

Cannons Elementary

1315 Old Converse Road
Spartanburg, South

Grades	PK-5 Elementary School	
Enrollment	289 Students	
Principal	Karen Grimm	864-279-6100
Superintendent	James O. Ray	864-279-6000
Board Chair	Mr. Eddie Dearybury	864-279-6000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Good
2008	Average	Average
2007	Good	Below Average
2006	Good	Below Average
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

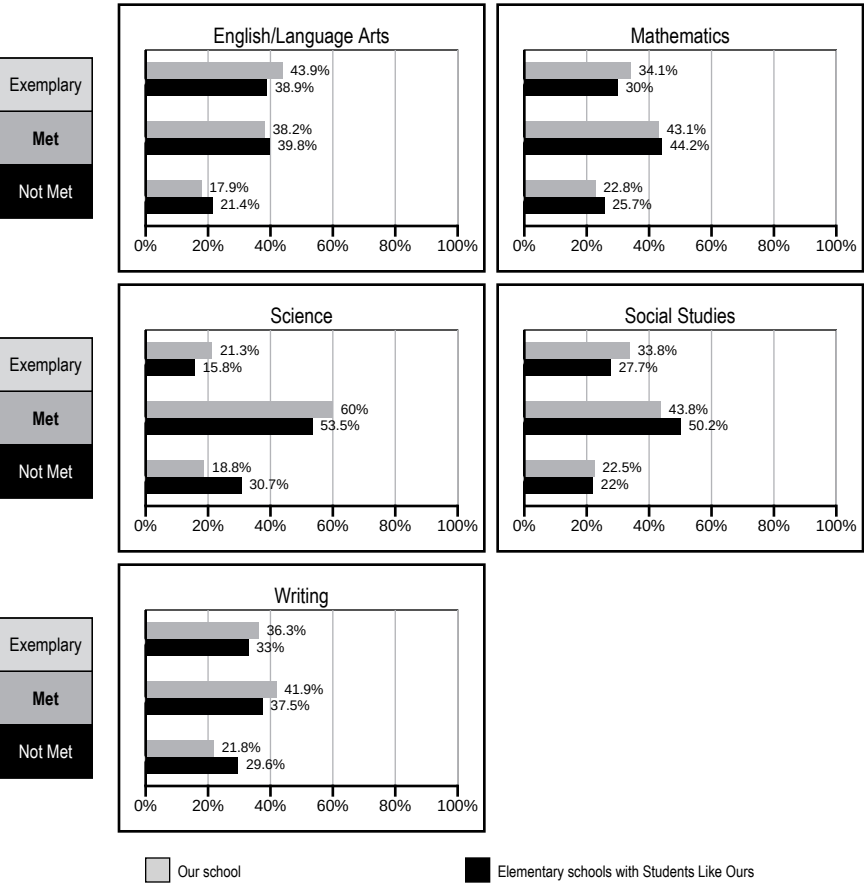
96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	29	71	2	0

* Ratings are calculated with data available by 03/16/2010.

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 a 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=289)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Up from 0.7%	2.0%	1.9%
Attendance rate	96.8%	Down from 97.1%	96.2%	96.3%
Eligible for gifted and talented	14.1%	Up from 12.3%	11.0%	10.0%
With disabilities other than speech	16.0%	Up from 15.8%	8.9%	7.7%
Older than usual for grade	0.4%	Up from 0.0%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	72.0%	Down from 76.9%	59.0%	59.4%
Continuing contract teachers	80.0%	Up from 69.2%	83.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.0%	Up from 87.8%	86.2%	85.9%
Teacher attendance rate	96.2%	Up from 96.1%	95.1%	95.1%
Average teacher salary*	\$51,958	Up 3.4%	\$47,306	\$47,149
Professional development days/teacher	11.9 days	Down from 15.1 days	11.9 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Down from 18.0 to 1	19.2 to 1	18.8 to 1
Prime instructional time	92.1%	Up from 90.9%	90.3%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$11,354	Up 0.5%	\$7,279	\$7,458
Percent of expenditures for instruction**	64.0%	Down from 64.5%	68.2%	68.8%
Percent of expenditures for teacher salaries**	61.4%	Down from 62.0%	63.5%	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

The theme for this year at Cannons Elementary School was “A School so Fine in 08-09”! We did indeed have a fine year of rich learning experiences and involvement with our community. The entire school community celebrated winning the Red Carpet Award and the Healthy Schools Award in 2008-2009. This was accomplished as a result of the collaborative effort between the school and our community. We strive to build on this relationship to continue enhancing the achievement and success of our students. The faculty, staff, students, parents, and community worked together to focus on literacy, assessment, technology, student-centered instruction, positive school citizenship, making healthy choices for living, and experiencing the arts.

Instruction was planned by frequently analyzing test data provided by MAP–Measures of Academic Progress. This allowed us to provide individualized teaching for all students. Combining a variety of assessment tools such as MAP, portfolio assessment, the Developmental Reading Assessment, and teacher-created formative assessment made it possible to review each student’s strengths and plan challenging and differentiated instruction.

This year, the Cannons Character Club recognized students, staff, and volunteers who modeled excellent school citizenship. Students, staff, and volunteers were “caught being good” by the guidance counselor. These individuals received school-wide recognition, which encouraged others to exhibit positive school citizenship. The Cannons Character Club received the Golden Achievement Award from the South Carolina National Public Relations Association. We strive to inspire a sense of belonging and build on the strengths of each student through our character program.

