



## Stone Academy

115 Randall Street  
Greenville, SC 29609

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	550 Students	
<b>Principal</b>	Ed Holliday	864-355-8400
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Dr. Keith Ray	864-288-0476

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Below Average</b>
2007	Good	Below Average
2006	Good	At-Risk
2005	Good	At-Risk
2004	Good	At-Risk

## 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**

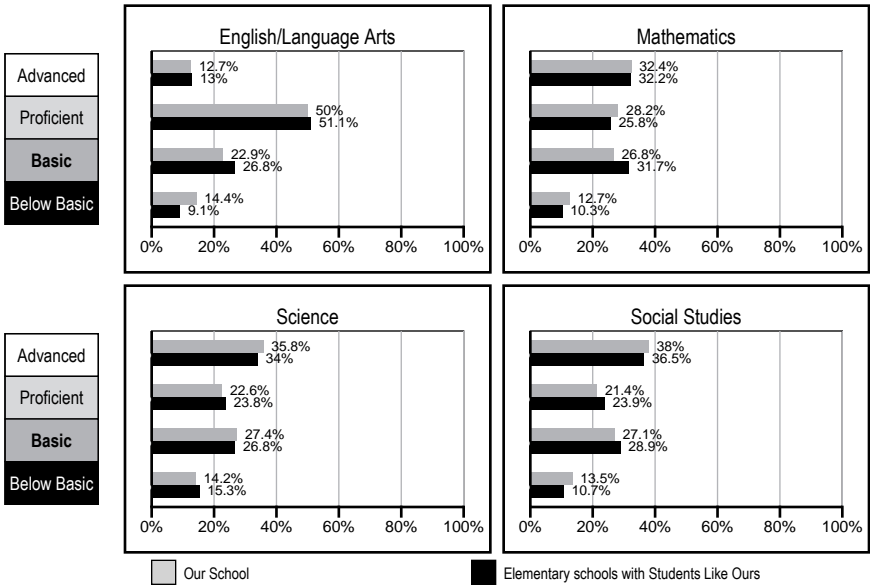
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 92.7%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
5	20	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
<b>Students (n=550)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 1.3%	1.4%	2.3%
Attendance rate	97.0%	Up from 96.9%	96.7%	96.3%
Eligible for gifted and talented	37.4%	No Change	24.1%	10.4%
With disabilities other than speech	7.2%	Down from 7.3%	5.2%	7.5%
Older than usual for grade	0.2%	Down from 0.9%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	57.9%	Down from 61.5%	59.1%	56.7%
Continuing contract teachers	78.9%	Up from 76.9%	80.7%	77.3%
Teachers with emergency or provisional certificates	3.2%	Down from 3.6%	0.0%	0.0%
Teachers returning from previous year	84.7%	Down from 87.2%	88.8%	86.4%
Teacher attendance rate	95.0%	Down from 95.5%	95.0%	94.9%
Average teacher salary	\$43,192	Up 0.7%	\$46,812	\$45,345
Professional development days/teacher	8.7 days	Down from 13.8 days	12.3 days	12.6 days
<b>School</b>				
Principal's years at school	15.0	Up from 14.0	5.0	4.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 17.0 to 1	20.0 to 1	18.5 to 1
Prime instructional time	90.3%	Down from 91.2%	90.4%	89.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,888	Up 7.7%	\$6,491	\$7,052
Percent of expenditures for instruction*	67.8%	No Change	71.1%	69.1%
Percent of expenditures for teacher salaries*	61.1%	Up from 60.9%	66.1%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Stone Academy is an inner-city Arts Magnet School of 550 students, serving a downtown neighborhood assigned to the school and students across the district who apply to attend. Approximately 29% of students qualify for free/reduced price lunch, 48% are magnet students, and 39% of students in grades 3-5 qualify for Challenge.

