



## Heritage Elementary

1592 Geer Hwy  
Travelers Rest, SC 29690

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	638 Students	
<b>Principal</b>	Martha Kinard	864-355-6001
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	Below Average
2005	Average	At-Risk

## 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**

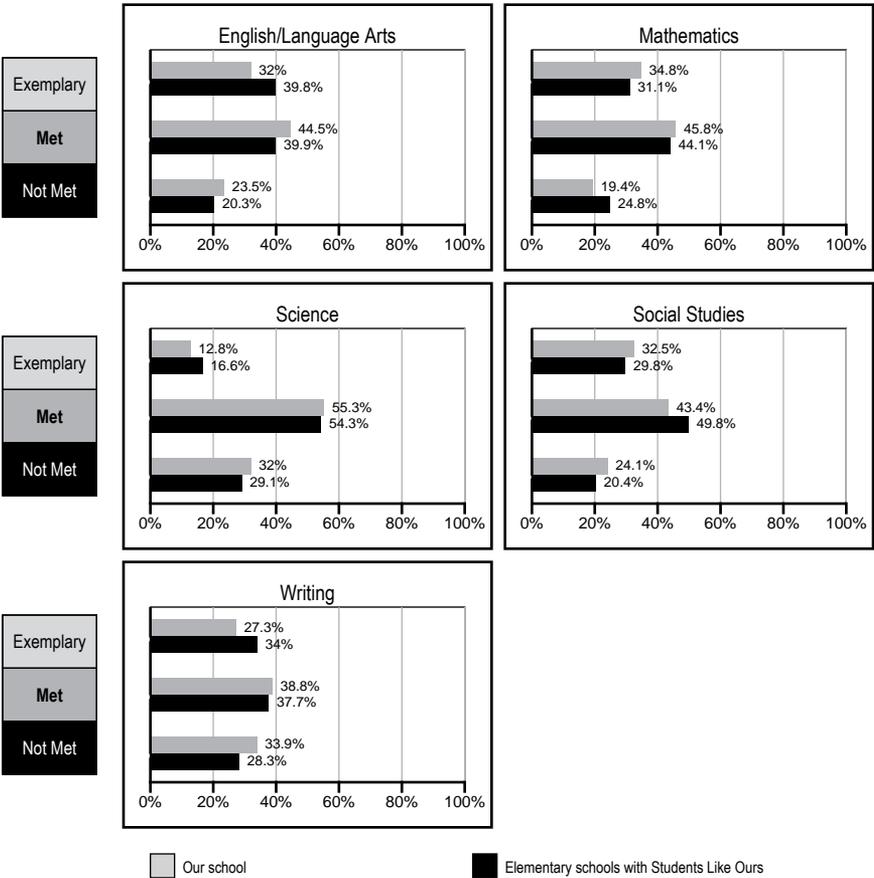
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.6%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
6	28	49	2	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
<b>Students (n=638)</b>				
First graders who attended full-day kindergarten	96.8%	Down from 100.0%	100.0%	100.0%
Retention rate	1.6%	Down from 3.2%	1.9%	1.9%
Attendance rate	95.5%	Down from 95.8%	96.2%	96.3%
Eligible for gifted and talented	13.2%	Up from 11.6%	11.0%	10.0%
With disabilities other than speech	13.0%	Up from 11.0%	8.6%	7.7%
Older than usual for grade	0.2%	Down from 0.4%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=41)</b>				
Teachers with advanced degrees	65.9%	Up from 61.4%	59.0%	59.4%
Continuing contract teachers	95.1%	Up from 90.9%	84.4%	80.0%
Teachers with emergency or provisional certificates	2.4%	No Change	0.0%	0.0%
Teachers returning from previous year	94.5%	Up from 93.3%	86.7%	85.9%
Teacher attendance rate	93.9%	Up from 92.7%	95.3%	95.1%
Average teacher salary*	\$47,217	Up 6.5%	\$46,824	\$47,149
Professional development days/teacher	5.8 days	Down from 22.5 days	11.6 days	11.1 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	25.3 to 1	Up from 19.5 to 1	19.1 to 1	18.8 to 1
Prime instructional time	88.8%	Up from 85.7%	90.4%	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,696	Up 2.2%	\$7,126	\$7,458
Percent of expenditures for instruction**	67.5%	Down from 69.3%	68.1%	68.8%
Percent of expenditures for teacher salaries**	63.5%	Up from 60.9%	64.1%	63.2%

\* 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**

Throughout the 2008-2009 school year, Heritage continued its pursuit of excellence. Our committed staff continues to provide outstanding, quality learning and a loving environment. We keep our focus on moving students to higher levels of learning and self-recognition.

Our school continues to make progress on state testing and to recognize areas to strengthen. Heritage continues to implement the International Baccalaureate (IB) Primary Years Program. Through guided inquiry, students utilize problem-solving strategies and meet high academic expectations as they become culturally aware and world ready. The IB Profiles and Attitudes are incorporated throughout the curriculum.

Heritage is also committed to arts integration and has partnered with the Peace Center of Performing Arts to participate in a professional development experience to train teachers in our building on how to maximize instruction through arts integration. We continue our strong partnership with North Greenville College and Furman University to promote quality teaching and learning.

