



Stone Academy

115 Randall Street
Greenville, SC 29609

Grades	PK-5 Elementary School	
Enrollment	588 Students	
Principal	Ed Holliday	864-355-8400
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Below Average
2006	Good	At-Risk
2005	Good	At-Risk

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

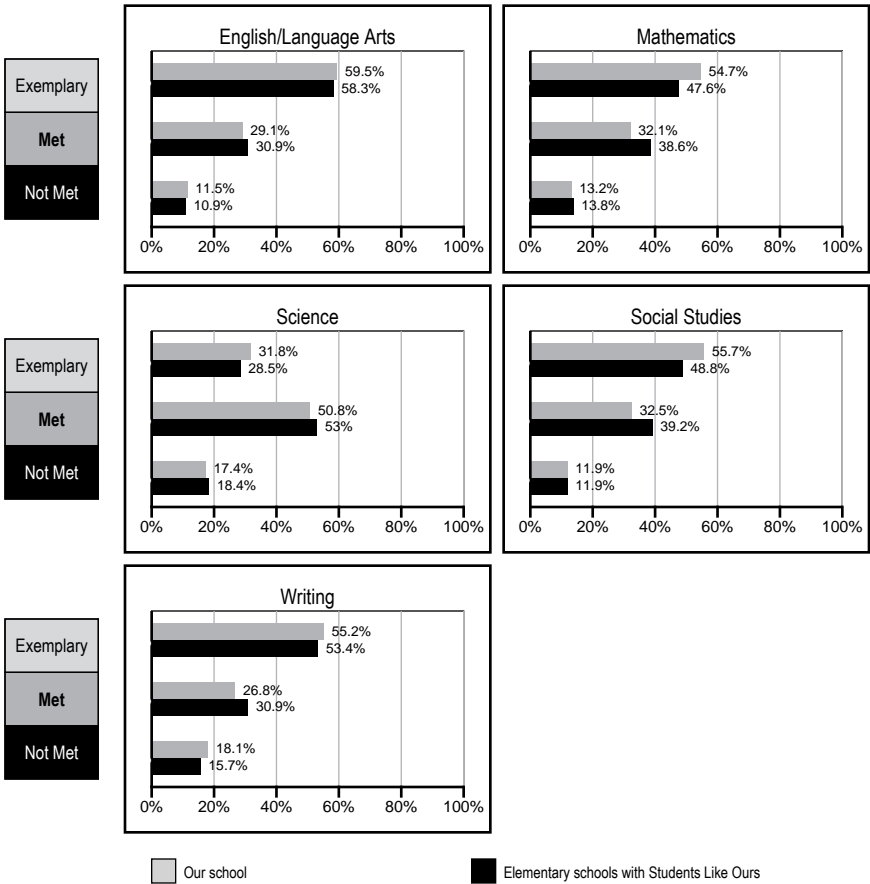
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95%

