



# SC Annual School Report Card Summary

**Spann Elementary  
Dorchester 2**  
**Grades: PK-5** Enrollment: 870  
**Principal: Wanda G. Carroll**  
**Superintendent: Joseph R. Pye**  
**Board Chair: Bufort "Bo" Blanton**

## PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD/SILVER AWARD	AYP STATUS	NCLB IMPROVEMENT STATUS
2008	Average	At-Risk	TBD	Not Met	N/A
2007	Average	At-Risk	N/A	Not Met	N/A
2006	Good	At-Risk	Silver	Met	N/A

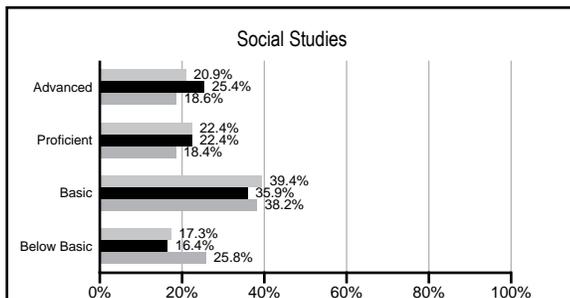
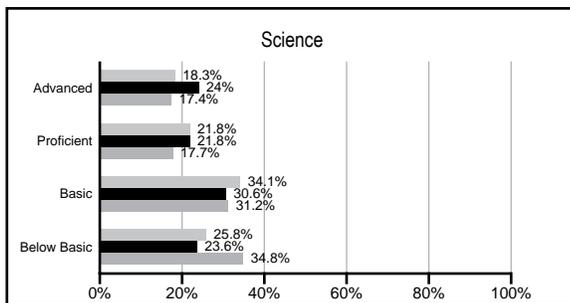
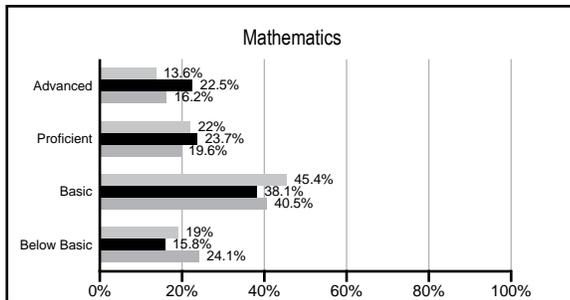
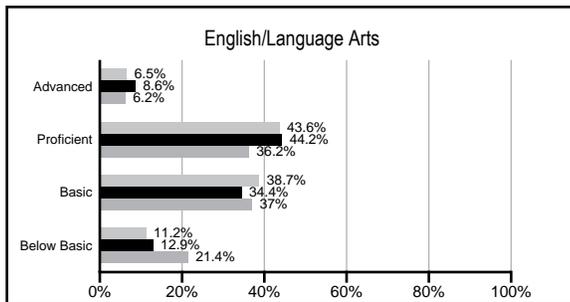
## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
4	26	41	1	0

\* Ratings are calculated with data available by 02/17/2009. Schools with Students like Ours are Elementary Schools with poverty indices of no more than 5% above or below the index for this school.

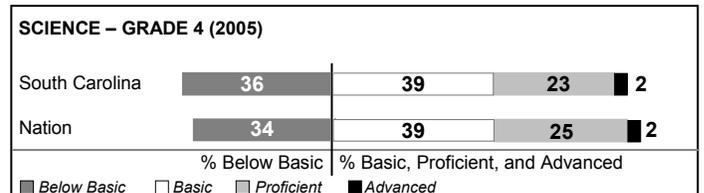
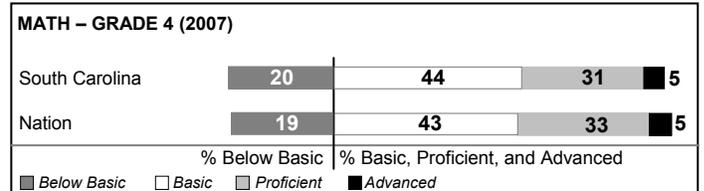
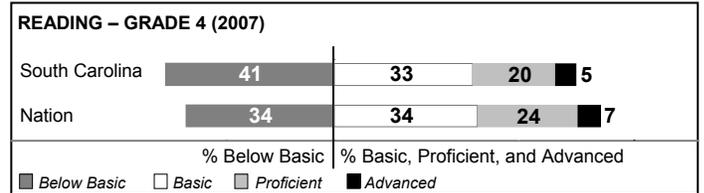
## PACT PERFORMANCE

