



STEWART HEIGHTS ELEMENTARY

1001 West Calhoun Street
Dillon, South Carolina

Grades	PK-3 Elementary School	
Enrollment	419 Students	
Principal	Mrs. Jayne C. Lee	843-774-1219
Superintendent	D. Ray Rogers	843-774-1200
Board Chair	Fitzgerald Lytch	843-774-5454

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

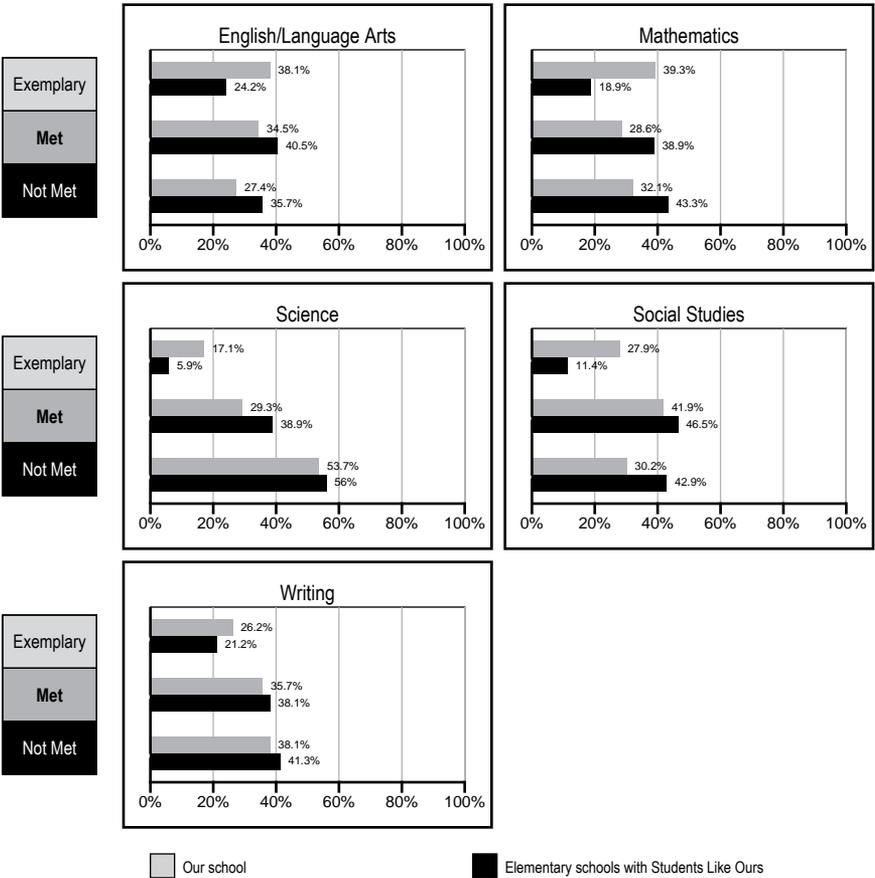
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	63	50	21

* 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=419)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.7%	Down from 4.8%	1.5%	1.2%
Attendance rate	96.5%	Up from 95.4%	95.9%	96.1%
Eligible for gifted and talented	0.0%	Down from 0.9%	4.1%	11.7%
With disabilities other than speech	6.5%	Up from 5.2%	8.5%	8.0%
Older than usual for grade	1.0%	Down from 1.4%	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%	Up from 50.0%	59.0%	60.5%
Continuing contract teachers	81.5%	Down from 82.1%	78.5%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.8%	Up from 87.5%	82.5%	87.0%
Teacher attendance rate	97.5%	Up from 95.9%	95.4%	95.4%
Average teacher salary*	\$43,741	Down 1.8%	\$45,256	\$47,288
Professional development days/teacher	11.6 days	Down from 18.3 days	10.6 days	10.5 days
School				
Principal's years at school	25.0	Up from 24.0	3.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 20.6 to 1	17.1 to 1	19.2 to 1
Prime instructional time	94.0%	Up from 89.3%	90.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.6%	Down from 99.5%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,631	Up 1.2%	\$8,888	\$7,548
Percent of expenditures for instruction**	72.4%	Down from 72.9%	68.1%	68.7%
Percent of expenditures for teacher salaries**	62.2%	Down from 67.4%	62.3%	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

Stewart Heights Elementary School serves students in kindergarten through third grade. The school is a Title I Schoolwide Project site due to the high number of students on free and reduced lunch status. Ninety-seven to ninety-nine percent of the students fall into this category each year. The student population averages 80% African-American, 15% White, and 5% other.

The South Carolina Academic Standards are used as the basis for all instructional activities. Teachers meet weekly to plan standards-based lessons to help prepare the students for the next grade level and for the Palmetto Assessment of State Standards Test (PASS) that is administered to all third grade students in March and May.

During the 2009-2010 school year, parents were invited to attend kindergarten orientation programs, Parent Day conferences, P.T.O. Open Houses, Authors' Tea Programs, PASS Parent Nights, American Education Week activities, and academic conferences. Home/school relations were enhanced by way of quarterly school newsletters, weekly classroom newsletters, and teacher calls and notes. Students were recognized weekly for displaying positive character traits through the school's Kids with Character Program. Students also received recognition during quarterly Awards Day Programs for their academic accomplishments and for having perfect attendance.

