

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.

Stono Park Elementary

1699 Garden St.
Charleston, SC 29407

Grades	PK-5 Elementary School	
Enrollment	364 Students	
Principal	Ruth B. Taylor	843-763-1507
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	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	Below Average

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

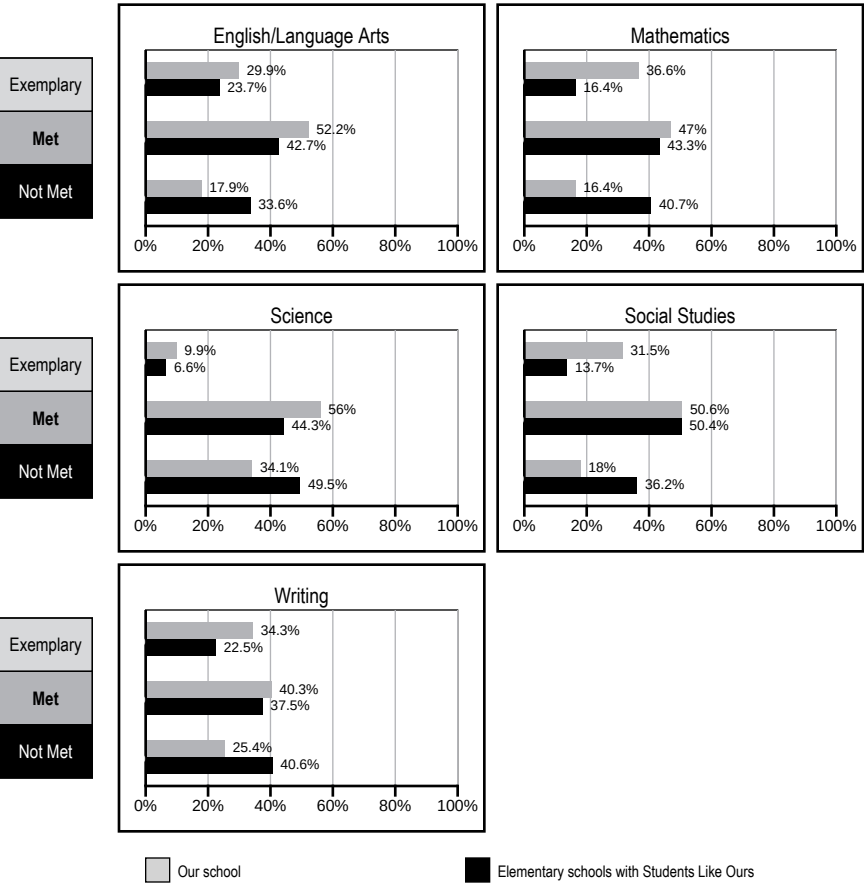
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	4	89	65	21

* 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=364)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Down from 3.5%	2.5%	1.9%
Attendance rate	95.5%	Down from 96.5%	96.0%	96.3%
Eligible for gifted and talented	7.8%	Down from 11.2%	4.0%	10.0%
With disabilities other than speech	5.3%	Up from 2.5%	7.8%	7.7%
Older than usual for grade	0.8%	Down from 1.2%	1.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	55.6%	No Change	57.1%	59.4%
Continuing contract teachers	92.6%	Up from 85.2%	73.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.2%	Down from 87.1%	83.1%	85.9%
Teacher attendance rate	95.8%	No Change	95.2%	95.1%
Average teacher salary*	\$46,921	Up 3.2%	\$45,599	\$47,149
Professional development days/teacher	7.1 days	Down from 9.9 days	11.0 days	11.1 days
School				
Principal's years at school	3.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 17.3 to 1	17.1 to 1	18.8 to 1
Prime instructional time	91.1%	Down from 91.7%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.9%	Up from 99.5%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,733	Up 9.3%	\$8,554	\$7,458
Percent of expenditures for instruction**	72.7%	Down from 74.0%	68.5%	68.8%
Percent of expenditures for teacher salaries**	67.5%	Down from 70.2%	62.1%	63.2%

* Includes current year teachers contracted for 185 or more days.

** 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

The 2008-09 school year has proven to be one with many opportunities for recognition and celebration for all of the hard work of our staff, students and families. Accomplishments/recognitions include:

- Making AYP!!! (Adequate Yearly Progress—national standards)
- Receiving the state's Palmetto Gold Award for closing the achievement gap
- Having the highest percentage of teachers in the county to be recognized by the "Teacher Outstanding Performance" program
- Successfully implementing year one of PBIS (Positive Behavior Incentive Support) program
- Placing 3rd overall in the First Annual Superintendent's Cup tennis tournament
- Placing 1st for school participation in the Superintendent's Cup
- Successfully implementing School's Out afterschool program
- Receiving a RIF (Reading is Fundamental) grant for \$5000 (\$2500 in books and \$2500 cash) to benefit the library

Of course, along with celebrations come challenges. The new year will bring unprecedented budget and program cuts. We have steadily lost personnel each year but will strive to be as creative as possible to "weather the perfect storm" and anticipate student achievement in spite of the economy. Once again, science continues to be our weakest area. This year we concentrated on the support documents and Anderson 5 science curriculum as well as assigned extra district and school personnel to assist with instruction. With improvement in this area we should see our Improvement Rating rise on the state report card.

