



Spann Elementary

901 John McKissick Way
Summerville, South

Grades	PK-5 Elementary School	
Enrollment	870 Students	
Principal	Wanda G. Carroll	843-873-3050
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	At-Risk
2006	Good	At-Risk
2005	Good	Good
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

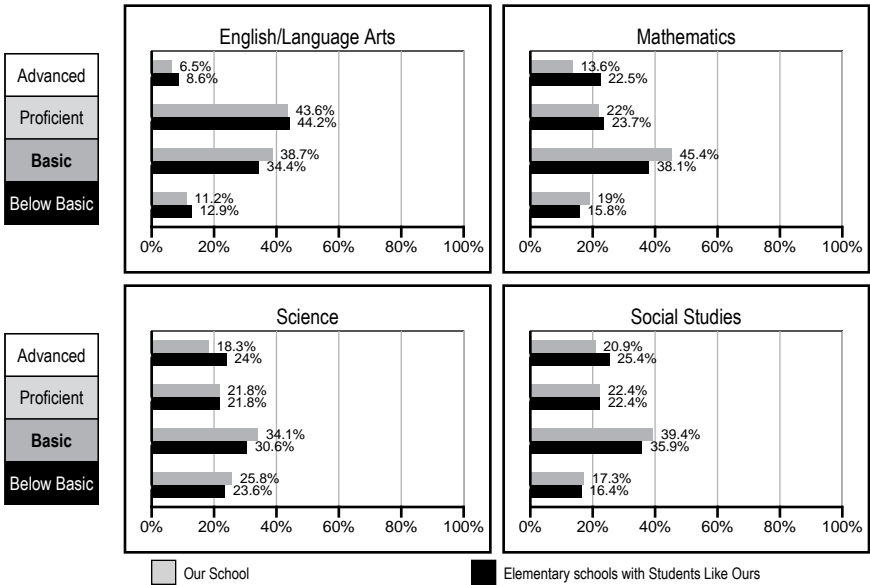
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.4%

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 September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=870)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
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%
Older than usual for grade	0.0%	Down from 0.3%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Down from 0.9%	0.0%	0.0%
Teachers (n=59)				
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
Professional development days/teacher	18.7 days	Up from 9.2 days	13.0 days	12.6 days
School				
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
Parents attending conferences	97.7%	Down from 100.0%	100.0%	100.0%
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%

* Prior year audited financial data are reported.

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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 Chairperson

Evaluations by Teachers, Students and Parents

	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 and their parents were included.

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School Adequate Yearly Progress

