



Spann Elementary School

901 John McKissick Way

Summerville, SC 29483

Grades	PK-5 Elementary School	
Enrollment	810 Students	
Principal	Shane Sanford	843-873-3050
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Frances Townsend	843-873-1341

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Excellent	Excellent*
2011	Excellent	Excellent
2010	Good	Good
2009	Good	Average
2008	Average	At-Risk

* The School's 2012 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 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 2011-12 whose 2010-11 test scores were located

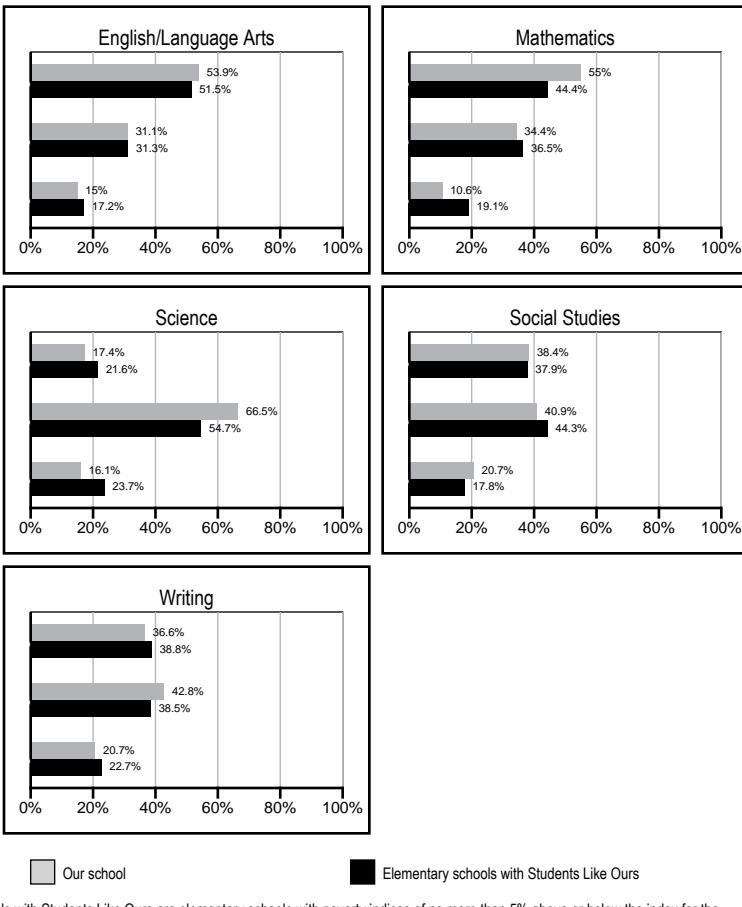
97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
42	32	10	1	0

* Ratings are calculated with data available by 11/07/2012.

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=810)				
First graders who attended full-day kindergarten	99.2%	Down from 100.0%	100.0%	100.0%
Retention rate	0.9%	Up from 0.7%	0.9%	1.0%
Attendance rate	96.9%	Up from 96.2%	96.8%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Down from 6.1%	0.0%	0.0%
Teachers (n=58)				
Teachers with advanced degrees	60.3%	Up from 58.3%	64.3%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	93.5%	Down from 94.4%	89.3%	88.7%
Teacher attendance rate	95.3%	Up from 94.5%	95.0%	95.1%
Average teacher salary*	\$49,089	Up 0.6%	\$48,828	\$47,210
Professional development days/teacher	14.5 days	Up from 10.1 days	11.6 days	10.5 days
School				
Principal's years at school	1.0	Down from 5.0	5.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Down from 19.4 to 1	20.1 to 1	20.0 to 1
Prime instructional time	90.1%	Down from 90.2%	90.1%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,971	Down 2.8%	\$6,941	\$7,247
Percent of expenditures for instruction**	69.7%	Up from 68.4%	68.3%	68.2%
Percent of expenditures for teacher salaries**	68.2%	Up from 67.2%	66.5%	65.7%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2011-12 school year at Spann Elementary School was another successful one in our "Habitat for Learning." We challenged students to live up to our yearly theme: "ExSPANNding our minds through learning....our hearts through service....for a better world." They certainly rose to the challenge! Not only did our students achieve and succeed, but our staff worked tirelessly to meet our three main school goals.

