



Homewood Elementary

108 North Clemson Circle
Conway, SC 29526

Grades	K-5 Elementary School	
Enrollment	647 Students	
Principal	Penny Foye	843-365-2512
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

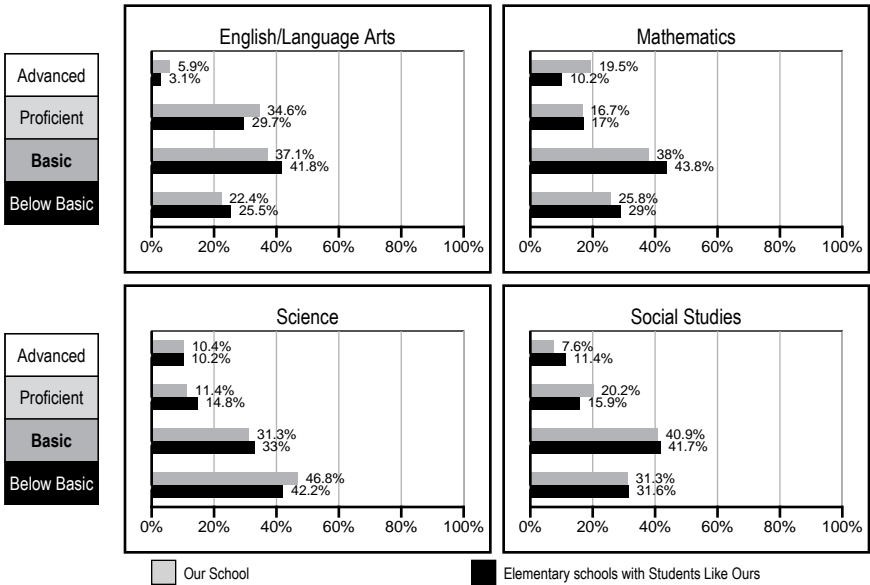
98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	23	58	7

* 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 | /S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=647)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Up from 1.4%	2.8%	2.3%
Attendance rate	95.9%	Up from 95.4%	96.0%	96.3%
Eligible for gifted and talented	13.2%	Down from 15.3%	6.5%	10.4%
With disabilities other than speech	14.2%	Up from 12.5%	9.0%	7.5%
Older than usual for grade	0.7%	Down from 1.1%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Down from 0.9%	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	47.2%	Up from 46.0%	54.2%	56.7%
Continuing contract teachers	62.3%	Down from 64.7%	75.7%	77.3%
Teachers with emergency or provisional certificates	2.6%	Down from 7.9%	0.0%	0.0%
Teachers returning from previous year	82.4%	Up from 81.4%	85.6%	86.4%
Teacher attendance rate	94.3%	Down from 94.4%	94.9%	94.9%
Average teacher salary	\$44,096	Up 4.4%	\$44,455	\$45,345
Professional development days/teacher	14.5 days	Down from 20.3 days	13.1 days	12.6 days
School				
Principal's years at school	5.0	Up from 4.0	3.5	4.0
Student-teacher ratio in core subjects	17.0 to 1	Down from 21.8 to 1	18.1 to 1	18.5 to 1
Prime instructional time	89.0%	Up from 88.5%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.2%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,041	Up 14.2%	\$7,383	\$7,052
Percent of expenditures for instruction*	67.6%	Down from 71.4%	69.1%	69.1%
Percent of expenditures for teacher salaries*	62.5%	Down from 68.0%	64.0%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

This has been an exciting school year at Homewood Elementary School with a focus on reading, math, and technology integration. Our faculty, staff, and community are proud of the progress our students have achieved. We were recently named as a Red Carpet School and recognized for closing the achievement gap.

We continue to soar to new heights of excellence! We are proud to share that 89% of our Kindergarten students ended the year reading at level 3 or higher. Approximately 81.9% of our first grade students were reading at level 16 or higher. We attribute this growth to increased staff development on reading comprehension strategies and progress monitoring.

