1%	3.9%	4.1%
Older than usual for grade	0.2%	Down from 0.6%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	6.1%	Up from 2.7%	0.0%	0.0%
Teachers (n=60)				
Teachers with advanced degrees	58.3%	Down from 59.3%	64.5%	62.5%
Continuing contract teachers	95.0%	Up from 91.5%	90.6%	88.2%
Teachers returning from previous year	94.4%	Up from 86.3%	89.5%	87.8%
Teacher attendance rate	94.5%	Down from 94.9%	95.3%	95.2%
Average teacher salary*	\$48,789	Up 1.2%	\$48,058	\$46,773
Professional development days/teacher	10.1 days	Down from 18.1 days	11.0 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 18.9 to 1	20.8 to 1	19.9 to 1
Prime instructional time	90.2%	Down from 90.5%	90.2%	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**	\$7,175	Down 3.1%	\$7,085	\$7,447
Percent of expenditures for instruction**	68.4%	Up from 67.8%	68.8%	68.4%
Percent of expenditures for teacher salaries**	67.2%	Up from 65.6%	66.3%	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

This past school year at Spann Elementary brought new beginnings and high hopes for an even better ending! We embarked upon a journey to have an Awesome Adventure in Our Habitat for Learning. Our instructional focus stemmed from three over-arching goals to 1) Maintain a Culture of Mutual Respect; 2) Raise the Bar and Close the Gaps; and 3) Grade with a Focus on Learning. As a result, our overall performance data is clear evidence of continuous growth and improvement over the past five years.

1. Culture of Mutual Respect - Our action plan to improve the physical and social learning environment yielded great success. We secured significant grant funding through 21st Century Communities in Schools to provide a safe haven for academic, social, and emotional support during after-school hours for students in 3rd-5th grade. Through partnerships with our district facilities department, the Lowe’s Education Foundation, our PTA, and business partners, we were able to successfully complete school beautification projects that greatly enhanced our physical learning environment. Our children have been explicitly taught to demonstrate “Proud to the CORE” behaviors that support our PBIS initiative to be Caring, Orderly, Responsible, and Expect the best! Our administrators led with enthusiasm and renewed commitment to keep children and their learning first. Our teachers worked above and beyond the call of duty to ensure that we made positive gains towards individual student goals, grade level goals, and school-wide goals. Our PTA and volunteers worked tirelessly to build strong ties that bind us as a community of learners. We remain committed to taking care of ourselves, taking care of each other, and taking care of our school!

2. Raise the Bar and Close the Achievement Gaps – The true measure of our success as an effective school is reflected in data that supports continuous growth and improvement over a significant period of time. Our data trend is evidence of systematic and systemic processes that impact student learning. We have much to celebrate and our student performance speaks for us! The overall satisfaction of our community regarding academic performance reached new heights in survey results. Our students are among those who have made the greatest gains in ELA & Math on the PASS assessment over the past two years! The gender gap is now minimal across all subject areas and we received the Palmetto Silver Award for our growth rating. Every child, especially students with special needs, showed growth on targeted district-wide Benchmark Assessments! 3. Grade with a Focus on Learning – Our teachers have increased their capacity to plan, teach, and assess at the mastery level. We have focused on what students should know. The children can recognize and communicate what good learners do. They know what it looks like, what it sounds like, and what it feels like to be proud, productive students. Our PLC uses Shared Inquiry and a pyramid of responses to intervene when a child is at risk for failure. Spann has a spirit of cooperation, collaboration, and shared responsibility for teaching and learning. We have accomplished much via our “Good to Great” action plan. We remain committed to reaching our goal of EXCELLENCE! In order to attain it, we will focus on improving overall performance in science, social studies, and writing, as well as that of Hispanic children across all subject areas. We will increase the active support of our community, with our new parent involvement campaign – PTA...It’s not just for moms anymore.”

Mrs. Wanda G. Carroll-Williams, Principal
 Mr. Rowland Turner, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	66	119	83
Percent satisfied with learning environment	95.4%	88.2%	90.1%
Percent satisfied with social and physical environment	95.5%	87.3%	86.6%
Percent satisfied with school-home relations	92.4%	90.6%	87.8%

* 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 17 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

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	0.9%	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	96.2%	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	454	98.5	12.8	33.3	53.8	92.3	88.8	82.4	Yes	Yes
Gender										
Male	205	98.5	20.1	34	45.9	88.7	86	78.7	N/A	N/A
Female	249	98.4	6.8	32.8	60.4	95.3	91.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	275	99.3	6.9	29.8	63.4	95	92.7	88.9	Yes	Yes
African American	146	97.3	23.5	41.2	35.3	86.8	81.5	72.9	Yes	Yes
Asian/Pacific Islander	16	93.8	N/AV	N/AV	N/AV	100	93.3	93	I/S	I/S
Hispanic	16	100	33.3	40	26.7	86.7	88	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90.9	83	I/S	I/S
Disability Status										
Disabled	36	100	48.5	30.3	21.2	57.6	58.6	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	13	100	15.4	46.2	38.5	100	84	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	220	98.2	20.2	34.5	45.3	88.2	82.5	75.4	Yes	Yes

