



## CANNONS ELEMENTARY

1315 Old Converse Road  
Spartanburg, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	277 Students	
<b>Principal</b>	Karen Grimm	864-279-6100
<b>Superintendent</b>	Dr. James O. Ray	864-279-6000
<b>Board Chair</b>	Mr. Eddie Dearybury	864-279-6000

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Good</b>
2010	Good	Excellent
2009	Good	Good
2008	Average	Average
2007	Good	Below 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://eoc.sc.gov>

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

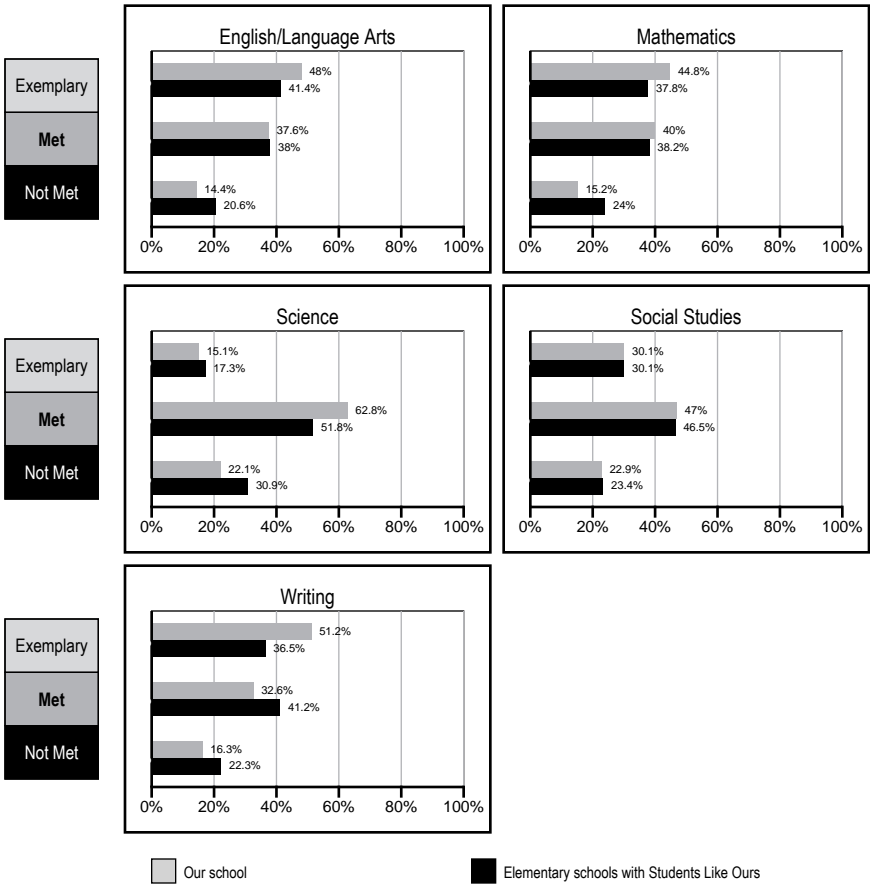
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
21	34	62	1	0

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=277)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Up from 0.4%	1.3%	1.1%
Attendance rate	96.2%	Down from 96.6%	96.1%	96.2%
Served by gifted and talented program	26.9%	Up from 21.9%	14.3%	13.4%
With disabilities other than speech	8.8%	Down from 10.7%	4.9%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=21)</b>				
Teachers with advanced degrees	66.7%	Down from 76.9%	61.1%	62.5%
Continuing contract teachers	90.5%	Up from 84.6%	90.1%	88.2%
Teachers returning from previous year	93.3%	Up from 92.9%	88.6%	87.8%
Teacher attendance rate	95.2%	Down from 97.2%	95.2%	95.2%
Average teacher salary*	\$48,141	Down 5.8%	\$46,512	\$46,773
Professional development days/teacher	13.7 days	Down from 14.0 days	10.4 days	10.5 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	16.2 to 1	Up from 14.1 to 1	20.1 to 1	19.9 to 1
Prime instructional time	89.1%	Down from 91.4%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$11,554	Up 5.6%	\$7,153	\$7,447
Percent of expenditures for instruction**	64.3%	Down from 66.9%	68.1%	68.4%
Percent of expenditures for teacher salaries**	61.0%	Down from 62.7%	65.3%	65.8%

\* 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

We were very proud that Cannons Elementary was recognized by the State Department of Education with a Palmetto Gold Award for outstanding performance on the Palmetto Assessment of State Standards. Our improvement rating was excellent because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. We strive to build on this success to continue enhancing student achievement and create meaningful learning activities for our students.

Work was focused this year on strengthening integration of the arts into the core curriculum. Teachers attended workshops and worked with consultants to use arts integration in their daily lessons with the purpose of providing instruction that is designed for many learning styles. Students learned to become stronger writers through a grant that provided an artist in residence. A grant from the Greater Spartanburg Arts Council allowed us to host local artists and musicians at school events exposing students and our community to quality art work. Students met each artist and learned about the real work of being creative. 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, The Spring Arts Festival, PTO Fall Festival and Health Safety Fair.

We also worked with the Spartanburg Writing Project to strengthen writing across the curriculum and allow students to experience and apply the process of writing. A consultant with the Spartanburg Writing Project worked with third, fourth and fifth grade teachers to develop a writers' workshop in the classroom. Students published many genres of writing and shared with their families during special class events. Reading instruction was delivered through a balanced literacy approach and also supported by a response to intervention plan.

