2004-2005 No Child Left Behind - Blue Ribbon Schools Program

Revised 3-18-05   *U.S. Department of Education*

Cover Sheet   Type of School: _X_ Elementary __ Middle __ High __ K-12

Name of Principal _____Ms. Stephanie Strous_____ .
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name __Stono Park Elementary_____ .
(As it should appear in the official records)

School Mailing Address__1699 Garden Street_____
(If address is P.O. Box, also include street address)

_Charleston_____South Carolina____ _____29407-6907_____
City   State   Zip Code+4 (9 digits total)

County ___Charleston_____School Code Number*_____10-01-085____ _____ .

Telephone (843) 763-1507_____   Fax (843)   769-2248_____ .

Website/URL_____N/A_____ E-mail   stephanie_strous@charleston.k12.sc.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and
certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Dr. Maria L. Goodloe-Johnson_____ .
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name___Charleston County School District_____Tel. (843) 937-6318

I have reviewed the information in this application, including the eligibility requirements on page 2, and
certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson _____Ms. Nancy Cook, Chair_____ .
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and
certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

*Private Schools: If the information requested is not applicable, write N/A in the space.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

_45_	Elementary schools
_14_	Middle schools
_---_	Junior high schools
_11_	High schools
_9_	Other (5 multilevel, 4 charter)
_79_	TOTAL

2. District Per Pupil Expenditure: _$7,661_____

    Average State Per Pupil Expenditure: _$7,232_____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

    [ ] Urban or large central city
    [x] Suburban school with characteristics typical of an urban area
    [ ] Suburban
    [ ] Small city or town in a rural area
    [ ] Rural

4. _15_____ Number of years the principal has been in her/his position at this school.

    _---_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	13	27	**40**		7	---	---	---
K	29	27	**56**		8	---	---	---
1	21	31	**52**		9	---	---	---
2	33	23	**56**		10	---	---	---
3	24	25	**49**		11	---	---	---
4	26	27	**53**		12	---	---	---
5	---	---	---		Other	---	---	---
6	---	---	---					
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					**306**

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of   __16__ % White
    the students in the school: __83__ % Black or African American
                                               __1__ % Hispanic or Latino
                                               _____ % Asian/Pacific Islander
                                               _____ % American Indian/Alaskan Native
                                           100 % Total

    Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: __23__ %

    (This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	39
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	28
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	67
(4)	Total number of students in the school as of October 1	291
(5)	Subtotal in row (3) divided by total in row (4)	0.2302
(6)	Amount in row (5) multiplied by 100	23

8. Limited English Proficient students in the school: __1__ %
                                                               __4__ Total Number Limited English Proficient
    Number of languages represented: __2__
    Specify languages: Spanish / French

9. Students eligible for free/reduced-priced meals: __81__ %

    Total number students who qualify: __244__

    If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: __17____%

                                   __52____Total Number of Students Served

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

_1_ Autism	____ Orthopedic Impairment
____ Deafness	_8_ Other Health Impaired
____ Deaf-Blindness	_10_ Specific Learning Disability
____ Hearing Impairment	_31_ Speech or Language Impairment
____ Mental Retardation	____ Traumatic Brain Injury
____ Multiple Disabilities	____ Visual Impairment Including Blindness
_2_ Emotional Disturbance	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	Part-Time
Administrator(s)	1	0
Classroom teachers	21	0
Special resource teachers/specialists	2	7
Paraprofessionals	8	0
Support staff	9	0
Total number	41	7

12. Average school student-"classroom teacher" ratio: __16 to 1__

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	96%	96%	96%	96%
Daily teacher attendance	95%	97%	97%	96%	95%
Teacher turnover rate *	20%	28%	25%	25%	16%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

*Generally our hiring practice has been to employ younger teachers, although mature teachers have

also joined the staff. The following data relate to teacher turnover: marriage, spouse's job transfer, stay at home mom, RIF due to budget, reconfiguration of grade span from CD-5 to CD-4 in 2002-03. Only one teacher transferred in order to teach a different grade level.