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=588)				
First graders who attended full-day kindergarten	100.0%	No Change	99.4%	100.0%
Retention rate	0.3%	Down from 0.9%	1.1%	1.9%
Attendance rate	96.9%	Down from 97.0%	96.6%	96.3%
Eligible for gifted and talented	32.9%	Down from 37.4%	27.3%	10.0%
With disabilities other than speech	6.1%	Down from 7.2%	5.9%	7.7%
Older than usual for grade	0.4%	Up from 0.2%	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=38)				
Teachers with advanced degrees	63.2%	Up from 57.9%	63.6%	59.4%
Continuing contract teachers	81.6%	Up from 78.9%	81.6%	80.0%
Teachers with emergency or provisional certificates	2.9%	Down from 3.2%	0.0%	0.0%
Teachers returning from previous year	85.9%	Up from 84.7%	87.5%	85.9%
Teacher attendance rate	95.0%	No Change	95.0%	95.1%
Average teacher salary*	\$46,772	Up 8.3%	\$48,244	\$47,149
Professional development days/teacher	6.5 days	Down from 8.7 days	10.5 days	11.1 days
School				
Principal's years at school	16.0	Up from 15.0	5.0	4.0
Student-teacher ratio in core subjects	23.1 to 1	Up from 22.2 to 1	19.3 to 1	18.8 to 1
Prime instructional time	91.3%	Up from 90.3%	90.5%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,979	Up 1.3%	\$6,913	\$7,458
Percent of expenditures for instruction**	66.3%	Down from 67.8%	74.1%	68.8%
Percent of expenditures for teacher salaries**	60.8%	Down from 61.1%	68.8%	63.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Stone Academy is an inner-city Arts Magnet School of 590 students, serving a downtown neighborhood assigned to the school and students across the district. Approximately 24% of students qualify for free/reduced price lunch, 46% are magnet students, and 34% 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 below. Strategies and action plans for implementing these goals are too detailed for inclusion in this document, but are available on the Stone Academy web site (<http://www.greenville.k12.sc.us/stone/geninfo/quality.asp>)

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 life-long technological skills.

Goal 4: Improve communication, parent involvement and parent understanding to improve student achievement.

Our focus for the 2008-09 school year was technology integration and arts integration. We had technology Wednesdays each month to train teachers in Compass Learning software, Audacity, Blogs, Podcasts, Overdrive, Photo Story, I-Flip cameras, document cameras, Activote, and Home Directories. Each grade level implemented at least one new technology and shared their experiences with the entire faculty. Sixteen teachers participated in the IDEA program. IDEA, Intensive Development in Education through the Arts, is a 3-year professional development program with intense training on integrating the arts across the curriculum.

Through hard work and commitment, the SIC, in conjunction with the Vision Planning committees, made the following noteworthy achievements:

1. Promethean boards were purchased for all rooms that did not already have one.
2. The SIC applied for the Riley Award and was recognized as an Honor Roll Finalist.
3. A Neighborhood Safety workshop and Helping Your Child with Anger workshop was offered to under resourced parents.
4. An early morning computer lab session was opened to students arriving on the bus in grades K-5th for the first year.
5. Teachers were trained in Learning Focus strategies and expectations for teacher's lesson plans included the standard/objective, the essential questions, activating strategies, the activities and assessment, and classes and lesson plans were monitored for implementation.

The school-wide instructional focus was "Humanity In Motion." The annual school-wide production was an original script entitled "The Amazing Human Race" that featured this theme and showcased music, dance, drama, and art. An audience of almost 2000 people watched the performance at McAlister Auditorium. The third grade did a spring pageant on South Carolina History; the second grade again performed the American History Timeline pageant, depicting events from the Plymouth landing through the Civil War; and the first grade did a musical of Peter Rabbit.

Ed Holliday, Principal

George Champlin and John Kaup, SIC Co-Chairs

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	101	91
Percent satisfied with learning environment	100.0%	94.1%	92.1%
Percent satisfied with social and physical environment	100.0%	95.0%	93.3%
Percent satisfied with school-home relations	100.0%	92.0%	87.8%

* 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

YES

This school met 21 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. 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	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

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

All Students	308	100	11.5	29.1	59.5	93.2	84	82.8	Yes	Yes
Gender										
Male	146	100	15.8	32.4	51.8	90.6	80.8	79.3	N/A	N/A
Female	162	100	7.6	26.1	66.2	95.5	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	212	100	4.8	20.2	75	97.6	89.5	89.5	Yes	Yes
African American	78	100	32.4	50.7	16.9	80.3	72.7	73.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	74.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
Disability Status										
Disabled	44	100	34.9	32.6	32.6	74.4	52.5	52	Yes	Yes
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	3	I/S	I/S	I/S	I/S	I/S	74.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	75	100	30.4	49.3	20.3	79.7	74.4	75.5	Yes	Yes