A combination of assessment tools such as MAP, portfolio assessment, teacher created formative assessments and district summative assessments made it possible to review each student's strengths and build challenging and differentiated instruction. Instruction was delivered through a variety of strategies including arts integration, inquiry, flexible small group instruction based on need and interest, and technology.

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 twenty-four volunteers who served students in first, 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	28	39	40
Percent satisfied with learning environment	100.0%	94.7%	97.4%
Percent satisfied with social and physical environment	100.0%	94.9%	92.5%
Percent satisfied with school-home relations	100.0%	97.4%	94.9%

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

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No Child Left Behind

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	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%**	Yes

\* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	131	98.5	13.8	38.2	48	89.4	83.4	82.4	Yes	Yes
<b>Gender</b>										
Male	61	98.4	19.6	37.5	42.9	85.7	79.5	78.7	N/A	N/A
Female	70	98.6	9	38.8	52.2	92.5	87.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	98	98	13.2	37.4	49.5	90.1	86.2	88.9	Yes	Yes
African American	21	100	19	33.3	47.6	81	66.7	72.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	69.2	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	90.5	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	83	I/S	I/S
<b>Disability Status</b>										
Disabled	27	92.6	52.2	34.8	13	56.5	48.6	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	8.3	58.3	33.3	91.7	87.5	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	78	98.7	15.5	45.1	39.4	88.7	78.2	75.4	Yes	Yes

## Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	131	100	15.2	40	44.8	90.4	85.2	81.9	Yes	Yes
<b>Gender</b>										
Male	61	100	15.8	38.6	45.6	89.5	83.2	79.9	N/A	N/A
Female	70	100	14.7	41.2	44.1	91.2	87.2	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	98	100	12.9	36.6	50.5	92.5	87.2	88.9	Yes	Yes
African American	21	100	28.6	38.1	33.3	81	71.6	71.4	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.3	94.6	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	91.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	27	100	52	28	20	64	56.6	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	8.3	58.3	33.3	91.7	91.7	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	78	100	19.4	45.8	34.7	87.5	79.8	74.9	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
<b>Science</b>								
All Students	88	100	22.1	62.8	15.1	77.9	78.6	68.6
<b>Gender</b>								
Male	45	100	16.3	65.1	18.6	83.7	79.1	68.3
Female	43	100	27.9	60.5	11.6	72.1	78.1	68.9
<b>Racial/Ethnic Group</b>								
White	61	100	16.9	62.7	20.3	83.1	82.2	80.7
African American	18	100	44.4	50	5.6	55.6	59.6	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	84	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	70.8
<b>Disability Status</b>								
Disabled	19	100	N/AV	N/AV	N/AV	55.6	45.5	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	85.1	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	56	100	27.8	63	9.3	72.2	72.4	57.3
<b>Social Studies</b>								
All Students	88	100	22.9	47	30.1	77.1	79.2	72.5
<b>Gender</b>								
Male	39	100	25	36.1	38.9	75	82.1	72
Female	49	100	21.3	55.3	23.4	78.7	76	73.1
<b>Racial/Ethnic Group</b>								
White	69	100	23.1	41.5	35.4	76.9	81.7	81
African American	12	100	33.3	50	16.7	66.7	65.4	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	6	I/S	I/S	I/S	I/S	I/S	83.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	20	100	57.9	31.6	10.5	42.1	51.4	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	80.4	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	51	100	28.3	50	21.7	71.7	74.1	62.9

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
<b>Writing</b>										
All Students	46	100	16.3	32.6	51.2	83.7	75.7	73.2	96.2	95.5
<b>Gender</b>										
Male	20	100	22.2	33.3	44.4	77.8	67.8	67.2	96.3	95.3
Female	26	100	12	32	56	88	83.6	79.4	96.1	95.7
<b>Racial/Ethnic Group</b>										
White	34	100	15.6	28.1	56.3	84.4	80.4	81.5	95.9	95.2
African American	6	I/S	I/S	I/S	I/S	I/S	57.1	61.3	97.5	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	98.5	95.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	81	66.7	96.5	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	95.2	93.8
<b>Disability Status</b>										
Disabled	9	I/S	I/S	I/S	I/S	I/S	23.1	26	95.6	94.6
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	73.9	65.7	96.8	97
<b>Socio-Economic Status</b>										
Subsidized meals	26	100	17.4	43.5	39.1	82.6	67.3	63.2	95.8	94.9

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
<b>English/Language Arts</b>							
<b>2010</b>	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
<b>2011</b>	3	40	95	5.6	36.1	58.3	94.4
	4	45	100	22.7	38.6	38.6	77.3
	5	46	100	11.6	39.5	48.8	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
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	3	40	100	5.3	55.3	39.5	94.7
	4	45	100	25	34.1	40.9	75
	5	46	100	14	32.6	53.5	86
	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
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	3	20	100	20	70	10	80
	4	45	100	29.5	59.1	11.4	70.5
	5	23	100	9.1	63.6	27.3	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

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
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	3	20	100	16.7	33.3	50	83.3
	4	45	100	27.3	52.3	20.5	72.7
	5	23	100	19	47.6	33.3	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
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	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	46	100	16.3	32.6	51.2	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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