



Homeland Park Elementary

3519 Wilmont Street
Anderson, South Carolina

Grades	K-5 Elementary School	
Enrollment	333 Students	
Principal	Greg Sweet	864-260-5125
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk
2004	Good	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

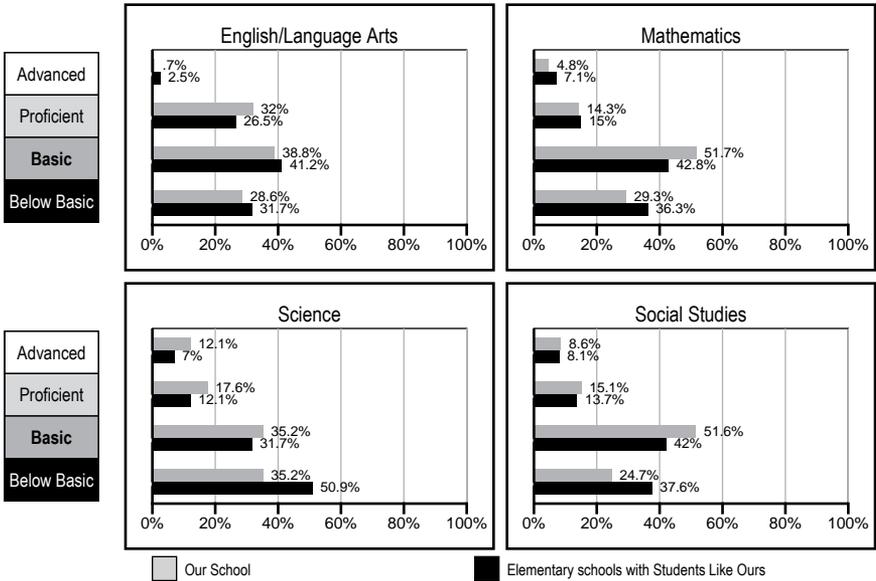
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	12	64	37

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=333)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.6%	Down from 2.7%	2.9%	2.3%
Attendance rate	95.6%	Up from 95.5%	96.0%	96.3%
Eligible for gifted and talented	3.5%	Down from 7.1%	6.0%	10.4%
With disabilities other than speech	7.5%	Down from 8.0%	8.4%	7.5%
Older than usual for grade	0.0%	Down from 1.0%	1.1%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	44.4%	Down from 45.9%	54.3%	56.7%
Continuing contract teachers	66.7%	Down from 70.3%	71.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 3.2%	0.0%	0.0%
Teachers returning from previous year	90.8%	Up from 86.0%	84.8%	86.4%
Teacher attendance rate	95.2%	Up from 95.0%	94.9%	94.9%
Average teacher salary	\$42,196	Up 4.9%	\$44,314	\$45,345
Professional development days/teacher	8.2 days	Down from 12.0 days	13.1 days	12.6 days
School				
Principal's years at school	7.0	Up from 6.0	3.8	4.0
Student-teacher ratio in core subjects	14.4 to 1	Down from 15.6 to 1	17.0 to 1	18.5 to 1
Prime instructional time	88.7%	Down from 89.4%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,660	Down 27.5%	\$7,781	\$7,052
Percent of expenditures for instruction*	64.3%	Up from 59.8%	69.1%	69.1%
Percent of expenditures for teacher salaries*	63.2%	Up from 53.6%	62.5%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The total enrollment of Homeland Park Elementary School is 340 students. Our school serves children in grades K – 5 on a Modified Calendar schedule. The school population is comprised of 54% white, 37.5% black, 4.4% Hispanic, 3% white/black, .05% Other, and .003% Pacific Islander. Eighty-four percent of our students qualify for free/reduced lunch status. Our poverty rating is ninety-one (91%)percent. Our student transient rate is sixty-four (64%) percent. Four point four (4.4%) percent qualify for ESOL status, and 19.2% are special needs students. The latest attendance rates were 96.6%. Homeland Park Elementary School is a public suburban school, located on the southern border of Anderson County in the former textile community of Homeland Park. The school was opened in 1954. A districtwide building plan announced in the spring of 2007 will result in a building addition, remodel, and upgrades by 2011.

Homeland Park Elementary School achieved a rating of "Below Average" in 2007 and failed to meet AYP requirements. During the 2007-08 school year, some strategies implemented in an effort to improve student achievement include the following: student achievement more accurately tracked through the quarterly analysis of MAP scores in grades 2 - 5; reteaching time scheduled into each school day involving students in groups according to MAP score (RIT) ranges; emphases on student writing and collaborative scoring; schoolwide research; faculty vertical teaming; and visits to similar schools who have experienced academic growth and success according to AYP requirements. We will be implementing the AVID program in our fifth grade in the 2008-2009 school year.

Our faculty, in cooperation with a Anderson University and school district mentoring program, has recruited over 160 mentors for our students. We have concluded our fourth year as a member of the South Carolina Healthy Schools Initiative. Our school fundraising efforts contributed almost non-perishable food items to benefit an Anderson food bank; \$1857.00 to the Anderson community; and provided Christmas gifts for 80 children through our school Angel Tree project and community businesses who partnered with our school.

