



## Homeland Park Elementary

3519 Wilmont Street  
Anderson, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	323 Students	
<b>Principal</b>	Greg Sweet	864-260-5125
<b>Superintendent</b>	Betty T. Bagley	864-260-5000
<b>Board Chair</b>	Dr. William Mack Burriss	864-224-6384

# 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>Good</b>
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Average	At-Risk
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**

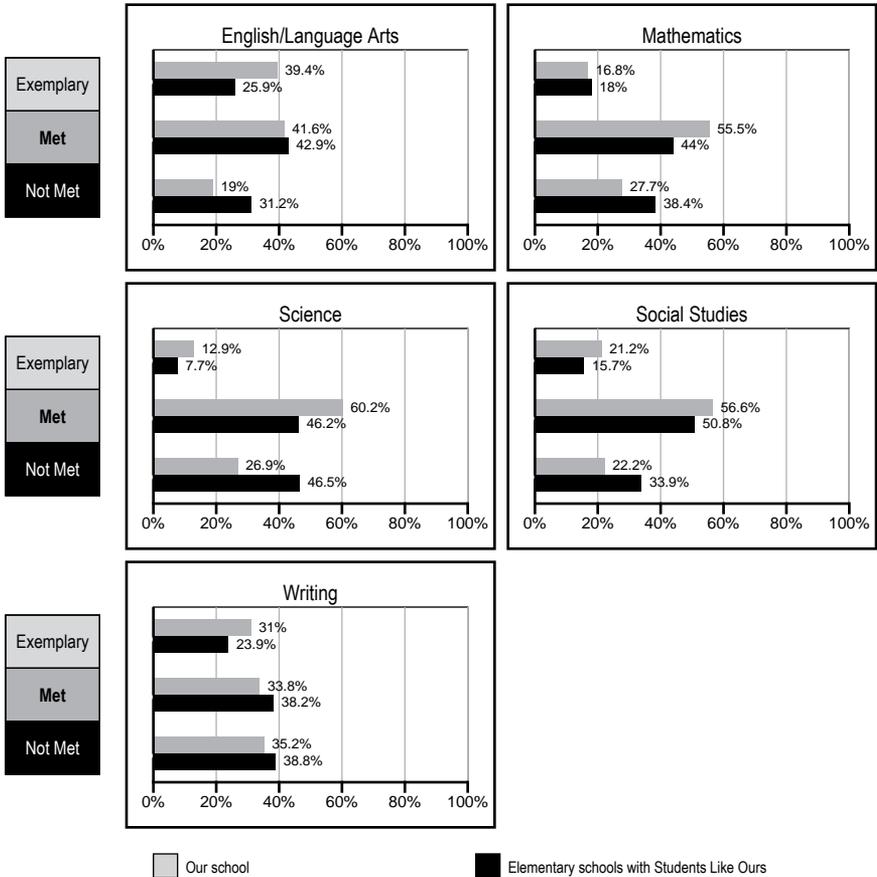
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.8%

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

Excellent	Good	Average	Below Average	At-Risk
0	4	88	39	10

\* 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=323)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.9%	Up from 2.6%	2.5%	1.9%
Attendance rate	96.2%	Up from 95.6%	96.1%	96.3%
Eligible for gifted and talented	4.3%	Up from 3.5%	5.4%	10.0%
With disabilities other than speech	7.7%	Up from 7.5%	8.6%	7.7%
Older than usual for grade	0.4%	Up from 0.0%	0.8%	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=34)</b>				
Teachers with advanced degrees	52.9%	Up from 44.4%	56.5%	59.4%
Continuing contract teachers	73.5%	Up from 66.7%	75.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.4%	Down from 90.8%	84.7%	85.9%
Teacher attendance rate	95.3%	Up from 95.2%	95.2%	95.1%
Average teacher salary*	\$44,073	Up 4.4%	\$45,890	\$47,149
Professional development days/teacher	8.3 days	Up from 8.2 days	11.1 days	11.1 days
<b>School</b>				
Principal's years at school	2.0	Down from 7.0	4.0	4.0
Student-teacher ratio in core subjects	14.7 to 1	Up from 14.4 to 1	17.9 to 1	18.8 to 1
Prime instructional time	90.5%	Up from 88.7%	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	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$9,296	Up 7.3%	\$7,802	\$7,458
Percent of expenditures for instruction**	66.7%	Up from 64.3%	68.5%	68.8%
Percent of expenditures for teacher salaries**	64.8%	Up from 63.2%	62.3%	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

