



## HERITAGE ELEMENTARY

1592 Geer Hwy  
Travelers Rest, SC 29690

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	631 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 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

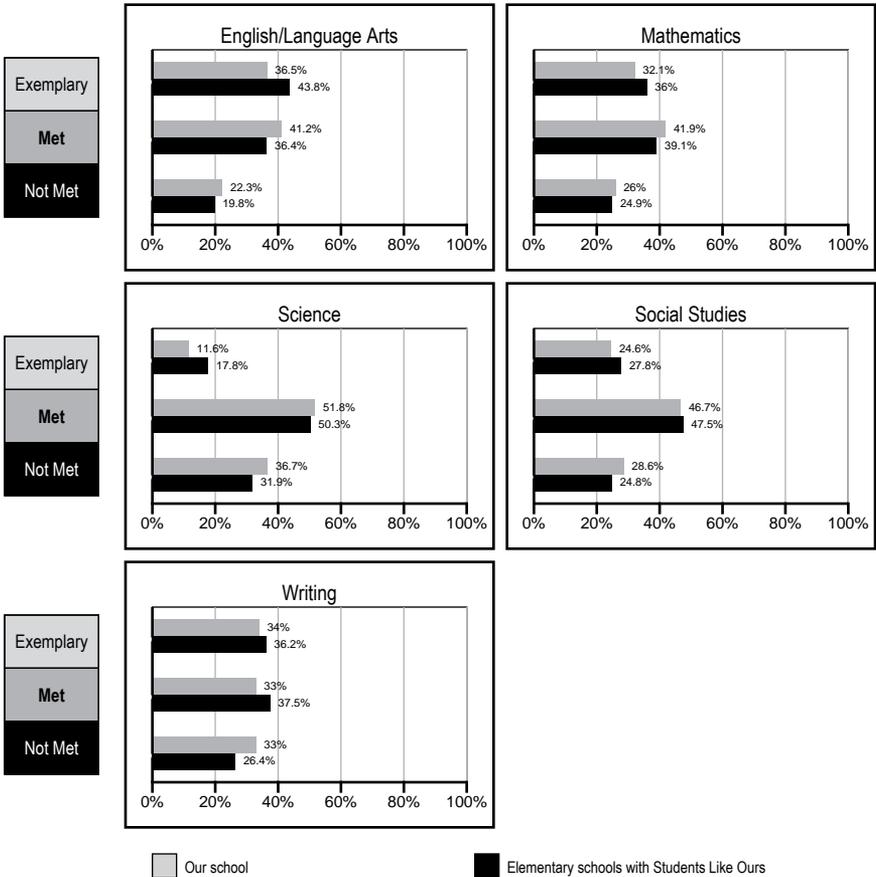
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
14	35	50	1	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=631)</b>				
First graders who attended full-day kindergarten	96.1%	Down from 96.8%	100.0%	100.0%
Retention rate	1.1%	Down from 1.6%	1.2%	1.2%
Attendance rate	95.4%	Down from 95.5%	96.1%	96.1%
Eligible for gifted and talented	15.1%	Up from 13.2%	13.6%	11.7%
With disabilities other than speech	10.9%	Down from 13.0%	8.4%	8.0%
Older than usual for grade	0.2%	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=41)</b>				
Teachers with advanced degrees	63.4%	Down from 65.9%	58.7%	60.5%
Continuing contract teachers	97.6%	Up from 95.1%	84.7%	84.6%
Teachers with emergency or provisional certificates	2.5%	Up from 2.4%	0.0%	0.0%
Teachers returning from previous year	95.5%	Up from 94.5%	86.9%	87.0%
Teacher attendance rate	96.1%	Up from 93.9%	95.5%	95.4%
Average teacher salary*	\$48,045	Up 1.8%	\$47,303	\$47,288
Professional development days/teacher	13.7 days	Up from 5.8 days	10.2 days	10.5 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	Down from 25.3 to 1	19.6 to 1	19.2 to 1
Prime instructional time	91.5%	Up from 88.8%	91.0%	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,554	Down 2.1%	\$7,079	\$7,548
Percent of expenditures for instruction**	69.1%	Up from 67.5%	68.8%	68.7%
Percent of expenditures for teacher salaries**	66.0%	Up from 63.5%	65.1%	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

Throughout the 2009-2010 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 motivating students to higher levels of learning, self-recognition, and self-regulation.

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 in the academic pursuits. We partnered with the Peace Center of Performing Arts to participate in professional development for our teachers. These workshops were designed to help our teachers maximize teaching and learning by integrating arts in all instruction. We continue our strong partnership with North Greenville University 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) Challenge students through inquiry-based experiences; 3) Keep professional staff highly trained in up-to-date technology and its implementation in the classroom and beyond; 4) Develop and maintain strong, meaningful partnerships with parents; and 5) Help students, parents and staff share the responsibility for improving student learning and behavior. Respect, responsibility, and integrity will be evident.

