

State Accomplishments in Regards to Certification and Compliance

- Accredited by the Southern Association of Colleges and Schools (SACS) for 38 Years.
- Remained in compliance with all applicable standards in accordance with South Carolina Statutes, Regulations, and Program Guidelines.
- Received an “All Clear” rating from the State Department of Education as reflected on the Annual Accreditation Report.

Federal Accomplishments

- Met AYP 2002-2007.
- Did not meet AYP in 2008.
- Met AYP 2009-2010.
- Did not meet AYP in 2011.
- Accountability indicator/reward status in 2012

State Testing Program (PASS)

- PASS (Palmetto Assessment of State Standards).
- All third grade students were tested in May of 2012.
- ELA/math/science/social studies tests were administered in May of 2012.
- Results from the 2012 PASS scores were used to rate schools on the 2012-2013 School Report Card.

Public Notice

Dillon School District Four will provide equal employment opportunities and educational opportunities to all persons without regard to race, color, creed, sex, age, disability or national origin. Dillon School District Four will make reasonable accommodations for an individual who is otherwise qualified for a position unless the accommodation would impose an undue hardship upon the district. Persons with disabilities who need additional accommodations should make their requests for reasonable accommodations in writing to the Section 504 Coordinator. Inquires and complaints may be made to the following: Title IX Coordinator and Americans With Disabilities Act (ADA) Coordinator, Dr. Polly Elkins; Section 504 Coordinator, Amanda Hayes; and General Concerns, Mr. Ray Rogers. All of the above are housed in the district office. Address: 405 West Washington Street, Dillon, South Carolina 29536. Phone 843-774-1200.



Stewart Heights Elementary School Act 135 Summary Report February 6, 2013



The principal, Dr. Wendy Pace, has prepared this Annual Summary Report for parents and community members interested in the school. The report reviews accomplishments made last year, as well as, test score data and accreditation information.

ACT 135 and the Southern Association of Colleges and Schools (SACS) mandate that schools develop a comprehensive plan to improve the academic performance of students and educational services for students. Stewart Heights developed a five year School Renewal Plan with accountability elements for 2012-2017. It was submitted to the State Department of Education. The school is currently completing goals and objectives for the first year of the new plan. The School Renewal Plan includes performance goals in four areas: Student Achievement, School Climate, Teacher/Administrator Quality and Certification/Professional Development.

Mission Statement

The mission of Stewart Heights Elementary, where students are “Here, Happy, Safe and Smart”, is to guarantee that all students have the skills to be successful by providing a highly qualified staff and a challenging, standards-based curriculum in a nurturing environment with parental and community support.

School Report Card Ratings for Stewart Heights

School Report Cards are issued by the South Carolina State Department of Education. School ratings are based on PASS scores from the preceding year.

	2010	2011	2012
Absolute Rating	Average	Average	Average
Improvement Rating	Good	Average	At-Risk

Definitions of School Absolute Rating Terms

Excellent – School performance substantially exceeds the standard 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

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. Stewart Heights Elementary earned 95.5 points which converts to a grade of “A” for the 2012 school year.

PASS

Palmetto Assessment of State Standards Spring 2012 PASS Scores for 3rd Grade

	% Not Met	% Met	% Exemplary
English Language Arts	37.0%	16.0%	46.9%
Math	40.7%	21.0%	38.3%
Science	41.9%	25.6%	32.6%
Social Studies	52.6%	23.7%	23.7%

Definition of Critical Terms

Exemplary- The student demonstrated exemplary performance in meeting grade level standards.

Met- The student met grade level standards.

Not Met- The student did not meet grade level standards.

2011-2012 Attendance Rates

Faculty	Students
95.0%	96.9%

2012-2013 School Improvement Council

Suzanne McLaurin, Teacher
Patsy Powers, Teacher
Terry Grimsley, Teacher
Holli Strickland, Teacher
Robin Floyd, Chairman
Sharonda Jacobs, Parent

Lynn Liebenrood, Community Member
Rhonda McCrimmon, Parent
Whitney Brunson, Parent
Kellyson Poe, Guidance Counselor
Ruthann Wooten, Librarian
Dr. Wendy Pace, Principal

2011-2012 School Accomplishments

1. Provided reading instruction using guided, shared and independent reading strategies.
2. Provided opportunities for students to participate in authentic writing activities.
3. Referenced Dominie text levels in grouping students in levels and classrooms.
4. Administered Dominie tests at the middle and end of the school year to identify students' independent reading levels.
5. Improved students' reading skills by utilizing flexible groups within the classrooms.
6. Developed standards-based lessons geared toward PASS.
7. Provided numerous reading experiences for students to improve fluency and comprehension.
8. Used problem solving activities that involved real life situations.
9. Completed daily math activities that covered concepts related to time, money, calendar skills and other standards tested on PASS.
10. Hosted PASS Parent Nights to inform parents about the test and its importance.
11. Utilized Promethean Boards in the classrooms to enhance standards based lessons and to motivate the students.
12. Provided staff development opportunities for teachers in relation to the Palmetto Assessment of State Standards (PASS) test, teaching children of poverty and Common Core State Standards.
13. Assessed all certified staff members with the state's technology proficiency assessment to determine their proficiency level.
14. Purchased hands-on, high interest math materials.
15. Recognized students with good behavior at quarterly breakfasts.
16. Provided weekly guidance lessons for students in kindergarten through third grade.
17. Published weekly newsletters to inform parents of standards being taught and school programs.
18. Published quarterly school newsletters to inform parents about programs and important school related information.
19. Invited parents to visit five to seven times during the school year.
20. Integrated science and social studies leveled text into classroom libraries.
21. Conducted service learning projects to instill the love of helping others.
22. Purchased books to build classroom libraries for student use.
23. Maintained a 100% rating of faculty and staff members being Highly Qualified.
24. Hosted three Title I/P.T.O. Open Houses to encourage parental involvement.
25. Conducted weekly grade level planning sessions to ensure coverage of the state standards and to encourage collegiality among certified staff members.

SC Performance Goal

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.