



## HOMELAND PARK ELEMENTARY

3519 Wilmont Street  
Anderson, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	292 Students	
<b>Principal</b>	Gregory W. Sweet	864-260-5125
<b>Superintendent</b>	Betty T Bagley	864-260-5000
<b>Board Chair</b>	Mr. Al Norris Jr.	864-260-5042

# 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	Good
2008	Below Average	Below Average
2007	Below 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 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

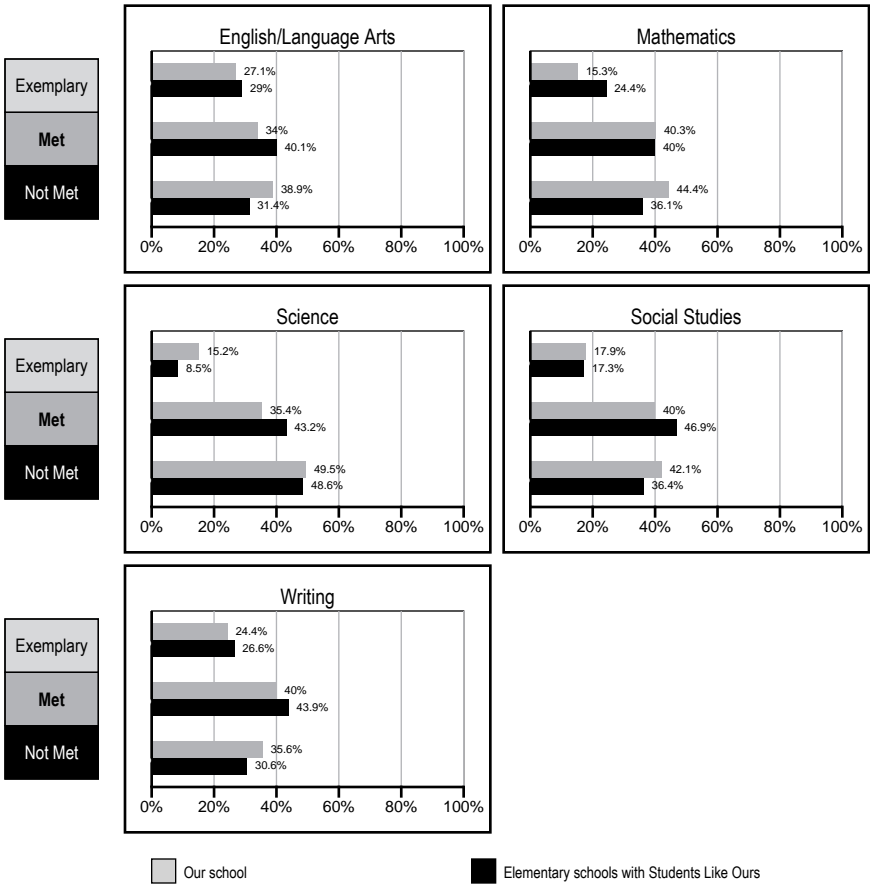
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	9	107	40	14

\* 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=292)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	No Change	1.5%	1.1%
Attendance rate	95.9%	Down from 99.9%	95.9%	96.2%
Served by gifted and talented program	8.2%	Down from 14.4%	6.9%	13.4%
With disabilities other than speech	5.1%	Down from 7.8%	4.5%	4.1%
Older than usual for grade	0.0%	No Change	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=25)</b>				
Teachers with advanced degrees	56.0%	Up from 46.4%	60.9%	62.5%
Continuing contract teachers	88.0%	Down from 89.3%	83.3%	88.2%
Teachers returning from previous year	80.1%	Down from 86.4%	85.6%	87.8%
Teacher attendance rate	96.2%	Up from 94.1%	95.1%	95.2%
Average teacher salary*	\$42,655	Down 4.3%	\$45,436	\$46,773
Professional development days/teacher	9.0 days	Up from 8.1 days	10.2 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 16.4 to 1	18.2 to 1	19.9 to 1
Prime instructional time	91.7%	Down from 93.8%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Up from 97.5%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,170	Down 2.2%	\$8,016	\$7,447
Percent of expenditures for instruction**	66.1%	Up from 65.7%	68.0%	68.4%
Percent of expenditures for teacher salaries**	62.1%	Down from 64.1%	64.7%	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**

