



Heath Springs Elementary

158 Solar Road

Heath Springs, SC 29058

Grades	PK-5 Elementary School	
Enrollment	412 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 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	Below Average
2005	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 2008-09 whose 2007-08 test scores were located

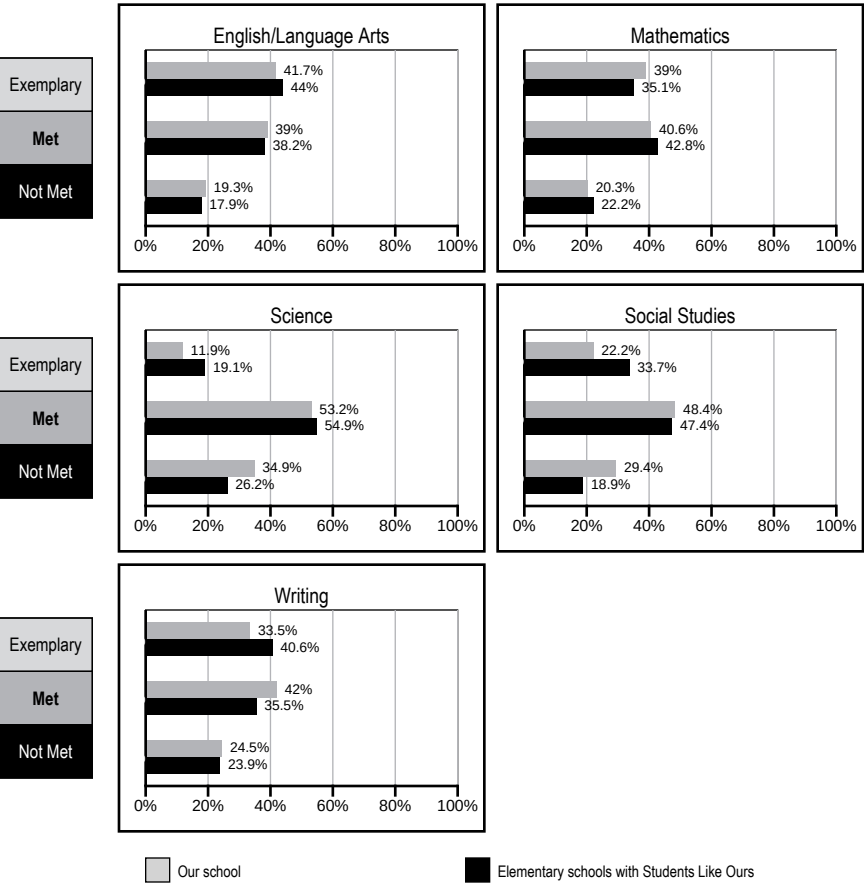
97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
18	32	40	0	0

* Ratings are calculated with data available by 06/01/2010.

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
Students (n=412)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 2.4%	1.7%	1.9%
Attendance rate	96.3%	Down from 96.7%	96.4%	96.3%
Eligible for gifted and talented	6.3%	Down from 7.3%	14.2%	10.0%
With disabilities other than speech	7.2%	Up from 5.5%	7.4%	7.7%
Older than usual for grade	0.6%	Up from 0.0%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	88.5%	Up from 75.0%	60.7%	59.4%
Continuing contract teachers	80.8%	Up from 75.0%	82.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.3%	Down from 89.4%	88.5%	85.9%
Teacher attendance rate	92.8%	Down from 95.7%	95.2%	95.1%
Average teacher salary*	\$49,836	Up 7.9%	\$47,548	\$47,149
Professional development days/teacher	14.6 days	Down from 16.5 days	11.2 days	11.1 days
School				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Down from 21.4 to 1	19.2 to 1	18.8 to 1
Prime instructional time	86.2%	Down from 87.5%	90.5%	90.4%
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**	\$7,380	Up 1.9%	\$6,963	\$7,458
Percent of expenditures for instruction**	71.2%	Down from 74.0%	69.2%	68.8%
Percent of expenditures for teacher salaries**	63.0%	Up from 62.2%	62.6%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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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 9,449 hours this year. Our children continue to show terrific work on MAP, Dominie, 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. To address language arts improvement, we provide Open Court Reading. SRA Corrective Reading was used in grade 3 for students who would benefit. 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. 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	64	49
Percent satisfied with learning environment	100.0%	93.8%	91.8%
Percent satisfied with social and physical environment	100.0%	93.8%	93.8%
Percent satisfied with school-home relations	100.0%	93.7%	91.7%