Our use of Reading Mastery Plus and Corrective Reading programs in our primary and elementary resource and self-contained classrooms help identified students with decoding and comprehension. Other beneficial programs, such as Reading with Meaning, Top Reader's Club, Read Naturally, and Chuck Wagon Bill's Grammar programs, are used as intervention tools with students in grades 1-5 in our computer lab. We use academic tutors to target small group instruction for students who need additional assistance during the school day. In an effort to assist our struggling readers in first grade, a Reading Recovery teacher was hired. We have seen phenomenal reading growth with these students receiving intensive reading instruction.

Our PTO has been instrumental in providing funding for the purchase of 20 Smart Boards for teachers in grades 3-5. Our staff has risen to the challenge to use additional technology, with more than 20 teachers participating in the District sponsored laptop initiative to integrate technology in the curriculum.

Students from Coastal Carolina University served as mentors for 20 fourth and fifth grade students. Many of these students became role models in their grade level as a result of their interaction with their mentors. Our School Improvement Council strongly supports our mentor program. In an effort to meet the diverse needs of our fathers, we have implemented a bi-monthly fathers' workshop (PAPA: "Participating Actively in Parenting is Awe-inspiring"). These engaging hands-on workshops target key issues that men face in educating their child.

In an effort to increase parental involvement at our school, our school hosted a semi-formal dance, with at least 500 parents attending this school-wide family function; hosted a fall Family fitness night event; scheduled a hands-on family curriculum night (with a focus on math), and a spring fling.

We look forward to another successful year at Homewood. We know that with the right attitude, we can only expect to keep soaring to new altitudes!

Penny Foye, Principal

Frankie Moore, School Improvement Council Chairperson, 2007-2008

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	69	35
Percent satisfied with learning environment	83.3%	92.8%	97.1%
Percent satisfied with social and physical environment	91.4%	87.0%	79.4%
Percent satisfied with school-home relations	77.8%	89.6%	88.2%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 16 out of 21 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. 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	3.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	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	308	99.4	21.7	37.1	35	6.3	50.3	57.2	48.2	Yes	Yes
Gender											
Male	163	99.4	25.8	40.4	29.1	4.6	43	50.3	41.7	N/A	N/A
Female	145	99.3	17	33.3	41.5	8.1	58.5	64.4	55	N/A	N/A
Racial/Ethnic Group											
White	160	99.4	15.8	29.6	46.1	8.6	63.2	65.4	60	Yes	Yes
African American	123	99.2	30.1	45.1	21.2	3.5	34.5	34.7	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	23	100	20	50	25	5	40	43.1	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
Disability Status											
Disabled	72	98.6	53	31.8	12.1	3	21.2	21.7	16	No	Yes
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	19	100	23.5	41.2	29.4	5.9	41.2	39.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	240	99.2	26.5	38.8	29.2	5.5	42.9	44.9	34	Yes	Yes

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

All Students	308	99.7	25.4	38	16.7	19.9	47	56.4	45.8	Yes	Yes
Gender											
Male	163	100	27.6	37.5	15.8	19.1	44.1	55.9	45.6	N/A	N/A
Female	145	99.3	23	38.5	17.8	20.7	50.4	57	45.9	N/A	N/A
Racial/Ethnic Group											
White	160	99.4	15.1	36.2	17.8	30.9	60.5	65.2	59	Yes	Yes
African American	123	100	40.4	38.6	13.2	7.9	29.8	31.6	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	23	100	20	50	25	5	40	42.6	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	48.5	46.2	I/S	I/S
Disability Status											
Disabled	72	100	56.7	31.3	6	6	17.9	20.8	17.1	No	Yes
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	19	100	23.5	47.1	23.5	5.9	41.2	41	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	240	99.6	31.4	36.8	15.5	16.4	42.3	43.9	31.4	No	Yes

