



## HEATH SPRINGS ELEMENTARY

158 Solar Road  
Heath Springs, SC 29058

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	415 Students	
<b>Principal</b>	Sheri M. Watson	803-273-3176
<b>Superintendent</b>	Dr. Gene Moore	803-286-6972
<b>Board Chair</b>	Bobby Parker	803-286-6972

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	Below 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 GOAL

By 2010, SC'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.

### 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.

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

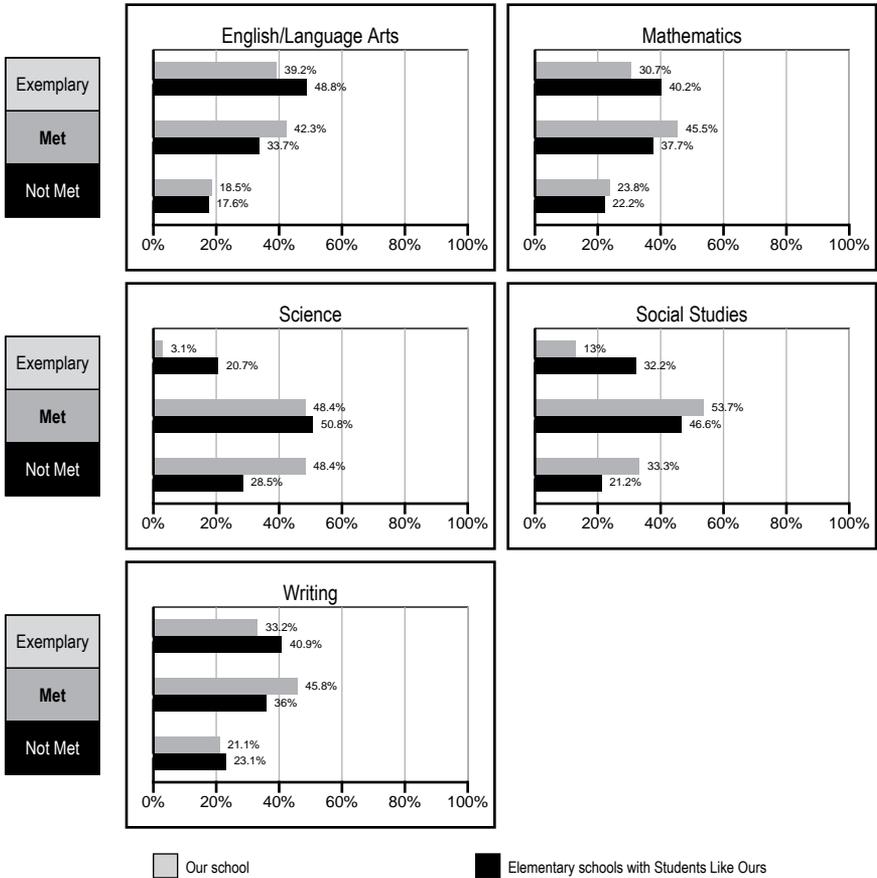
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
27	36	30	0	0

\* Ratings are calculated with data available by 03/09/2011.

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=415)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 1.0%	1.2%	1.2%
Attendance rate	96.4%	Up from 96.3%	96.3%	96.1%
Eligible for gifted and talented	7.3%	Up from 6.3%	17.0%	11.7%
With disabilities other than speech	7.0%	Down from 7.2%	7.1%	8.0%
Older than usual for grade	0.6%	No Change	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=27)</b>				
Teachers with advanced degrees	85.2%	Down from 88.5%	62.5%	60.5%
Continuing contract teachers	92.6%	Up from 80.8%	86.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.4%	Up from 89.3%	90.1%	87.0%
Teacher attendance rate	94.5%	Up from 92.8%	95.6%	95.4%
Average teacher salary*	\$50,942	Up 2.2%	\$48,190	\$47,288
Professional development days/teacher	17.1 days	Up from 14.6 days	10.9 days	10.5 days
<b>School</b>				
Principal's years at school	11.0	Up from 10.0	5.0	4.0
Student-teacher ratio in core subjects	23.2 to 1	Up from 21.2 to 1	20.1 to 1	19.2 to 1
Prime instructional time	88.0%	Up from 86.2%	91.6%	90.8%
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**	\$7,646	Up 3.6%	\$7,008	\$7,548
Percent of expenditures for instruction**	71.4%	Up from 71.2%	69.1%	68.7%
Percent of expenditures for teacher salaries**	62.7%	Down from 63.0%	66.3%	65.1%

\* 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

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. Our family volunteers accumulated 9,418 hours this year.

Our children continue to show terrific work on Map, Dominic, and a new evaluation Test for Higher Standards. These assessments, as well as observation and anecdotal records are used to guide our planning as we provide services for students needing intervention as well as those on or above grade level. Response to intervention drives our instructional practices. Intervention is provided through a resource teacher, Reading Recovery teachers, and Title I Interventionists. To address language arts improvement, we use Open Court Reading as a resource. SRA Corrective Reading was used in grade 3 for students who would benefit. Social studies standards are integrated in our 2-hour language arts block. 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. Our knowledge of independent reading has been enlightened through the implementation of 100 Book Challenge. 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

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	70	40
Percent satisfied with learning environment	100.0%	98.6%	90.0%
Percent satisfied with social and physical environment	100.0%	91.3%	87.5%
Percent satisfied with school-home relations	100.0%	92.9%	97.5%