14. (***High Schools Only***) Show what the students who graduated in Spring 2004 are doing as of September 2004.   **N/A**

Graduating class size	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other (travel, staying home, etc.)	_____%
Unknown	_____%
Total	100 %

PART III - SUMMARY

Stono Park Elementary, a National Distinguished Title I school, is one of forty-five elementary schools in the Charleston County School District. With an enrollment of 306 four-year-olds through fourth graders and a poverty rate of over 80%, we are a small school where everybody knows your name. Many students have multi-generational family connections to the school. The community has, over the years, accorded trust to the school staff, and we believe it is our job to nurture that trust! All children are responsible to all Stono Park staff; likewise, all staff are responsible for all children—we are family! Consistent procedures and routines are in place from grade level to grade level and class to class. There is a sense of a secure environment which functions as a safe haven for our children. There are few discipline referrals at Stono; a proactive approach is taken to prevent problems from getting to that level. Small class sizes provide for increased individual attention, not only instructionally, but also socially and emotionally.

The philosophy of the school is that every staff member extends genuine invitations to all students and those who walk through the front door with them! Families are encouraged to drop in unannounced and they do! The day begins with the custodian or principal greeting buses and opening car doors. Formal and informal surveys of our families and visitors are positive and reported on our annual South Carolina School Report Card. The mission of Stono Park School, working in partnership with students' families and the community, is to ensure that all students receive a high quality education that prepares them to succeed in a complex and competitive world.

Our curriculum is rigorous, clearly defined and based on South Carolina standards. Teachers have the skills and tools necessary to teach each child, but, more importantly, they believe all of our students can achieve at high levels—NO EXCUSES! Our school has been recognized for the state HUG award (narrowing the achievement gap among school subgroups of poverty and ethnicity) since its inception and for Hall of Fame status for exemplary writing programs.

Staff members use best practice instructional techniques and make programmatic decisions based upon data and research. We work together as an interdisciplinary team to harness the strengths of all staff and match them to our students for optimum achievement. Reading is a central theme, and our logo is a boy and girl holding a book together. The media center is viewed as the heart of the school. We are about developing lifelong learners. Stono staff members are "nice" people; they are heavily invested in our students. We ARE the village!

The signs on the exterior of the building read "Welcome to Your School!" and we mean it! Staff members are committed to being advocates and providing only the best quality educaton to our children; we are cohesive on and across grade levels. The student, family, school and community team is relentless. Our motto is *Stono Park—Where Kids Count!* It is a place where families and staff count too, and, in its most literal sense, we read and write as well!

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results in Reading and Mathematics

The Palmetto Challenge Achievement Test (PACT) is published annually by the South Carolina Department of Education. PACT was developed in response to the requirements of the state's Education Accountability Act of 1998. The Education Accountability Act of 1998 called for setting higher standards for the state's K-12 educational system and reviewing the state's improvement process. The improvement process included the development of demanding state tests and annual school report cards to report the results. The PACT test is administered to students in grades 3-8 in early May of each school year. For the years 1999-2002 PACT consisted of subject area tests in English/Language Arts and Mathematics. In 2003, Social Studies and Science tests were added; scores for 2004 are available upon request.

Students receive one of the following performance level indicators on each subject area test of the PACT examination:

- **Below Basic**: The student has not met minimum expectations for student performance based upon the South Carolina Curriculum Standards. The student is not prepared for work at the next grade level. An academic Assistance Plan must be developed for the student.
- **Basic**: The student has met minimum expectations for student performance based upon the South Carolina Curriculum Standards. The student is minimally prepared for work at the next grade level.
- **Proficient**: The student has met minimum expectations for student performance based upon the South Carolina Curriculum Standards and is well prepared for work at the next grade level. The Proficient level represents the long-term goal for student performance in South Carolina.
- **Advanced**: The student has exceeded expectations for student performance based upon the South Carolina Curriculum Standards and is very well prepared for work at the next grade level.

The American Institutes for Research study in 2002, using NAEP's common scale, revealed South Carolina's "Proficient" level is more rigorous than the "Proficient" level of the majority of other states. During 2001, *The Princeton Review* conducted a ranking of state accountability systems based on academic alignment, test quality, openness of policies and procedures, and consistency with the educational goals of the state. South Carolina's accountability system made the list of the best programs in the nation, ranking eighth out of the fifty states.

Analysis of PACT ELA and Math data from 2000-2004 shows that achievement at Stono Park has trended upward for all demographic areas. Our focus has been and will be to not only decrease the Below Basic percentage in both curriculum areas, but also to increase the percentage for Proficient and Advanced.

