



Heath Springs Elementary

158 Solar Road
Heath Springs, SC 29058

Grades	PK-5 Elementary School	
Enrollment	414 Students	
Principal	Sheri M. Watson	803-273-3176
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Charlene McGriff	803-286-6972

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	Below Average
2005	Average	Below Average
2004	Average	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

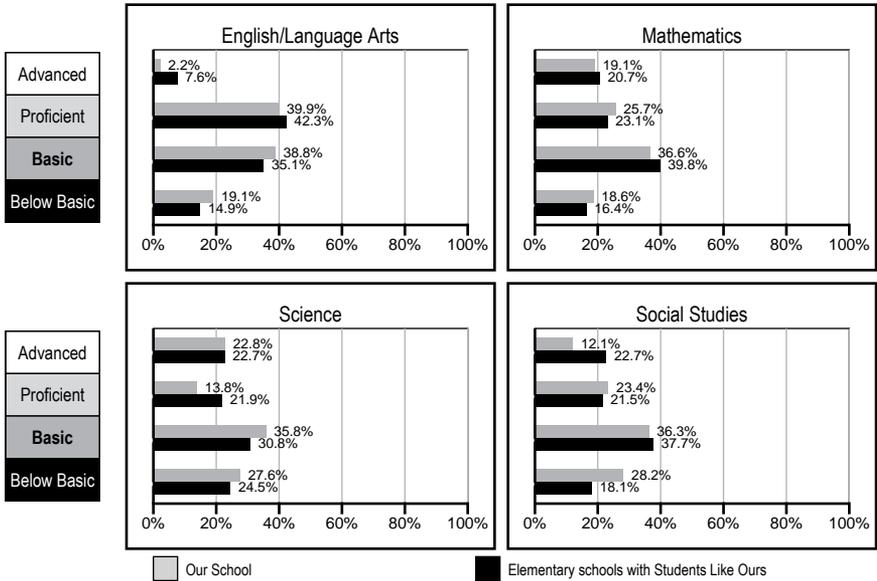
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	31	55	4	0

* 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
Students (n=414)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.4%	Up from 1.1%	2.2%	2.3%
Attendance rate	96.7%	Up from 96.4%	96.4%	96.3%
Eligible for gifted and talented	7.3%	Down from 9.6%	12.7%	10.4%
With disabilities other than speech	5.5%	Down from 5.8%	7.5%	7.5%
Older than usual for grade	0.0%	No Change	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	75.0%	Up from 70.4%	55.5%	56.7%
Continuing contract teachers	75.0%	Down from 85.2%	78.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.4%	Down from 91.8%	88.2%	86.4%
Teacher attendance rate	95.7%	Up from 94.9%	94.9%	94.9%
Average teacher salary	\$46,199	Up 3.6%	\$45,419	\$45,345
Professional development days/teacher	16.5 days	Down from 17.5 days	12.2 days	12.6 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 16.8 to 1	19.3 to 1	18.5 to 1
Prime instructional time	87.5%	Up from 87.1%	89.9%	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*	\$7,244	Up 6.1%	\$6,403	\$7,052
Percent of expenditures for instruction*	74.0%	Up from 72.4%	69.5%	69.1%
Percent of expenditures for teacher salaries*	62.2%	Up from 60.8%	65.3%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

We had another great year at Heath Springs Elementary School. Heath Springs Elementary School, along with involved families and a supportive district administration, is able to offer learning experiences that prepare our children to be unique, independent, and responsible citizens. The state standards serve as a guide as we make plans to meet the individual needs of every child.

As we move through the halls of our school, we see evidence of the pride our children, faculty, and families take in their school. The Sandlapper Garden, a student-created ecosystem, is visible from most classrooms. The calming effects of classical music played throughout the day contribute to the success the students have in writing, artwork, and musical compositions. Individual and group projects display evidence of the accomplishments our students have achieved. Our School Improvement Council worked with our faculty to provide clubs on designated Friday afternoons. These clubs allowed the faculty and parents to provide arts, games, and special interest opportunities to our children. Our PTO sponsors Family Activity Nights, a community rodeo, and academic programs not covered by our school's budget.

Teachers in grades K-5 continue to implement the Multiple Intelligences and Core Knowledge-based Discovery School Model. Increased parental involvement was a key piece in this program. Families of students in K-5 were asked to provide 30 hours of service to the school through various opportunities. We are excited about the number of family-service hours that were recorded. We exceeded the 30 hours per family that we requested.

We were thrilled to be recognized as a school meeting all AYP goals. Our children continue to show terrific work on PACT as we strive to move children into proficient and advanced performance categories. To address language arts improvement, we provide Open Court Reading. SRA Corrective Reading was used in grade 3 for students who would benefit. All students in grades 3-5 have been through the Fast ForWord program. Social studies standards are integrated in language arts. A Reading First grant has provided many professional development opportunities for our teachers. Reading resources are plentiful for teachers, students and parents. This training, along with classroom-based reading assessment that measures individual progress throughout the year, is funded through our Reading First Grant. 90.6% of our students in third grade met standard in reading last year. Real-life, hands-on, experienced-based learning is provided in math and science through the Everyday Math program and STC/Foss science kits.

We pride ourselves on being family-friendly and welcoming to students, parents, and the community. Our "Community of Learners" continues to celebrate success in many ways.

