



Homewood Elementary

108 North Clemson Circle
Conway, SC 29526

Grades	PK-5 Elementary School	
Enrollment	599 Students	
Principal	Penny T. Foye	843-365-2512
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Joe DeFeo	843-222-5912

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Excellent
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	Average	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://www.eoc.sc.gov>

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

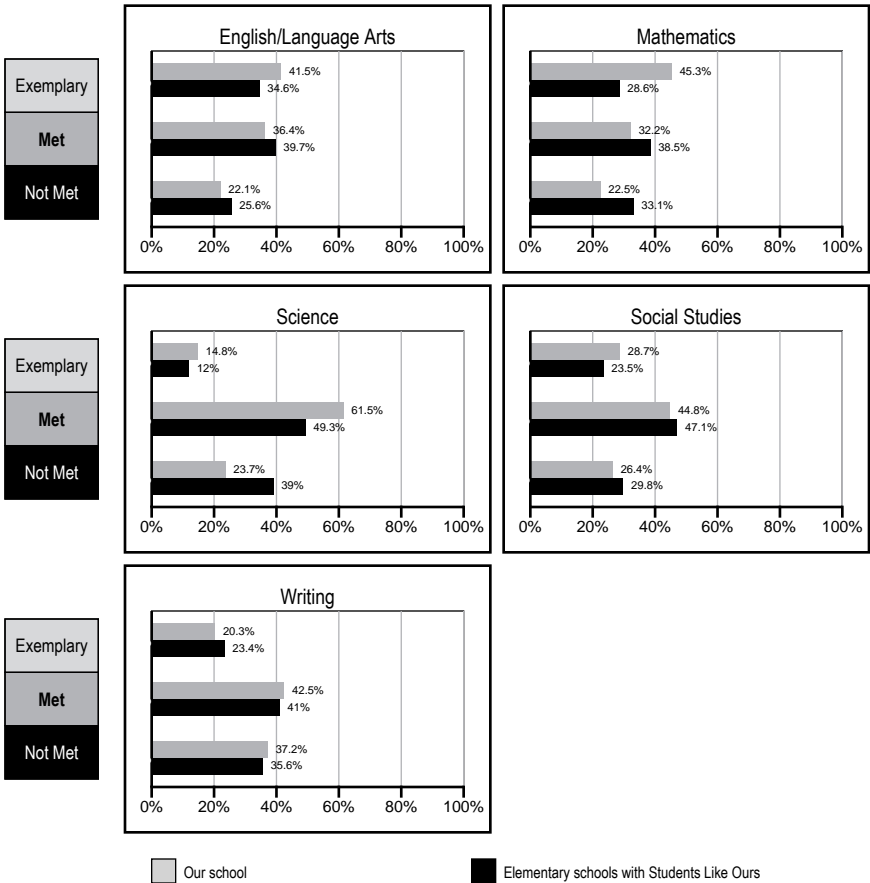
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
9	14	95	16	5

* Ratings are calculated with data available by 12/14/2013.

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
Students (n=599)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Up from 0.3%	1.2%	0.9%
Attendance rate	95.8%	Down from 96.0%	96.0%	96.3%
Served by gifted and talented program	7.2%	N/A	4.6%	7.2%
With disabilities	14.4%	N/A	14.0%	12.4%
Older than usual for grade	1.1%	N/A	2.6%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 5.6%	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	58.1%	Down from 58.7%	59.4%	62.5%
Continuing contract teachers	81.4%	Down from 82.6%	81.7%	83.3%
Teachers returning from previous year	87.5%	Up from 85.9%	87.0%	88.3%
Teacher attendance rate	94.4%	Up from 94.1%	94.7%	95.0%
Average teacher salary*	\$49,354	Up 1.0%	\$47,228	\$48,193
Professional development days/teacher	13.9 days	Down from 24.0 days	11.3 days	11.0 days
School				
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 21.0 to 1	19.5 to 1	20.1 to 1
Prime instructional time	88.4%	Up from 87.3%	89.6%	90.0%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,207	Up 12.6%	\$7,580	\$7,364
Percent of expenditures for instruction**	68.0%	Up from 67.4%	68.0%	68.0%
Percent of expenditures for teacher salaries**	60.0%	Down from 62.1%	65.0%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

This has been a year of renewed growth at Homewood Elementary School with a primary focus on math and small group reading instruction. Our faculty, staff, students and community are proud of the progress our students have made this school year.