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

Abbreviations for Missing Data

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School Adequate Yearly Progress YES

This school met 13 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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	205	100	19.4	39.8	40.8	87.4	80.8	82.8	Yes	Yes
Gender										
Male	91	100	17.4	37.2	45.3	86	75.9	79.3	N/A	N/A
Female	114	100	21	41.9	37.1	88.6	86.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	161	100	14.7	37.3	48	90.7	85	89.5	Yes	Yes
African American	39	100	38.9	47.2	13.9	75	71.6	73.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.7	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	78.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.3	82.5	I/S	I/S
Disability Status										
Disabled	27	100	60	32	8	60	39.4	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	74.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	85	100	26.9	46.2	26.9	80.8	72.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	205	100	20.9	40.8	38.2	86.4	79.8	78.9	Yes	Yes
Gender										
Male	91	100	18.6	44.2	37.2	87.2	76.6	77	N/A	N/A
Female	114	100	22.9	38.1	39	85.7	83.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	161	100	15.3	41.3	43.3	93.3	85.6	87.2	Yes	Yes
African American	39	100	44.4	36.1	19.4	58.3	66.7	66.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.9	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.8	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	79.5	I/S	I/S
Disability Status										
Disabled	27	100	48	44	8	68	44	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	74.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	85	100	32.1	41	26.9	74.4	71.2	70.2	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
Science								
All Students	137	100	35.4	52.8	11.8	64.6	64.3	67.5
Gender								
Male	63	100	36.2	51.7	12.1	63.8	64.5	67
Female	74	100	34.8	53.6	11.6	65.2	64.2	68
Racial/Ethnic Group								
White	108	100	29.3	57.6	13.1	70.7	71.1	79.5
African American	26	100	64	32	4	36	48.8	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	79.2	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	64.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	13	100	N/AV	N/AV	N/AV	16.7	32.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	60	59.6
Socio-Economic Status								
Subsided meals	57	100	44.2	48.1	7.7	55.8	51.5	55.1

Social Studies

All Students	138	100	30.8	47.7	21.5	69.2	68.8	72.3
Gender								
Male	59	100	28.6	41.1	30.4	71.4	67.2	71.5
Female	79	100	32.4	52.7	14.9	67.6	70.5	73.2
Racial/Ethnic Group								
White	103	100	24.7	48.5	26.8	75.3	73.7	80.7
African American	32	100	46.7	46.7	6.7	53.3	58.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	80.8	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	72.2
Disability Status								
Disabled	19	100	72.2	11.1	16.7	27.8	34	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	59.5	67.9
Socio-Economic Status								
Subsided meals	60	100	41.1	46.4	12.5	58.9	59.6	62.1

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
Writing										
All Students	200	97	24.1	42.2	33.7	75.9	67.7	70.2	96.3	96
Gender										
Male	89	96.6	32.9	38.8	28.2	67.1	59.6	63.2	96.3	95.8
Female	111	97.3	16.7	45.1	38.2	83.3	76.4	77.5	96.3	96.1
Racial/Ethnic Group										
White	156	98.1	20.1	41.6	38.3	79.9	73.2	79.1	96.6	95.7
African American	39	97.4	42.9	45.7	11.4	57.1	55.2	57.6	96.4	96.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	71.8	86.2	97.8	97.7
Hispanic	4	I/S	I/S	I/S	I/S	I/S	63.8	62.6	81.6	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70.6	68.7	N/A	95.3
Disability Status										
Disabled	28	82.1	45.5	45.5	9.1	54.5	21.7	26.1	94.6	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	55.9	61.2	98.3	96.5
Socio-Economic Status										
Subsidized meals	83	97.6	32.1	44.9	23.1	67.9	56.9	58.9	95.7	95.3

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
English/Language Arts							
2009	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
Mathematics							
2009	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
Science							
2009	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
Social Studies							
2009	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
Writing							
2009	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

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