Students with IEPs have mirrored the achievement of our overall student population in meeting standards at Basic and above. General analysis of gender yields little variance; this is also true for African American students and those receiving subsidized meals. There is still a need to improve instruction and student achievement in all areas, with a special focus on fourth grade (See pages 15-18.) Our students perform in an outstanding manner on the nationally ranked South Carolina assessment. The performance of African-American students and those receiving subsidized meals at Stono Park far exceeded the South Carolina state averages for those groups according to Dr. Kathy Rhodes, of the Statewide Testing Programs Office in our district.

The South Carolina Department of Education Office of Assessment website is http://myschools.com/offices/assessment/PACT.

2. Use of Assessment Data

From annual state achievement tests to daily quizzes, at Stono Park Elementary assessment data drives decision making to determine each child's needs, to plan instruction based on those needs, and to determine the effectiveness of that instruction. A core team of staff members reviews all schoolwide data from multiple sources, both formal and informal, and across all grade levels, to make these decisions and recommendations about support, strategies, and curriculum. Highly specific interventions with measurable

goals are implemented individually for students and include assessments to monitor progress. These assessments provide data teachers use to evaluate instructional strategies and tailor instruction to further meet the needs of the student.

Assessment data collection begins as every four-year-old is tested using the DIAL 3 to identify strengths and needs. This test and the ensuing teacher evaluations are used to design the most effective literacy instruction for the child. Daily anecdotal records, checklists, written product, and teacher observation facilitate instructional grouping to both remediate and challenge each child at the appropriate developmental level. This continual assessment identifies learners who need additional or alternative support. Utilizing all available resources--alternative instructional methods, special area and special services teachers, parents and school district support staff--the cycle of assessment and adaptive instruction ensures every child's needs are met.

Through every grade level, the alignment of assessment and instruction continues as students participate annually in South Carolina's mandated achievement test (PACT). Using these test data, advanced learners are identified for further testing for admission to the program for gifted and talented students, and learners not meeting state standards are identified so staff and parents can meet to develop an academic plan to address those weaknesses. Additional data are generated from the biannual Measures of Academic Progress (MAP) testing which evaluates each student's achievement by specific standards, thus affording teachers the opportunity to further individualize instruction and appropriately group students for instruction in specific standards.

As a data driven school, Stono Park staff have utilized continual evaluation of assessment data for the continual alignment of instructional methods and curriculum to create optimal opportunities for understanding our students' individual strengths and weaknesses. The successful use of assessment information for monitoring and addressing student needs explains the success of our students and, thus, our school.

3. <u>Communication of Performance</u>

Stono Park Elementary enjoys a unique position in the community as we are recognized as an extended family for our students**.** Daily and weekly parent/staff communication folders, phone calls, home visits, and conferences are a top priority as we actively solicit information from families regarding their children and provide feedback and suggestions to families addressing the successes and weaknesses of their children.

The school halls are filled with evidence of students' performance. The "Stono Park 500" attendance race board, the "Green Feather" caught doing well board, the "Stono Scribes" writing competition winners, the "Kids for Character" recognition board, and the "Honor Roll" board all serve as constant communication of performance to students, families, and the community. Biweekly newsletters, PTA meetings, School Community Council meetings, and quarterly awards assemblies are all part of the joint staff/family effort to keep communication on the front burner. Each family receives comprehensive academic reports of student performance every four weeks. These academic reports often serve as the base for joint planning by staff and family for meeting the needs of the individual child.

The school's success is communicated to students, staff and families through the State Department of Education Annual School Report Card and the state accountability assessment program (PACT). These documents are both prominently featured on school walls and sent home annually to families. The principal diligently reviews the data with students, staff and families to celebrate the successes they represent and to examine them for areas needing growth.

Academic and behavioral performance standards are regularly communicated to students in the classrooms. Individual "Test Talk" goal-setting sessions and charts and graphs to monitor individual success help each child interpret his performance. School-wide and classroom recognition programs, a proactive approach to family communication, daily encouragement, and the consistency of the staff afford every child constant communication about progress.

Community communication is vital to the mission of Stono Park, and we are dedicated to informing the community about our school's performance. News media report our state assessment data,

our successes and our events.   An open door policy provides our community with easy access to information about our school's and our students' performance.   Family involvement is vital to our communication. Because of their involvement, families are our best community voice as they praise our successes in the community.   As a result, the community supports, encourages, and assists in maintaining the collaborative partnership that makes us a family.

