



## HERITAGE ELEMENTARY

1592 Geer Hwy  
Travelers Rest, SC 29690

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	620 Students	
<b>Principal</b>	Martha Kinard	864-355-6000
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Roger Meek	864-233-8587

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Average	Average
2008	Average	At-Risk
2007	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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

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

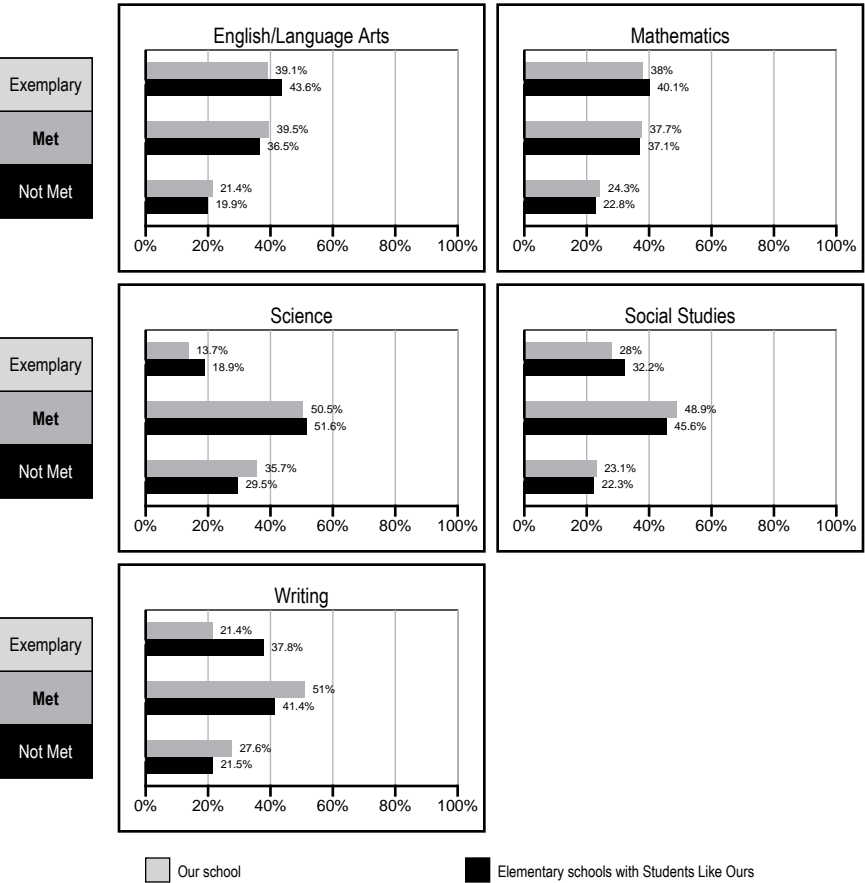
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
27	40	45	0	0

\* Ratings are calculated with data available by 11/09/2011.

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=620)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 96.1%	100.0%	100.0%
Retention rate	1.3%	Up from 1.1%	1.1%	1.1%
Attendance rate	96.2%	Up from 95.4%	96.1%	96.2%
Served by gifted and talented program	19.2%	Up from 15.1%	14.6%	13.4%
With disabilities other than speech	6.0%	Down from 10.9%	4.4%	4.1%
Older than usual for grade	0.2%	No Change	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=41)</b>				
Teachers with advanced degrees	63.4%	No Change	60.7%	62.5%
Continuing contract teachers	92.7%	Down from 97.6%	90.1%	88.2%
Teachers returning from previous year	93.9%	Down from 95.5%	88.5%	87.8%
Teacher attendance rate	92.6%	Down from 96.1%	95.2%	95.2%
Average teacher salary*	\$48,229	Up 0.4%	\$46,594	\$46,773
Professional development days/teacher	10.2 days	Down from 13.7 days	10.3 days	10.5 days
<b>School</b>				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	22.3 to 1	Up from 21.5 to 1	20.2 to 1	19.9 to 1
Prime instructional time	90.4%	Down from 91.5%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,470	Down 1.3%	\$6,931	\$7,447
Percent of expenditures for instruction**	69.3%	Up from 69.1%	68.4%	68.4%
Percent of expenditures for teacher salaries**	68.4%	Up from 66.0%	65.9%	65.8%

\* 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 2010-2011 school year, Heritage continued it's 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-regulation.

As part of our plan for growth and improvement, Heritage continues to implement the International Baccalaureate (IB) Primary Years Program. Last year, our school was re-authorized as an IB- Primary Years Programme through 2014. We collaborated with other upstate IB programs to provide professional development for our teachers in IB standards and practices. Through guided inquiry, students utilize problem solving strategies and meet high academic expectations as they become culturally aware and world ready. The IB Profile and Attitudes are incorporated throughout the curriculum. This helps our students excel in the affective domain.

