



## STEWART HEIGHTS ELEMENTARY

1001 West Calhoun Street  
Dillon, South Carolina

<b>Grades</b>	PK-3 Elementary School	
<b>Enrollment</b>	403 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 2011 ANNUAL SCHOOL REPORT CARD



### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Good
2009	Average	At-Risk
2008	Below Average	At-Risk
2007	Average	Average

### 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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

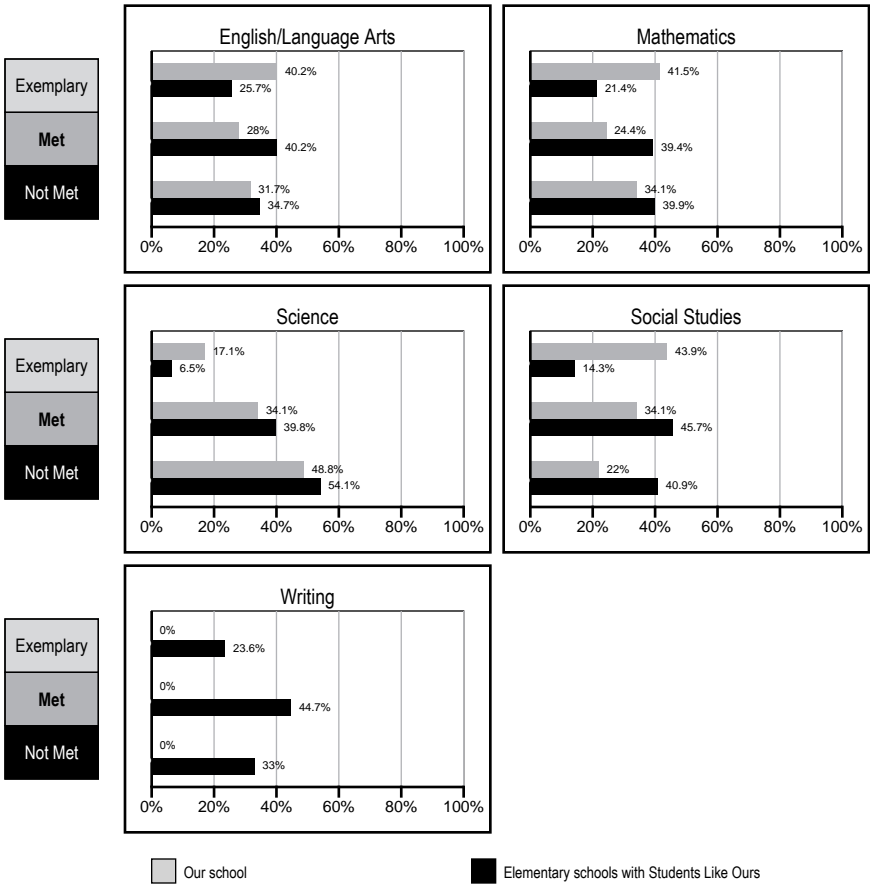
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	70	47	20

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=403)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	Down from 3.7%	1.5%	1.1%
Attendance rate	96.1%	Down from 96.5%	96.0%	96.2%
Served by gifted and talented program	2.2%	Up from 0.0%	5.1%	13.4%
With disabilities other than speech	1.9%	Down from 6.5%	4.3%	4.1%
Older than usual for grade	1.5%	Up from 1.0%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=25)</b>				
Teachers with advanced degrees	60.0%	Up from 55.6%	61.9%	62.5%
Continuing contract teachers	92.0%	Up from 81.5%	81.8%	88.2%
Teachers returning from previous year	91.0%	Up from 88.8%	84.6%	87.8%
Teacher attendance rate	95.4%	Down from 97.5%	95.2%	95.2%
Average teacher salary*	\$44,194	Up 1.0%	\$45,188	\$46,773
Professional development days/teacher	10.5 days	Down from 11.6 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	26.0	Up from 25.0	3.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 18.8 to 1	17.5 to 1	19.9 to 1
Prime instructional time	91.3%	Down from 94.0%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Up from 97.6%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,142	Down 7.4%	\$8,760	\$7,447
Percent of expenditures for instruction**	74.7%	Up from 72.4%	67.5%	68.4%
Percent of expenditures for teacher salaries**	69.3%	Up from 62.2%	63.9%	65.8%

\* 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 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, 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 May. During the 2010-2011 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/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. Technology was effectively used to motivate the students. Promethean Boards were used in all classrooms and laptop computers 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 twenty percent (20%) of the students on a weekly basis. Efforts such as these helped lower the retention rate at Stewart Heights Elementary School.