4. <u>Sharing Successes</u>

Stono Park's open door policy that invites communication with families and the community has always been extended to other schools as well.   For many years we have enjoyed the professional collaboration that comes with visitors from other schools observing and sharing best practices.   Classroom teachers from other schools come to Stono Park and teachers from Stono Park visit other schools to share and learn new ideas, programs, program implementation, research sources, resources, teaching techniques, and standards implementation.   Our teachers enjoy district-wide articulation by grade levels.   The school's administrator mentors other principals from four schools to share best practices.   She also communicates with other administrators during monthly meetings and leadership committee work.   Staff members facilitate and participate in courses, workshops and in-services for teachers in the district.   Teachers belong to Internet groups, serve as school-to-district liaisons, and submit articles to professional journals.   The local colleges enjoy collaboration with Stono Park teachers as we mentor student interns and practicum students.

Stono Park Elementary has enjoyed a variety of media recognition: from the South Carolina Educational Oversight Committee, from Charleston County congressional representatives, from the South Carolina Department of Education, from the Charleston County School District, from local educational reporters, and from educational periodicals.   We also enjoy multi-school field trips that afford opportunities for teachers, parents and students to share in one another's successes.

As a No Child Left Behind-Blue Ribbon School, Stono Park Elementary will continue to freely share with other schools through school visits, information sharing, collaborative peer interaction, participation in professional sharing opportunities, and media representation. We believe in our methods, are proud of our accomplishments, and we will continue to seek innovative avenues of communication with other schools.   We will continue, as we always have, to keep our hearts, minds, and doors open to all.

PART V – CURRICULUM AND INSTRUCTION

1. <u>Outline of Curriculum</u>

      South Carolina's passage of the Education Accountability Act in 1998 was in response to federal mandates and began the development of a statewide curriculum based on research recommendations of national professional education groups, including the National Council of Teachers of English, the National Council of Teachers of Mathematics, the National Science Foundation, and the National Council of Social Studies. As mandated by South Carolina, our school's curriculum includes language arts, mathematics, science, social studies, art, music, health, and physical education. Within this curriculum are specific learner standards that drive instructional decision-making at the school level. The combination of effective content and process skills provides learning that is relevant and can be transferred among the disciplines. The curriculum is modified and aligned with the ways in which certain groups of children learn and process information. This ensures that children at Stono Park Elementary receive developmentally appropriate instruction that is adapted to their needs in all subject areas. Our school's rigorous curriculum is based on our state's and nation's leading edge research and meets and exceeds the requirements for teaching every child.

      Each classroom at Stono Park operates with two driving forces: the curriculum standards and the individuality of the learners. Flexible grouping and parallel classroom instruction promote small group instruction with integration across all disciplines at developmentally appropriate levels. Instructional and assessment tasks are focused on engaging the learners in effectively taught and relevant content that encompasses a wide range of topic-worthy and interesting subject matter that is conceptually complex. In each classroom, the excitement and enthusiasm for learning is contagious as teachers model and children actively participate in constructing their own knowledge. Instructional content that requires higher-level thinking generates opportunities for our students to become problem solvers today and in the future.

      The core of the language arts curriculum is reading! Drawing from dozens of sources, the curriculum is designed to provide coherent instruction to move each student at his individual zone of proximal development by providing a variety of strategies. The focus on fluency and comprehension involves reading leveled books through guided reading, books on tape, shared reading, read-alouds, bibliotherapy, and family home reading programs. Reading instruction is provided in flexibly leveled groups utilizing differentiated instruction and integration with other content areas and technology. Phonics instruction and word walls extend vocabulary and are incorporated in the writing curriculum because the core of writing instruction includes reading skills that are learned through authentic writing. The writing curriculum is firmly focused on the writing process and includes a wide variety of writing opportunities and applications.

      The mathematics instructional core is seated in standards based instruction focused on the firm development of mathematical concepts of number sense and spatial relations, problem solving strategies, integration of mathematics with all disciplines, and applying mathematics knowledge to daily life and careers. Hands-on concrete manipulative activities, Japanese origami, African drumming, map making, and practicing the scientific method all incorporate mathematics into the worlds of our children.

      The core curriculum for science, social studies, health, art, music and physical education are defined by state standards with a scope and sequence based on developmentally appropriate practices. The instruction in these areas is content specific but heavily integrated into the mathematics and language arts curriculum with emphasis on hands on experiences and real world connections.

