



Spann Elementary

901 John McKissick Way
Summerville, South

Grades	PK-5 Elementary School	
Enrollment	881 Students	
Principal	Wanda Carroll-Williams	843-873-3050
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Good	At-Risk
2005	Good	Good

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 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.

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.

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

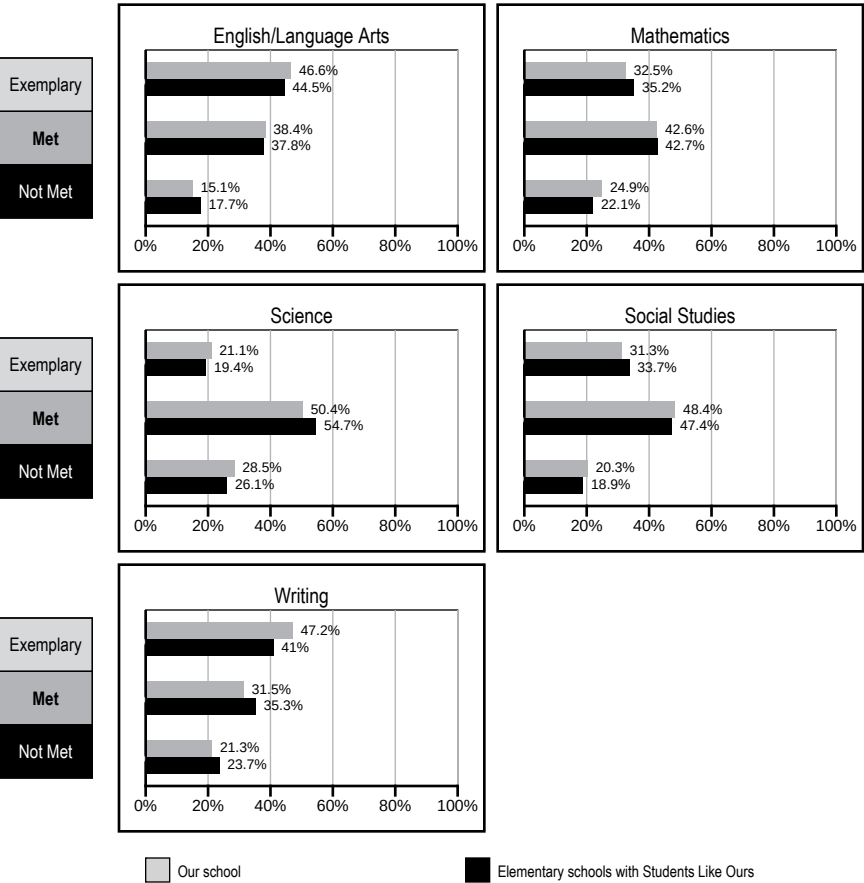
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
19	34	41	0	0

* Ratings are calculated with data available by 06/01/2010.

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=881)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Down from 2.4%	1.7%	1.9%
Attendance rate	96.4%	No Change	96.4%	96.3%
Eligible for gifted and talented	13.8%	Down from 14.1%	15.0%	10.0%
With disabilities other than speech	5.8%	Up from 4.9%	7.2%	7.7%
Older than usual for grade	0.3%	Up from 0.0%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.8%	0.0%	0.0%
Teachers (n=61)				
Teachers with advanced degrees	54.1%	Up from 47.5%	61.2%	59.4%
Continuing contract teachers	86.9%	Up from 79.7%	83.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.2%	Up from 86.3%	88.8%	85.9%
Teacher attendance rate	95.7%	Down from 95.8%	95.1%	95.1%
Average teacher salary*	\$47,362	Up 6.7%	\$48,160	\$47,149
Professional development days/teacher	26.2 days	Up from 18.7 days	11.3 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Down from 18.5 to 1	19.4 to 1	18.8 to 1
Prime instructional time	91.4%	Up from 90.2%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,406	Up 4.8%	\$6,977	\$7,458
Percent of expenditures for instruction**	65.0%	Down from 68.1%	69.1%	68.8%
Percent of expenditures for teacher salaries**	61.3%	Down from 62.0%	62.2%	63.2%

* 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

Each year at Spann Elementary is a new beginning and a new opportunity for change and growth! No matter the focus, we have learned together that it takes the alignment of clear vision, clear goals, trusting relationships, courageous conversations, and action to get the results that we desire for all of our children. We have worked diligently to create a "culture of mutual respect" between students, parents, staff, and administrators and cultivated a "habitat for learning" that fosters student achievement.