Homeland Park Elementary school is a Title I school located in the southern part of Anderson County. The community is an important part of the school's success. This past year our students received a gift of new shoes and coats from New Springs Church. Covenant Baptist Church, and community volunteers supported our Good News Club where over one hundred students participated and learned about being good citizens and having positive character traits. High Praise Church and volunteers fed families during the holiday season. Homeland Park Fire Department has become a close partner with the school. Their volunteers help with school events and provide fire safety instruction to our students. They also helped build a picnic shelter for our students and community. The cost of the shelter was provided by a Lowe's grant written by our science specialist. Our parents logged in numerous volunteer hours to help support our teachers, students, and our Parent Teacher Organization. These relationships formed with the community are a model of good citizenship for our students.

The teachers demonstrated their commitment to personal growth this past year. All certified staff members participated in Take One, a National Board initiative that provides an opportunity to reflect on good teaching strategies in the classroom. Through this initiative, four teachers have completed the necessary requirements toward becoming National Board Certified Teachers. Homeland Park Elementary currently has three National Board Certified Teachers.

The students at Homeland Park Elementary have strived for excellence this past year in academics and in extracurricular activities. The school adopted the AVID (Advancement Via Individual Determination) program in one fourth and one fifth grade class. The students in this program learned how to prepare for and succeed in colleges and universities. This is a rigorous program of instruction in academics that provided the students a college like atmosphere. Student teams participated in the first annual Martin Luther King Jr. Celebration College Expo Quiz Bowl. Homeland Park students received first place in the competition. The quiz bowl was sponsored by Clemson University and Call Me Mister Program. The Students also participated in the afterschool program called Afterschool Achievers. This program provided an opportunity for students to address their learning challenges a little differently from the classroom activities. The students' hard work can be seen in increasing scores on benchmark tests and MAP (Measuring Academic Progress). The Carolina Singers and the school's step team performed in numerous venues throughout the year. In order to be a part of these programs, students had to demonstrate responsible skills such as being at each rehearsal and modeling good behavior. Some students had their artwork displayed at the Anderson Arts Center during Arts Youth Month.

Homeland Park Elementary School is a great place to work and a place where you will find every student in the winners circle!

Gregory W. Sweet, Principal  
Tasha Lingefelt, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	35	19
Percent satisfied with learning environment	96.2%	94.3%	84.2%
Percent satisfied with social and physical environment	100.0%	91.4%	78.9%
Percent satisfied with school-home relations	84.6%	97.1%	78.9%

\* 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

NI-DELAY

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	1.6%	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	96.2%	94.0%*	Yes

\* Or greater than last year

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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	154	100	19	41.6	39.4	92	88.1	82.8	Yes	Yes
<b>Gender</b>										
Male	82	100	20.3	47.3	32.4	93.2	84.9	79.3	N/A	N/A
Female	72	100	17.5	34.9	47.6	90.5	91.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	80	100	13.9	31.9	54.2	93.1	92.9	89.5	Yes	Yes
African American	67	100	27.6	50	22.4	89.7	80.4	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.4	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	88.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	23	100	35	60	5	75	57	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	83.5	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	125	100	18.2	42.7	39.1	90.9	81.6	75.5	Yes	Yes

