



## Stewart Heights Elementary

1001 West Calhoun Street  
Dillon, South Carolina

<b>Grades</b>	PK-3 Elementary School	
<b>Enrollment</b>	413 Students	
<b>Principal</b>	Mrs. Jayne C. Lee	843-774-1219
<b>Superintendent</b>	D. Ray Rogers	843-774-1200
<b>Board Chair</b>	Fitzgerald Lytch	843-774-5454

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Average	Average
2006	Average	Excellent
2005	Average	At-Risk
2004	Good	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

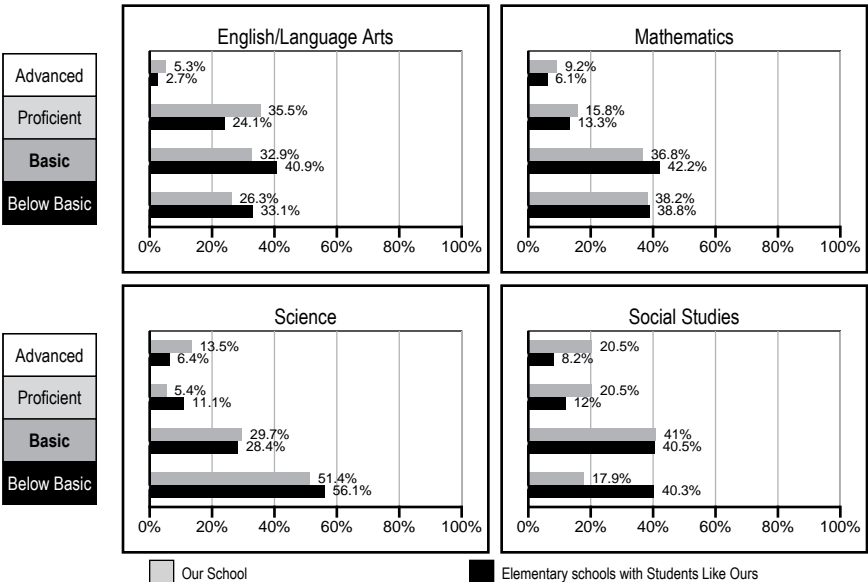
Percent of students tested in 2007-08 whose 2006-07 test scores were located | .%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	4	4	33	48

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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
<b>Students (n=413)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.4%	Up from 4.9%	3.1%	2.3%
Attendance rate	96.1%	Up from 95.9%	96.0%	96.3%
Eligible for gifted and talented	1.2%	Up from 0.0%	2.7%	10.4%
With disabilities other than speech	7.0%	Up from 6.7%	7.6%	7.5%
Older than usual for grade	1.5%	Up from 1.3%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=30)</b>				
Teachers with advanced degrees	53.3%	Up from 50.0%	52.9%	56.7%
Continuing contract teachers	90.0%	Up from 78.1%	66.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.6%	Down from 91.9%	81.6%	86.4%
Teacher attendance rate	94.8%	No Change	94.8%	94.9%
Average teacher salary	\$42,426	Up 2.6%	\$43,674	\$45,345
Professional development days/teacher	20.6 days	Down from 21.3 days	13.5 days	12.6 days
<b>School</b>				
Principal's years at school	23.0	Up from 22.0	3.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 19.1 to 1	16.1 to 1	18.5 to 1
Prime instructional time	87.5%	Up from 86.8%	89.3%	89.8%
Opportunities in the arts	Good	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	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,288	Up 6.7%	\$8,417	\$7,052
Percent of expenditures for instruction*	74.3%	Up from 66.1%	68.2%	69.1%
Percent of expenditures for teacher salaries*	57.5%	Down from 60.3%	60.5%	64.2%

\* Prior year audited financial data are reported.

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## 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 to ninety-five percent of the students fall into this category each year. The student population averages 80% African-American, 15% White and 5% American Indian/Hispanic.

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 Achievement Challenge Tests (PACT) that is administered to all third grade students in May of each school year. In April, the school was notified that it would receive recognition for closing the achievement gap through the exemplary 2007 PACT performance. The school received recognition from the SC Education Oversight Committee.

During the 2007-2008 school year, parents were invited to visit the school to attend Parent Day conferences, APS conferences, P.T.O. Open Houses, literary programs, PACT Parent Nights, American Education Week activities, and academic conferences. Home/school relations were enhanced by way of school and classroom newsletters, teacher calls/notes, and home visits. Students were recognized weekly for positive character traits. They received treats and recognition at quarterly Awards Day Programs.