We continued addressing our multi-year goals for continuous school improvement. These goals, based on data analysis, are listed as follows: Goal 1) Improve the reading and writing achievement of all students across grade levels and demographic groups; Goal 2) Improve the math achievement of all students across grade levels and demographic groups; Goal 3) Improve technology skills of students, teachers, and parents for increased student achievement, communication, and lifelong technological skills; and Goal 4) Improve communication, parent involvement and parent understanding to improve student achievement.

Our focus for the 2005-06 school year was improving writer's workshop in grades K-5th .and enhancing arts integrated lessons by planned collaboration between each grade level and a related arts teacher. Through hard work and commitment the SIC, in conjunction with the Vision Planning committees, made the following noteworthy achievements: Professional Development continued to focus on Arts Integration, as we entered our 2nd year in our 6-year plan; Promethean boards were purchased for all homerooms (except kindergarten), and the first Wednesday of every month was dedicated to effectively using Promethean Boards to teach curriculum standards; Ten sessions of Becoming a Love and Logic Parent were provided for our lower income families. Meals and curriculum were funded through grants from North Greenville Rotary and the Alliance for Quality Education; An early morning computer lab session, implementing Success Maker software in Math and ELA, was opened to students arriving on the bus in grades K-5th for the second year; Expectations for teacher's lesson plans included the standard/objective, the essential questions, the activities, and assessment, as we prepare for the district mandated lesson planner; and Twelve teachers participated in the IDEA program with the Peace Center.

The Vision Planning Technology Committee submitted the technology "Refresh" plan to the district office for funding new hardware in the next cycle of schools. Improving writing instruction continued to be a school-wide goal. 2nd grade teachers were provided 6 full days with Dr. Kaminsky from Clemson University focusing on the 6 traits of writing. Fourth grade teachers observed Gresham Brown's class as he modeled writing instruction and then met with the Instructional Coach to reflect on Mr. Brown's lesson. The school-wide instructional focus was, "Heroes." The annual school-wide production was an original script that featured this theme and showcased Music, Dance, Drama, and Art. An audience of almost 2000 people watched the performance at McAlister Auditorium.

Ed Holliday, Principal  
Carolyn Henry, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	89	38
Percent satisfied with learning environment	97.1%	89.7%	89.2%
Percent satisfied with social and physical environment	97.0%	94.4%	94.3%
Percent satisfied with school-home relations	100.0%	93.2%	81.1%

\* 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 15 out of 21 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	<b>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."</b>
HOLD	<b>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."</b>

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%	Yes

\* Or greater than last year

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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	296	99.3	13.8	23	50.4	12.8	72	52.4	48.2	Yes	Yes
<b>Gender</b>											
Male	136	99.3	20.9	27.1	45.7	6.2	62	46.1	41.7	N/A	N/A
Female	160	99.4	7.8	19.6	54.2	18.3	80.4	59.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	193	99	3.7	20.7	59.6	16	85.6	62.3	60	Yes	Yes
African American	82	100	37.3	33.3	28	1.3	36	31.7	31.7	No	Yes
Asian/Pacific Islander	11	100	9.1	9.1	45.5	36.4	90.9	74.9	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	36.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	46	100	55.6	15.6	24.4	4.4	35.6	20.3	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	36.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	81	100	38.9	29.2	30.6	1.4	37.5	34.3	34	No	Yes

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

All Students	296	100	12.7	26.8	28.2	32.4	70.4	49.5	45.8	Yes	Yes
<b>Gender</b>											
Male	136	100	16.2	31.5	27.7	24.6	66.9	49.9	45.6	N/A	N/A
Female	160	100	9.7	22.7	28.6	39	73.4	49	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	193	100	3.7	21.1	34.7	40.5	85.8	59.4	59	Yes	Yes
African American	82	100	33.3	45.3	13.3	8	29.3	27.2	26.9	No	Yes
Asian/Pacific Islander	11	100	9.1	0	27.3	63.6	90.9	75.3	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	37.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	46	100	44.4	31.1	17.8	6.7	33.3	20.1	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	38.4	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	81	100	31.9	41.7	16.7	9.7	34.7	32.2	31.4	No	Yes