2a. <u>Language Arts Curriculum</u>

      Language arts is the cornerstone of our curriculum at every grade level as reading, writing, speaking and listening are integrated throughout all content areas. With a district-adopted basal curriculum serving as a foundation, we utilize a strongly eclectic approach to language arts instruction. Staff members are widely trained in and successfully implement a variety of scientifically sound,

standards-based reading instruction models. To support this eclectic approach, the thinking at Stono Park is founded on research that supports two key concepts: first, because children learn differently, no one model of instruction can meet the needs of all children; and second, the needs of the learner change as reading ability develops. The school's test results confirm that this eclectic combination of research-based reading instruction models is successful for all our children.

During their first days at Stono Park, children are screened to identify how best to meet their needs. The Reading Recovery Program is the first response for children identified as at-risk. Additionally, our philosophy is that word attack skills lay the necessary foundation to extend thinking skills; therefore, traditional phonics, sight words, the basal program and its supporting intervention series are the core of our early curriculum. In the upper grades, the emphasis shifts to connecting the content areas through higher-level critical thinking skills in real-life experiences. Skills in brainstorming and outlining give students the ability to think with organization and fluency. Teaching technical vocabulary and word analysis skills improve comprehension as students learn to adjust their reading method to the purpose of the text. To address different learning styles, interests, diverse learning modalities, and multiple intelligences of our children, reading instruction is individualized through literary circles, computer assisted instruction, home reading programs, and most significantly, through flexible parallel block scheduling for applied instruction in the sciences or technology.   Instruction in the writing process is the base upon which writing experiences are founded, and writing every day across all genres gives students practice applying skills, communicating, and freely expressing themselves.

Stono Park immerses students in a print rich environment with an up-to-date media center, extensive classroom libraries, a multitude of school-wide reading adventures, book reward programs, book fairs, and reading partnerships. The Stono Park community provides ample time for students and staff to share literature in a nurturing environment to promote students' love of reading.

3. <u>Mathematics Curriculum</u>

With the mission of preparing students to succeed in a complex and competitive world, the mathematics curriculum at Stono Park is extremely focused. The companion South Carolina standards are rigorous, and we are driven to teach these standards to all children in ways that will allow them to turn their mathematical knowledge into a powerful tool for succeeding in a competitive world.

In the year of a recent district-wide adoption of a math series Stono Park staff diligently analyzed all materials for correlation to the state standards. Where necessary, modifications were made to all materials at all grade levels based upon those standards. Supplemental math materials have been reviewed thoroughly and selected based upon data and research. TouchMath, a multi-modality approach to basic operations instruction, is an example. Further, all grade levels are instructed in the ten critical thinking strategies; these strategies are applied to "problem of the day" exercises. After evaluation by our district research department our computer- assisted instruction program, SuccessMaker, was networked to the computer lab and to all classrooms.

All teachers are trained in the use of manipulatives and structure lessons to foster multiple intelligences. For several years we have partnered with two sister schools to provide targeted in-service—most recently a Marilyn Burns workshop on geometry. Our instruction includes extensive modeling with practice and application to the child's world today as well as in the future.

Our media center contains an extensive collection of mathematics literature aimed at all grade levels, even preschool. A mathematics bibliography has been developed and correlation of these materials to state standards has begun. Our media specialist, specifically trained in math in literature, has a weekly math quiz problem to be solved.

Our children are never far from their math thinking and application. Many aspects of the day provide opportunities to reinforce mathematics concepts from math logs to literature challenges, math shopping experiences, problem of the day, calendar activities and field trips. Stono Park is–as our motto says—Where Kids Count!

4. Instructional Methods

Small class size is a major instructional intervention at Stono Park; all federal (Title I) and special revenue funds are used to support this effort. Further, a science extension class is provided daily to all first and second graders for a forty-minute period. In third and fourth grade our computer lab is used as the extension class. The schedule is set so that a teacher is left with half her class twice daily, thus providing a further reduction in class size. These groups are flexible based upon instructional need and data.

Whole, small, individual, and peer group instruction is used in general, remedial, and enrichment activities. Early intervention and intensive individually designed reteaching play a significant role in assuring our children achieve at their highest level. Taped books and our networked SuccessMaker software, accessible in the computer lab and classrooms, act as an extension of the teacher so students receive double doses of instruction. We firmly believe, however, that teacher modeling and direct instruction are key to student achievement!

