



Stiles Point Elementary

883 Mikell Drive
Charleston, SC 29412

Grades	PK-5 Elementary School	
Enrollment	618 Students	
Principal	Stephen D. Burger	843-762-2767
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Excellent
2004	Excellent	Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

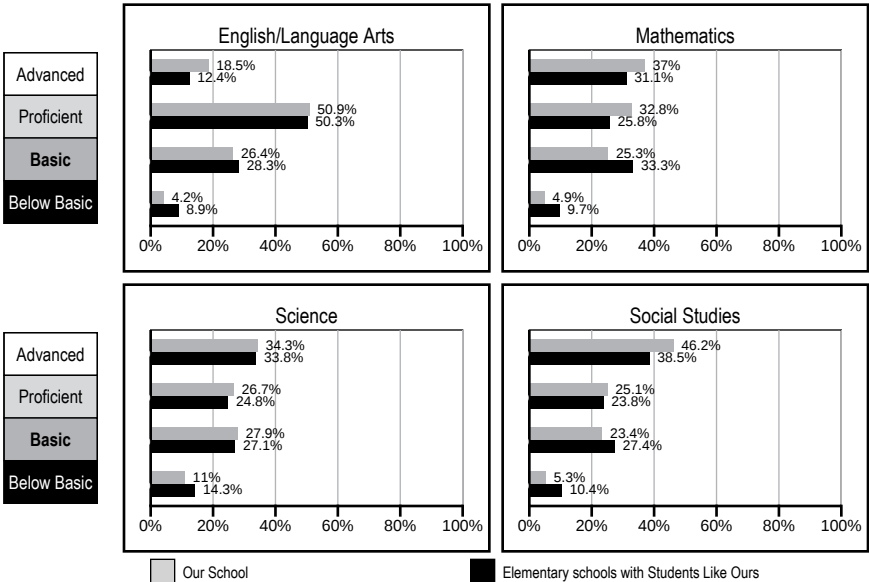
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	15	2	0	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=618)				
First graders who attended full-day kindergarten	95.1%	Up from 93.4%	100.0%	100.0%
Retention rate	2.2%	Down from 2.3%	1.3%	2.3%
Attendance rate	96.4%	Up from 96.2%	96.7%	96.3%
Eligible for gifted and talented	27.6%	Down from 33.1%	25.5%	10.4%
With disabilities other than speech	3.2%	Down from 3.5%	5.7%	7.5%
Older than usual for grade	0.6%	No Change	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	68.3%	Up from 62.8%	59.2%	56.7%
Continuing contract teachers	95.1%	Down from 97.7%	78.9%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.4%	Down from 92.8%	88.3%	86.4%
Teacher attendance rate	94.0%	Down from 94.8%	95.0%	94.9%
Average teacher salary	\$49,406	Up 6.3%	\$46,812	\$45,345
Professional development days/teacher	10.2 days	Down from 11.9 days	12.3 days	12.6 days
School				
Principal's years at school	12.0	Up from 11.0	5.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 18.4 to 1	19.8 to 1	18.5 to 1
Prime instructional time	89.3%	Down from 90.0%	90.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,660	Up 5.7%	\$6,491	\$7,052
Percent of expenditures for instruction*	77.5%	Up from 76.2%	71.1%	69.1%
Percent of expenditures for teacher salaries*	59.3%	Down from 71.5%	64.9%	64.2%

* 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

Stiles Point Elementary is a neighborhood school, featuring an experienced staff with a supportive community, an involved PTA, and eager volunteers. We have high expectations and excellent academic and citizenship programs. We have achieved many awards (e.g., The Community of Readers Award, Exemplary Writing Award, Charleston County Recycling Award). But we face many challenges ahead as we develop students' academic and citizenship proficiencies, as related to the state standards. We are developing our math program to support students' problem-solving strategies in context, use of manipulatives and technology, and increasing their PACT English language arts, math, science, and social studies achievement levels. There are now higher expectations about what is taught and when it is taught. Teachers are expected to work together to plan, implement, teach, and assess the students by using a coherent curriculum with the state standards.

Expectations continue to increase with the implementation of state standards in all subjects. The push for more one-on-one instruction by the teachers (reduced class size) is definitely impacting the school. Our teachers are expected to teach more, with greater variety, and with higher-level thinking skills. In grades K-2, teachers use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as an efficient measure of the fundamental skills that underpin the development of literacy in young children. With the implementation of Measures of Academic Progress (MAP) in grades 2-5, the teachers receive immediate feedback about the needs of the students. This feedback allows the teachers to plan remediation and/or enrichment activities for the students. The education of our children still remains our highest priority.

One of our most daunting challenges is funding to support instruction for our students and the implementation of state standards. We continuously need to upgrade our curriculum materials and technology (we added 32 digital document cameras, 32 LCD projectors, 18 SMART Boards, and 8 laptop computers in the last two years.). We must meet the continuing challenge to provide the best instruction and materials for our future leaders of a competitive global economy.

