



STONO PARK ELEMENTARY

1699 Garden St.
Charleston, SC 29407

Grades	PK-5 Elementary School	
Enrollment	383 Students	
Principal	TBA	843-763-1507
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Average
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	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

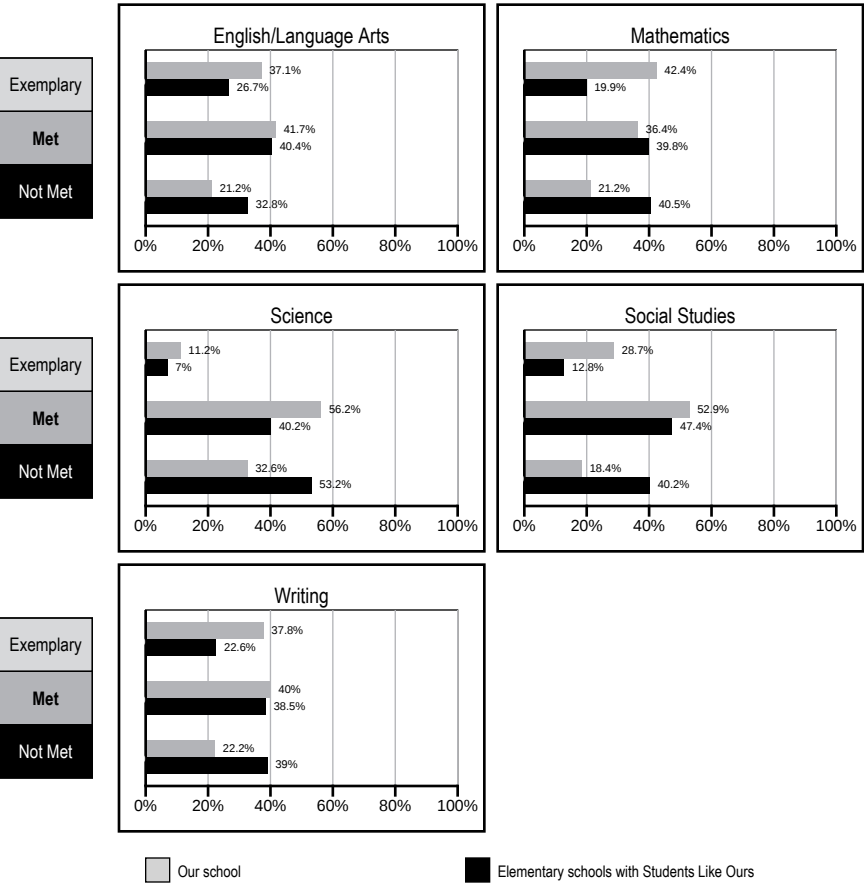
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	102	49	20

* Ratings are calculated with data available by 03/09/2011.

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=383)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 2.2%	1.5%	1.2%
Attendance rate	95.4%	Down from 95.5%	95.8%	96.1%
Eligible for gifted and talented	5.1%	Down from 7.8%	4.9%	11.7%
With disabilities other than speech	3.4%	Down from 5.3%	8.5%	8.0%
Older than usual for grade	0.4%	Down from 0.8%	0.8%	0.4%
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	58.3%	60.5%
Continuing contract teachers	88.9%	Down from 92.6%	80.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.7%	Up from 83.2%	84.7%	87.0%
Teacher attendance rate	98.1%	Up from 95.8%	95.3%	95.4%
Average teacher salary*	\$47,889	Up 2.1%	\$45,431	\$47,288
Professional development days/teacher	7.9 days	Up from 7.1 days	10.7 days	10.5 days
School				
Principal's years at school	5.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Down from 21.8 to 1	17.7 to 1	19.2 to 1
Prime instructional time	93.2%	Up from 91.1%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	86.5%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,551	Down 2.4%	\$8,361	\$7,548
Percent of expenditures for instruction**	73.7%	Up from 72.7%	68.2%	68.7%
Percent of expenditures for teacher salaries**	70.7%	Up from 67.5%	63.1%	65.1%

* 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

The 2009-10 school year continues to be one with many opportunities for recognition and celebration for all of the hard work of our staff, students, and families. As in past years, we continue to meet Federal standards by making AYP (Adequate Yearly Progress)! This year we also saw our improvement rating on the state report card rise two categories to "average." We have yet again continued to meet one of CCSD's major goals by receiving the Palmetto Gold Award for "Closing the Achievement Gap."

We are extremely proud that two of the three TOP (Teacher Outstanding Performance) platinum teachers in the district are from Stono Park! Our PBIS (Positive Behavior Incentive Supports) program has been very effective and continues to evolve. We were awarded the Banner Award for an outstanding second-year implementation. Furthermore, our community involvement has made progress. Seacoast Church West has contributed in many ways to support our success and student achievement. The West Ashley Rotary Club's "Rotary Readers" read weekly with students in our Child Development and Kindergarten classes. We continue to take advantage of community volunteers through the annual Trident United Way's Day of Caring. The City of Charleston has provided staff to provide recreation for our after-school program.

Of course, along with celebrations come challenges. Next year's budget will not support some much-needed initiatives, such as the after-school program and a mental health counselor. Academically, we will concentrate our efforts on the district's main focus of improving reading on all grade levels. We were pioneers in implementing the district's first classes of the nationally research-based "Read Well" program. Our goal is to have Read Well in K-2 grades to provide a firm foundation for primary students and also to provide reading support and professional development for teachers in grades 3-5.

Our PTA, School Improvement Council, School's Out, and Title I 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. 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 the Slow Garden, Earth Force, Recycling Club and composting.

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

Ruth Taylor, Principal
Barbara Ramsey, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	45	16
Percent satisfied with learning environment	100.0%	80.0%	87.5%
Percent satisfied with social and physical environment	100.0%	86.7%	93.8%
Percent satisfied with school-home relations	84.6%	93.3%	87.5%

* 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
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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	
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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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.3%	0.0%	No
Student attendance rate	95.4%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	145	100	21.2	41.7	37.1	90.9	85	83.5	Yes	Yes
Gender										
Male	74	100	24.2	42.4	33.3	86.4	81.6	80.1	N/A	N/A
Female	71	100	18.2	40.9	40.9	95.5	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	25	100	12.5	37.5	50	100	95.3	89.6	I/S	I/S
African American	119	100	23.1	42.6	34.3	88.9	75.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
Disability Status										
Disabled	13	100	54.5	36.4	9.1	81.8	49	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	126	100	23.7	41.2	35.1	89.5	76.4	76.9	Yes	Yes

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

All Students	145	100	21.2	36.4	42.4	87.1	81	80.4	Yes	Yes
Gender										
Male	74	100	24.2	31.8	43.9	84.8	78.9	78.4	N/A	N/A
Female	71	100	18.2	40.9	40.9	89.4	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	25	100	12.5	12.5	75	87.5	94.5	87.8	I/S	I/S
African American	119	100	23.1	41.7	35.2	87	68	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
Disability Status										
Disabled	13	100	63.6	18.2	18.2	45.5	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	126	100	21.9	38.6	39.5	87.7	70.2	72.8	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	98	99	32.6	56.2	11.2	67.4	67.4	67.3
Gender								
Male	49	98	34.9	46.5	18.6	65.1	66.2	66.9
Female	49	100	30.4	65.2	4.3	69.6	68.5	67.7
Racial/Ethnic Group								
White	16	100	13.3	66.7	20	86.7	89	79.6
African American	81	98.8	36.5	54.1	9.5	63.5	46.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	58.2	58.6
Socio-Economic Status								
Subsidized meals	87	98.9	32.9	57	10.1	67.1	49.3	55.4

Social Studies

All Students	96	100	18.4	52.9	28.7	81.6	73.8	70.9
Gender								
Male	48	100	21.4	45.2	33.3	78.6	72.3	70.1
Female	48	100	15.6	60	24.4	84.4	75.3	71.7
Racial/Ethnic Group								
White	15	100	N/A	N/A	N/A	100	90.1	79.2
African American	80	100	22.2	50	27.8	77.8	58.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.3	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	66.7	68
Socio-Economic Status								
Subsidized meals	86	100	20.8	53.2	26	79.2	60.2	60.8

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	141	99.3	22.2	40	37.8	77.8	75	72.1	95.4	95.7
Gender										
Male	70	98.6	32.8	34.3	32.8	67.2	69.1	65.2	95.4	95.5
Female	71	100	11.8	45.6	42.6	88.2	81	79.2	95.5	95.8
Racial/Ethnic Group										
White	25	100	20.8	25	54.2	79.2	91	80.8	93.5	95.8
African American	116	99.1	22.5	43.2	34.2	77.5	60.2	59.7	95.9	95.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.2	87	N/A	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.7	64.6	89.8	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	N/A	95.6
Disability Status										
Disabled	11	100	I/S	I/S	I/S	I/S	28.4	27.7	94.4	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.5	63.7	92.5	96.3
Socio-Economic Status										
Subsidized meals	122	99.2	24.1	40.5	35.3	75.9	61.1	61.9	95.3	95.2

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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	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
2010	3	50	100	14.9	25.5	59.6	85.1
	4	49	100	29.5	43.2	27.3	70.5
	5	46	100	19.5	58.5	22	80.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	50	100	19.1	21.3	59.6	80.9
	4	49	100	15.9	52.3	31.8	84.1
	5	46	100	29.3	36.6	34.1	70.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	25	96	20.8	62.5	16.7	79.2
	4	49	100	27.3	63.6	9.1	72.7
	5	24	100	57.1	33.3	9.5	42.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	25	100	8.7	47.8	43.5	91.3
	4	49	100	20.5	56.8	22.7	79.5
	5	22	100	25	50	25	75
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	49	100	18.8	29.2	52.1	81.3
	4	48	97.9	24.4	51.1	24.4	75.6
	5	44	100	23.8	40.5	35.7	76.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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