

A vertical black and white photograph on the left side of the page. It shows a palm tree in the foreground, a crescent moon in the sky, and a faint outline of the state of South Carolina in the background.

Stiles Point Elementary

883 Mikell Drive
Charleston, SC 29412

Grades	PK-5 Elementary School	
Enrollment	665 Students	
Principal	Stephen D. Burger	843-762-2767
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Excellent

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 GOAL

By 2010, SC'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.

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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

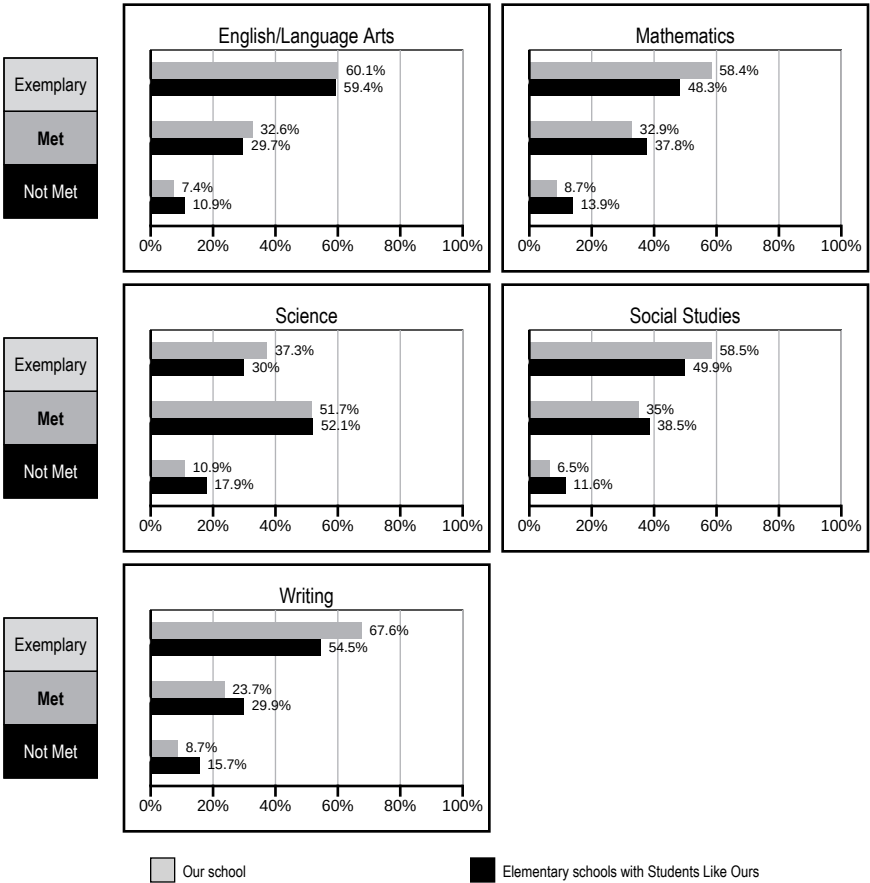
95.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
20	1	2	0	0

* Ratings are calculated with data available by 06/01/2010.

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=665)				
First graders who attended full-day kindergarten	78.4%	Down from 95.1%	100.0%	100.0%
Retention rate	0.9%	Down from 2.2%	1.1%	1.9%
Attendance rate	96.0%	Down from 96.4%	96.6%	96.3%
Eligible for gifted and talented	30.1%	Up from 27.6%	26.9%	10.0%
With disabilities other than speech	4.1%	Up from 3.2%	6.3%	7.7%
Older than usual for grade	0.0%	Down from 0.6%	0.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	63.4%	Down from 68.3%	65.2%	59.4%
Continuing contract teachers	95.1%	No Change	80.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.7%	Down from 91.4%	87.5%	85.9%
Teacher attendance rate	95.0%	Up from 94.0%	94.8%	95.1%
Average teacher salary*	\$50,758	Up 2.7%	\$48,221	\$47,149
Professional development days/teacher	9.4 days	Down from 10.2 days	10.7 days	11.1 days
School				
Principal's years at school	13.0	Up from 12.0	6.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 20.2 to 1	19.8 to 1	18.8 to 1
Prime instructional time	90.5%	Up from 89.3%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	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**	\$6,385	Down 4.3%	\$6,914	\$7,458
Percent of expenditures for instruction**	76.3%	Down from 77.5%	74.1%	68.8%
Percent of expenditures for teacher salaries**	72.4%	Up from 59.3%	68.8%	63.2%