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 with federal and state funds to support these four subject areas. The school met Adequate Yearly Progress (AYP) as prescribed by federal No Child Left Behind (NCLB) legislation for the sixth consecutive year. The school's Reading First grant provided funds which enabled teachers to receive scientifically based literacy training, as well as, money to spend on literacy materials for their classrooms. The school also expanded its Art in Education program. The school hosted seventeen visiting artists, two being week long residencies.

Jayne C. Lee, Principal     Robin Floyd, SIC Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	73	52
Percent satisfied with learning environment	96.7%	100.0%	86.5%
Percent satisfied with social and physical environment	96.7%	98.6%	82.4%
Percent satisfied with school-home relations	80.0%	98.6%	86.5%

\* 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

NO

This school met 10 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. Sanction: Implement the restructuring plan.
DELAY	<b>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."</b>
HOLD	<b>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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.5%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	82	100	26	32.5	36.4	5.2	48.1	34.8	48.2	Yes	Yes
<b>Gender</b>											
Male	44	100	31.7	24.4	36.6	7.3	51.2	29.1	41.7	N/A	N/A
Female	38	100	19.4	41.7	36.1	2.8	44.4	40.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	16	100	21.4	28.6	50	0	50	49.6	60	I/S	I/S
African American	65	100	25.8	33.9	33.9	6.5	48.4	30.1	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.8	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	23.9	47	I/S	I/S
<b>Disability Status</b>											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	14.9	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.7	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	77	100	26.4	33.3	34.7	5.6	47.2	32.2	34	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	82	100	37.7	37.7	15.6	9.1	32.5	34.3	45.8	No	Yes
<b>Gender</b>											
Male	44	100	36.6	46.3	14.6	2.4	26.8	32.1	45.6	N/A	N/A
Female	38	100	38.9	27.8	16.7	16.7	38.9	36.7	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	16	100	28.6	28.6	21.4	21.4	50	52.7	59	I/S	I/S
African American	65	100	40.3	38.7	14.5	6.5	27.4	28.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.9	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	26.1	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	14.9	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.6	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	77	100	38.9	36.1	15.3	9.7	31.9	31.7	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	41	100	50	31.6	5.3	13.2	18.4	19.7	35.7	96.1	94.1
<b>Gender</b>											
Male	20	100	50	22.2	0	27.8	27.8	18.7	37.4	95.8	93.4
Female	21	100	50	40	10	0	10	20.7	33.8	96.3	94.9
<b>Racial/Ethnic Group</b>											
White	10	I/S	I/S	I/S	I/S	I/S	I/S	34.1	49.2	94.7	93.6
African American	30	100	55.2	24.1	6.9	13.8	20.7	14.4	17	96.6	94.5
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	96.5
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.3	24.9	95.3	95.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	20.6	37.4	90.7	88.4
<b>Disability Status</b>											
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	5.1	14	95.5	93.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	24.4	95.3	95.1
<b>Socio-Economic Status</b>											
Subsidized meals	38	100	48.6	31.4	5.7	14.3	20	17.5	21.1	96.1	94.2
<b>Social Studies</b>											
All Students	41	100	17.9	41	20.5	20.5	41	17.7	34	96.1	94.1
<b>Gender</b>											
Male	24	100	17.4	43.5	26.1	13	39.1	17.9	36.6	95.8	93.4
Female	17	100	18.8	37.5	12.5	31.3	43.8	17.6	31.3	96.3	94.9
<b>Racial/Ethnic Group</b>											
White	6	I/S	I/S	I/S	I/S	I/S	I/S	27.4	44.5	94.7	93.6
African American	35	100	18.2	45.5	21.2	15.2	36.4	14.7	19.1	96.6	94.5
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	96.5
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	18.9	27.5	95.3	95.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	12.1	32.7	90.7	88.4
<b>Disability Status</b>											
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	7.3	14.4	95.5	93.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	27.3	95.3	95.1
<b>Socio-Economic Status</b>											
Subsidized meals	39	100	18.9	40.5	18.9	21.6	40.5	15.7	21	96.1	94.2

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	98	100	24.2	30.5	37.9	7.4	45.3
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	82	100	26	32.5	36.4	5.2	41.6
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	98	100	28.4	40	12.6	18.9	31.6
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	82	100	37.7	37.7	15.6	9.1	24.7
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	49	100	32.6	39.1	10.9	17.4	28.3
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	41	100	50	31.6	5.3	13.2	18.4
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	52	100	21.7	37	21.7	19.6	41.3
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	41	100	17.9	41	20.5	20.5	41
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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