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

Abbreviations for Missing Data

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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*	School Attendance Rate	District Attendance Rate
Science											
All Students	217	99.1	46	32	11.5	10.5	22	41.4	35.7	95.9	96.3
Gender											
Male	118	99.2	47.7	31.2	9.2	11.9	21.1	43.8	37.4	95.9	96.2
Female	99	99	44	33	14.3	8.8	23.1	39	33.8	96	96.4
Racial/Ethnic Group											
White	109	98.2	25.7	39.6	19.8	14.9	34.7	50.4	49.2	95.5	96.1
African American	92	100	68.2	22.4	3.5	5.9	9.4	16.7	17	96.3	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	95.7	97.4
Hispanic	14	100	61.5	30.8	0	7.7	7.7	26.2	24.9	96.9	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	94.8	95.5
Disability Status											
Disabled	55	98.2	73.5	18.4	2	6.1	8.2	15.2	14	95.3	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	11	100	63.6	27.3	0	9.1	9.1	22.7	24.4	97	97
Socio-Economic Status											
Subsided meals	170	98.8	55.2	25.3	8.4	11	19.5	28.8	21.1	95.9	96
Social Studies											
All Students	215	99.5	30.7	40.7	21.1	7.5	28.6	41.6	34	95.9	96.3
Gender											
Male	110	100	29.4	41.2	21.6	7.8	29.4	45.3	36.6	95.9	96.2
Female	105	99.1	32	40.2	20.6	7.2	27.8	37.8	31.3	96	96.4
Racial/Ethnic Group											
White	119	99.2	23.9	36.3	27.4	12.4	39.8	48.6	44.5	95.5	96.1
African American	82	100	40	45.3	13.3	1.3	14.7	20.7	19.1	96.3	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	95.7	97.4
Hispanic	13	100	36.4	54.5	9.1	0	9.1	33.9	27.5	96.9	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	94.8	95.5
Disability Status											
Disabled	44	100	57.1	35.7	7.1	0	7.1	17.1	14.4	95.3	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	11	100	44.4	44.4	11.1	0	11.1	30.8	27.3	97	97
Socio-Economic Status											
Subsided meals	164	99.4	36.2	39.6	18.1	6	24.2	29.8	21	95.9	96

* 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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	133	100	9.7	41.1	39.5	9.7	49.2	
	4	101	100	11.6	34.7	48.4	5.3	53.7	
	5	85	98.8	14.1	43.6	38.5	3.8	42.3	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	97	100	14.1	39.1	38	8.7	46.7	
	4	125	98.4	31	31	35.4	2.7	38.1	
	5	86	100	17.3	43.2	30.9	8.6	39.5	
	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	133	100	19.4	51.6	20.2	8.9	29	
	4	101	100	6.3	35.8	26.3	31.6	57.9	
	5	85	100	15.2	31.6	27.8	25.3	53.2	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	97	100	25	42.4	21.7	10.9	32.6	
	4	125	99.2	30.7	36.8	12.3	20.2	32.5	
	5	86	100	18.5	34.6	17.3	29.6	46.9	
	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	69	100	52.5	36.1	11.5	0	11.5	
	4	101	100	43.2	28.4	16.8	11.6	28.4	
	5	40	100	43.2	29.7	16.2	10.8	27	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	48	97.9	56.8	25	9.1	9.1	18.2	
	4	124	99.2	42.5	35.4	14.2	8	22.1	
	5	45	100	44.2	30.2	7	18.6	25.6	
	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	67	100	21.7	40	21.7	16.7	38.3	
	4	101	100	28.4	40	22.1	9.5	31.6	
	5	44	100	36.6	39	17.1	7.3	24.4	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	50	100	22.9	45.8	27.1	4.2	31.3	
	4	124	99.2	34.5	37.2	21.2	7.1	28.3	
	5	41	100	28.9	44.7	13.2	13.2	26.3	
	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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