The entire school family shares responsibility for student learning at Spann. We begin each day by clearly communicating our school mission and vision 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 these daily outcomes in alignment with the Dorchester School District Two vision for "leading the way...every child...every day." Office staff and non-classroom-based teachers are strategically assigned to areas around the building to ensure safety and to greet children and parents as they arrive. Teachers are prepared to engage children immediately as they enter their rooms. Classes begin with a review of the outcomes and essential questions for each lesson. Our instructional leaders frequently monitor grade level, classroom, and individual objectives. Parents and Community Partners volunteer countless hours to support our total school program. Building services and cafeteria staff all join us in communicating expectations for learning and behavior through the school-wide Positive Behavioral Interventions and Supports (PBIS). Our PBIS motto, Proud to the C.O.R.E (Caring, Orderly, Responsible, and Expect the best) encourages our children to demonstrate strong character traits and skills for success. The rave this year has been to earn Mrs. Marcoff's Restaurant Style Luncheon by reaching the class goal for C.O.R.E. credits. The energy at Spann is contagious!

The true measure of our success is reflected in commitment to students' learning. We are celebrating the renewal of our Red Carpet School status through the year 2011. Our "Surpassing Yourself" goals for academics and character growth are celebrated at quarterly Expectations Town Meetings. We communicate our pride, highlight small successes, and share relevant information throughout the year via in-school and home-to-school newsletters and WebPages (<http://spann.ddtwo.org>).

This year, we have responded to our district's "Call to Action" by developing a "Good to Great" action plan. We will meet the charge with goals to "raise the bar", "close the gaps," and "grade for learning." Our greatest challenge is to realize these goals by differentiating instruction to meet the needs of the accelerated, the average, and the at-risk child. We will meet these challenges head-on with renewed commitment as a Professional Learning Community (PLC) and Professional Development School (PDS), while engaging in action research of best practices to stretch ourselves, involve our parents, and educate our children beyond belief.

Wanda Carroll-Williams, Principal
Brandi Chambers, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	58	140	125
Percent satisfied with learning environment	96.6%	85.7%	95.2%
Percent satisfied with social and physical environment	98.3%	81.9%	93.5%
Percent satisfied with school-home relations	94.7%	90.0%	86.8%

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

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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	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	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

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 = 58.8% (Met or Exemplary)

All Students	405	99.8	15.1	38.4	46.6	92.3	89.3	82.8	Yes	Yes
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Gender

Male	199	99.5	18.7	38.5	42.8	88.8	86.4	79.3	N/A	N/A
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Female	206	100	11.5	38.2	50.3	95.8	92.2	86.5	N/A	N/A
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Racial/Ethnic Group

White	237	100	11.4	34.5	54.1	94.8	92.9	89.5	Yes	Yes
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African American	134	99.3	21.4	51.3	27.4	89.7	82.3	73.7	Yes	Yes
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Asian/Pacific Islander	16	100	N/AV	N/AV	N/AV	100	93.3	92.3	I/S	I/S
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Hispanic	16	100	40	26.7	33.3	66.7	82.7	76.5	I/S	I/S
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	92.8	82.5	I/S	I/S
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Disability Status

Disabled	28	100	58.3	25	16.7	66.7	59.6	52	I/S	I/S
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
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English Proficiency

Limited English Proficient	14	100	25	33.3	41.7	83.3	77.7	75.1	I/S	I/S
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Socio-Economic Status

Subsided meals	171	100	27.2	42.2	30.6	83.7	81.9	75.5	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	405	99.8	24.9	42.6	32.5	83.3	85.8	78.9	Yes	Yes
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Gender

Male	199	99.5	21.4	46.5	32.1	86.6	85.2	77	N/A	N/A
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Female	206	100	28.3	38.7	33	80.1	86.4	80.9	N/A	N/A
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Racial/Ethnic Group

White	237	100	16.6	43.2	40.2	90.4	91.5	87.2	Yes	Yes
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African American	134	99.3	40.2	44.4	15.4	70.1	74.4	66.7	Yes	Yes
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Asian/Pacific Islander	16	100	6.7	33.3	60	93.3	91.8	93	I/S	I/S
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Hispanic	16	100	53.3	33.3	13.3	66.7	80.4	76	I/S	I/S
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	94.2	79.5	I/S	I/S
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Disability Status

