



## ST STEPHEN ELEMENTARY

1053 Russellville Road  
St. Stephen, SC 29479

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	441 Students	
<b>Principal</b>	Elaine Norton, Ed.D.	843-567-2813
<b>Superintendent</b>	Rodney Thompson	843-899-8600
<b>Board Chair</b>	Kathy Schwalbe	843-797-5815

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Below Average	At-Risk
2008	Below Average	Below Average
2007	Below Average	At-Risk

## 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

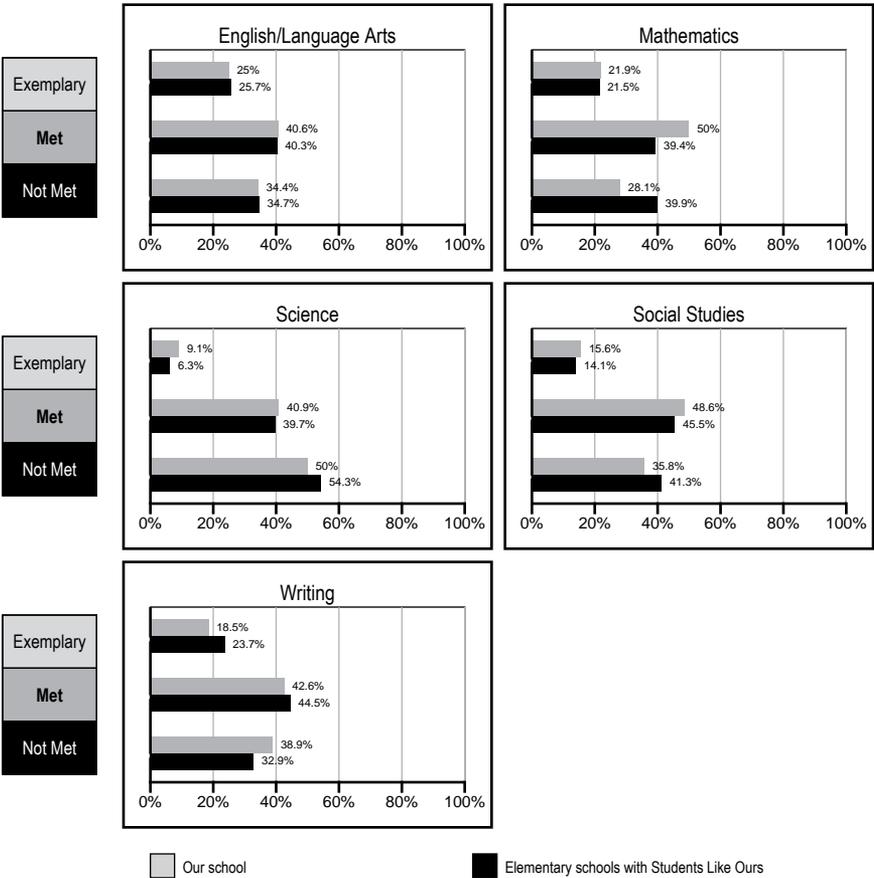
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	65	44	19

\* 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=441)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 84.3%	100.0%	100.0%
Retention rate	5.8%	Up from 4.6%	1.5%	1.1%
Attendance rate	96.9%	Up from 96.8%	96.0%	96.2%
Served by gifted and talented program	5.7%	Down from 8.9%	5.1%	13.4%
With disabilities other than speech	1.3%	Down from 9.2%	4.4%	4.1%
Older than usual for grade	2.5%	Down from 2.9%	0.6%	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=35)</b>				
Teachers with advanced degrees	60.0%	Down from 61.8%	61.7%	62.5%
Continuing contract teachers	74.3%	Up from 70.6%	81.8%	88.2%
Teachers returning from previous year	86.4%	Down from 89.9%	84.4%	87.8%
Teacher attendance rate	95.6%	Up from 94.1%	95.2%	95.2%
Average teacher salary*	\$45,155	Down 5.3%	\$45,155	\$46,773
Professional development days/teacher	14.7 days	Up from 5.8 days	10.8 days	10.5 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Up from 16.5 to 1	17.5 to 1	19.9 to 1
Prime instructional time	91.6%	Up from 90.3%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,463	Down 2.4%	\$8,733	\$7,447
Percent of expenditures for instruction**	66.8%	Up from 61.7%	67.3%	68.4%
Percent of expenditures for teacher salaries**	61.3%	Up from 56.7%	63.8%	65.8%

\* 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

## Report Card Summary

St. Stephen Elementary is a small community school of national and state distinction that fosters a positive learning environment for all students. We are very proud of our students, our community, our faculty and staff, and our campus. Our school is rich in heritage and serves students in Pre-K through grade 5.

"Failure is not an Option" is our motto and it drives our mission to establish high standards by creating a learning environment which ensures student performance at the highest level.

At "SSE" we are working together to inspire greatness in each of our students, one child at a time. We are working diligently to identify leadership qualities in each student and build upon them. By engaging students early on in the importance of leadership, we believe that students will develop habits in their lives that will lead to success throughout their academic career.

The faculty and staff of St. Stephen Elementary are exemplary! They are highly qualified, dedicated, innovative, and caring professionals. Our entire staff works unselfishly daily to ignite in every student a passion for lifelong learning.

St. Stephen Elementary's successes are a result of the participation and involvement of motivated students, parents, staff, and community members. As a school community, we bridge opportunities for our students to become empowered to make a difference.

