



Spann Elementary School

901 John McKissick Way
Summerville, SC 29483

Grades	PK-5 Elementary School	
Enrollment	789 Students	
Principal	Shane Sanford	843-873-3050
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	C. Gail Hughes	843-261-3806

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Good
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Good	Good
2009	Good	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://www.eoc.sc.gov>

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

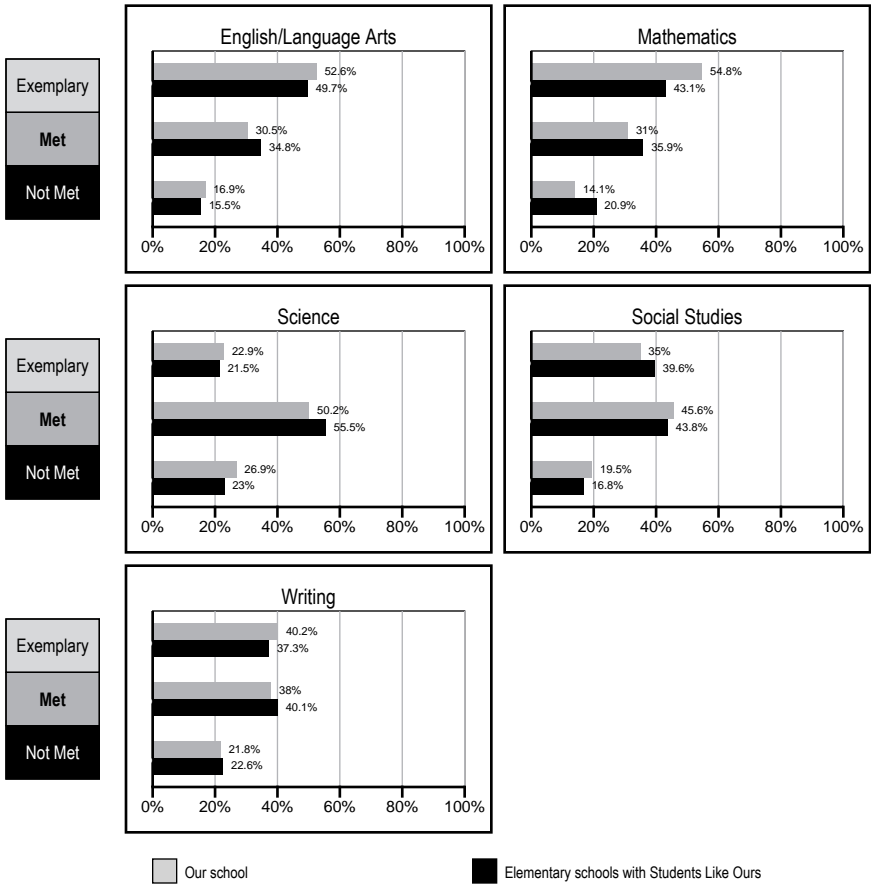
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
41	38	23	0	1

* Ratings are calculated with data available by 12/14/2013.

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=789)				
First graders who attended full-day kindergarten	100.0%	Up from 99.2%	100.0%	100.0%
Retention rate	0.6%	Down from 0.9%	1.0%	0.9%
Attendance rate	96.5%	Down from 96.9%	96.3%	96.3%
Served by gifted and talented program	6.7%	N/A	9.5%	7.2%
With disabilities	13.8%	N/A	12.3%	12.4%
Older than usual for grade	1.4%	N/A	1.7%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.1%	0.0%	0.0%
Teachers (n=56)				
Teachers with advanced degrees	58.9%	Down from 60.3%	64.1%	62.5%
Continuing contract teachers	92.9%	Up from 91.4%	86.8%	83.3%
Teachers returning from previous year	94.5%	Up from 93.5%	89.4%	88.3%
Teacher attendance rate	94.3%	Down from 95.3%	95.0%	95.0%
Average teacher salary*	\$50,410	Up 2.7%	\$49,217	\$48,193
Professional development days/teacher	15.4 days	Up from 14.5 days	11.8 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	6.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Up from 17.8 to 1	20.7 to 1	20.1 to 1
Prime instructional time	88.8%	Down from 90.1%	90.2%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,796	Up 11.8%	\$7,006	\$7,364
Percent of expenditures for instruction**	69.0%	Down from 69.7%	68.0%	68.0%
Percent of expenditures for teacher salaries**	67.0%	Down from 68.2%	66.0%	66.0%

* 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 2012-13 school year at Spann Elementary School was another banner year in our "Habitat for Learning." We kicked off the year with our new school vision statement: "Spann Elementary desires to prepare all students for the world by valuing diversity, opening their minds through innovation, and encouraging them to be lifelong learners in the global community." This new global-centered vision encouraged our staff and students to explore the world through world themed projects, world questions of the week, and globally focused student clubs. Our district strives to be a "World Class" district. Spann Elementary wants to join this effort and become a "World Class" school.