Our School
  Elementary Schools with Students Like Ours
  Elementary schools statewide



## NAEP PERFORMANCE\*

\* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



## SC PERFORMANCE GOAL

2010 Goal:

*By 2010, SC'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.*

2020 Goal: TBD

### Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined  
 NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

# Spann Elementary [Dorchester 2]

## SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=870)</b>				
Retention rate	2.4%	Up from 1.4%	2.0%	2.3%
Attendance rate	96.4%	No Change	96.5%	96.3%
Eligible for gifted and talented	14.1%	Down from 15.2%	16.3%	10.4%
With disabilities other than speech	4.9%	Up from 4.0%	6.9%	7.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Down from 0.9%	0.0%	0.0%
<b>Teachers (n=59)</b>				
Teachers with advanced degrees	47.5%	Down from 50.8%	59.6%	56.7%
Continuing contract teachers	79.7%	Up from 73.8%	81.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.3%	Down from 92.8%	89.4%	86.4%
Teacher attendance rate	95.8%	Up from 93.9%	94.8%	94.9%
Average teacher salary	\$44,407	Up 2.2%	\$46,546	\$45,345
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 17.9 to 1	19.4 to 1	18.5 to 1
Prime instructional time	90.2%	Up from 88.5%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,068	Up 2.1%	\$6,475	\$7,052
Percent of expenditures for instruction*	68.1%	Up from 63.0%	69.8%	69.1%
Percent of expenditures for teacher salaries*	62.0%	Up from 57.6%	66.0%	64.2%
% of AYP objectives met	88.2%		91.4%	85.7%

\* Prior year audited financial data available.

## EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	57	114	90
Percent satisfied with learning environment	98.2%	79.6%	87.8%
Percent satisfied with social and physical environment	91.2%	80.5%	89.8%
Percent satisfied with school-home relations	91.2%	85.1%	83.0%

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

## REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

On any given day in the life of the Spann Elementary School community, you will find the engagement of students, parents, faculty, staff, and administrators at the center of support for the total school program. Our school operates as a Professional Learning Community guided by our belief in shared responsibility for student learning. The entire school begins each day by clearly communicating our mission via the morning message. "We have High expectations. We Aspire for greater knowledge. We are Proud of what we know and can do. We are Prepared to be Productive. We Yearn to give our best, and we are getting better, too!"

The Administrative and Instructional Management Team (AIM Team) sets the standard by establishing daily outcomes for the school day. Office staff and non-classroom-based teachers are strategically assigned to areas around the building to ensure safety and greet children as they arrive. Teachers are encouraged to greet and engage children immediately as they enter their rooms. Classes begin with a review of outcomes and essential questions for each lesson. Administrators, teams of teachers, and students establish and monitor grade level, classroom, and individual goals and objectives. Parent volunteers work countless hours to support our endeavors. Building services and cafeteria staff all share with us the responsibility for communicating expectations for learning and behavior through the school-wide Positive Behavior Intervention System (PBIS).

At Spann, we work hard and play even harder! The children's success is our success. This year we celebrated them with our first annual "Surpassing Yourself" campaign for students and quarterly Expectations Town Meetings. We communicate our pride and highlight small successes through Proud Principal Notes, Classroom Newsletters, WebPages, and school newsletters: Panda Paws, Principally Speaking, PTA News, The Bamboo Chute, and the electronic Daily Spann Happenings. We communicate relevant information that is inherent to our in-school and home-to-school relationships.

Our focus on student learning is marked by our own commitment to rigor and growth. We believe that we must continuously stretch ourselves in order to stretch our children. This year, we have embarked upon building a Professional Learning Community to face the challenges of improving our capacity to reach every child and close the achievement gaps for subgroups through differentiated instruction in math, and effective integration of science and social studies. Through district, state, and national staff development opportunities, as well as a Professional Development School (PDS) partnership with a local university, we have developed objectives to engage teachers in inquiry groups, mentoring, and opportunities to remain on the cutting edge of strategies for instruction. As a result, on any given day in the life of the Spann Elementary School community, you will find a balance of opportunities for academic, social, and emotional development, which keeps us true to our mission and the Dorchester School District Two vision for "...leading the way...every child...every day."

Wanda G. Carroll, Principal Brandi Chambers, SIC

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