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

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*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	198	100	14.2	27.4	22.6	35.8	58.4	39.3	35.7	97	96.5
<b>Gender</b>											
Male	90	100	16.3	27.9	24.4	31.4	55.8	41.6	37.4	96.8	96.4
Female	108	100	12.5	26.9	21.2	39.4	60.6	36.9	33.8	97.2	96.6
<b>Racial/Ethnic Group</b>											
White	136	100	3.8	24.1	28.6	43.6	72.2	49.7	49.2	97.1	96.4
African American	47	100	44.2	41.9	4.7	9.3	14	18.2	17	96.6	96.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	98.3	97.7
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	23.7	24.9	96.9	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	N/A	95.3
<b>Disability Status</b>											
Disabled	25	100	36	36	12	16	28	16.3	14	96.4	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	22.6	24.4	97.4	97.2
<b>Socio-Economic Status</b>											
Subsided meals	55	100	38.8	38.8	6.1	16.3	22.4	21.3	21.1	96.3	95.8
<b>Social Studies</b>											
All Students	199	100	13.5	27.1	21.4	38	59.4	38.1	34	97	96.5
<b>Gender</b>											
Male	89	100	16.3	24.4	17.4	41.9	59.3	41	36.6	96.8	96.4
Female	110	100	11.3	29.2	24.5	34.9	59.4	35	31.3	97.2	96.6
<b>Racial/Ethnic Group</b>											
White	129	100	4.7	22.7	23.4	49.2	72.7	46.1	44.5	97.1	96.4
African American	56	100	39.2	39.2	13.7	7.8	21.6	20.5	19.1	96.6	96.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	98.3	97.7
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	27.7	27.5	96.9	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	N/A	95.3
<b>Disability Status</b>											
Disabled	34	100	30.3	33.3	12.1	24.2	36.4	17.1	14.4	96.4	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	27.6	27.3	97.4	97.2
<b>Socio-Economic Status</b>											
Subsided meals	50	100	38.6	38.6	13.6	9.1	22.7	22.8	21	96.3	95.8

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

Abbreviations for Missing Data

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	85	98.8	9.1	15.6	53.2	22.1	75.3	
	4	95	100	20.4	26.9	46.2	6.5	52.7	
	5	99	100	11.5	27.1	54.2	7.3	61.5	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	96	100	8.7	16.3	48.9	26.1	75	
	4	101	99	16.5	18.6	57.7	7.2	64.9	
	5	99	99	16.1	34.4	44.1	5.4	49.5	
	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	
<b>Mathematics</b>									
<b>2007</b>	3	85	100	9	42.3	28.2	20.5	48.7	
	4	95	100	15.1	24.7	29	31.2	60.2	
	5	99	100	9.4	30.2	24	36.5	60.4	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	96	100	14.1	30.4	26.1	29.3	55.4	
	4	101	100	12.2	23.5	24.5	39.8	64.3	
	5	99	100	11.7	26.6	34	27.7	61.7	
	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	
<b>Science</b>									
<b>2007</b>	3	43	100	15	20	27.5	37.5	65	
	4	95	100	23.7	26.9	28	21.5	49.5	
	5	50	100	20.8	39.6	16.7	22.9	39.6	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	47	100	6.7	28.9	28.9	35.6	64.4	
	4	101	100	14.3	26.5	26.5	32.7	59.2	
	5	50	100	21.3	27.7	8.5	42.6	51.1	
	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	
<b>Social Studies</b>									
<b>2007</b>	3	42	100	2.6	23.7	26.3	47.4	73.7	
	4	95	100	18.3	33.3	22.6	25.8	48.4	
	5	49	100	16.7	22.9	31.3	29.2	60.4	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	49	100	10.6	17	21.3	51.1	72.3	
	4	101	100	13.3	27.6	23.5	35.7	59.2	
	5	49	100	17	36.2	17	29.8	46.8	
	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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