As part of our instructional methods the faculty uses standards-based assessment, tiered to meet each child's needs, to individually diagnose each student's understanding. This forms the foundation upon which differentiated instructional methods are selected. Our goal is to address individual styles, modalities and intelligences across the curriculum and at developmentally appropriate levels to provide learning experiences that prepare our children for their future.

5. Professional Development

Professional development is an integral part of the fabric of Stono Park. Although we acknowledge the individual strengths of all staff members and continually seek opportunities to share and showcase these ideas and techniques, we also believe there are certain basic best practice techniques we all need. With this in mind all new staff are required to complete a graduate level course in either emergent literacy or literacy based upon their grade level assignment. Additionally, all staff members are required to complete a Summer Math Institute, our district's offering of best math instructional techniques. Our teachers are also rich in technology skills and continue to annually upgrade their technology training. This provides a commonly held foundation from which to make programmatic and instructional decisions.

One hundred percent of the classroom teachers and many of the support staff have received graduate level training in one or more of the content areas, and over one-half of us hold masters level degrees or higher. Four of our teachers have achieved National Board Teacher Certification. Over half of our faculty is active as members in at least one professional organization. The staff of Stono Park, of their own volition, continually seek additional educational opportunities. Stono Park staff members are eager to participate in curriculum improvement opportunities; we realize there is always something new to learn and are eager to add skills to our repertoires if it will help a student. We collaborate not only with each other, but also with colleagues in other schools. There is no such thing as a "stolen" idea rather techniques are shared willingly in the interest of children!

Data are analyzed to determine staff development needs. New curriculum adoptions are part of the school's strategic professional development plan. Any new text is aligned with our state curriculum standards and modified as necessary. Stono Park is not a jump on the bandwagon school; staff development is consistent and thoughtfully planned. We appreciate that substantive change takes time; therefore, initiatives are multi-year. Further, decisions regarding instruction and programs must be based on quality research. Our students are precious and deserve only the best instructional practice!

PART VI - PRIVATE SCHOOL ADDENDUM   N/A

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

1. Private school association(s): _____
    (Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status?   Yes _____   No _____

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

    $_____ $_____ $_____ $_____ $_____ $_____
    K   1st 2nd 3rd 4th 5th

    $_____ $_____ $_____ $_____ $_____ $_____
    6th 7th 8th 9th 10th 11th

    $_____ $_____
    12th Other

4. What is the educational cost per student? $_____
    (School budget divided by enrollment)

5. What is the average financial aid per student? $_____

6. What percentage of the annual budget is devoted to   _____%
    scholarship assistance and/or tuition reduction?

7. What percentage of the student body receives
    scholarship assistance, including tuition reduction?   _____%

PART VII - ASSESSMENT RESULTS

Public Schools

Subject_English/Language Arts___   Grade___3___   Test__Palmetto Achievement Challenge Test_____.

Published yearly by the South Carolina Department of Education_____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic	98	100	92	89	82
% At or Above Proficient	75	69	45	48	35
% At Advanced	6	5	5	0	4
Number of students tested	47	38	66	56	77
Percent of total students tested	98	100	98	98	N/A
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American					
% At or Above Basic	100	100	91	88	81
% At or Above Proficient	73	63	43	49	29
% At Advanced	5	7	2	0	2
Number of students tested	41	30	53	49	62
2. Subsidized Meals					
% At or Above Basic	98	100	91	89	80
% At or Above Proficient	76	69	40	51	30
% At Advanced	5	3	4	0	2
Number of students tested	41	29	55	47	66
STATE SCORES					
% At or Above Basic	86	82	80	79	74
% At or Above Proficient	56	45	42	41	40
% At Advanced	10	5	4	3	4
SUBGROUP SCORES					
1. African American					
% At or Above Basic	79	73	70	67	61
% At or Above Proficient	40	29	24	25	23
% At Advanced	4	2	1	1	1
Number of students tested	18,647	19,330	20,702	21,217	22,224
2. Subsidized Meals					
% At or Above Basic	79	74	71	69	63
% At or Above Proficient	42	31	26	26	24
% At Advanced	4	2	1	1	1
Number of students tested	25,467	25,466	26,404	26,813	27,419

Public Schools

Subject_ Mathematics_____   Grade___3___ Test__ Palmetto Achievement Challenge Test_____.