\* 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

YES

This school met 15 out of 15 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	4.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	10.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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
<b>English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)</b>										
All Students	202	100	19.8	41.7	38.5	89.6	83	83.5	Yes	Yes
<b>Gender</b>										
Male	94	100	20.2	42.7	37.1	88.8	79.1	80.1	N/A	N/A
Female	108	100	19.4	40.8	39.8	90.3	87.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	157	100	15.3	40	44.7	92	86.8	89.6	Yes	Yes
African American	41	100	35.9	51.3	12.8	79.5	74	74.6	I/S	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.1	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	85.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.8	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	34	100	50	40.6	9.4	56.3	47.1	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	82.4	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	89	100	27.2	46.9	25.9	88.9	76.4	76.9	Yes	Yes
<b>Mathematics - State Performance Objective = 57.8% (Met or Exemplary)</b>										
All Students	202	100	25	44.8	30.2	82.3	81.5	80.4	Yes	Yes
<b>Gender</b>										
Male	94	100	25.8	47.2	27	84.3	78.3	78.4	N/A	N/A
Female	108	100	24.3	42.7	33	80.6	84.8	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	157	100	20.7	44	35.3	86.7	86.1	87.8	Yes	Yes
African American	41	100	43.6	48.7	7.7	64.1	71.2	69.3	I/S	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.7	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.9	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	87.5	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	34	100	59.4	28.1	12.5	50	44.2	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	79	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	89	100	32.1	48.1	19.8	71.6	74.8	72.8	Yes	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	137	100	49.2	47.7	3.1	50.8	62.7	67.3
<b>Gender</b>								
Male	60	100	38.6	56.1	5.3	61.4	62.4	66.9
Female	77	100	57.5	41.1	1.4	42.5	63.1	67.7
<b>Racial/Ethnic Group</b>								
White	111	100	41.9	54.3	3.8	58.1	70.5	79.6
African American	25	100	N/A	N/A	N/A	16.7	45.6	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	72	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	59.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.8	69.5
<b>Disability Status</b>								
Disabled	28	100	81.5	14.8	3.7	18.5	27	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	57	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	63	100	56.1	40.4	3.5	43.9	51.4	55.4
<b>Social Studies</b>								
All Students	132	100	34.4	52.8	12.8	65.6	65.4	70.9
<b>Gender</b>								
Male	58	100	23.6	61.8	14.5	76.4	64.3	70.1
Female	74	100	42.9	45.7	11.4	57.1	66.6	71.7
<b>Racial/Ethnic Group</b>								
White	103	100	30.6	54.1	15.3	69.4	69.8	79.2
African American	25	100	N/A	N/A	N/A	50	54.9	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	82.6	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	67.4	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	20	100	50	44.4	5.6	50	32.8	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	67.1	68
<b>Socio-Economic Status</b>								
Subsidized meals	54	100	51	40.8	8.2	49	54.8	60.8

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	203	99	21.1	45.8	33.2	78.9	72	72.1	96.4	95.7
<b>Gender</b>										
Male	94	98.9	21.6	43.2	35.2	78.4	64.5	65.2	96.5	95.5
Female	109	99.1	20.6	48	31.4	79.4	79.9	79.2	96.2	96
<b>Racial/Ethnic Group</b>										
White	157	99.4	16.2	45.9	37.8	83.8	77.8	80.8	96.4	95.5
African American	42	97.6	38.5	46.2	15.4	61.5	59.2	59.7	96.4	96.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	75	87	98.8	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	72	64.6	98.3	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	68.8	73.4	N/A	96
<b>Disability Status</b>										
Disabled	27	92.6	60.9	30.4	8.7	39.1	22.3	27.7	96.5	93.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	68.4	63.7	99.1	96.1
<b>Socio-Economic Status</b>										
Subsidized meals	90	100	29.3	46.3	24.4	70.7	61.6	61.9	95.6	95.2

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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>2009</b>	3	65	100	18	24.6	57.4	82
	4	70	100	19.7	47	33.3	80.3
	5	69	100	19	47.6	33.3	81
	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	1	I/S	I/S	I/S	I/S	I/S
<b>2010</b>	3	62	100	19.3	35.1	45.6	80.7
	4	67	100	14.3	39.7	46	85.7
	5	73	100	25	48.6	26.4	75
	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>Mathematics</b>							
<b>2009</b>	3	65	100	19.7	32.8	47.5	80.3
	4	70	100	25.8	42.4	31.8	74.2
	5	69	100	15.9	47.6	36.5	84.1
	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	1	I/S	I/S	I/S	I/S	I/S
<b>2010</b>	3	62	100	33.3	40.4	26.3	66.7
	4	67	100	15.9	46	38.1	84.1
	5	73	100	26.4	47.2	26.4	73.6
	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>Science</b>							
<b>2009</b>	3	31	100	37.9	41.4	20.7	62.1
	4	70	100	37.9	51.5	10.6	62.1
	5	36	100	28.1	65.6	6.3	71.9
	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>2010</b>	3	32	100	66.7	30	3.3	33.3
	4	67	100	47.6	49.2	3.2	52.4
	5	38	100	37.8	59.5	2.7	62.2
	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

Abbreviations for Missing Data

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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>2009</b>	3	34	100	21.9	53.1	25	78.1
	4	70	100	25.8	53	21.2	74.2
	5	33	100	48.4	32.3	19.4	51.6
	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	1	I/S	I/S	I/S	I/S	I/S
<b>2010</b>	3	30	100	11.1	74.1	14.8	88.9
	4	67	100	28.6	57.1	14.3	71.4
	5	35	100	62.9	28.6	8.6	37.1
	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>Writing</b>							
<b>2009</b>	3	63	96.8	15.3	44.1	40.7	84.7
	4	66	97	26.6	50	23.4	73.4
	5	71	97.2	29.7	32.8	37.5	70.3
	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>2010</b>	3	63	100	22.4	43.1	34.5	77.6
	4	67	98.5	16.1	53.2	30.6	83.9
	5	73	98.6	24.3	41.4	34.3	75.7
	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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