



CANNONS ELEMENTARY

1315 Old Converse Road
Spartanburg, South

Grades	PK-5 Elementary School	
Enrollment	262 Students	
Principal	Karen Grimm	864-279-6100
Superintendent	Dr. James O. Ray	864-279-6000
Board Chair	Mr. Eddie Dearybury	864-279-6000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Excellent*
2009	Good	Good
2008	Average	Average
2007	Good	Below Average
2006	Good	Below Average

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

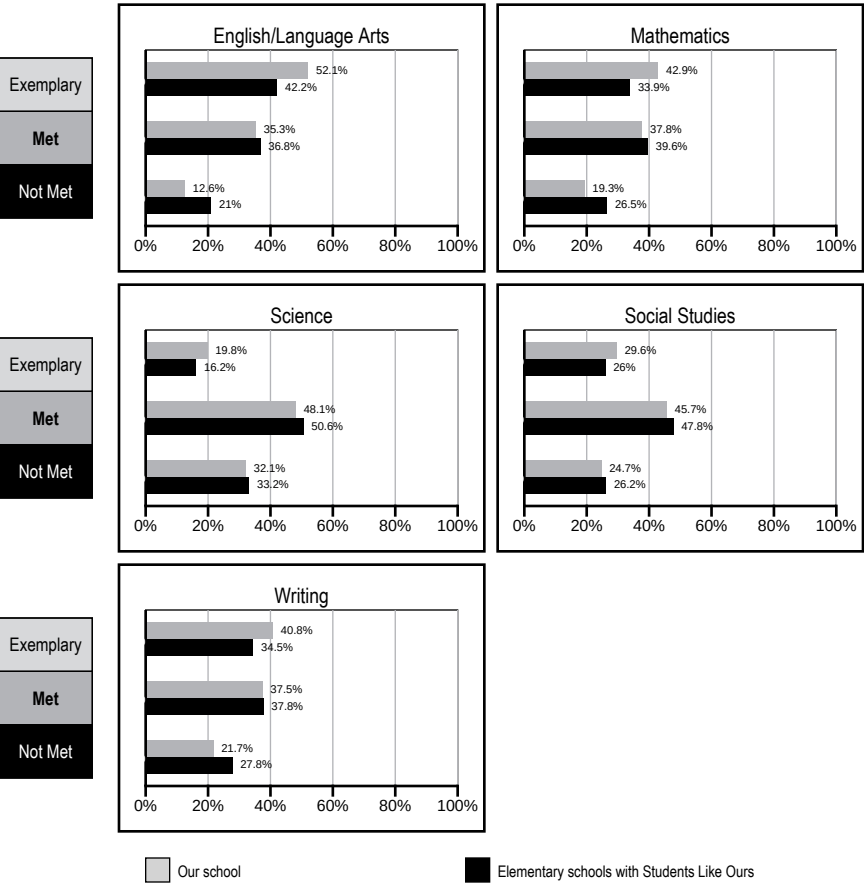
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
11	28	67	1	0

* Ratings are calculated with data available by 03/09/2011.

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=262)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	Down from 1.5%	1.1%	1.2%
Attendance rate	96.6%	Down from 96.8%	96.0%	96.1%
Eligible for gifted and talented	21.9%	Up from 14.1%	12.2%	11.7%
With disabilities other than speech	10.7%	Down from 16.0%	8.5%	8.0%
Older than usual for grade	0.0%	Down from 0.4%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	76.9%	Up from 72.0%	59.2%	60.5%
Continuing contract teachers	84.6%	Up from 80.0%	84.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.9%	Up from 89.0%	87.6%	87.0%
Teacher attendance rate	97.2%	Up from 96.2%	95.5%	95.4%
Average teacher salary*	\$51,080	Down 1.7%	\$47,182	\$47,288
Professional development days/teacher	14.0 days	Up from 11.9 days	9.8 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	14.1 to 1	Down from 16.6 to 1	19.4 to 1	19.2 to 1
Prime instructional time	91.4%	Down from 92.1%	90.9%	90.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$10,945	Down 3.6%	\$7,269	\$7,548
Percent of expenditures for instruction**	66.9%	Up from 64.0%	67.8%	68.7%
Percent of expenditures for teacher salaries**	62.7%	Up from 61.4%	64.5%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

The Cannons Elementary School community celebrated learning with the theme, "Let the Magic of Learning Begin in 2009-2010." Teachers, students, and parents were involved in a variety of meaningful learning activities centered on the arts, physical fitness, academic achievement and character education.

Cannons Elementary was recognized by the State Department of Education with a Palmetto Silver Award for outstanding academic achievement on the Palmetto Assessment of State Standards. We strive to build on this success to continue enhancing student achievement. Combining a variety of assessment tools such as Measures of Academic Progress, portfolio assessment, and teacher-created formative assessment made it possible to review each student's strengths and build challenging and differentiated instruction. Instruction was delivered through a variety of strategies including inquiry, clubs based on interest, flexible small-group instruction, and technology.

Students enjoyed a rich experience in the arts and physical education. We exhibited work from eight local artists in our community art gallery in addition to a family/community art display. Members of the community joined us for evening events such as Family Literacy Night, Math Science Technology Night, A Spring Arts Festival, a PTO Fall Festival and Health and Safety Fair. Running Club, Walking Club and intramurals were offered as early morning activities for all students.