Our PTA, School Improvement Council and Title 1 boards continue to consist of a very small group of very dedicated parents. In addition to their hard work, they represent us well at district and state meetings. They were joined this year by the School's Out Advisory Council. The PTA has concentrated its fundraising efforts to support the school's continued quest for technology. "Taylor Talk" open forum with the principal is a SIC function that has continued this year.

As always, character education is just as important as academic education at Stono Park. We continue to promote good character with our Blue Ribbon Kids for Character award. Our guidance counselor has introduced several service learning programs such as Earth Force, Recycling Club and composting.

Because of our hard-working and dedicated staff, council and board members as well as families, Stono Park Dolphins continue to "Surf to Success."

Ruth B. Taylor, Principal
Barbara Ramsey, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	47	25
Percent satisfied with learning environment	100.0%	87.2%	91.7%
Percent satisfied with social and physical environment	100.0%	74.5%	92.0%
Percent satisfied with school-home relations	90.9%	76.6%	95.8%

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

Abbreviations for Missing Data

N/A—Not Applicable N/AV—Not Available N/C—Not Collected N/R—Not Reported I/S—Insufficient Sample

No Child Left Behind

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. 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	14.9%	0.0%	No
Student attendance rate	95.5%	94.0%*	Yes

* Or greater than last year

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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	150	100	17.9	52.2	29.9	95.5	84.9	82.8	Yes	Yes
Gender										
Male	60	100	20.8	47.2	32.1	94.3	81.8	79.3	N/A	N/A
Female	90	100	16	55.6	28.4	96.3	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	22	100	10	25	65	95	95.8	89.5	I/S	I/S
African American	123	100	20.2	56	23.9	95.4	74.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	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	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	12	100	45.5	45.5	9.1	72.7	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	4	I/S	I/S	I/S	I/S	I/S	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	128	100	16.8	56.6	26.5	95.6	74.9	75.5	Yes	Yes

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

All Students	150	100	16.4	47	36.6	89.6	81	78.9	Yes	Yes
Gender										
Male	60	100	24.5	39.6	35.8	79.2	79.3	77	N/A	N/A
Female	90	100	11.1	51.9	37	96.3	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	22	100	10	25	65	95	94.6	87.2	I/S	I/S
African American	123	100	17.4	50.5	32.1	88.1	67.9	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	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	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	12	100	N/AV	N/AV	N/AV	27.3	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	4	I/S	I/S	I/S	I/S	I/S	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	128	100	15	47.8	37.2	90.3	69.2	70.2	Yes	Yes

* 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

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	100	99	33.3	56.7	10	66.7	68.9	67.5
Gender								
Male	44	100	36.6	48.8	14.6	63.4	68.2	67
Female	56	98.2	30.6	63.3	6.1	69.4	69.6	68
Racial/Ethnic Group								
White	16	100	7.1	71.4	21.4	92.9	90.4	79.5
African American	80	98.8	38.9	52.8	8.3	61.1	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	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	10	I/S	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	3	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	88	98.9	32.9	58.2	8.9	67.1	50.2	55.1

Social Studies

All Students	98	100	18	50.6	31.5	82	76.8	72.3
Gender								
Male	37	100	18.2	48.5	33.3	81.8	75.3	71.5
Female	61	100	17.9	51.8	30.4	82.1	78.4	73.2
Racial/Ethnic Group								
White	14	100	N/AV	N/AV	N/AV	100	91.5	80.7
African American	83	100	21.3	50.7	28	78.7	62.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	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	1	I/S	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	81	100	18.1	54.2	27.8	81.9	64	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	148	100	25.4	40.3	34.3	74.6	74.1	70.2	95.5	96
Gender										
Male	60	100	35.8	35.8	28.3	64.2	67.8	63.2	95.2	95.9
Female	88	100	18.5	43.2	38.3	81.5	80.6	77.5	95.8	96.1
Racial/Ethnic Group										
White	23	100	10	30	60	90	90.4	79.1	94.1	95.9
African American	120	100	29.4	41.3	29.4	70.6	59.2	57.6	95.9	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	86.2	90	97
Hispanic	4	I/S	I/S	I/S	I/S	I/S	61.1	62.6	91.6	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	29.6	26.1	95.4	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	4	I/S	I/S	I/S	I/S	I/S	60.2	61.2	92.1	96.5
Socio-Economic Status										
Subsidized meals	122	100	22.7	42.7	34.5	77.3	59.1	58.9	95.5	95.7

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
--	-------	----------------------------------	----------	-----------	-------	-------------	-----------------------

English/Language Arts

2009	3	53	100	14	41.9	44.2	86
	4	48	100	26.1	54.3	19.6	73.9
	5	49	100	13.3	60	26.7	86.7
	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

Mathematics

2009	3	53	100	23.3	34.9	41.9	76.7
	4	48	100	13	52.2	34.8	87
	5	49	100	13.3	53.3	33.3	86.7
	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	27	96.3	36.4	59.1	4.5	63.6
	4	48	100	34.8	56.5	8.7	65.2
	5	25	100	27.3	54.5	18.2	72.7
	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

Social Studies

2009	3	26	100	20	40	40	80
	4	48	100	10.9	60.9	28.3	89.1
	5	24	100	30.4	39.1	30.4	69.6
	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	51	100	18.6	30.2	51.2	81.4
	4	47	100	26.1	45.7	28.3	73.9
	5	50	100	31.1	44.4	24.4	68.9
	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

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample