



STONE ACADEMY

115 Randall Street
Greenville, SC 29609

Grades	PK-5 Elementary School	
Enrollment	586 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Below Average
2006	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 2009-10 whose 2008-09 test scores were located | 96.1%

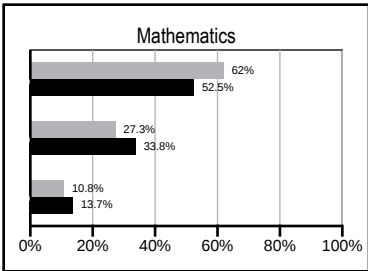
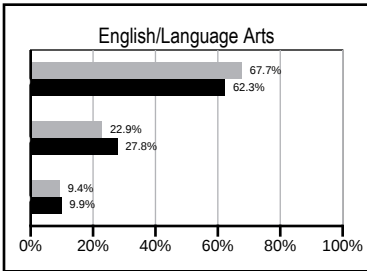
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
23	1	0	0	0

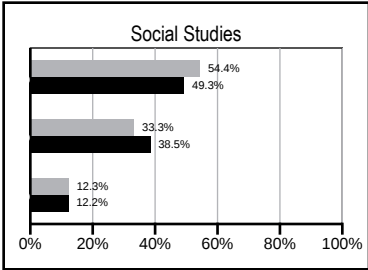
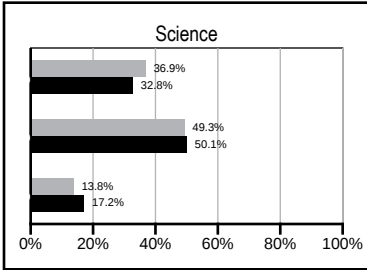
* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)

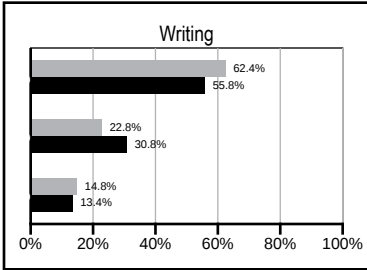
Exemplary
Met
Not Met



Exemplary
Met
Not Met



Exemplary
Met
Not Met



Our school



Elementary schools with Students Like Ours

* 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=586)				
First graders who attended full-day kindergarten	100.0%	No Change	97.9%	100.0%
Retention rate	0.0%	Down from 0.3%	0.5%	1.2%
Attendance rate	96.6%	Down from 96.9%	96.7%	96.1%
Eligible for gifted and talented	39.3%	Up from 32.9%	29.9%	11.7%
With disabilities other than speech	5.3%	Down from 6.1%	6.9%	8.0%
Older than usual for grade	0.2%	Down from 0.4%	0.2%	0.4%
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	71.1%	Up from 63.2%	62.8%	60.5%
Continuing contract teachers	92.1%	Up from 81.6%	90.6%	84.6%
Teachers with emergency or provisional certificates	2.7%	Down from 2.9%	0.0%	0.0%
Teachers returning from previous year	91.5%	Up from 85.9%	90.0%	87.0%
Teacher attendance rate	97.1%	Up from 95.0%	95.2%	95.4%
Average teacher salary*	\$46,813	Up 0.1%	\$49,975	\$47,288
Professional development days/teacher	6.1 days	Down from 6.5 days	10.3 days	10.5 days
School				
Principal's years at school	17.0	Up from 16.0	4.0	4.0
Student-teacher ratio in core subjects	23.7 to 1	Up from 23.1 to 1	21.0 to 1	19.2 to 1
Prime instructional time	93.8%	Up from 91.3%	91.7%	90.8%
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	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,591	Down 5.6%	\$6,864	\$7,548
Percent of expenditures for instruction**	68.0%	Up from 66.3%	73.1%	68.7%
Percent of expenditures for teacher salaries**	63.2%	Up from 60.8%	68.1%	65.1%

* 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

Stone Academy is an inner city arts magnet school of approximately 590 students. We met AYP, Annual Yearly "No Child Left Behind Act", and received an EXCELLENT school report card rating in 2009.

Stone maintained for the eleventh year its status as an ABC (Arts in the Basic Curriculum) model school site and received funds to support our arts-integrated curriculum.

The school-wide instructional theme was "Dream in Color". The annual school-wide production was an original script that featured this theme and showcased music, dance, drama and art. The second grade again performed the American History Timeline pageant depicting American history from the Plymouth landing through the Civil War. The third grade did a spring pageant on South Carolina History.

Many students successfully auditioned for the various performing groups at school, with 74 in Stone Singers, 12 in Dance Ensemble, 20 in Play Production, and 33 students in strings.

Jumpstart News continued as a daily, live student-produced TV program. Five crews of 16 members of fourth and fifth graders served during the school year.

Encore enrichment classes before and after school offered continued learning experiences in art, music, dance, drama, cheerleading, foreign language, science and technology. Friday clubs featured drama, dance, literature, publishing, physical activities, photography and music. Friday clubs were offered to fourth and fifth grade students.