Greg W. Sweet, Principal
Tanya Lingefelt, SIC Co-Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	47	37
Percent satisfied with learning environment	88.6%	95.7%	91.9%
Percent satisfied with social and physical environment	100.0%	87.2%	91.9%
Percent satisfied with school-home relations	57.1%	93.6%	83.8%

* 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 14 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

Newly Identified

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. Sanction: Implement the restructuring plan.
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	1.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	171	100	28.6	38.8	32	0.7	43.5	55	48.2	Yes	Yes
Gender											
Male	84	100	39.2	36.5	24.3	0	32.4	48.5	41.7	N/A	N/A
Female	87	100	17.8	41.1	39.7	1.4	54.8	61.8	55	N/A	N/A
Racial/Ethnic Group											
White	95	100	21.7	37.3	39.8	1.2	53	66.4	60	Yes	Yes
African American	65	100	37	44.4	18.5	0	29.6	36.8	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	71.4	70.4	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	37	100	45.2	45.2	9.7	0	19.4	13.3	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	43.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	145	100	32	36.1	32	0	42.6	39.3	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	171	100	29.3	51.7	14.3	4.8	33.3	54	45.8	No	Yes
Gender											
Male	84	100	36.5	45.9	9.5	8.1	27	53.2	45.6	N/A	N/A
Female	87	100	21.9	57.5	19.2	1.4	39.7	54.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	95	100	22.9	53	16.9	7.2	43.4	66.3	59	Yes	Yes
African American	65	100	42.6	46.3	11.1	0	18.5	33.4	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	80.5	71.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	46.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	37	100	58.1	32.3	9.7	0	12.9	16.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	54.6	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	145	100	32	49.2	15.6	3.3	32.8	37.6	31.4	No	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	104	100	35.2	35.2	17.6	12.1	29.7	51.9	35.7	95.6	95.6
Gender											
Male	49	100	37.8	37.8	13.3	11.1	24.4	53.7	37.4	95.6	95.5
Female	55	100	32.6	32.6	21.7	13	34.8	50.1	33.8	95.7	95.8
Racial/Ethnic Group											
White	56	100	26	36	22	16	38	65.4	49.2	95.3	95.5
African American	40	100	52.9	29.4	14.7	2.9	17.6	30.6	17	95.9	95.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.4	58	95	96.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	53.1	24.9	97.1	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	98.5
Disability Status											
Disabled	24	100	57.1	38.1	4.8	0	4.8	15.8	14	95.9	94.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	98.3
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	55.9	24.4	96.6	96.5
Socio-Economic Status											
Subsided meals	87	100	36	37.3	17.3	9.3	26.7	35.9	21.1	95.5	94.9
Social Studies											
All Students	108	100	24.7	51.6	15.1	8.6	23.7	46.8	34	95.6	95.6
Gender											
Male	53	100	26.7	53.3	13.3	6.7	20	48.6	36.6	95.6	95.5
Female	55	100	22.9	50	16.7	10.4	27.1	44.8	31.3	95.7	95.8
Racial/Ethnic Group											
White	58	100	25.5	47.1	13.7	13.7	27.5	56.8	44.5	95.3	95.5
African American	45	100	24.3	59.5	13.5	2.7	16.2	28.7	19.1	95.9	95.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.1	58.9	95	96.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	50	27.5	97.1	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	98.5
Disability Status											
Disabled	22	100	44.4	50	5.6	0	5.6	15.4	14.4	95.9	94.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	98.3
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	54.5	27.3	96.6	96.5
Socio-Economic Status											
Subsided meals	95	100	22.5	55	15	7.5	22.5	31.4	21	95.5	94.9

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	48	100	17.5	40	40	2.5	42.5
	4	55	100	31.9	44.7	23.4	0	23.4
	5	61	100	41.1	41.1	17.9	0	17.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	73	100	25	37.5	35.9	1.6	37.5
	4	41	100	21.6	40.5	37.8	0	37.8
	5	57	100	39.1	39.1	21.7	0	21.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	48	100	22.5	62.5	15	0	15
	4	55	100	29.8	55.3	8.5	6.4	14.9
	5	61	100	37.5	44.6	12.5	5.4	17.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	73	100	37.5	48.4	9.4	4.7	14.1
	4	41	100	16.2	48.6	29.7	5.4	35.1
	5	57	100	28.3	58.7	8.7	4.3	13
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	25	100	33.3	57.1	9.5	0	9.5
	4	55	100	38.3	31.9	19.1	10.6	29.8
	5	31	100	72.4	17.2	6.9	3.4	10.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	35	100	35.5	41.9	19.4	3.2	22.6
	4	41	100	21.6	37.8	24.3	16.2	40.5
	5	28	100	56.5	21.7	4.3	17.4	21.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	23	100	10.5	68.4	21.1	0	21.1
	4	55	100	31.9	42.6	17	8.5	25.5
	5	30	100	66.7	25.9	3.7	3.7	7.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	38	100	18.2	57.6	12.1	12.1	24.2
	4	41	100	21.6	51.4	16.2	10.8	27
	5	29	100	39.1	43.5	17.4	0	17.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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