The Homeland Park community is located on the southern most part of Anderson County. It is a small community that has a rich heritage. The community has seen industrial growth with the building of new businesses and industries. The school is fortunate to be located in the heart of this community and growth. The recent renovation of the school allows it to be a part of the positive changes. In the 2011-2012 school year, the students will return to a building that will exceed their learning needs with all of the new changes that have been made. All of the classrooms have been renovated and there have been four additional classrooms added. The students will also have a new computer lab, art room, science lab, and music room. Safety is always the number one priority around the school. The renovation has provided the opportunity to create one entrance for visitors to enter the school. This will increase the security of the building and students.

District Five instructional leaders have been enhancing the Anderson Five Approved Curriculum. Teachers assisted with these enhancements and participated in training to become proficient in teaching the enhanced curriculum. Teachers were given the opportunity to attend training during Anderson Five's Summer Institute. Much of the focus of this training was on math and English Language Arts. There was also training on the Core Curriculum. Educators across the country and countries around the world have joined together to develop educational standards that will allow for appropriate benchmarks for all students, regardless of where they live within the United States. These efforts will better serve our students in the classroom.

Homeland Park Elementary will further serve the students by providing the teachers with tools and strategies to support their lessons. The school uses Thinking Maps that provide students with eight graphic organizers that address the different fundamental thinking processes. An additional tool will be added to this program called Write from the Beginning. One key component of this program is that it teaches students to self-assess their writing and articulate a plan for improvement. The school has a morning re-teach program where students are provided help in areas of weaknesses that were determined using MAP RIT scores, benchmark results, and PASS. Grouping students with similar academic challenges allows for more in-depth lessons and smaller groups. The students will have an opportunity to receive further assistance in an afternoon homework program. The teachers and students also have classrooms that have state of the art technology. The future is bright for Homeland Park Elementary because of our teachers and the continued support of the community and Anderson School District Five.

Gregory W. Sweet, Principal  
 Tanya Vaughn, School Improvement Council Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	24	43	17
Percent satisfied with learning environment	45.8%	83.7%	75.0%
Percent satisfied with social and physical environment	50.0%	81.4%	64.7%
Percent satisfied with school-home relations	34.8%	74.4%	82.4%

\* 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 13 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	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

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	160	100	38.9	34	27.1	69.4	85.7	82.4	Yes	Yes
<b>Gender</b>										
Male	89	100	41.8	31.6	26.6	65.8	82.5	78.7	N/A	N/A
Female	71	100	35.4	36.9	27.7	73.8	89	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	80	100	26.1	36.2	37.7	79.7	91	88.9	Yes	Yes
African American	75	100	50.7	32.4	16.9	60.6	77.4	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.4	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	86.1	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	22	100	N/AV	N/AV	N/AV	36.8	51.3	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	85	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	127	100	42.5	33.3	24.2	65.8	78.8	75.4	Yes	Yes