Arts integration continued to be a school-wide goal. Sixteen teachers have 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.
Ed Holliday, Principal John Kaup, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	91	81
Percent satisfied with learning environment	100.0%	87.8%	97.5%
Percent satisfied with social and physical environment	100.0%	92.2%	93.7%
Percent satisfied with school-home relations	100.0%	94.4%	95.0%

* 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 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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.0%	0.0%	No
Student attendance rate	96.6%	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	310	99.7	9.1	23	67.9	94.3	84.7	83.5	Yes	Yes
Gender										
Male	139	99.3	17.4	19.7	62.9	88.6	81.3	80.1	N/A	N/A
Female	171	100	2.4	25.6	72	98.8	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	211	100	4.4	14.6	81.1	98.1	90	89.6	Yes	Yes
African American	75	98.7	26.9	49.3	23.9	80.6	73.4	74.6	Yes	Yes
Asian/Pacific Islander	14	100	N/A	N/A	N/A	100	94.3	92.7	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	78.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	89.7	85.1	I/S	I/S
Disability Status										
Disabled	30	96.7	37	37	25.9	74.1	53.3	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	4	I/S	I/S	I/S	I/S	I/S	78.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	83	98.8	27.4	39.7	32.9	83.6	76.1	76.9	Yes	Yes

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

All Students	310	99.7	10.5	27.4	62.2	92.9	82	80.4	Yes	Yes
Gender										
Male	139	99.3	11.4	28	60.6	89.4	80.5	78.4	N/A	N/A
Female	171	100	9.8	26.8	63.4	95.7	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	211	100	5.8	21.4	72.8	96.1	87.7	87.8	Yes	Yes
African American	75	98.7	26.9	49.3	23.9	82.1	68.4	69.3	Yes	Yes
Asian/Pacific Islander	14	100	N/A	N/A	N/A	92.9	94.9	93.5	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	78.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	79.5	83.2	I/S	I/S
Disability Status										
Disabled	30	96.7	44.4	33.3	22.2	66.7	46.1	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	4	I/S	I/S	I/S	I/S	I/S	79.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	83	98.8	23.3	41.1	35.6	84.9	72.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	210	100	13.4	49.5	37.1	86.6	70.6	67.3
Gender								
Male	93	100	14.4	46.7	38.9	85.6	70.1	66.9
Female	117	100	12.5	51.8	35.7	87.5	71.1	67.7
Racial/Ethnic Group								
White	142	100	7.1	45.7	47.1	92.9	80.2	79.6
African American	51	100	34.8	63	2.2	65.2	50.4	49.7
Asian/Pacific Islander	11	100	9.1	36.4	54.5	90.9	86.4	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	60.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
Disability Status								
Disabled	20	100	42.1	42.1	15.8	57.9	33.9	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	2	I/S	I/S	I/S	I/S	I/S	60.6	58.6
Socio-Economic Status								
Subsidized meals	59	100	28.3	58.5	13.2	71.7	57.1	55.4

Social Studies

All Students	211	100	11.8	33.5	54.7	88.2	73.2	70.9
Gender								
Male	97	100	16.3	26.1	57.6	83.7	72.8	70.1
Female	114	100	8.1	39.6	52.3	91.9	73.7	71.7
Racial/Ethnic Group								
White	146	100	4.9	27.5	67.6	95.1	79.8	79.2
African American	53	100	32	54	14	68	57.9	58.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
Disability Status								
Disabled	22	100	52.4	28.6	19	47.6	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	69	68
Socio-Economic Status								
Subsidized meals	57	100	29.4	51	19.6	70.6	61.6	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	309	99.7	14.5	22.9	62.6	85.5	74	72.1	96.6	96.2
Gender										
Male	138	99.3	22	27.3	50.8	78	67.2	65.2	96.3	96.2
Female	171	100	8.5	19.4	72.1	91.5	81.1	79.2	96.9	96.3
Racial/Ethnic Group										
White	209	99.5	7.3	21	71.7	92.7	81.6	80.8	96.8	96.1
African American	74	100	39.7	30.9	29.4	60.3	58.6	59.7	96.3	96.2
Asian/Pacific Islander	14	100	7.1	7.1	85.7	92.9	88.8	87	97.3	97.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	63.1	64.6	95.9	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.7	73.4	N/A	94.8
Disability Status										
Disabled	29	100	55.6	29.6	14.8	44.4	29.5	27.7	95.4	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	62.9	63.7	95.3	97
Socio-Economic Status										
Subsidized meals	85	98.8	35.1	32.4	32.4	64.9	61.1	61.9	95.8	95.6

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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
2010	3	100	100	7.5	7.5	84.9	92.5
	4	113	99.1	14.7	28.4	56.9	85.3
	5	97	100	4.3	31.9	63.8	95.7
	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
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
2010	3	100	100	8.6	22.6	68.8	91.4
	4	113	99.1	13.8	31.2	55	86.2
	5	97	100	8.5	27.7	63.8	91.5
	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
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
2010	3	50	100	4.3	43.5	52.2	95.7
	4	112	100	17.4	52.3	30.3	82.6
	5	48	100	12.8	48.9	38.3	87.2
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
2010	3	50	100	14.9	17	68.1	85.1
	4	112	100	11	42.2	46.8	89
	5	49	100	10.6	29.8	59.6	89.4
	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
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
2010	3	100	100	7.4	22.3	70.2	92.6
	4	113	99.1	24.8	21.1	54.1	75.2
	5	96	100	9.6	25.5	64.9	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

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