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

All Students	308	100	13.2	32.1	54.7	89.5	80.9	78.9	Yes	Yes
Gender										
Male	146	100	15.1	35.3	49.6	85.6	79.6	77	N/A	N/A
Female	162	100	11.5	29.3	59.2	93	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	212	100	6.7	24.5	68.8	94.7	87	87.2	Yes	Yes
African American	78	100	33.8	53.5	12.7	71.8	66.3	66.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	75.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
Disability Status										
Disabled	44	100	37.2	39.5	23.3	69.8	48.1	45.5	Yes	Yes
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	3	I/S	I/S	I/S	I/S	I/S	76.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	75	100	29	49.3	21.7	73.9	70.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	201	100	17.4	50.8	31.8	82.6	71.3	67.5
Gender								
Male	94	100	17.8	47.8	34.4	82.2	70.8	67
Female	107	100	17.1	53.3	29.5	82.9	71.8	68
Racial/Ethnic Group								
White	141	100	7.9	51.1	41	92.1	79.5	79.5
African American	48	100	48.9	48.9	2.2	51.1	53	50.3
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
Disability Status								
Disabled	29	100	37.9	44.8	17.2	62.1	39.1	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	1	I/S	I/S	I/S	I/S	I/S	60.4	59.6
Socio-Economic Status								
Subsided meals	49	100	44.4	51.1	4.4	55.6	57.5	55.1
Social Studies								
All Students	202	100	11.9	32.5	55.7	88.1	75.7	72.3
Gender								
Male	99	100	14.6	26	59.4	85.4	75.1	71.5
Female	103	100	9.2	38.8	52	90.8	76.3	73.2
Racial/Ethnic Group								
White	137	100	3	23.3	73.7	97	81.7	80.7
African American	53	100	36.7	51	12.2	63.3	61.5	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
Disability Status								
Disabled	28	100	22.2	44.4	33.3	77.8	47.5	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	3	I/S	I/S	I/S	I/S	I/S	69	67.9
Socio-Economic Status								
Subsided meals	48	100	33.3	51.1	15.6	66.7	63.9	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	309	99.7	17.8	26.8	55.4	82.2	72.9	70.2	96.9	96.5
Gender										
Male	144	99.3	24.6	35.5	39.9	75.4	66.4	63.2	96.8	96.4
Female	165	100	11.9	19.4	68.8	88.1	79.7	77.5	97	96.5
Racial/Ethnic Group										
White	214	99.5	7.7	26.8	65.6	92.3	80.5	79.1	97	96.3
African American	77	100	48.6	30.6	20.8	51.4	57.1	57.6	96.4	96.5
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	87.3	86.2	97.8	97.6
Hispanic	7	I/S	I/S	I/S	I/S	I/S	61.3	62.6	96.7	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	95.5	95.2
Disability Status										
Disabled	46	100	46.7	40	13.3	53.3	28.4	26.1	96.1	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	60.5	61.2	97.7	97.2
Socio-Economic Status										
Subsided meals	74	100	44.3	30	25.7	55.7	58.8	58.9	96.3	95.8

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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	104	100	10.1	25.3	64.6	89.9
	4	95	100	15.1	28	57	84.9
	5	109	100	9.6	33.7	56.7	90.4
	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
Mathematics							
2009	3	104	100	19.2	31.3	49.5	80.8
	4	95	100	9.7	29	61.3	90.3
	5	109	100	10.6	35.6	53.8	89.4
	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
Science							
2009	3	52	100	20	42	38	80
	4	95	100	15.1	45.2	39.8	84.9
	5	54	100	19.2	69.2	11.5	80.8
	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	52	100	10.2	32.7	57.1	89.8
	4	95	100	14	33.3	52.7	86
	5	55	100	9.6	30.8	59.6	90.4
	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	104	100	13	30	57	87
	4	97	99	22.3	27.7	50	77.7
	5	108	100	18.3	23.1	58.7	81.7
	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

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