Sheri Watson, Principal
Wendy Reinman, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	50	40
Percent satisfied with learning environment	100.0%	92.0%	89.7%
Percent satisfied with social and physical environment	100.0%	88.0%	92.5%
Percent satisfied with school-home relations	100.0%	98.0%	85.0%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 14 out of 17 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	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	5.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.0%	0.0%	No
Student attendance rate	96.7%	94.0%	Yes

* Or greater than last year

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 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
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	190	99.5	18.4	38.9	40.5	2.2	55.7	44.8	48.2	Yes	Yes
Gender											
Male	89	98.9	20.9	40.7	37.2	1.2	48.8	38	41.7	N/A	N/A
Female	101	100	16.2	37.4	43.4	3	61.6	52.2	55	N/A	N/A
Racial/Ethnic Group											
White	145	99.3	14.2	38.3	45.4	2.1	61	51.1	60	Yes	Yes
African American	42	100	34.1	39	24.4	2.4	36.6	30.3	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.6	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	45.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
Disability Status											
Disabled	22	95.5	45	30	25	0	25	14.1	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	39.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	87	100	27.7	42.2	28.9	1.2	43.4	32.1	34	No	Yes

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

All Students	190	99.5	17.8	37.8	25.4	18.9	57.3	48.7	45.8	Yes	Yes
Gender											
Male	89	98.9	19.8	40.7	20.9	18.6	54.7	47.7	45.6	N/A	N/A
Female	101	100	16.2	35.4	29.3	19.2	59.6	49.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	145	99.3	12.1	36.9	29.1	22	63.1	57.1	59	Yes	Yes
African American	42	100	39	41.5	12.2	7.3	36.6	29.6	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.5	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	49.7	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	46.2	I/S	I/S
Disability Status											
Disabled	22	95.5	45	40	5	10	30	18.7	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	43.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	87	100	28.9	38.6	20.5	12	47	35.5	31.4	Yes	Yes

* 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 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
Science											
All Students	126	100	27.2	36.8	13.6	22.4	36	31.8	35.7	96.7	95.9
Gender											
Male	60	100	18.6	39	11.9	30.5	42.4	33.1	37.4	96.5	95.7
Female	66	100	34.8	34.8	15.2	15.2	30.3	30.3	33.8	96.8	96.1
Racial/Ethnic Group											
White	100	100	21	36	17	26	43	39	49.2	96.7	95.8
African American	24	100	56.5	39.1	0	4.3	4.3	15.7	17	96.4	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	58	99.2	96.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	31.2	24.9	99.1	95.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.6	95.8
Disability Status											
Disabled	18	100	52.9	35.3	11.8	0	11.8	9.1	14	96.7	94.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	27.5	24.4	99	95.9
Socio-Economic Status											
Subsidized meals	56	100	40	40	5.5	14.5	20	19.6	21.1	96.1	95.2
Social Studies											
All Students	129	100	28.6	35.7	23.8	11.9	35.7	27.2	34	96.7	95.9
Gender											
Male	63	100	29	25.8	25.8	19.4	45.2	30.1	36.6	96.5	95.7
Female	66	100	28.1	45.3	21.9	4.7	26.6	24.1	31.3	96.8	96.1
Racial/Ethnic Group											
White	100	100	24.7	36.1	24.7	14.4	39.2	32.2	44.5	96.7	95.8
African American	26	100	42.3	34.6	19.2	3.8	23.1	16	19.1	96.4	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28	58.9	99.2	96.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	31.5	27.5	99.1	95.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.6	95.8
Disability Status											
Disabled	12	100	66.7	0	25	8.3	33.3	10.2	14.4	96.7	94.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	24.7	27.3	99	95.9
Socio-Economic Status											
Subsidized meals	57	100	37	42.6	14.8	5.6	20.4	17.3	21	96.1	95.2

* 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*
English/Language Arts								
2007	3	64	100	9.8	26.2	55.7	8.2	63.9
	4	50	100	18.4	38.8	40.8	2	42.9
	5	63	100	20.3	57.6	22	0	22
	6	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	68	100	18.5	35.4	41.5	4.6	46.2
	4	65	100	18.5	35.4	44.6	1.5	46.2
	5	55	100	18.5	46.3	35.2	0	35.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	1	I/S	I/S	I/S	I/S	I/S	I/S
	8	1	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	64	100	8.2	47.5	32.8	11.5	44.3
	4	50	100	8.2	44.9	22.4	24.5	46.9
	5	63	100	22	33.9	27.1	16.9	44.1
	6	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	68	100	18.5	43.1	18.5	20	38.5
	4	65	100	23.1	26.2	23.1	27.7	50.8
	5	55	100	11.1	44.4	37	7.4	44.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	1	I/S	I/S	I/S	I/S	I/S	I/S
	8	1	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	32	100	35.5	41.9	19.4	3.2	22.6
	4	50	100	29.2	47.9	12.5	10.4	22.9
	5	32	100	36.7	46.7	0	16.7	16.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	34	100	33.3	42.4	9.1	15.2	24.2
	4	65	100	26.2	29.2	15.4	29.2	44.6
	5	26	100	23.1	46.2	15.4	15.4	30.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	1	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
Social Studies								
2007	3	32	100	13.3	40	33.3	13.3	46.7
	4	50	100	20.8	33.3	35.4	10.4	45.8
	5	31	100	31	48.3	17.2	3.4	20.7
	6	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	34	100	21.9	53.1	25	0	25
	4	65	100	29.2	29.2	21.5	20	41.5
	5	29	100	32.1	32.1	28.6	7.1	35.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	1	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

Abbreviations for Missing Data

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