

Stono Park Elementary

1699 Garden St.
Charleston, SC 29407

Grades	PK-5 Elementary School	
Enrollment	358 Students	
Principal	Ruth B. Taylor	843-763-1507
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	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	Below Average
2004	Excellent	Good

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

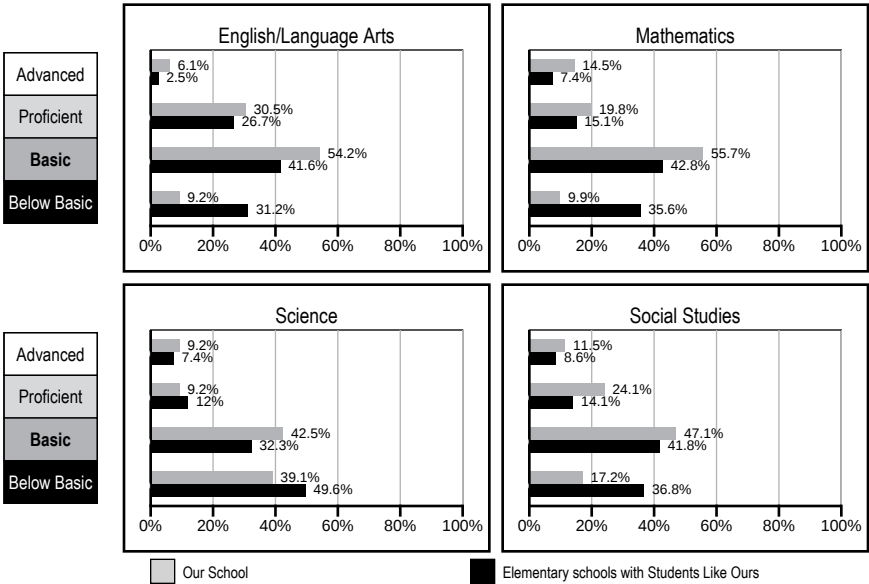
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	13	66	33

* 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=358)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.5%	Up from 2.3%	3.0%	2.3%
Attendance rate	96.5%	Up from 96.0%	96.0%	96.3%
Eligible for gifted and talented	11.2%	Up from 2.6%	3.9%	10.4%
With disabilities other than speech	2.5%	Up from 1.3%	7.8%	7.5%
Older than usual for grade	1.2%	Down from 1.9%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	55.6%	Up from 48.3%	54.8%	56.7%
Continuing contract teachers	85.2%	Up from 82.8%	70.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.1%	Down from 89.6%	83.4%	86.4%
Teacher attendance rate	95.8%	Up from 95.2%	95.0%	94.9%
Average teacher salary	\$45,447	Up 4.7%	\$43,988	\$45,345
Professional development days/teacher	9.9 days	Up from 8.8 days	13.2 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Up from 15.3 to 1	16.8 to 1	18.5 to 1
Prime instructional time	91.7%	Up from 90.6%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$7,075	Down 3.7%	\$7,870	\$7,052
Percent of expenditures for instruction*	74.0%	Up from 70.9%	69.1%	69.1%
Percent of expenditures for teacher salaries*	70.2%	Up from 66.4%	62.8%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2007-08 school year brought about many changes, some celebrations, and some challenges. We're proud to report that Stono Park was the recipient of the "Safe Routes to School" grant sponsored by the City of Charleston and funded by the Department of Transportation. With this grant, up to \$200,000 will be used to make the route to school safer for our families.

With a decreasing budget, we have steadily lost personnel each year. Because of the large numbers of students in grades 4 and 5 and the limited resources to hire a teacher for each grade level, the decision was made to create a 4/5 combination class. Our teacher coach worked closely with these grade levels. Also, in an effort to continue with our goal to improve classroom instruction, thereby improving student achievement, teachers took part in the CHAMPS Classroom Management Training program and revamped our school-wide discipline plan.

One of our focuses this year has been aligned with the district's goal to increase our writing scores. All teachers have attended Six Traits Writing professional development, and the writing craft is often the topic of our Teacher Curriculum Team meetings. We budgeted to have writings from our students in grades 4 and 5 professionally scored to determine our strengths and weaknesses and to plan instruction accordingly. We're exploring "School Choice" options that include a focus on written communications.

Our PTA, School Improvement Council, and Title I board continue to work hard and support the mission of our school. They represent Stono very well at district and state functions. Through collaboration, Title I funds and PTA fundraisers were earmarked to improve technology use. We purchased SmartBoards, Elmos, and Classroom Performance Systems to enhance instruction. We continue to strive to increase parent involvement with such events as our "Taylor Talks" open forum with the principal and our "Breakfast with Dad" morning, which was a huge success.

In addition to our academic focus, our guidance counselor has given our students opportunities for service learning by starting our very successful Recycling Club. We continue to encourage and prepare our students for a successful future by stressing positive character skills and lifelong guidelines through our "Blue Ribbon Kids for Character" program.