* 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

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, etc.). 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 PASS English Language Arts, math, science, and social studies achievement levels. There are now higher expectations about what is taught and when it is taught (e.g., what was taught only in first grade is now taught in kindergarten). 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 (but without 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 which 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, or specifically, the lack of it 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 three 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	29	72	67
Percent satisfied with learning environment	100.0%	86.1%	89.4%
Percent satisfied with social and physical environment	100.0%	84.7%	94.0%
Percent satisfied with school-home relations	100.0%	84.7%	92.5%

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 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. 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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	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 = 58.8% (Met or Exemplary)

All Students	306	100	7.4	32.6	60.1	97	84.9	82.8	Yes	Yes
Gender										
Male	139	100	11	30.1	58.8	94.9	81.8	79.3	N/A	N/A
Female	167	100	4.3	34.6	61.1	98.8	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	250	100	4.5	28.5	67.1	98.4	95.8	89.5	Yes	Yes
African American	48	100	25	56.8	18.2	88.6	74.8	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.3	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	94	82.5	I/S	I/S
Disability Status										
Disabled	19	100	25	43.8	31.3	87.5	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	65	100	20	56.7	23.3	90	74.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	306	100	8.7	32.9	58.4	94	81	78.9	Yes	Yes
Gender										
Male	139	100	10.3	31.6	58.1	91.9	79.3	77	N/A	N/A
Female	167	100	7.4	34	58.6	95.7	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	250	100	4.9	30.1	65	97.2	94.6	87.2	Yes	Yes
African American	48	100	31.8	50	18.2	75	67.9	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.7	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92	79.5	I/S	I/S
Disability Status										
Disabled	19	100	25	37.5	37.5	75	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	65	100	26.7	50	23.3	80	69.2	70.2	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
Science								
All Students	206	100	10.5	52	37.5	89.5	68.9	67.5
Gender								
Male	97	100	10.5	48.4	41.1	89.5	68.2	67
Female	109	100	10.5	55.2	34.3	89.5	69.6	68
Racial/Ethnic Group								
White	169	100	3.6	52.1	44.2	96.4	90.4	79.5
African American	33	100	N/AV	N/AV	N/AV	51.6	48.1	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	13	100	I/S	I/S	I/S	I/S	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	43	100	37.5	52.5	10	62.5	50.2	55.1

Social Studies

All Students	204	100	7	34.8	58.2	93	76.8	72.3
Gender								
Male	91	100	6.7	30	63.3	93.3	75.3	71.5
Female	113	100	7.2	38.7	54.1	92.8	78.4	73.2
Racial/Ethnic Group								
White	166	100	3.6	33.9	62.4	96.4	91.5	80.7
African American	33	100	25.8	45.2	29	74.2	62.7	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90.9	72.2
Disability Status								
Disabled	13	100	25	58.3	16.7	75	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	71.6	67.9
Socio-Economic Status								
Subsided meals	41	100	23.1	48.7	28.2	76.9	64	62.1

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
Writing										
All Students	307	99.4	8.7	23.7	67.6	91.3	74.1	70.2	96	96
Gender										
Male	140	99.3	14	24.3	61.8	86	67.8	63.2	95.9	95.9
Female	167	99.4	4.3	23.3	72.4	95.7	80.6	77.5	96.1	96.1
Racial/Ethnic Group										
White	250	99.2	5.7	21.1	73.2	94.3	90.4	79.1	96	95.9
African American	49	100	26.7	37.8	35.6	73.3	59.2	57.6	95.9	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.9	86.2	94.6	97
Hispanic	4	I/S	I/S	I/S	I/S	I/S	61.1	62.6	96.6	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84	68.7	94.4	95.8
Disability Status										
Disabled	24	91.7	40	30	30	60	29.6	26.1	93.1	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	60.2	61.2	96.9	96.5
Socio-Economic Status										
Subsidized meals	65	98.5	23.3	28.3	48.3	76.7	59.1	58.9	94.8	95.7

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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							
2009	3	115	100	3.6	26.4	70	96.4
	4	104	100	7.8	30.1	62.1	92.2
	5	87	100	11.8	43.5	44.7	88.2
	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							
2009	3	115	100	8.2	26.4	65.5	91.8
	4	104	100	3.9	38.8	57.3	96.1
	5	87	100	15.3	34.1	50.6	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							
2009	3	58	100	10.9	40	49.1	89.1
	4	104	100	6.8	53.4	39.8	93.2
	5	44	100	19	64.3	16.7	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
Social Studies							
2009	3	57	100	5.5	21.8	72.7	94.5
	4	104	100	5.8	42.7	51.5	94.2
	5	43	100	11.6	32.6	55.8	88.4
	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
Writing							
2009	3	117	99.2	7.2	17.1	75.7	92.8
	4	104	99	7.8	32	60.2	92.2
	5	86	100	11.8	22.4	65.9	88.2
	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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