Stephen D. Burger, Principal
Elisha Clyburn, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	82	66
Percent satisfied with learning environment	100.0%	95.1%	92.3%
Percent satisfied with social and physical environment	100.0%	88.9%	95.3%
Percent satisfied with school-home relations	100.0%	92.7%	90.8%

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

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. Sanction: Implement the restructuring plan.
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		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	274	100	5.2	26.1	50.4	18.3	82.1	53.5	48.2	Yes	Yes
Gender											
Male	136	100	7.6	31.8	47.7	12.9	74.2	47.3	41.7	N/A	N/A
Female	138	100	2.9	20.6	52.9	23.5	89.7	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	229	100	4.4	24.9	51.1	19.6	84.4	77.6	60	Yes	Yes
African American	35	100	12.1	36.4	48.5	3	66.7	32.1	31.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	29	100	17.9	50	21.4	10.7	57.1	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	52	100	16.3	32.7	44.9	6.1	69.4	33	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	274	100	5.6	25.4	32.5	36.6	80.6	49.7	45.8	Yes	Yes
Gender											
Male	136	100	6.8	25	34.1	34.1	78	49.5	45.6	N/A	N/A
Female	138	100	4.4	25.7	30.9	39	83.1	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	229	100	4	21.3	33.3	41.3	85.8	75.6	59	Yes	Yes
African American	35	100	18.2	54.5	24.2	3	42.4	26.2	26.9	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	29	100	25	25	32.1	17.9	60.7	20.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	52	100	18.4	46.9	26.5	8.2	49	28.3	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	179	100	12.1	27.6	26.4	33.9	60.3	39.2	35.7	96.4	96
Gender											
Male	83	100	15	22.5	22.5	40	62.5	40.8	37.4	96.4	95.8
Female	96	100	9.6	31.9	29.8	28.7	58.5	37.6	33.8	96.3	96.1
Racial/Ethnic Group											
White	154	100	7.9	28.5	27.2	36.4	63.6	66.4	49.2	96.4	96.1
African American	21	100	47.4	26.3	10.5	15.8	26.3	15.3	17	95.8	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	98.2	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	98.4	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	92.8	95.7
Disability Status											
Disabled	18	100	23.5	41.2	11.8	23.5	35.3	16.6	14	94.1	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	96.6	96.3
Socio-Economic Status											
Subsidized meals	36	100	36.4	33.3	18.2	12.1	30.3	17.1	21.1	95	95.5

Social Studies

All Students	179	100	6.4	23.1	24.9	45.7	70.5	40.2	34	96.4	96
Gender											
Male	91	100	4.6	21.8	20.7	52.9	73.6	42	36.6	96.4	95.8
Female	88	100	8.1	24.4	29.1	38.4	67.4	38.3	31.3	96.3	96.1
Racial/Ethnic Group											
White	148	100	5.6	20.1	25.7	48.6	74.3	63.3	44.5	96.4	96.1
African American	23	100	14.3	47.6	19	19	38.1	19.1	19.1	95.8	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	98.2	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	98.4	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	92.8	95.7
Disability Status											
Disabled	22	100	14.3	33.3	19	33.3	52.4	18.2	14.4	94.1	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	96.6	96.3
Socio-Economic Status											
Subsidized meals	36	100	9.1	54.5	18.2	18.2	36.4	20.1	21	95	95.5

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	77	100	2.6	11.8	61.8	23.7	85.5
	4	86	98.8	4.8	25.3	55.4	14.5	69.9
	5	107	100	9.6	36.5	50	3.8	53.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	103	100	1.9	9.7	54.4	34	88.3
	4	83	100	6.4	35.9	52.6	5.1	57.7
	5	88	100	8	36.8	43.7	11.5	55.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	77	100	3.9	35.5	23.7	36.8	60.5
	4	86	100	7.1	22.6	25	45.2	70.2
	5	107	100	14.4	36.5	23.1	26	49
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	103	100	1.9	23.3	29.1	45.6	74.8
	4	83	100	7.7	32.1	28.2	32.1	60.3
	5	88	100	8	21.8	40.2	29.9	70.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	39	100	13.2	39.5	31.6	15.8	47.4
	4	86	100	11.9	25	29.8	33.3	63.1
	5	55	100	19.2	21.2	28.8	30.8	59.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	51	100	9.8	19.6	39.2	31.4	70.6
	4	83	100	11.5	37.2	20.5	30.8	51.3
	5	45	100	15.6	20	22.2	42.2	64.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	38	100	0	15.8	52.6	31.6	84.2
	4	86	100	4.8	28.6	34.5	32.1	66.7
	5	53	100	15.7	37.3	21.6	25.5	47.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	52	100	1.9	13.5	28.8	55.8	84.6
	4	83	100	9	34.6	29.5	26.9	56.4
	5	44	100	7	14	11.6	67.4	79.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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N/A--Not Applicable

N/AV--Not Available

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