Our first goal, to increase performance rates of all students on state and local assessments, was met by our students expanding their minds through learning. Spann, for the first time, increased their absolute report card rating and growth rating from GOOD to EXCELLENT. By doing this, we were awarded the Palmetto Gold Award for overall progress and the Palmetto Silver Award for Closing the Achievement Gap. Once again we met Adequate Yearly Progress by meeting 17 of 17 objectives. Students continued improving on district grade level benchmark tests in math and reading. A new program to encourage students to read, Reading Counts, was begun school-wide.

We also successfully implemented a comprehensive K-5 Pyramid of Intervention. Through individual student data and the Student Support Team we were able to identify students who required extra support in literacy and math. These students were provided with a variety of interventions such as after school tutoring, after school programs, small group literacy, small group math, Systems 44, Read 180, computer based instruction, and others.

Our final goal, which was to continue to improve school culture, climate, and relationships, was a crucial goal to meet. With new staff members on board from the classroom to the front office it was imperative for the school family to build and foster new relationships. Spann was able to positively improve climate, culture, and relationships through relationship building, staff developments, family centered workshops, PTA family events, service projects, a rejuvenated emphasis on PBIS (positive behavior interventions and supports), and an emphasis on parent/school communication. All grade levels participated in a service project to expand our hearts through service for a better world. Students were able to earn individual and class CORE credit rewards to encourage improved student behavior.

Even though we accomplished our goals above and beyond what we expected, there is still room to improve and work to be done. An EXCELLENT rating is wonderful, but we can continue to improve our performance on district and state assessments. Relationship building has been key to our overall school climate, but we will diligently monitor and adjust our PBIS program to further decrease discipline referrals. Teachers will be hard at work in 2012-13 implementing new Common Core Standards into their curriculum and instruction. With parents, staff, students, and the community working together, we can make our Spann Pandas soar even higher next year!

Mr. Shane Sanford, Principal

Mrs. Anita Jackson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	146	72
Percent satisfied with learning environment	95.6%	84.0%	91.4%
Percent satisfied with social and physical environment	97.8%	87.5%	90.1%
Percent satisfied with school-home relations	93.3%	89.6%	90.1%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	97.6
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Spann Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%
	Our School	State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%
Student attendance rate	96.9%	94.0%*

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	677.7	679.1	635.4	643.7	99.7	100.0
Male	671.0	682.1	635.7	644.0	99.5	100.0
Female	684.0	676.1	635.1	643.3	100.0	100.0
White	689.7	687.7	643.1	649.4	99.6	100.0
African American	648.1	655.8	613.0	622.8	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	638.0	641.4	604.4	618.6	97.1	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	662.6	665.5	622.8	633.0	99.5	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
2011	3	143	99.3	16.1	22.6	61.3	83.9
	4	163	99.4	13.1	34	52.9	86.9
	5	148	96.6	9.4	43.2	47.5	90.6
	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
	3	100	99	17.6	20.9	61.5	82.4
	4	135	100	14.5	31.5	54	85.5
2012	5	155	100	13.2	37.5	49.3	86.8
	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
Mathematics							
2011	3	143	99.3	22.6	27	50.4	77.4
	4	163	99.4	10.5	39.2	50.3	89.5
	5	148	96.6	7.9	33.8	58.3	92.1
	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
	3	100	100	10.9	22.8	66.3	89.1
	4	135	100	7.3	34.7	58.1	92.7
2012	5	155	100	13.2	41.7	45.1	86.8
	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
Science							
2011	3	72	100	26.1	42	31.9	73.9
	4	163	99.4	22.2	58.8	19	77.8
	5	71	100	24.3	48.6	27.1	75.7
	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
	3	49	100	20	53.3	26.7	80
	4	135	100	16.9	68.5	14.5	83.1
2012	5	79	100	12.3	71.2	16.4	87.7
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	70	100	19.1	41.2	39.7	80.9
	4	163	99.4	15	53.6	31.4	85
	5	72	100	18.8	49.3	31.9	81.2
	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
	3	51	100	21.3	29.8	48.9	78.7
	4	135	100	15.3	47.6	37.1	84.7
2012	5	76	100	29.6	36.6	33.8	70.4
	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							
2011	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	146	100	11.5	36	52.5	88.5
	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
	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
2012	5	157	98.7	19.6	43.4	37.1	80.4
	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

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