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

All Students	454	98.5	13.5	33.6	52.9	92.1	90.3	81.9	Yes	Yes
Gender										
Male	205	98.5	17	32	51	89.7	88.6	79.9	N/A	N/A
Female	249	98.4	10.6	34.9	54.5	94	91.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	275	99.3	6.1	29.8	64.1	97.3	94.6	88.9	Yes	Yes
African American	146	97.3	28.7	40.4	30.9	80.9	81.8	71.4	Yes	Yes
Asian/Pacific Islander	16	93.8	N/AV	N/AV	N/AV	100	96.5	94.6	I/S	I/S
Hispanic	16	100	20	40	40	93.3	90.2	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	95.5	84.4	I/S	I/S
Disability Status										
Disabled	36	100	42.4	30.3	27.3	75.8	61.6	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	13	100	7.7	30.8	61.5	100	88.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	220	98.2	22.7	33.5	43.8	85.7	84.3	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	306	99.7	23.6	52.4	24	76.4	77.2	68.6
Gender								
Male	130	100	23.4	50	26.6	76.6	76.2	68.3
Female	176	99.4	23.8	54.2	22	76.2	78.3	68.9
Racial/Ethnic Group								
White	187	100	10	60	30	90	86.2	80.7
African American	99	99	49.5	38.7	11.8	50.5	60.8	51.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	91	85.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	71.8	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.6	70.8
Disability Status								
Disabled	20	100	50	33.3	16.7	50	43.9	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	10	I/S	I/S	I/S	I/S	I/S	59.2	60.7
Socio-Economic Status								
Subsidized meals	155	99.4	35.2	44.8	20	64.8	65.5	57.3
Social Studies								
All Students	305	99.7	16.9	49.7	33.4	83.1	81.4	72.5
Gender								
Male	135	100	20.3	48.4	31.3	79.7	81.2	72
Female	170	99.4	14.2	50.6	35.2	85.8	81.6	73.1
Racial/Ethnic Group								
White	186	100	11.9	46.3	41.8	88.1	86.9	81
African American	100	99	29.5	54.7	15.8	70.5	70.6	60
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	91	89
Hispanic	9	I/S	I/S	I/S	I/S	I/S	78.6	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.5	73.5
Disability Status								
Disabled	26	100	N/AV	N/AV	N/AV	56.5	49.3	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	6	I/S	I/S	I/S	I/S	I/S	69.1	69.7
Socio-Economic Status								
Subsidized meals	145	99.3	28.1	50.4	21.5	71.9	71.6	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	146	100	11.5	36	52.5	88.5	82.3	73.2	96.2	95.8
Gender										
Male	73	100	16.2	42.6	41.2	83.8	77.2	67.2	96.3	95.7
Female	73	100	7	29.6	63.4	93	87.4	79.4	96.1	95.8
Racial/Ethnic Group										
White	86	100	7.4	25.9	66.7	92.6	89.2	81.5	96	95.5
African American	47	100	15.6	51.1	33.3	84.4	71.1	61.3	96.7	96.1
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	84.8	87	96.2	96.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	78.8	66.7	95.3	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	72.2	93	94.9
Disability Status										
Disabled	13	100	50	33.3	16.7	50	34.9	26	95.9	94.7
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	6	I/S	I/S	I/S	I/S	I/S	66.2	65.7	95.6	96.1
Socio-Economic Status										
Subsidized meals	67	100	18.8	42.2	39.1	81.3	71.5	63.2	96	95.1

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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	160	100	11.6	26.5	61.9	88.4
	4	136	100	14.4	39.2	46.4	85.6
	5	134	100	16.1	34.7	49.2	83.9
	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	143	99.3	16.1	22.6	61.3	83.9
	4	163	99.4	13.1	34	52.9	86.9
	5	148	96.6	9.4	43.2	47.5	90.6
	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
Mathematics							
2010	3	160	100	17.7	32.7	49.7	82.3
	4	136	100	16	36	48	84
	5	134	100	21.8	30.6	47.6	78.2
	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	143	99.3	22.6	27	50.4	77.4
	4	163	99.4	10.5	39.2	50.3	89.5
	5	148	96.6	7.9	33.8	58.3	92.1
	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	81	100	34.2	43.8	21.9	65.8
	4	136	100	23.2	54.4	22.4	76.8
	5	64	100	28.3	51.7	20	71.7
	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	72	100	26.1	42	31.9	73.9
	4	163	99.4	22.2	58.8	19	77.8
	5	71	100	24.3	48.6	27.1	75.7
	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	79	100	14.9	45.9	39.2	85.1
	4	136	100	20.8	48.8	30.4	79.2
	5	70	100	28.1	48.4	23.4	71.9
	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	70	100	19.1	41.2	39.7	80.9
	4	163	99.4	15	53.6	31.4	85
	5	72	100	18.8	49.3	31.9	81.2
	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
Writing							
2010	3	156	100	21.1	43.5	35.4	78.9
	4	135	100	20.6	31.7	47.6	79.4
	5	136	100	11.7	40.6	47.7	88.3
	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	146	100	11.5	36	52.5	88.5
	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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