NO

This school met 15 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. Sanction: Implement the restructuring plan.
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	0.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	388	100	11.2	38.7	43.6	6.5	64.6	57.8	48.2	Yes	Yes
Gender											
Male	201	100	13.8	41.8	41.3	3.2	60.3	50.7	41.7	N/A	N/A
Female	187	100	8.4	35.4	46.1	10.1	69.1	65.6	55	N/A	N/A
Racial/Ethnic Group											
White	242	100	8.3	34.9	50.2	6.6	70.7	65.8	60	Yes	Yes
African American	118	100	16.2	47.7	33.3	2.7	51.4	41.1	31.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	72.3	70.4	I/S	I/S
Hispanic	15	100	28.6	42.9	14.3	14.3	50	45	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	68.7	47	I/S	I/S
Disability Status											
Disabled	38	100	50	36.1	13.9	0	27.8	21.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	30.8	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	135	100	19.4	45	33.3	2.3	50.4	40.7	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	388	100	18.8	45.5	22.1	13.6	51.5	49.8	45.8	Yes	Yes
Gender											
Male	201	100	16.4	45	22.2	16.4	56.6	50.5	45.6	N/A	N/A
Female	187	100	21.3	46.1	21.9	10.7	46.1	49.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	242	100	11.4	46.3	24.5	17.9	59.8	59.9	59	Yes	Yes
African American	118	100	35.1	45.9	14.4	4.5	29.7	28.3	26.9	No	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	67.1	71.3	I/S	I/S
Hispanic	15	100	28.6	42.9	28.6	0	50	37.4	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	55.2	46.2	I/S	I/S
Disability Status											
Disabled	38	100	55.6	27.8	16.7	0	25	21.7	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	26	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	135	100	32.6	46.5	14	7	34.1	32	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	268	100	25.8	34.1	21.8	18.3	40.1	42	35.7	96.4	96.1
Gender											
Male	142	100	20.3	33.1	24.1	22.6	46.6	45.1	37.4	96.4	95.9
Female	126	100	31.9	35.3	19.3	13.4	32.8	38.7	33.8	96.5	96.3
Racial/Ethnic Group											
White	165	100	16.3	31.4	27.5	24.8	52.3	52.4	49.2	96.2	96
African American	85	100	42	38.3	12.3	7.4	19.8	20.7	17	97	96.2
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	52.7	58	97	97
Hispanic	11	100	54.5	36.4	9.1	0	9.1	27.1	24.9	96.3	96.1
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	51.2	37.4	95.4	95.8
Disability Status											
Disabled	28	100	61.5	11.5	19.2	7.7	26.9	21.6	14	95.4	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	93.2
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	18.3	24.4	96.2	96.5
Socio-Economic Status											
Subsided meals	96	100	40.7	35.2	16.5	7.7	24.2	24.5	21.1	95.8	95.3
Social Studies											
All Students	265	100	17.3	39.4	22.4	20.9	43.3	43.2	34	96.4	96.1
Gender											
Male	129	100	14.5	30.6	28.2	26.6	54.8	46.4	36.6	96.4	95.9
Female	136	100	20	47.7	16.9	15.4	32.3	39.7	31.3	96.5	96.3
Racial/Ethnic Group											
White	170	100	13.4	36	26.2	24.4	50.6	51	44.5	96.2	96
African American	79	100	28	46.7	12	13.3	25.3	25.8	19.1	97	96.2
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	61.4	58.9	97	97
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	32.8	27.5	96.3	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	46	32.7	95.4	95.8
Disability Status											
Disabled	25	100	56	24	12	8	20	20.9	14.4	95.4	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	93.2
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	24.4	27.3	96.2	96.5
Socio-Economic Status											
Subsided meals	96	100	32.3	44.1	20.4	3.2	23.7	26.5	21	95.8	95.3

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	143	100	14.3	28.6	48.9	8.3	57.1	
	4	122	100	18.3	30.4	46.1	5.2	51.3	
	5	134	100	14.6	43.9	38.2	3.3	41.5	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	123	100	3.4	31	49.1	16.4	65.5	
	4	145	100	15.8	40.3	42.4	1.4	43.9	
	5	120	100	13.4	44.6	39.3	2.7	42	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	143	100	18.8	53.4	17.3	10.5	27.8	
	4	122	100	20	40	21.7	18.3	40	
	5	134	100	23.6	45.5	22	8.9	30.9	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	123	100	17.2	51.7	16.4	14.7	31	
	4	145	100	21.6	49.6	12.9	15.8	28.8	
	5	120	100	17	33.9	39.3	9.8	49.1	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	71	100	27.3	45.5	18.2	9.1	27.3	
	4	122	100	26.1	33.9	18.3	21.7	40	
	5	68	100	33.3	28.6	23.8	14.3	38.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	61	100	21.1	28.1	33.3	17.5	50.9	
	4	145	100	31.7	36	16.5	15.8	32.4	
	5	62	100	16.1	35.7	23.2	25	48.2	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	72	100	6	29.9	32.8	31.3	64.2	
	4	122	100	13.9	35.7	29.6	20.9	50.4	
	5	66	100	31.7	41.7	18.3	8.3	26.7	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	62	100	3.4	28.8	33.9	33.9	67.8	
	4	145	100	20.1	45.3	15.8	18.7	34.5	
	5	58	100	25	35.7	26.8	12.5	39.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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