Jayne C. Lee, Principal

Robin Floyd, SIC Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	85	69
Percent satisfied with learning environment	96.3%	100.0%	93.9%
Percent satisfied with social and physical environment	96.3%	97.6%	89.4%
Percent satisfied with school-home relations	92.3%	94.1%	95.6%

\* 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. 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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	4.4%

	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

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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 = 79.4% (Met or Exemplary)**

All Students	93	98.9	31	29.8	39.3	83.3	71.8	82.4	Yes	Yes
<b>Gender</b>										
Male	50	98	39.1	19.6	41.3	80.4	67.1	78.7	N/A	N/A
Female	43	100	21.1	42.1	36.8	86.8	76.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	16	100	6.3	56.3	37.5	100	85	88.9	I/S	I/S
African American	66	98.5	36.8	24.6	38.6	80.7	67	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	80.6	79.3	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	71.7	83	I/S	I/S
<b>Disability Status</b>										
Disabled	17	94.1	N/AV	N/AV	N/AV	60	34.9	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	63.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	89	98.9	32.5	28.8	38.8	82.5	70.1	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	93	98.9	34.1	25.9	40	76.5	76.1	81.9	No	Yes
<b>Gender</b>										
Male	50	100	38.3	27.7	34	72.3	73.5	79.9	N/A	N/A
Female	43	97.7	28.9	23.7	47.4	81.6	78.7	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	16	100	12.5	43.8	43.8	87.5	85.6	88.9	I/S	I/S
African American	66	98.5	37.9	24.1	37.9	77.6	72.3	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	85.1	81.1	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	80	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	17	94.1	N/AV	N/AV	N/AV	25	41.4	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	62.6	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	89	98.9	35.8	25.9	38.3	75.3	74.7	74.9	No	Yes

\* 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

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
<b>Science</b>								
All Students	46	100	48.8	34.9	16.3	51.2	44.5	68.6
<b>Gender</b>								
Male	25	100	54.2	25	20.8	45.8	46	68.3
Female	21	100	42.1	47.4	10.5	57.9	42.8	68.9
<b>Racial/Ethnic Group</b>								
White	8	I/S	I/S	I/S	I/S	I/S	65.8	80.7
African American	32	100	51.7	31	17.2	48.3	37	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	43.6	61.6
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	47.8	70.8
<b>Disability Status</b>								
Disabled	7	I/S	I/S	I/S	I/S	I/S	9.9	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	26.6	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	44	100	48.8	34.1	17.1	51.2	41.8	57.3
<b>Social Studies</b>								
All Students	48	100	23.3	34.9	41.9	76.7	45.9	72.5
<b>Gender</b>								
Male	26	100	33.3	29.2	37.5	66.7	45.6	72
Female	22	100	10.5	42.1	47.4	89.5	46.2	73.1
<b>Racial/Ethnic Group</b>								
White	8	I/S	I/S	I/S	I/S	I/S	60.3	81
African American	35	100	20	36.7	43.3	80	39.6	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	66.7	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	50	73.5
<b>Disability Status</b>								
Disabled	11	100	N/AV	N/AV	N/AV	36.4	19.1	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	45.8	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	46	100	24.4	36.6	39	75.6	43.3	62.9

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
<b>Writing</b>										
All Students	N/A	N/AV	N/A	N/A	N/A	N/A	55.4	73.2	96.1	96
<b>Gender</b>										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	49.2	67.2	96.4	96
Female	N/A	N/AV	N/A	N/A	N/A	N/A	61.9	79.4	95.7	96.1
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	76.1	81.5	93.9	95.2
African American	N/A	N/AV	N/A	N/A	N/A	N/A	48.5	61.3	96.6	96.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	I/S	87	N/A	94.6
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.5	66.7	97.9	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	72.2	92.9	94
<b>Disability Status</b>										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	7.4	26	94.4	95.1
<b>Migrant Status</b>										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	I/S	40.5	N/A	96.9
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	46.7	65.7	98.4	97.3
<b>Socio-Economic Status</b>										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	52.4	63.2	96.1	96

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	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
<b>2011</b>	3	93	98.9	31	29.8	39.3	69
	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
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	3	93	98.9	34.1	25.9	40	65.9
	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
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	3	46	100	48.8	34.9	16.3	51.2
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	3	48	100	23.3	34.9	41.9	76.7
	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
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

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