English Language Arts, math, science, and social studies served as the core curriculum in all classrooms during the past year. Supplies and materials were purchased to support goals identified in the school's Title I Project. Title I stimulus funds were used to enhance the use of technology throughout the school. Promethean Boards were purchased for classrooms and new computers were purchased for individual teacher and student use. Title I funds were used for the second consecutive year to support an after-school program for students not meeting grade level standards. Due to severe budget cuts at the state level, federal funds were also used to support the school's Art in Education program.

Jayne C. Lee, Principal
Robin Floyd, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	85	64
Percent satisfied with learning environment	96.6%	98.8%	90.3%
Percent satisfied with social and physical environment	96.6%	100.0%	85.5%
Percent satisfied with school-home relations	93.1%	98.8%	91.9%

* 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 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

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

All Students	93	100	27.3	35.2	37.5	84.1	71.7	83.5	Yes	Yes
Gender										
Male	39	100	29.7	37.8	32.4	83.8	68.7	80.1	N/A	N/A
Female	54	100	25.5	33.3	41.2	84.3	74.8	87	N/A	N/A
Racial/Ethnic Group										
White	15	100	28.6	21.4	50	78.6	81.7	89.6	I/S	I/S
African American	69	100	26.9	37.3	35.8	85.1	69	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	90.6	79.6	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	72.9	85.1	I/S	I/S
Disability Status										
Disabled	14	100	50	35.7	14.3	71.4	38.4	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	64.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	88	100	27.4	34.5	38.1	84.5	69.9	76.9	Yes	Yes

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

All Students	93	100	33	29.5	37.5	79.5	70.8	80.4	Yes	Yes
Gender										
Male	39	100	32.4	32.4	35.1	81.1	69.6	78.4	N/A	N/A
Female	54	100	33.3	27.5	39.2	78.4	72.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	15	100	35.7	21.4	42.9	71.4	82.6	87.8	I/S	I/S
African American	69	100	32.8	31.3	35.8	80.6	67.8	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	86.8	78.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	70.8	83.2	I/S	I/S
Disability Status										
Disabled	14	100	71.4	21.4	7.1	57.1	37.7	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	60	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	88	100	33.3	28.6	38.1	79.8	69.1	72.8	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	46	97.8	51.2	32.6	16.3	48.8	45.2	67.3
Gender								
Male	15	100	38.5	38.5	23.1	61.5	46.9	66.9
Female	31	96.8	56.7	30	13.3	43.3	43.5	67.7
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	68.7	79.6
African American	34	100	52.9	32.4	14.7	47.1	38.1	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	1	I/S	N/A	N/A	N/A	N/A	56.4	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	48.4	69.5
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	14.3	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	41.1	58.6
Socio-Economic Status								
Subsidized meals	43	97.7	51.2	31.7	17.1	48.8	42.5	55.4
Social Studies								
All Students	49	100	34.8	39.1	26.1	65.2	50.9	70.9
Gender								
Male	25	100	32	32	36	68	50.3	70.1
Female	24	100	38.1	47.6	14.3	61.9	51.4	71.7
Racial/Ethnic Group								
White	11	100	54.5	9.1	36.4	45.5	61.5	79.2
African American	35	100	30.3	45.5	24.2	69.7	47.3	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	71	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	62.1	71.2
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	21.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	48.1	68
Socio-Economic Status								
Subsidized meals	46	100	34.9	39.5	25.6	65.1	48.2	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	92	95.7	38.1	35.7	26.2	61.9	60.6	72.1	96.5	95.9
Gender										
Male	38	92.1	51.4	28.6	20	48.6	52.9	65.2	96.6	95.7
Female	54	98.2	28.6	40.8	30.6	71.4	68.7	79.2	96.4	96
Racial/Ethnic Group										
White	16	81.3	41.7	33.3	25	58.3	74.9	80.8	95.4	95
African American	69	98.6	39.4	33.3	27.3	60.6	55.6	59.7	96.9	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.7	97.8
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	64.6	96.6	97.3
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	75.5	73.4	90.9	93.6
Disability Status										
Disabled	13	76.9	I/S	I/S	I/S	I/S	19.1	27.7	95.1	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	54.2	63.7	98.4	97.7
Socio-Economic Status										
Subsidized meals	88	96.6	38.3	35.8	25.9	61.7	58	61.9	96.5	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	103	100	29.6	39.8	30.6	70.4
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	92	100	27.6	34.5	37.9	72.4
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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	103	100	48	26.5	25.5	52
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	92	100	32.2	29.9	37.9	67.8
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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	51	100	72	26	2	28
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	45	100	51.2	32.6	16.3	48.8
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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	54	100	26	54	20	74
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	49	100	34.8	39.1	26.1	65.2
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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	96.2	38.9	30.5	30.5	61.1
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	92	95.7	38.1	35.7	26.2	61.9
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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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