Martha Kinard, Principal  
Jeff Phillips, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	106	69
Percent satisfied with learning environment	100.0%	87.6%	91.2%
Percent satisfied with social and physical environment	100.0%	91.4%	88.2%
Percent satisfied with school-home relations	97.6%	93.3%	88.2%

\* 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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	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	307	100	22.3	41.2	36.5	86.1	84.7	83.5	Yes	Yes
<b>Gender</b>										
Male	145	100	28.2	47.9	23.9	84.5	81.3	80.1	N/A	N/A
Female	162	100	16.9	35.1	48.1	87.7	88.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	263	100	20.9	42.9	36.2	86.2	90	89.6	Yes	Yes
African American	30	100	42.9	21.4	35.7	78.6	73.4	74.6	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	89.7	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	61	100	59	34.4	6.6	60.7	53.3	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	78.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	170	100	29.4	43.8	26.9	82.5	76.1	76.9	Yes	Yes

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

All Students	307	100	26	41.9	32.1	87.5	82	80.4	Yes	Yes
<b>Gender</b>										
Male	145	100	28.9	42.3	28.9	87.3	80.5	78.4	N/A	N/A
Female	162	100	23.4	41.6	35.1	87.7	83.5	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	263	100	24.8	43.7	31.5	87.8	87.7	87.8	Yes	Yes
African American	30	100	46.4	25	28.6	82.1	68.4	69.3	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	79.5	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	61	100	59	31.1	9.8	62.3	46.1	46.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	79.2	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	170	100	31.3	42.5	26.3	83.1	72.9	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	207	100	36.7	51.8	11.6	63.3	70.6	67.3
<b>Gender</b>								
Male	105	100	39.8	52.4	7.8	60.2	70.1	66.9
Female	102	100	33.3	51	15.6	66.7	71.1	67.7
<b>Racial/Ethnic Group</b>								
White	178	100	35.1	53.2	11.7	64.9	80.2	79.6
African American	19	100	N/A	N/A	N/A	50	50.4	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	60.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
<b>Disability Status</b>								
Disabled	40	100	57.5	40	2.5	42.5	33.9	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	60.6	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	117	100	44.5	49.1	6.4	55.5	57.1	55.4
<b>Social Studies</b>								
All Students	206	99.5	28.3	47	24.7	71.7	73.2	70.9
<b>Gender</b>								
Male	89	100	34.1	43.2	22.7	65.9	72.8	70.1
Female	117	99.2	23.6	50	26.4	76.4	73.7	71.7
<b>Racial/Ethnic Group</b>								
White	174	99.4	26.9	47.3	25.7	73.1	79.8	79.2
African American	23	100	36.4	45.5	18.2	63.6	57.9	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
<b>Disability Status</b>								
Disabled	43	97.7	61.9	35.7	2.4	38.1	40	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	69	68
<b>Socio-Economic Status</b>								
Subsidized meals	113	99.1	33.3	48.6	18.1	66.7	61.6	60.8

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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	312	98.4	31.8	33.6	34.6	68.2	74	72.1	95.4	96.2
<b>Gender</b>										
Male	149	99.3	42.6	33.3	24.1	57.4	67.2	65.2	95.6	96.2
Female	163	97.6	21.9	33.8	44.4	78.1	81.1	79.2	95.3	96.3
<b>Racial/Ethnic Group</b>										
White	264	98.5	30.3	35.5	34.3	69.7	81.6	80.8	95.3	96.1
African American	33	97	51.9	18.5	29.6	48.1	58.6	59.7	96.2	96.2
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.8	87	95.3	97.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	63.1	64.6	95.8	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.7	73.4	94.8	94.8
<b>Disability Status</b>										
Disabled	66	95.5	72.6	22.6	4.8	27.4	29.5	27.7	94.3	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	62.9	63.7	96	97
<b>Socio-Economic Status</b>										
Subsidized meals	170	98.8	37.6	34.4	28	62.4	61.1	61.9	94.9	95.6

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>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>2010</b>	3	90	100	18.4	27.6	54	81.6
	4	106	100	27.5	42.2	30.4	72.5
	5	111	100	20.6	51.4	28	79.4
	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	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>2010</b>	3	90	100	29.9	33.3	36.8	70.1
	4	106	100	23.5	44.1	32.4	76.5
	5	111	100	25.2	46.7	28	74.8
	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	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>2010</b>	3	46	100	27.3	38.6	34.1	72.7
	4	106	100	36.3	58.8	4.9	63.7
	5	55	100	45.3	49.1	5.7	54.7
	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	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>2010</b>	3	44	100	27.9	41.9	30.2	72.1
	4	106	99.1	23.8	52.5	23.8	76.2
	5	56	100	37	40.7	22.2	63
	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	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
<b>2010</b>	3	92	97.8	32.9	31.8	35.3	67.1
	4	108	100	32	25.2	42.7	68
	5	112	97.3	30.8	43.3	26	69.2
	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

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