The School Improvement Council, PTO, parents, and community continue to enhance learning at Cannons Elementary with their involvement and support. Students enjoy the many benefits as volunteers come to read, provide incentives and join us in recognizing student achievement in academics, physical fitness, character development and the arts. Our volunteer tutoring and mentoring program was staffed with at least twenty-five volunteers who served students in second and third grades. Many community business partners provided support with field trips, awards for achievement, and to show teacher appreciation. The faculty, staff, students, parents, and community worked together to focus on maintaining an excellent school climate in order for students to learn and know they are a valued member of their school community.

Karen Grimm, Principal

Tracy Herring, SIC Chairman

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	30	34	27
Percent satisfied with learning environment	96.6%	91.2%	96.3%
Percent satisfied with social and physical environment	100.0%	93.9%	85.2%
Percent satisfied with school-home relations	100.0%	93.9%	85.2%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	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	126	100	12.6	35.3	52.1	92.4	84.5	83.5	Yes	Yes
Gender										
Male	57	100	14.5	29.1	56.4	94.5	80.7	80.1	N/A	N/A
Female	69	100	10.9	40.6	48.4	90.6	88.4	87	N/A	N/A
Racial/Ethnic Group										
White	99	100	9.6	36.2	54.3	94.7	87.2	89.6	Yes	Yes
African American	18	100	35.3	29.4	35.3	76.5	70.2	74.6	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	76.9	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	83.3	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	24	100	34.8	39.1	26.1	78.3	49.4	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	83.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	79	100	18.9	39.2	41.9	89.2	80.3	76.9	Yes	Yes

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

All Students	126	100	19.3	37.8	42.9	89.9	81.8	80.4	Yes	Yes
Gender										
Male	57	100	12.7	41.8	45.5	90.9	79.9	78.4	N/A	N/A
Female	69	100	25	34.4	40.6	89.1	83.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	99	100	14.9	38.3	46.8	91.5	84.3	87.8	Yes	Yes
African American	18	100	47.1	35.3	17.6	82.4	68.6	69.3	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	84.6	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	77.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	24	100	52.2	30.4	17.4	65.2	45.4	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	75.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	79	100	25.7	41.9	32.4	83.8	76.8	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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
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Science

All Students	87	100	32.1	48.1	19.8	67.9	77.1	67.3
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Gender								
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Male	36	100	31.4	42.9	25.7	68.6	77.4	66.9
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Female	51	100	32.6	52.2	15.2	67.4	76.7	67.7
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Racial/Ethnic Group								
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White	68	100	28.6	47.6	23.8	71.4	81.1	79.6
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African American	10	I/S	I/S	I/S	I/S	I/S	57.2	49.7
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	84.4
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Hispanic	6	I/S	I/S	I/S	I/S	I/S	71.9	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
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Disability Status								
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Disabled	17	100	N/A	N/A	N/A	25	44	33.8
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Migrant Status								
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Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency								
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Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	70.3	58.6
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Socio-Economic Status								
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Subsidized meals	51	100	51.1	42.6	6.4	48.9	69.2	55.4
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Social Studies

All Students	85	100	24.7	45.7	29.6	75.3	77.4	70.9
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Gender								
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Male	37	100	22.2	33.3	44.4	77.8	76.6	70.1
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Female	48	100	26.7	55.6	17.8	73.3	78.2	71.7
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Racial/Ethnic Group								
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White	68	100	22.7	47	30.3	77.3	79.1	79.2
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African American	13	100	25	41.7	33.3	75	68.9	58.4
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	79.3	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
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Disability Status								
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Disabled	14	100	57.1	28.6	14.3	42.9	41.8	39.3
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Migrant Status								
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Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency								
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Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	75	68
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Socio-Economic Status								
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Subsidized meals	54	100	33.3	49	17.6	66.7	70.2	60.8
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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	School Attendance Rate	District Attendance Rate
Writing										
All Students	126	100	21.7	37.5	40.8	78.3	74.3	72.1	96.6	95.8
Gender										
Male	57	100	29.1	30.9	40	70.9	66.8	65.2	96.7	95.6
Female	69	100	15.4	43.1	41.5	84.6	82.2	79.2	96.5	96.1
Racial/Ethnic Group										
White	98	100	19.1	42.6	38.3	80.9	76.6	80.8	96.4	95.6
African American	19	100	38.9	11.1	50	61.1	58.8	59.7	97.6	96.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	69.2	87	97.9	97.7
Hispanic	6	I/S	I/S	I/S	I/S	I/S	85.1	64.6	97.4	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	95.9	96.1
Disability Status										
Disabled	24	100	56.5	34.8	8.7	43.5	31.8	27.7	95.9	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	73.1	63.7	97.5	97.1
Socio-Economic Status										
Subsidized meals	80	100	28	44	28	72	67.6	61.9	96.2	95.3

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	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
2010	3	46	100	16.3	16.3	67.4	83.7
	4	46	100	16.3	39.5	44.2	83.7
	5	34	100	3	54.5	42.4	97
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	46	100	18.6	34.9	46.5	81.4
	4	46	100	25.6	34.9	39.5	74.4
	5	34	100	12.1	45.5	42.4	87.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	24	100	47.6	47.6	4.8	52.4
	4	46	100	30.2	39.5	30.2	69.8
	5	17	100	17.6	70.6	11.8	82.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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
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
2010	3	22	100	9.1	50	40.9	90.9
	4	46	100	34.9	37.2	27.9	65.1
	5	17	100	18.8	62.5	18.8	81.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	45	100	25.6	34.9	39.5	74.4
	4	46	100	25.6	39.5	34.9	74.4
	5	35	100	11.8	38.2	50	88.2
	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

Abbreviations for Missing Data

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