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

All Students	154	100	27.7	55.5	16.8	80.3	84.4	78.9	Yes	Yes
<b>Gender</b>										
Male	82	100	28.4	52.7	18.9	78.4	82.7	77	N/A	N/A
Female	72	100	27	58.7	14.3	82.5	86.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	80	100	16.7	58.3	25	86.1	90.7	87.2	Yes	Yes
African American	67	100	44.8	48.3	6.9	70.7	73.2	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	98.8	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	91.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	23	100	N/AV	N/AV	N/AV	50	50.6	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	87.9	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	125	100	30	56.4	13.6	79.1	76.2	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
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**Science**

All Students	107	100	26.9	60.2	12.9	73.1	80.8	67.5
<b>Gender</b>								
Male	59	100	23.1	61.5	15.4	76.9	79.8	67
Female	48	100	31.7	58.5	9.8	68.3	81.8	68
<b>Racial/Ethnic Group</b>								
White	57	100	17.6	62.7	19.6	82.4	89.3	79.5
African American	44	100	41.7	55.6	2.8	58.3	66.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.7	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	84.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	19	100	N/AV	N/AV	N/AV	41.2	44.6	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	82	59.6
<b>Socio-Economic Status</b>								
Subsided meals	87	100	28	58.7	13.3	72	71.3	55.1

**Social Studies**

All Students	109	100	22.2	56.6	21.2	77.8	84.5	72.3
<b>Gender</b>								
Male	60	100	21.4	53.6	25	78.6	83.1	71.5
Female	49	100	23.3	60.5	16.3	76.7	86	73.2
<b>Racial/Ethnic Group</b>								
White	60	100	13.2	58.5	28.3	86.8	89.9	80.7
African American	45	100	35.7	50	14.3	64.3	75.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	88.9	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	18	100	N/AV	N/AV	N/AV	53.3	56.4	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	85.7	67.9
<b>Socio-Economic Status</b>								
Subsided meals	87	100	24.1	54.4	21.5	75.9	76.3	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	152	100	35.2	33.8	31	64.8	75.7	70.2	96.2	96
<b>Gender</b>										
Male	81	100	44.2	39	16.9	55.8	68.6	63.2	96.3	95.8
Female	71	100	24.6	27.7	47.7	75.4	83	77.5	96.1	96.1
<b>Racial/Ethnic Group</b>										
White	79	100	32.4	25.7	41.9	67.6	82.8	79.1	96	95.8
African American	66	100	39.3	44.3	16.4	60.7	64.3	57.6	96.5	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.6	86.2	N/A	97.2
Hispanic	6	I/S	I/S	I/S	I/S	I/S	71.1	62.6	96.5	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	99.9	99.1
<b>Disability Status</b>										
Disabled	29	100	63	33.3	3.7	37	30.6	26.1	96.1	94.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.9
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	68.5	61.2	95.6	96.7
<b>Socio-Economic Status</b>										
Subsided meals	121	100	34.5	38.9	26.5	65.5	63.7	58.9	96.1	95.3

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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	53	100	12.5	25	62.5	87.5
	4	62	100	27.3	45.5	27.3	72.7
	5	39	100	14.7	58.8	26.5	85.3
	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
<b>Mathematics</b>							
<b>2009</b>	3	53	100	29.2	52.1	18.8	70.8
	4	62	100	30.9	50.9	18.2	69.1
	5	39	100	20.6	67.6	11.8	79.4
	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>Science</b>							
<b>2009</b>	3	26	100	33.3	47.6	19	66.7
	4	62	100	27.3	63.6	9.1	72.7
	5	19	100	17.6	64.7	17.6	82.4
	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>Social Studies</b>							
<b>2009</b>	3	27	100	33.3	40.7	25.9	66.7
	4	62	100	16.4	63.6	20	83.6
	5	20	100	23.5	58.8	17.6	76.5
	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	52	100	26.5	26.5	46.9	73.5
	4	64	100	48.3	34.5	17.2	51.7
	5	36	100	25.7	42.9	31.4	74.3
	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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