Heritage will continue to address the academic needs of all students. Please note our goals for improvement as we continue to provide the best possible learning environment for children: 1. Raise the academic challenge and performance of each student; 2. Heritage students will be challenged through inquiry-based experiences; 3. Heritage teachers will be trained in available technology software and hardware; 4. Develop and maintain strong, meaningful partnerships with parents; 5. Students, parents, and staff will share the responsibility for improving student learning and behavior. Respect, responsibility, and integrity will be evident.

Martha Kinard, Principal  
Tim Snyder, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	45	102	61
Percent satisfied with learning environment	100.0%	92.1%	96.5%
Percent satisfied with social and physical environment	100.0%	94.0%	94.7%
Percent satisfied with school-home relations	100.0%	95.0%	93.3%

\* 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 17 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. 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	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%*	Yes

\* Or greater than last year

## 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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	335	100	23.5	44.5	32	88.4	84	82.8	Yes	Yes
<b>Gender</b>										
Male	176	100	28.8	42.4	28.8	87.6	80.8	79.3	N/A	N/A
Female	159	100	17.4	47	35.6	89.3	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	293	100	23.2	43.6	33.2	88.6	89.5	89.5	Yes	Yes
African American	29	100	29.6	48.1	22.2	81.5	72.7	73.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	74.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	62	100	49.2	44.1	6.8	69.5	52.5	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	74.5	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	184	100	27.9	48.3	23.8	86	74.4	75.5	Yes	Yes

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

All Students	335	100	19.4	45.8	34.8	86.5	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	176	100	16.5	47.1	36.5	90.6	79.6	77	N/A	N/A
Female	159	100	22.8	44.3	32.9	81.9	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	293	100	19.3	45.7	35	86.8	87	87.2	Yes	Yes
African American	29	100	25.9	48.1	25.9	81.5	66.3	66.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	75.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	62	100	47.5	39	13.6	64.4	48.1	45.5	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	76.2	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	184	100	21.5	50.6	27.9	84.3	70.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	227	100	32	55.3	12.8	68	71.3	67.5
<b>Gender</b>								
Male	120	100	34.2	52.1	13.7	65.8	70.8	67
Female	107	100	29.4	58.8	11.8	70.6	71.8	68
<b>Racial/Ethnic Group</b>								
White	200	100	30.1	56	14	69.9	79.5	79.5
African American	17	100	N/AV	N/AV	N/AV	47.1	53	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
<b>Disability Status</b>								
Disabled	48	100	55.3	40.4	4.3	44.7	39.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	60.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	125	100	38.3	54.2	7.5	61.7	57.5	55.1
<b>Social Studies</b>								
All Students	225	100	24.1	43.4	32.5	75.9	75.7	72.3
<b>Gender</b>								
Male	119	100	21.9	39.5	38.6	78.1	75.1	71.5
Female	106	100	26.5	48	25.5	73.5	76.3	73.2
<b>Racial/Ethnic Group</b>								
White	200	100	23.8	41.8	34.4	76.2	81.7	80.7
African American	18	100	31.3	43.8	25	68.8	61.5	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
<b>Disability Status</b>								
Disabled	42	100	48.7	38.5	12.8	51.3	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	69	67.9
<b>Socio-Economic Status</b>								
Subsided meals	120	100	29.1	50.9	20	70.9	63.9	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
<b>Writing</b>										
All Students	340	99.1	33.4	39.1	27.5	66.6	72.9	70.2	95.5	96.5
<b>Gender</b>										
Male	179	98.9	39.8	39.8	20.5	60.2	66.4	63.2	95.6	96.4
Female	161	99.4	26.2	38.3	35.6	73.8	79.7	77.5	95.4	96.5
<b>Racial/Ethnic Group</b>										
White	298	99	32.7	39.1	28.1	67.3	80.5	79.1	95.4	96.3
African American	29	100	51.9	29.6	18.5	48.1	57.1	57.6	95.9	96.5
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	87.3	86.2	95.7	97.6
Hispanic	10	I/S	I/S	I/S	I/S	I/S	61.3	62.6	96.5	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	96.6	95.2
<b>Disability Status</b>										
Disabled	67	100	68.8	23.4	7.8	31.3	28.4	26.1	94.7	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	60.5	61.2	98.3	97.2
<b>Socio-Economic Status</b>										
Subsided meals	184	99.5	38.6	42.1	19.3	61.4	58.8	58.9	95	95.8

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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	106	100	19.8	38.6	41.6	80.2
	4	117	100	26.8	48.2	25	73.2
	5	112	100	23.6	46.2	30.2	76.4
	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>2009</b>	3	106	100	21.8	36.6	41.6	78.2
	4	117	100	16.1	51.8	32.1	83.9
	5	112	100	20.8	48.1	31.1	79.2
	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>2009</b>	3	54	100	25	57.7	17.3	75
	4	117	100	33	56.3	10.7	67
	5	56	100	36.4	50.9	12.7	63.6
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Social Studies</b>							
<b>2009</b>	3	52	100	20.4	49	30.6	79.6
	4	117	100	24.1	41.1	34.8	75.9
	5	56	100	27.5	43.1	29.4	72.5
	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>2009</b>	3	109	98.2	30.7	26.7	42.6	69.3
	4	119	99.2	42.5	43.4	14.2	57.5
	5	112	100	26.4	46.2	27.4	73.6
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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