



Spann Elementary School

901 John McKissick Way
Summerville, SC 29483

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 789 Students | |
| Principal | Shane Sanford | 843-873-3050 |
| Superintendent | Joseph R. Pye | 843-873-2901 |
| Board Chair | C. Gail Hughes | 843-261-3806 |

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 | Excellent |
| 2011 | Excellent | Excellent |
| 2010 | Good | Good |
| 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

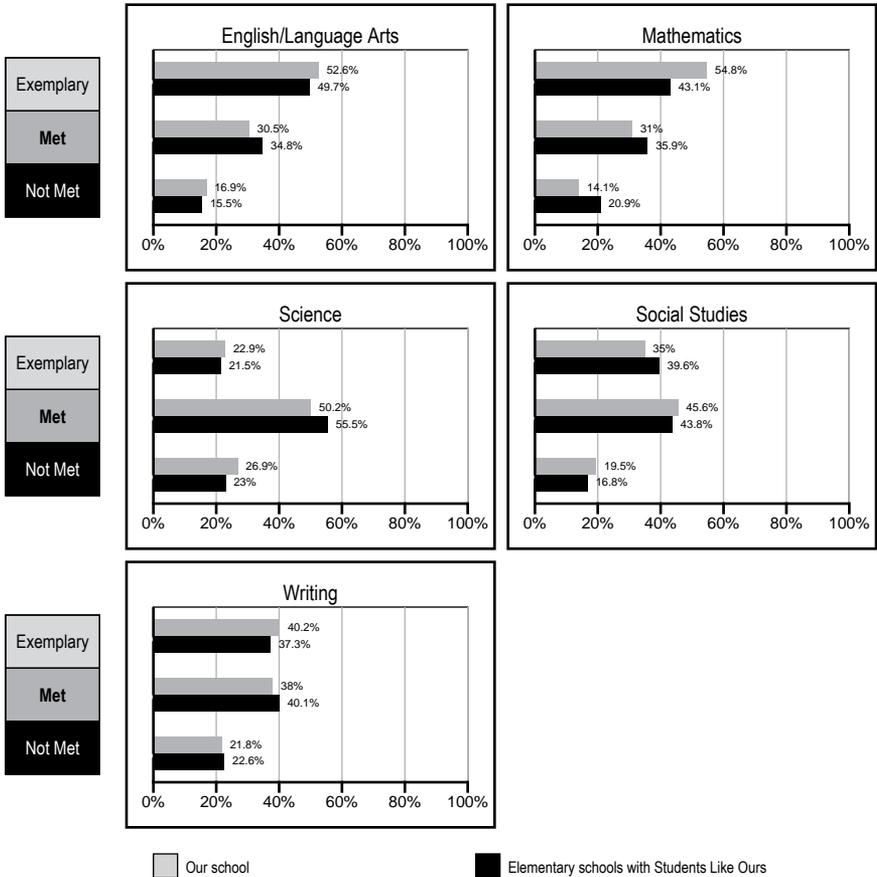
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 41 | 38 | 23 | 0 | 1 |

* 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=789) | | | | |
| First graders who attended full-day kindergarten | 100.0% | Up from 99.2% | 100.0% | 100.0% |
| Retention rate | 0.6% | Down from 0.9% | 1.0% | 0.9% |
| Attendance rate | 96.5% | Down from 96.9% | 96.3% | 96.3% |
| Served by gifted and talented program | 6.7% | N/A | 9.5% | 7.2% |
| With disabilities | 13.8% | N/A | 12.3% | 12.4% |
| Older than usual for grade | 1.4% | N/A | 1.7% | 1.9% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.4% | Up from 0.1% | 0.0% | 0.0% |
| Teachers (n=56) | | | | |
| Teachers with advanced degrees | 58.9% | Down from 60.3% | 64.1% | 62.5% |
| Continuing contract teachers | 92.9% | Up from 91.4% | 86.8% | 83.3% |
| Teachers returning from previous year | 94.5% | Up from 93.5% | 89.4% | 88.3% |
| Teacher attendance rate | 94.3% | Down from 95.3% | 95.0% | 95.0% |
| Average teacher salary* | \$50,410 | Up 2.7% | \$49,217 | \$48,193 |
| Professional development days/teacher | 15.4 days | Up from 14.5 days | 11.8 days | 11.0 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 6.0 | 4.0 |
| Student-teacher ratio in core subjects | 18.8 to 1 | Up from 17.8 to 1 | 20.7 to 1 | 20.1 to 1 |
| Prime instructional time | 88.8% | Down from 90.1% | 90.2% | 90.0% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 99.8% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$7,796 | Up 11.8% | \$7,006 | \$7,364 |
| Percent of expenditures for instruction** | 69.0% | Down from 69.7% | 68.0% | 68.0% |
| Percent of expenditures for teacher salaries** | 67.0% | Down from 68.2% | 66.0% | 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 2012-13 school year at Spann Elementary School was another banner year in our "Habitat for Learning." We kicked off the year with our new school vision statement: "Spann Elementary desires to prepare all students for the world by valuing diversity, opening their minds through innovation, and encouraging them to be lifelong learners in the global community." This new global-centered vision encouraged our staff and students to explore the world through world themed projects, world questions of the week, and globally focused student clubs. Our district strives to be a "World Class" district. Spann Elementary wants to join this effort and become a "World Class" school.

In the spirit of innovation, our school and district began the implementation of Common Core State Standards, implemented new universal screener tests such as AIMS Web, and frequently debriefed about the data. This hard work by students and staff paid off with success. Our performance on the PASS tests earned us yet again an Excellent absolute rating and Excellent growth rating on the state report card. In addition, we were awarded the Palmetto Gold Award for Student Achievement and the Palmetto Gold Award for Closing the Achievement Gap. Students who scored highest in any area on the PASS test and who scored exemplary were recognized in February during a red carpet Celebration of Excellence.