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

All Students	160	100	44.4	40.3	15.3	66	85	81.9	No	Yes
<b>Gender</b>										
Male	89	100	46.8	39.2	13.9	63.3	83.6	79.9	N/A	N/A
Female	71	100	41.5	41.5	16.9	69.2	86.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	80	100	34.8	46.4	18.8	73.9	90.6	88.9	Yes	Yes
African American	75	100	53.5	35.2	11.3	57.7	75.7	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.7	94.6	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	91.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	22	100	N/AV	N/AV	N/AV	21.1	49.3	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	91.2	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	127	100	46.7	38.3	15	64.2	77.7	74.9	No	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	108	100	49.5	35.4	15.2	50.5	77.8	68.6
<b>Gender</b>								
Male	62	100	42.9	33.9	23.2	57.1	77.6	68.3
Female	46	100	58.1	37.2	4.7	41.9	78	68.9
<b>Racial/Ethnic Group</b>								
White	60	100	34	49.1	17	66	85.8	80.7
African American	46	100	68.2	20.5	11.4	31.8	65.1	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.1	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	14	100	N/AV	N/AV	N/AV	25	41.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	77.3	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	86	100	53	34.9	12	47	67.9	57.3
<b>Social Studies</b>								
All Students	109	100	42.1	40	17.9	57.9	80.6	72.5
<b>Gender</b>								
Male	61	100	46.2	32.7	21.2	53.8	78.3	72
Female	48	100	37.2	48.8	14	62.8	83.1	73.1
<b>Racial/Ethnic Group</b>								
White	52	100	25.6	48.8	25.6	74.4	87.4	81
African American	54	100	56	32	12	44	70.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	83.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	14	100	58.3	33.3	8.3	41.7	46.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	85	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	87	100	41.3	40	18.8	58.8	71.7	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
<b>Writing</b>										
All Students	49	98	34.1	40.9	25	65.9	76.3	73.2	95.9	96
<b>Gender</b>										
Male	25	96	43.5	34.8	21.7	56.5	70.7	67.2	95.9	95.9
Female	24	100	23.8	47.6	28.6	76.2	81.6	79.4	96	96
<b>Racial/Ethnic Group</b>										
White	22	100	30	50	20	70	83.4	81.5	94.9	95.7
African American	24	95.8	36.4	31.8	31.8	63.6	65.4	61.3	97	96.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	78.3	87	98.5	97.1
Hispanic	3	I/S	I/S	I/S	I/S	I/S	75.4	66.7	97.3	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97.8
<b>Disability Status</b>										
Disabled	6	I/S	I/S	I/S	I/S	I/S	28.8	26	95.8	95.1
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	71.6	65.7	97.2	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	38	100	41.7	41.7	16.7	58.3	64.9	63.2	96	95.4

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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>2010</b>	3	52	100	17.4	41.3	41.3	82.6
	4	51	100	29.8	46.8	23.4	70.2
	5	59	100	29.8	47.4	22.8	70.2
	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>2011</b>	3	53	100	46	20	34	54
	4	57	100	28	46	26	72
	5	50	100	43.2	36.4	20.5	56.8
	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>2010</b>	3	52	100	39.1	34.8	26.1	60.9
	4	51	100	21.3	63.8	14.9	78.7
	5	59	100	31.6	49.1	19.3	68.4
	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>2011</b>	3	53	100	64	22	14	36
	4	57	100	30	50	20	70
	5	50	100	38.6	50	11.4	61.4
	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>2010</b>	3	26	100	52.2	34.8	13	47.8
	4	51	100	29.8	63.8	6.4	70.2
	5	30	100	27.6	62.1	10.3	72.4
	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>2011</b>	3	27	100	65.4	26.9	7.7	34.6
	4	57	100	44	38	18	56
	5	24	100	43.5	39.1	17.4	56.5
	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

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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>2010</b>	3	26	100	34.8	52.2	13	65.2
	4	51	100	25.5	42.6	31.9	74.5
	5	29	100	57.1	35.7	7.1	42.9
	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>2011</b>	3	26	100	37.5	54.2	8.3	62.5
	4	57	100	38	38	24	62
	5	26	100	57.1	28.6	14.3	42.9
	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>2010</b>	3	52	100	25.5	44.7	29.8	74.5
	4	51	100	37.5	31.3	31.3	62.5
	5	59	100	31.6	45.6	22.8	68.4
	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>2011</b>	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	49	98	34.1	40.9	25	65.9
	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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