With our hard-working and dedicated staff, and with the help of our great families, the Stono Park Dolphins continue "Surfing to Success."

Ruth B. Taylor, Principal
Pauline Nelson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	45	24
Percent satisfied with learning environment	95.8%	75.6%	100.0%
Percent satisfied with social and physical environment	100.0%	88.6%	95.5%
Percent satisfied with school-home relations	83.3%	84.4%	95.7%

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

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. 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

	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	96.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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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	148	100	9.2	54.2	30.5	6.1	57.3	53.5	48.2	Yes	Yes
Gender											
Male	76	100	13.6	59.1	22.7	4.5	47	47.3	41.7	N/A	N/A
Female	72	100	4.6	49.2	38.5	7.7	67.7	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	21	100	5.9	29.4	41.2	23.5	76.5	77.6	60	I/S	I/S
African American	124	100	9.8	58	28.6	3.6	54.5	32.1	31.7	Yes	Yes
Asian/Pacific Islander	1	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	13	100	15.4	76.9	7.7	0	38.5	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	121	100	9.3	53.7	31.5	5.6	55.6	33	34	Yes	Yes

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

All Students	148	100	9.9	55.7	19.8	14.5	57.3	49.7	45.8	Yes	Yes
Gender											
Male	76	100	6.1	59.1	19.7	15.2	56.1	49.5	45.6	N/A	N/A
Female	72	100	13.8	52.3	20	13.8	58.5	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	21	100	5.9	35.3	5.9	52.9	82.4	75.6	59	I/S	I/S
African American	124	100	10.7	59.8	20.5	8.9	52.7	26.2	26.9	Yes	Yes
Asian/Pacific Islander	1	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	13	100	15.4	76.9	7.7	0	15.4	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	121	100	7.4	61.1	19.4	12	58.3	28.3	31.4	Yes	Yes

* 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 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	99	100	39.1	42.5	9.2	9.2	18.4	39.2	35.7	96.5	96
Gender											
Male	51	100	37.8	37.8	15.6	8.9	24.4	40.8	37.4	96.1	95.8
Female	48	100	40.5	47.6	2.4	9.5	11.9	37.6	33.8	96.9	96.1
Racial/Ethnic Group											
White	13	100	18.2	36.4	18.2	27.3	45.5	66.4	49.2	94.7	96.1
African American	83	100	43.2	43.2	6.8	6.8	13.5	15.3	17	96.9	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	99.4	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	91.9	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	16.6	14	95.2	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	2	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	91	96.3
Socio-Economic Status											
Subsided meals	82	100	38.4	45.2	11	5.5	16.4	17.1	21.1	96.5	95.5

Social Studies

All Students	98	100	17.2	47.1	24.1	11.5	35.6	40.2	34	96.5	96
Gender											
Male	45	100	17.9	46.2	25.6	10.3	35.9	42	36.6	96.1	95.8
Female	53	100	16.7	47.9	22.9	12.5	35.4	38.3	31.3	96.9	96.1
Racial/Ethnic Group											
White	10	I/S	I/S	I/S	I/S	I/S	I/S	63.3	44.5	94.7	96.1
African American	85	100	19.5	48.1	23.4	9.1	32.5	19.1	19.1	96.9	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	99.4	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	91.9	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
Disability Status											
Disabled	11	100	9.1	54.5	27.3	9.1	36.4	18.2	14.4	95.2	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	91	96.3
Socio-Economic Status											
Subsided meals	80	100	18.3	49.3	19.7	12.7	32.4	20.1	21	96.5	95.5

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

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	48	100	9.5	45.2	40.5	4.8	45.2
	4	46	100	15.9	54.5	29.5	0	29.5
	5	51	100	35.6	48.9	15.6	0	15.6
	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	53	100	4.3	31.9	46.8	17	63.8
	4	49	100	14	55.8	30.2	0	30.2
	5	46	100	9.8	78	12.2	0	12.2
	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	48	100	9.5	54.8	21.4	14.3	35.7
	4	46	100	20.5	38.6	34.1	6.8	40.9
	5	51	100	26.7	62.2	8.9	2.2	11.1
	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	53	100	2.1	48.9	25.5	23.4	48.9
	4	49	100	14	65.1	11.6	9.3	20.9
	5	46	100	14.6	53.7	22	9.8	31.7
	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	25	100	34.8	43.5	17.4	4.3	21.7
	4	46	100	45.5	29.5	20.5	4.5	25
	5	27	100	64	16	12	8	20
	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	27	100	8.3	54.2	16.7	20.8	37.5
	4	49	100	46.5	44.2	4.7	4.7	9.3
	5	23	100	60	25	10	5	15
	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	23	100	0	42.1	52.6	5.3	57.9
	4	46	100	20.5	45.5	29.5	4.5	34.1
	5	24	100	45	40	5	10	15
	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	26	100	8.7	43.5	30.4	17.4	47.8
	4	49	100	18.6	60.5	14	7	20.9
	5	23	100	23.8	23.8	38.1	14.3	52.4
	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

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