



SC Annual School Report Card Summary

Stewart Heights Elementary
 Dillon 4
 Grades: PK-3 Enrollment: 372
 Principal: Dr. Wendy C. Pace
 Superintendent: D. Ray Rogers
 Board Chair: Fitzgerald Lytch

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Average	Average	TBD	TBD	A	Reward
2012	Average	At-Risk	N/A	N/A	A	Reward
2011	Average	Average	N/A	N/A	Not Met	N/A

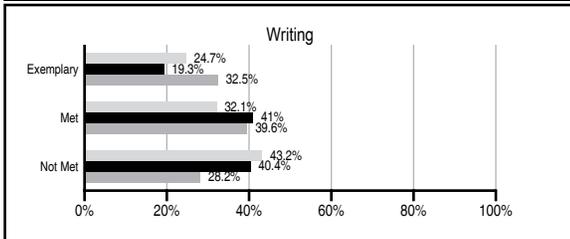
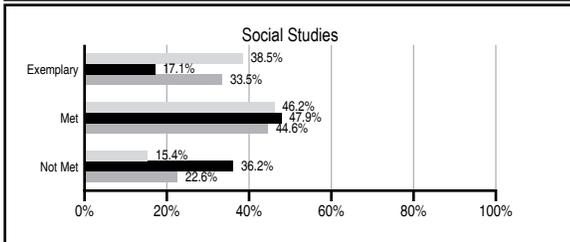
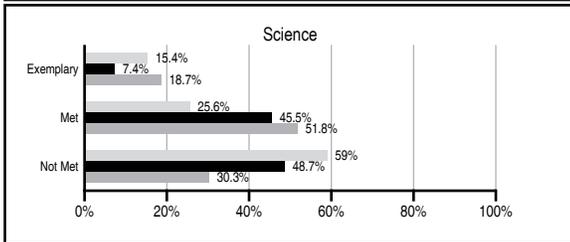
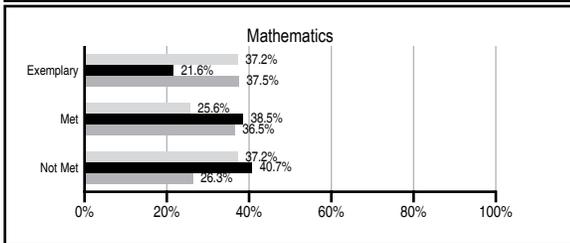
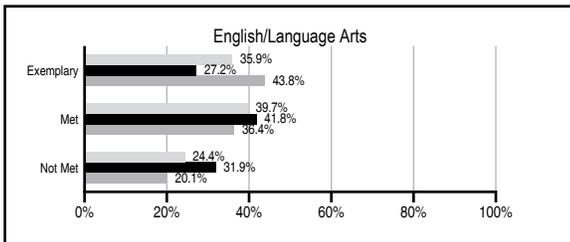
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	10	84	43	15

* Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

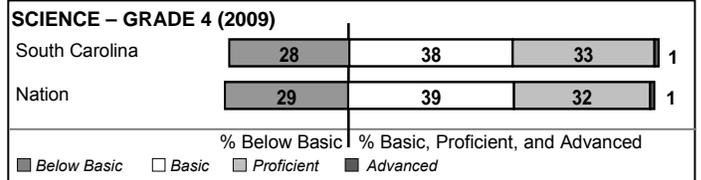
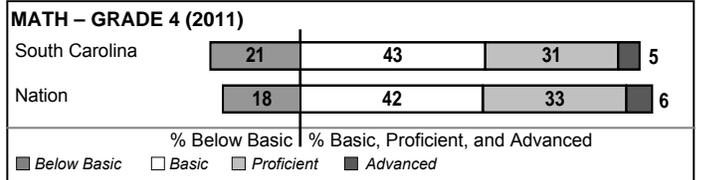
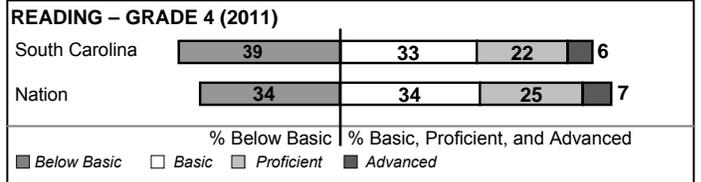
PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Stewart Heights Elementary [Dillon 4]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=372)				
Retention rate	1.3%	Down from 1.7%	1.1%	0.9%
Attendance rate	96.6%	Down from 96.9%	95.9%	96.3%
Served by gifted and talented program	0.0%	N/A	2.5%	7.2%
With disabilities	9.7%	N/A	13.4%	12.4%
Older than usual for grade	2.1%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	60.9%	Up from 57.1%	59.8%	62.5%
Continuing contract teachers	91.3%	Down from 95.2%	74.7%	83.3%
Teachers returning from previous year	87.8%	Down from 89.4%	84.7%	88.3%
Teacher attendance rate	97.9%	Up from 95.0%	94.9%	95.0%
Average teacher salary*	\$44,640	Down 0.2%	\$46,095	\$48,193
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	13.7 days	Up from 0.7 days	10.4 days	11.0 days
School				
Principal's years at school	1.0	Down from 27.0	4.0	4.0
Student-teacher ratio in core subjects	23.1 to 1	Up from 21.0 to 1	17.7 to 1	20.1 to 1
Prime instructional time	94.0%	Up from 91.4%	89.6%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,219	Down 6.8%	\$8,478	\$7,364
Percent of expenditures for instruction**	76.0%	Down from 76.7%	66.0%	68.0%
Percent of expenditures for teacher salaries**	71.0%	Down from 73.1%	63.5%	66.0%
ESEA composite index score	95.0	Down from 95.5	68.5	88.0

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	25	78	49
Percent satisfied with learning environment	88%	98.7%	89.8%
Percent satisfied with social and physical environment	96.2%	94.9%	93.6%
Percent satisfied with school-home relations	92.4%	85.9%	95.9%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Stewart Heights Elementary School serves students in grades pre-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, 11% White and 9% other.

The South Carolina Academic Standards are used as the basis for all instructional activities in the third grade. Common Core State Standards are used in grades Kindergarten through second grade. 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 2012 – 2013 school year, parents were invited to attend orientation programs, Parent Day conferences, P.T.O. Open House meetings, Meet the Author programs, PASS Parent Night meetings, American Education Week activities, and academic conferences. Home/school relations were enhanced by quarterly school newsletters, weekly classroom newsletters, and teacher calls/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 and straight A trips for their academic accomplishments. Programs such as Math Survivor and Writing to be a Winner were implemented to promote math and writing standards. Individual conferences, small group instruction, peer tutoring, common assessments and benchmarks were used to enhance students' academic growth.

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. Technology was effectively used to motivate the students. Promethean Boards were used in all classrooms. Class sets of Laptop computers and iPads were available for teacher check-out. Response to Intervention (RTI) services were rendered to kindergarten students in the areas of English Language Arts and math. Experienced interventionists worked with students on a weekly basis. Efforts such as these helped enhance students' academic growth at Stewart Heights Elementary School.

Dr. Wendy Pace, Principal □ Robin Floyd, SIC Chairman

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status