Disabled	28	100	66.7	29.2	4.2	45.8	57.1	45.5	I/S	I/S
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
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English Proficiency

Limited English Proficient	14	100	41.7	33.3	25	75	76.6	76.1	I/S	I/S
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Socio-Economic Status

Subsided meals	171	100	38.8	44.9	16.3	74.1	76.5	70.2	Yes	Yes
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* 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

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	265	100	28.5	50.4	21.1	71.5	75.3	67.5
Gender								
Male	135	100	23.6	51.2	25.2	76.4	75	67
Female	130	100	33.6	49.6	16.8	66.4	75.8	68
Racial/Ethnic Group								
White	157	100	17.9	56.3	25.8	82.1	83.8	79.5
African American	87	100	52	38.7	9.3	48	57	50.3
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	86.4	84.3
Hispanic	11	100	I/S	I/S	I/S	I/S	70.5	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.3	71.2
Disability Status								
Disabled	13	100	I/S	I/S	I/S	I/S	42.2	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	66.7	59.6
Socio-Economic Status								
Subsided meals	110	100	47.8	43.5	8.7	52.2	59.9	55.1

Social Studies								
All Students	265	100	20.3	48.4	31.3	79.7	81.2	72.3
Gender								
Male	129	100	22.1	48.4	29.5	77.9	80.9	71.5
Female	136	100	18.5	48.4	33.1	81.5	81.4	73.2
Racial/Ethnic Group								
White	151	100	13.9	49.3	36.8	86.1	86.7	80.7
African American	88	100	30.8	47.4	21.8	69.2	69.9	60
Asian/Pacific Islander	13	100	8.3	50	41.7	91.7	91.5	88.5
Hispanic	12	100	45.5	36.4	18.2	54.5	73.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	95.2	72.2
Disability Status								
Disabled	18	100	53.3	40	6.7	46.7	53.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	74.6	67.9
Socio-Economic Status								
Subsided meals	113	100	30.5	48.4	21.1	69.5	70.6	62.1

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	410	99.3	21.1	31.6	47.3	78.9	81.7	70.2	96.4	96.2
Gender										
Male	202	99.5	28.5	34.2	37.3	71.5	76	63.2	96.2	96.1
Female	208	99	13.8	29.1	57.1	86.2	87.5	77.5	96.5	96.3
Racial/Ethnic Group										
White	242	99.6	15.6	34.2	50.2	84.4	86.9	79.1	96.3	96
African American	132	98.5	29.7	28	42.4	70.3	70.9	57.6	96.6	96.4
Asian/Pacific Islander	16	100	6.7	33.3	60	93.3	88.6	86.2	96.7	97.1
Hispanic	18	100	52.9	17.6	29.4	47.1	78.9	62.6	96	96.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.4	68.7	95.6	95.8
Disability Status										
Disabled	37	97.3	66.7	24.2	9.1	33.3	37.7	26.1	95.4	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.1
English Proficiency										
Limited English Proficient	16	100	42.9	21.4	35.7	57.1	70.2	61.2	96.5	96.3
Socio-Economic Status										
Subsidized meals	173	98.3	33.3	32	34.6	66.7	70.2	58.9	95.8	95.5

Abbreviations for Missing Data

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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							
2009	3	134	99.3	11.8	22	66.1	88.2
	4	126	100	17.5	43.9	38.6	82.5
	5	145	100	16.1	48.9	35	83.9
	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
Mathematics							
2009	3	134	99.3	21.3	33.1	45.7	78.7
	4	126	100	24.6	46.5	28.9	75.4
	5	145	100	28.5	48.2	23.4	71.5
	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
Science							
2009	3	66	100	20.6	49.2	30.2	79.4
	4	126	100	28.9	51.8	19.3	71.1
	5	73	100	34.8	49.3	15.9	65.2
	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
Social Studies							
2009	3	67	100	20.3	35.9	43.8	79.7
	4	126	100	21.1	56.1	22.8	78.9
	5	72	100	19.1	47.1	33.8	80.9
	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
Writing							
2009	3	137	100	23.9	21.6	54.5	76.1
	4	127	99.2	21.2	35.6	43.2	78.8
	5	146	98.6	18.2	38	43.8	81.8
	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

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I/S--Insufficient Sample