In partnership with the Spartanburg Arts Council, a different local artist was featured in our community art gallery each month. Local musicians entertained us before and during events. This partnership allows us to continue providing a rich curriculum and community involvement. Events included art, music, and dramatic performances, in addition to wonderful student presentations and performances.

Intramurals, Running Club, and Walking Club were offered each morning before school. Students, teachers, and parents practiced making healthy choices for living. The partnership with Zest Quest continued to strengthen our school emphasis on making healthy choices and greatly contributed to winning the Healthy Schools Award. We hosted a Health and Safety night with support from our PTO, business partners, and many service organizations in the community.

Students enjoyed the many benefits as volunteers came to read, provide incentives, and join us in recognizing student achievement in academics, physical fitness, character development, and the arts. The School Improvement Council, PTO, parents, and community continued to enhance learning at Cannons Elementary through their involvement and support. Each student benefited from being a member of a community that cares and values education.

Karen Grimm, Principal
 Doug Foster, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	40	30
Percent satisfied with learning environment	93.3%	92.5%	90.0%
Percent satisfied with social and physical environment	96.7%	92.5%	86.2%
Percent satisfied with school-home relations	100.0%	97.5%	83.3%

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

Abbreviations for Missing Data

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School Adequate Yearly Progress

YES

This school met 13 out of 13 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	N/A	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	96.8%	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	132	100	17.9	38.2	43.9	89.4	85.4	82.8	Yes	Yes
Gender										
Male	65	100	15	36.7	48.3	86.7	81.4	79.3	N/A	N/A
Female	67	100	20.6	39.7	39.7	92.1	89.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	108	100	17	35	48	88	87.6	89.5	Yes	Yes
African American	17	100	25	56.3	18.8	100	76.1	73.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	78.6	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	78.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	24	100	50	30	20	60	56.1	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	78	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	64	100	32.7	41.8	25.5	81.8	80.3	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	132	100	22.8	43.1	34.1	84.6	80.7	78.9	Yes	Yes
Gender										
Male	65	100	18.3	41.7	40	91.7	78.7	77	N/A	N/A
Female	67	100	27	44.4	28.6	77.8	82.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	108	100	20	44	36	88	84.4	87.2	Yes	Yes
African American	17	100	31.3	56.3	12.5	68.8	62	66.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85.7	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.9	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	24	100	60	30	10	55	47.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	78	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	64	100	41.8	45.5	12.7	72.7	74.2	70.2	Yes	Yes

* 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	85	100	18.8	60	21.3	81.3	77	67.5
Gender								
Male	38	100	8.6	60	31.4	91.4	76.3	67
Female	47	100	26.7	60	13.3	73.3	77.7	68
Racial/Ethnic Group								
White	70	100	15.4	60	24.6	84.6	80.2	79.5
African American	10	I/S	I/S	I/S	I/S	I/S	60.5	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	72.7	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	70.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	14	100	30.8	53.8	15.4	69.2	48	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	4	I/S	I/S	I/S	I/S	I/S	68.2	59.6
Socio-Economic Status								
Subsided meals	41	100	27.8	63.9	8.3	72.2	70.3	55.1

Social Studies

All Students	85	100	22.5	43.8	33.8	77.5	77.3	72.3
Gender								
Male	45	100	11.6	41.9	46.5	88.4	76.7	71.5
Female	40	100	35.1	45.9	18.9	64.9	78	73.2
Racial/Ethnic Group								
White	67	100	20.6	42.9	36.5	79.4	79.1	80.7
African American	14	100	38.5	46.2	15.4	61.5	65.9	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	83.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	16	100	46.2	30.8	23.1	53.8	48.7	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	3	I/S	I/S	I/S	I/S	I/S	76.3	67.9
Socio-Economic Status								
Subsided meals	47	100	33.3	54.8	11.9	66.7	71.5	62.1

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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	132	100	21.8	41.9	36.3	78.2	74.8	70.2	96.8	96.2
Gender										
Male	66	100	20	46.7	33.3	80	67.5	63.2	97	96.1
Female	66	100	23.4	37.5	39.1	76.6	82.9	77.5	96.6	96.3
Racial/Ethnic Group										
White	107	100	19.8	41.6	38.6	80.2	77.8	79.1	97	96
African American	18	100	37.5	43.8	18.8	62.5	61.8	57.6	96.3	96.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	64.3	86.2	98.4	97.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	66.7	62.6	95.9	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96.5
Disability Status										
Disabled	21	100	50	30	20	50	31.9	26.1	95.7	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	58.9	61.2	96.1	97.2
Socio-Economic Status										
Subsidized meals	64	100	33.9	46.4	19.6	66.1	67.8	58.9	96.2	95.5

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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	48	100	20.9	18.6	60.5	79.1
	4	38	100	21.6	45.9	32.4	78.4
	5	46	100	11.6	51.2	37.2	88.4
	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							
2009	3	48	100	34.9	25.6	39.5	65.1
	4	38	100	21.6	56.8	21.6	78.4
	5	46	100	11.6	48.8	39.5	88.4
	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
Science							
2009	3	23	100	23.8	42.9	33.3	76.2
	4	38	100	21.6	70.3	8.1	78.4
	5	24	100	9.1	59.1	31.8	90.9
	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
Social Studies							
2009	3	25	100	9.1	45.5	45.5	90.9
	4	38	100	27	54.1	18.9	73
	5	22	100	28.6	23.8	47.6	71.4
	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
Writing							
2009	3	48	100	29.5	31.8	38.6	70.5
	4	38	100	18.9	51.4	29.7	81.1
	5	46	100	16.3	44.2	39.5	83.7
	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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