Published yearly by the South Carolina Department of Education_____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic	96	100	93	96	81
% At or Above Proficient	56	73	60	46	40
% At Advanced	13	24	13	14	18
Number of students tested	48	41	67	56	78
Percent of total students tested	100	98	98	98	N/A
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American					
% At or Above Basic	98	100	91	96	79
% At or Above Proficient	55	67	57	45	34
% At Advanced	10	20	11	12	15
Number of students tested	42	30	53	49	62
2. Subsidized Meals					
% At or Above Basic	95	100	91	98	79
% At or Above Proficient	52	73	57	49	39
% At Advanced	14	23	13	15	15
Number of students tested	42	30	56	47	66
STATE SCORES					
% At or Above Basic	83	82	73	72	69
% At or Above Proficient	30	34	31	33	25
% At Advanced	8	12	12	16	9
SUBGROUP SCORES					
1. African American					
% At or Above Basic	73	72	60	57	53
% At or Above Proficient	16	17	16	16	11
% At Advanced	3	4	4	5	3
Number of students tested	19,122	19,808	21,184	21,747	22,375
2. Subsidized Meals					
% At or Above Basic	76	75	63	61	56
% At or Above Proficient	19	21	19	19	13
% At Advanced	4	5	5	7	3
Number of students tested	28,380	26,245	27,101	27,581	27,668

Public Schools

Subject English/Language Arts   Grade   4   Test   Palmetto Achievement Challenge Test   .

Published yearly by the South Carolina Department of Education_____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic	93	89	88	83	83
% At or Above Proficient	57	32	33	39	41
% At Advanced	2	0	0	3	2
Number of students tested	44	54	51	65	46
Percent of total students tested	100	97	98	99	N/A
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1 African American					
% At or Above Basic	92	87	86	80	85
% At or Above Proficient	53	32	28	30	36
% At Advanced	0	0	0	0	0
Number of students tested	36	47	43	50	33
2 Subsidized Meals					
% At or Above Basic	92	89	87	81	86
% At or Above Proficient	58	30	30	35	40
% At Advanced	0	0	0	0	3
Number of students tested	38	46	47	52	35
STATE SCORES					
% At or Above Basic	81	76	81	80	72
% At or Above Proficient	38	33	34	39	37
% At Advanced	3	2	2	3	4
SUBGROUP SCORES					
1 African American					
% At or Above Basic	70	65	70	70	58
% At or Above Proficient	22	18	17	20	20
% At Advanced	1	1	0	0	1
Number of students tested	18,984	19,907	20,589	21,120	19,784
2 Subsidized Meals					
% At or Above Basic	72	66	72	71	59
% At or Above Proficient	24	19	19	21	21
% At Advanced	1	1	1	0	1
Number of students tested	25,480	26,009	26,363	26,015	24,715

Public Schools

Subject_Mathematics_____   Grade___4___ Test__Palmetto Achievement Challenge Test_____.

Published yearly by the South Carolina Department of Education_____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic	88	83	80	75	83
% At or Above Proficient	40	32	26	31	33
% At Advanced	15	5	12	22	13
Number of students tested	48	67	51	65	46
Percent of total students tested	100	100	98	98	N/A
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1 African American					
% At or Above Basic	84	92	77	70	84
% At or Above Proficient	34	32	19	28	22
% At Advanced	13	6	9	22	6
Number of students tested	38	50	43	50	32
2 Subsidized Meals					
% At or Above Basic	85	92	79	77	85
% At or Above Proficient	34	33	23	31	27
% At Advanced	12	6	11	23	6
Number of students tested	41	49	47	52	34
STATE SCORES					
% At or Above Basic	80	81	75	67	62
% At or Above Proficient	36	34	36	26	24
% At Advanced	14	14	15	10	8
SUBGROUP SCORES					
1 African American					
% At or Above Basic	68	70	50	52	43
% At or Above Proficient	18	17	18	12	9
% At Advanced	5	4	5	3	2
Number of students tested	18,461	20,315	21,008	21,573	20,035
2 Subsidized Meals					
% At or Above Basic	72	73	65	55	47
% At or Above Proficient	22	21	22	14	11
% At Advanced	7	6	7	4	2
Number of students tested	28,355	26,744	27,051	26,846	25,054