Heritage is also committed to arts integration and uses 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 University, Furman University and University of South Carolina-Upstate to promote quality teaching and learning through our collaboration.

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, School Improvement Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	91	44
Percent satisfied with learning environment	100.0%	81.1%	88.4%
Percent satisfied with social and physical environment	100.0%	84.4%	97.7%
Percent satisfied with school-home relations	100.0%	84.4%	86.0%

\* 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

NO

This school met 15 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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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 = 79.4% (Met or Exemplary)**

All Students	283	100	21.4	39.5	39.1	84.8	84.1	82.4	Yes	Yes
<b>Gender</b>										
Male	131	100	25.4	42.9	31.7	79.4	80.8	78.7	N/A	N/A
Female	152	100	18	36.7	45.3	89.3	87.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	246	100	19.4	40.9	39.7	86.8	89.7	88.9	Yes	Yes
African American	24	100	50	31.8	18.2	54.5	72.2	72.9	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	79.2	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	83	I/S	I/S
<b>Disability Status</b>										
Disabled	44	100	72.1	16.3	11.6	41.9	48.6	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	79.3	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	168	100	23.5	40.1	36.4	80.2	75.7	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	283	100	24.3	37.7	38	82.6	84.4	81.9	Yes	Yes
<b>Gender</b>										
Male	131	100	27	37.3	35.7	81	82.9	79.9	N/A	N/A
Female	152	100	22	38	40	84	86.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	246	100	21.9	38.8	39.3	85.1	89.4	88.9	Yes	Yes
African American	24	100	45.5	31.8	22.7	59.1	72	71.4	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	82.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.3	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	44	100	65.1	25.6	9.3	48.8	47.1	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	83.6	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	168	100	30.2	38.9	30.9	77.2	76.5	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

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	185	100	35.7	50.5	13.7	64.3	71.6	68.6
Gender								
Male	82	100	41.8	43	15.2	58.2	71.4	68.3
Female	103	100	31.1	56.3	12.6	68.9	71.9	68.9
Racial/Ethnic Group								
White	163	100	32.9	53.4	13.7	67.1	81	80.7
African American	14	100	N/AV	N/AV	N/AV	23.1	52.3	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	61.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.8	70.8
Disability Status								
Disabled	35	100	71.4	25.7	2.9	28.6	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	61.8	60.7
Socio-Economic Status								
Subsidized meals	106	100	43.3	46.2	10.6	56.7	58.4	57.3

Social Studies

All Students	187	100	23.1	48.9	28	76.9	76.1	72.5
Gender								
Male	86	100	25.3	39.8	34.9	74.7	75.9	72
Female	101	100	21.2	56.6	22.2	78.8	76.2	73.1
Racial/Ethnic Group								
White	164	100	19.8	52.5	27.8	80.2	82.8	81
African American	16	100	57.1	28.6	14.3	42.9	61.5	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	6	I/S	I/S	I/S	I/S	I/S	69.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75.5	73.5
Disability Status								
Disabled	25	100	66.7	29.2	4.2	33.3	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	116	100	27.9	48.6	23.4	72.1	65.2	62.9

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	100	100	27.6	51	21.4	72.4	76	73.2	96.2	96.4
Gender										
Male	46	100	35.6	53.3	11.1	64.4	70.2	67.2	96.2	96.3
Female	54	100	20.8	49.1	30.2	79.2	82.1	79.4	96.3	96.4
Racial/Ethnic Group										
White	89	100	27.6	52.9	19.5	72.4	83.1	81.5	96.1	96.2
African American	7	I/S	I/S	I/S	I/S	I/S	62.2	61.3	97.5	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.3	87	95.8	97.6
Hispanic	3	I/S	I/S	I/S	I/S	I/S	64.3	66.7	96.3	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	N/A	95.8
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	21.4	26.5	26	95.7	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	65.3	65.7	97.7	97.2
Socio-Economic Status										
Subsidized meals	56	100	23.6	56.4	20	76.4	63.7	63.2	95.8	95.9

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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							
2010	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
2011	3	96	100	23.9	28.3	47.8	76.1
	4	89	100	18.2	36.4	45.5	81.8
	5	98	100	21.9	53.1	25	78.1
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	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
2011	3	96	100	29.3	30.4	40.2	70.7
	4	89	100	18.2	33	48.9	81.8
	5	98	100	25	49	26	75
	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
Science							
2010	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
2011	3	48	100	42.6	34	23.4	57.4
	4	89	100	29.5	60.2	10.2	70.5
	5	48	100	40.4	48.9	10.6	59.6
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	48	100	20	42.2	37.8	80
	4	89	100	22.7	55.7	21.6	77.3
	5	50	100	26.5	42.9	30.6	73.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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
Writing							
2010	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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	100	100	27.6	51	21.4	72.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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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