To make our high levels of success possible, Spann increased academic and behavioral interventions for all students. Through the use of student data and the Student Support Team, students who required additional support were offered a variety of interventions. Behaviorally and socially, we added a Check In/Check Out program for students in need of daily behavioral support and a Panda Mentor program so that all of our students could be provided with an adult advocate in the school.

Spann also worked to continue to improve school culture, climate, and relationships. Staff members engaged in cross-grade level World groups in which they worked together as a team to accomplish goals for the school. PTA and Title I worked in conjunction to offer family-centered events and programs such as Family Literacy Night and Reading Prize Patrol. We held our first annual school Reading Carnival which encouraged students to meet reading goals through the Reading Counts Program.

Even with the continued success and Excellent ratings, Spann still has room to improve. We want to increase our performance on district and state assessments. Full implementation of Common Core will be a challenge and will require ongoing professional development. Finally, a re-culturing of our PBIS program will be needed to further decrease school and bus discipline referrals. The Spann school family of parents, students, staff, and the community will work tirelessly to assure the continued success of our Pandas next school year!

Mr. Shane Sanford, Principal

Mrs. Anita Jackson, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 66 | 135 | 68 |
| Percent satisfied with learning environment | 95.4% | 89.7% | 94.1% |
| Percent satisfied with social and physical environment | 92.4% | 84.2% | 92.6% |
| Percent satisfied with school-home relations | 81.8% | 93.3% | 86.6% |

* 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 | 84.3 |
| 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

Spann Elementary School 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 | 0.4% | 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 | 96.5% | 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 | 670.8 | 672.0 | 628.3 | 644.6 | 100.0 | 99.7 |
| Male | 667.0 | 671.3 | 627.7 | 645.9 | 100.0 | 99.5 |
| Female | 675.4 | 672.8 | 629.0 | 643.0 | 100.0 | 100.0 |
| White | 679.0 | 681.7 | 636.0 | 656.7 | 100.0 | 100.0 |
| African American | 651.7 | 646.9 | 609.6 | 615.8 | 100.0 | 99.1 |
| 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 | 629.3 | 626.0 | 586.9 | 638.3 | 100.0 | 97.7 |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsidized meals | 656.2 | 657.1 | 615.2 | 631.9 | 100.0 | 99.5 |
| Annual Measurable Objective (AMO) | 635.0 | 635.0 | 635.0 | 635.0 | 95.0 | 95.0 |

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| | | | | |
|--------------------|--------------------|-------------------|------------------|-------------------------|
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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 | | | | | | | |
| 2012 | 3 | 100 | 99 | 17.6 | 20.9 | 61.5 | 82.4 |
| | 4 | 135 | 100 | 14.5 | 31.5 | 54 | 85.5 |
| | 5 | 155 | 100 | 13.2 | 37.5 | 49.3 | 86.8 |
| | 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 |
| 2013 | 3 | 139 | 100 | 15.2 | 22.7 | 62.1 | 84.8 |
| | 4 | 106 | 100 | 22.8 | 37 | 40.2 | 77.2 |
| | 5 | 144 | 100 | 14.6 | 33.6 | 51.8 | 85.4 |
| | 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 |
| Mathematics | | | | | | | |
| 2012 | 3 | 100 | 100 | 10.9 | 22.8 | 66.3 | 89.1 |
| | 4 | 135 | 100 | 7.3 | 34.7 | 58.1 | 92.7 |
| | 5 | 155 | 100 | 13.2 | 41.7 | 45.1 | 86.8 |
| | 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 |
| 2013 | 3 | 139 | 100 | 12.1 | 28 | 59.8 | 87.9 |
| | 4 | 106 | 99.1 | 14.3 | 33 | 52.7 | 85.7 |
| | 5 | 144 | 100 | 15.3 | 32.8 | 51.8 | 84.7 |
| | 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 |
| Science | | | | | | | |
| 2012 | 3 | 49 | 100 | 20 | 53.3 | 26.7 | 80 |
| | 4 | 135 | 100 | 16.9 | 68.5 | 14.5 | 83.1 |
| | 5 | 79 | 100 | 12.3 | 71.2 | 16.4 | 87.7 |
| | 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 |
| 2013 | 3 | 69 | 100 | 34.8 | 50 | 15.2 | 65.2 |
| | 4 | 106 | 100 | 22.8 | 55.4 | 21.7 | 77.2 |
| | 5 | 72 | 100 | 25.7 | 42.9 | 31.4 | 74.3 |
| | 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 | 51 | 100 | 21.3 | 29.8 | 48.9 | 78.7 |
| | 4 | 135 | 100 | 15.3 | 47.6 | 37.1 | 84.7 |
| | 5 | 76 | 100 | 29.6 | 36.6 | 33.8 | 70.4 |
| | 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 | 70 | 100 | 25.4 | 40.3 | 34.3 | 74.6 |
| | 4 | 106 | 100 | 14.1 | 51.1 | 34.8 | 85.9 |
| | 5 | 72 | 100 | 20.9 | 43.3 | 35.8 | 79.1 |
| | 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 |
| 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 | 157 | 98.7 | 19.6 | 43.4 | 37.1 | 80.4 |
| | 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 | 138 | 99.3 | 23.7 | 32.8 | 43.5 | 76.3 |
| | 4 | 107 | 99.1 | 20.4 | 54.8 | 24.7 | 79.6 |
| | 5 | 144 | 99.3 | 19 | 32.1 | 48.9 | 81 |
| | 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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