Dr. Elaine Norton, Principal  
Latoya King, SIC

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	52	27
Percent satisfied with learning environment	100.0%	100.0%	96.3%
Percent satisfied with social and physical environment	100.0%	98.0%	92.6%
Percent satisfied with school-home relations	91.3%	88.0%	92.6%

\* 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

NO

This school met 12 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	2.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

## 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	179	98.3	33.8	41.3	25	80.6	85.3	82.4	Yes	Yes
<b>Gender</b>										
Male	94	97.9	42.2	38.6	19.3	74.7	81.3	78.7	N/A	N/A
Female	85	98.8	24.7	44.2	31.2	87	89.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	29	96.6	26.1	30.4	43.5	87	89	88.9	I/S	I/S
African American	145	98.6	36.4	42.4	21.2	78.8	78.6	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.1	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	85	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	83	I/S	I/S
<b>Disability Status</b>										
Disabled	28	100	65.4	30.8	3.8	42.3	54.4	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	84.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	176	98.9	34	41.5	24.5	80.5	80.4	75.4	Yes	Yes

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

All Students	179	99.4	27.8	50.6	21.6	79.6	84.4	81.9	Yes	Yes
<b>Gender</b>										
Male	94	100	31.8	44.7	23.5	78.8	82.7	79.9	N/A	N/A
Female	85	98.8	23.4	57.1	19.5	80.5	86.2	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	29	96.6	13	47.8	39.1	95.7	88.6	88.9	I/S	I/S
African American	145	100	30.6	51.5	17.9	76.1	77.1	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.2	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	83.3	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	28	100	38.5	53.8	7.7	61.5	53	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	83.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	176	100	28	50.9	21.1	79.5	79.5	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

## 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
<b>Science</b>								
All Students	123	98.4	49.1	41.8	9.1	50.9	70.9	68.6
<b>Gender</b>								
Male	65	98.5	48.3	39.7	12.1	51.7	70.4	68.3
Female	58	98.3	50	44.2	5.8	50	71.4	68.9
<b>Racial/Ethnic Group</b>								
White	20	95	18.8	56.3	25	81.3	79.9	80.7
African American	99	99	56.7	37.8	5.6	43.3	56.5	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	64.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	67.4	70.8
<b>Disability Status</b>								
Disabled	21	90.5	73.7	21.1	5.3	26.3	39.6	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	65.3	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	122	98.4	49.5	41.3	9.2	50.5	61.8	57.3
<b>Social Studies</b>								
All Students	123	98.4	34.9	49.5	15.6	65.1	75.7	72.5
<b>Gender</b>								
Male	67	100	41.7	43.3	15	58.3	74.3	72
Female	56	96.4	26.5	57.1	16.3	73.5	77.1	73.1
<b>Racial/Ethnic Group</b>								
White	16	93.8	15.4	15.4	69.2	84.6	81.1	81
African American	104	99	38.7	53.8	7.5	61.3	66.4	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	90.7	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	73.2	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.5	73.5
<b>Disability Status</b>								
Disabled	16	93.8	57.1	28.6	14.3	42.9	43.5	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	73.4	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	121	98.4	35.2	50	14.8	64.8	68.4	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	59	96.6	38.9	42.6	18.5	61.1	73.5	73.2	96.9	96.3
<b>Gender</b>										
Male	28	92.9	50	41.7	8.3	50	66.8	67.2	96.9	96.3
Female	31	100	30	43.3	26.7	70	80.6	79.4	96.8	96.3
<b>Racial/Ethnic Group</b>										
White	12	91.7	I/S	I/S	I/S	I/S	78.5	81.5	95.7	95.9
African American	46	97.8	40.9	40.9	18.2	59.1	64.8	61.3	97.2	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87	87	98.3	97.1
Hispanic	1	I/S	I/S	I/S	I/S	I/S	72.1	66.7	94.7	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	72.2	91.7	95.5
<b>Disability Status</b>										
Disabled	12	83.3	I/S	I/S	I/S	I/S	27.7	26	95.8	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	69	65.7	96.6	97
<b>Socio-Economic Status</b>										
Subsidized meals	59	96.6	38.9	42.6	18.5	61.1	65.4	63.2	96.9	96

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	68	100	22.2	34.9	42.9	77.8
	4	67	100	37.7	49.2	13.1	62.3
	5	55	100	30.8	40.4	28.8	69.2
	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	50	100	31.9	40.4	27.7	68.1
	4	68	100	28.8	44.1	27.1	71.2
	5	61	95.1	40.7	38.9	20.4	59.3
	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
<b>Mathematics</b>							
<b>2010</b>	3	68	100	41.3	28.6	30.2	58.7
	4	67	100	45.9	45.9	8.2	54.1
	5	55	100	40.4	42.3	17.3	59.6
	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	50	100	25.5	40.4	34	74.5
	4	68	100	20.3	55.9	23.7	79.7
	5	61	98.4	37.5	53.6	8.9	62.5
	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
<b>Science</b>							
<b>2010</b>	3	34	100	56.3	28.1	15.6	43.8
	4	66	100	58.3	38.3	3.3	41.7
	5	29	100	48.1	40.7	11.1	51.9
	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	25	100	47.8	47.8	4.3	52.2
	4	68	100	45.8	42.4	11.9	54.2
	5	30	93.3	57.1	35.7	7.1	42.9
	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	34	100	32.3	58.1	9.7	67.7
	4	67	100	31.1	57.4	11.5	68.9
	5	26	100	40	48	12	60
	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	25	100	29.2	58.3	12.5	70.8
	4	68	100	27.1	57.6	15.3	72.9
	5	30	93.3	57.7	23.1	19.2	42.3
	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
<b>Writing</b>							
<b>2010</b>	3	70	98.6	31.7	44.4	23.8	68.3
	4	66	97	40.7	42.4	16.9	59.3
	5	55	96.4	32	48	20	68
	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	59	96.6	38.9	42.6	18.5	61.1
	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

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