Reading Interventionists were used to provide small group instruction for students who needed more intensive reading support. We worked strategically to differentiate instruction and used the Measure of Academic Progress (MAP) three times during the school year to monitor students' progress in reading and math. As a result, we had 79% of our 5th grade students; 70% of our 4th grade students; 72% of our 3rd grade students; and 80% of our 2nd grade students meet their spring MAP growth target goals in math. Additionally, we had 69% of our 3rd and 4th grade students meet their spring target goals in reading. We outpaced the District average in reading, language, and math in third and fourth grades.

Our school continues to benefit from the use of our phonics-based program, Imagine-It, in grades CD -5th grades. Although we continue to monitor and adjust to meet the reading needs at our school, we are confident our students will continue to show growth. We are proud to share that 100% of our CD students met their reading CIRCLE benchmark goals; 96% of our Kindergarten students; 89% of our first grade students, and 82% of our second grade students reached their reading benchmark goal as measured on DIBELS. We attribute this growth to increased staff development on providing explicit small-group reading instruction and increased progress monitoring. We attribute this sustained growth to our TIER II reading intervention programs in our school and our school-wide focus and work with our Data Teams.

Students from Coastal Carolina University continue to support our students in several grades through the mentoring program. 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. Additionally, our School Improvement Council hosted its first Career Leadership workshop with our fourth and fifth grade students. Local business men and women provided hands-on training and information for students in the areas of medicine, media, law, small businesses, banking, and technology.

In an effort to enhance our Home/School connections, we participated in bi-monthly neighborhood visits on select Saturdays throughout the year. Our commitment to meet our parents' and students' diverse needs remain at the forefront of our mission statement. We have begun work with involving our students with Service Learning projects, and our school-wide band, The Selectones, continues to receive rave reviews.

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

Penny Foye, Principal
Jessie Loudin, School Improvement Council Chairperson, 2012-2013

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	89	36
Percent satisfied with learning environment	69.4%	88.7%	91.6%
Percent satisfied with social and physical environment	89.6%	86.8%	83.8%
Percent satisfied with school-home relations	59.2%	88.8%	81%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	92.6
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Homewood Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.6%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	0.6%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	660.4	657.0	623.3	632.1	99.7	100.0
Male	653.4	654.1	627.7	629.5	99.3	100.0
Female	668.0	660.1	618.6	635.2	100.0	100.0
White	676.1	669.7	633.7	642.3	100.0	100.0
African American	638.4	638.8	606.5	618.6	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	602.5	601.5	587.8	595.1	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	653.8	652.3	619.2	628.8	99.6	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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							
2012	3	99	100	32.6	27.9	39.5	67.4
	4	93	100	35.2	42	22.7	64.8
	5	116	100	34	44.3	21.7	66
	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
2013	3	97	100	19.8	23.3	57	80.2
	4	92	98.9	23.5	40	36.5	76.5
	5	102	100	21.7	46.7	31.5	78.3
	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
Mathematics							
2012	3	99	100	32.6	33.7	33.7	67.4
	4	93	100	27.3	47.7	25	72.7
	5	116	100	33	47.2	19.8	67
	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
2013	3	97	100	27.9	22.1	50	72.1
	4	92	100	16.5	41.2	42.4	83.5
	5	102	100	21.7	35.9	42.4	78.3
	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
Science							
2012	3	51	100	50	36.4	13.6	50
	4	93	100	43.2	50	6.8	56.8
	5	57	100	41.5	45.3	13.2	58.5
	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
2013	3	46	100	21.4	57.1	21.4	78.6
	4	92	100	28.2	57.6	14.1	71.8
	5	50	100	15.2	73.9	10.9	84.8
	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

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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							
2012	3	48	100	40.5	35.7	23.8	59.5
	4	93	100	27.3	53.4	19.3	72.7
	5	59	96.6	52.8	34	13.2	47.2
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	51	100	25	36.4	38.6	75
	4	92	100	23.5	48.2	28.2	76.5
	5	54	100	35.4	45.8	18.8	64.6
	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
Writing							
2012	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	114	93.9	50	36	14	50
	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
2013	3	99	100	35.6	34.5	29.9	64.4
	4	92	100	35.3	47.1	17.6	64.7
	5	105	95.2	40.4	46.1	13.5	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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