In the spirit of innovation, our school and district began the implementation of Common Core State Standards, implemented new universal screener tests such as AIMS Web, and frequently debriefed about the data. This hard work by students and staff paid off with success. Our performance on the PASS tests earned us yet again an Excellent absolute rating and Excellent growth rating on the state report card. In addition, we were awarded the Palmetto Gold Award for Student Achievement and the Palmetto Gold Award for Closing the Achievement Gap. Students who scored highest in any area on the PASS test and who scored exemplary were recognized in February during a red carpet Celebration of Excellence.

To make our high levels of success possible, Spann increased academic and behavioral interventions for all students. Through the use of student data and the Student Support Team, students who required additional support were offered a variety of interventions. Behaviorally and socially, we added a Check In/Check Out program for students in need of daily behavioral support and a Panda Mentor program so that all of our students could be provided with an adult advocate in the school.

Spann also worked to continue to improve school culture, climate, and relationships. Staff members engaged in cross-grade level World groups in which they worked together as a team to accomplish goals for the school. PTA and Title I worked in conjunction to offer family-centered events and programs such as Family Literacy Night and Reading Prize Patrol. We held our first annual school Reading Carnival which encouraged students to meet reading goals through the Reading Counts Program.

Even with the continued success and Excellent ratings, Spann still has room to improve. We want to increase our performance on district and state assessments. Full implementation of Common Core will be a challenge and will require ongoing professional development. Finally, a re-culturing of our PBIS program will be needed to further decrease school and bus discipline referrals. The Spann school family of parents, students, staff, and the community will work tirelessly to assure the continued success of our Pandas next school year!

Mr. Shane Sanford, Principal

Mrs. Anita Jackson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	66	135	68
Percent satisfied with learning environment	95.4%	89.7%	94.1%
Percent satisfied with social and physical environment	92.4%	84.2%	92.6%
Percent satisfied with school-home relations	81.8%	93.3%	86.6%

* 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 2013, 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	84.3
Overall Grade Conversion	B

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	0.4%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* 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	670.8	672.0	628.3	644.6	100.0	99.7
Male	667.0	671.3	627.7	645.9	100.0	99.5
Female	675.4	672.8	629.0	643.0	100.0	100.0
White	679.0	681.7	636.0	656.7	100.0	100.0
African American	651.7	646.9	609.6	615.8	100.0	99.1
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	629.3	626.0	586.9	638.3	100.0	97.7
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	656.2	657.1	615.2	631.9	100.0	99.5
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	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							
2012	3	100	99	17.6	20.9	61.5	82.4
	4	135	100	14.5	31.5	54	85.5
	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
2013	3	139	100	15.2	22.7	62.1	84.8
	4	106	100	22.8	37	40.2	77.2
	5	144	100	14.6	33.6	51.8	85.4
	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							
2012	3	100	100	10.9	22.8	66.3	89.1
	4	135	100	7.3	34.7	58.1	92.7
	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
2013	3	139	100	12.1	28	59.8	87.9
	4	106	99.1	14.3	33	52.7	85.7
	5	144	100	15.3	32.8	51.8	84.7
	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
Science							
2012	3	49	100	20	53.3	26.7	80
	4	135	100	16.9	68.5	14.5	83.1
	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
2013	3	69	100	34.8	50	15.2	65.2
	4	106	100	22.8	55.4	21.7	77.2
	5	72	100	25.7	42.9	31.4	74.3
	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							
2012	3	51	100	21.3	29.8	48.9	78.7
	4	135	100	15.3	47.6	37.1	84.7
	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
2013	3	70	100	25.4	40.3	34.3	74.6
	4	106	100	14.1	51.1	34.8	85.9
	5	72	100	20.9	43.3	35.8	79.1
	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
Writing							
2012	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	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
2013	3	138	99.3	23.7	32.8	43.5	76.3
	4	107	99.1	20.4	54.8	24.7	79.6
	5	144	99.3	19	32.1	48.9	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

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