



HOMELAND PARK ELEMENTARY

3519 Wilmont Street
Anderson, South Carolina

Grades	K-5 Elementary School	
Enrollment	296 Students	
Principal	Gregory W. 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Good
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	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

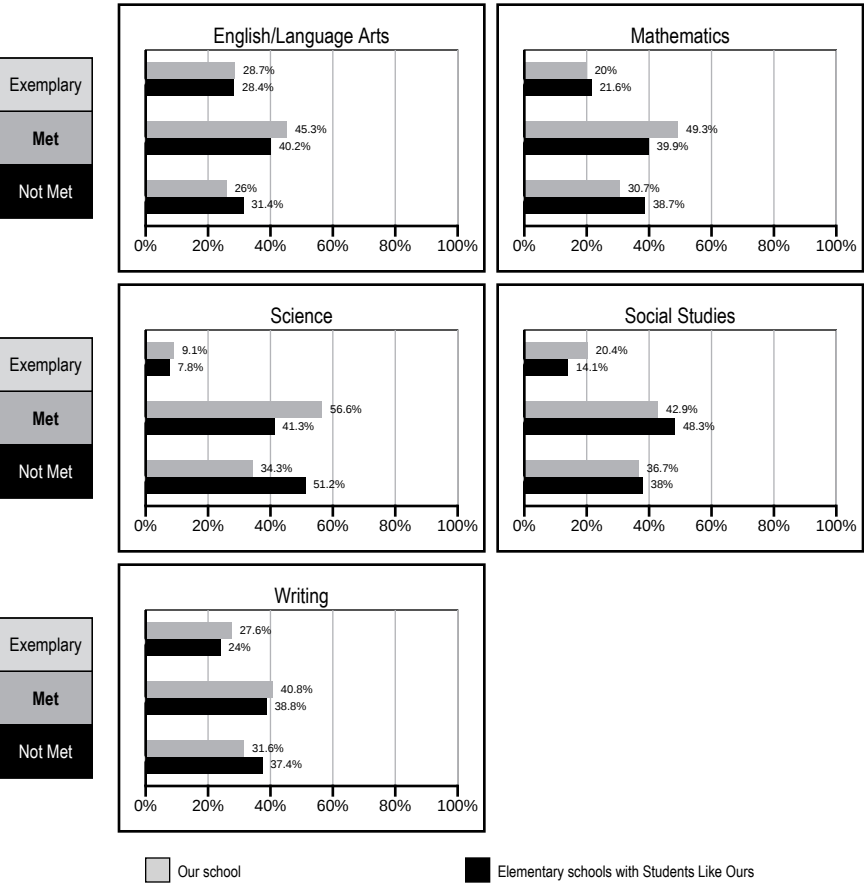
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	5	102	36	16

* Ratings are calculated with data available by 03/09/2011.

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
Students (n=296)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	Down from 2.9%	1.6%	1.2%
Attendance rate	99.9%	Up from 96.2%	95.8%	96.1%
Eligible for gifted and talented	14.4%	Up from 4.3%	5.5%	11.7%
With disabilities other than speech	7.8%	Up from 7.7%	8.5%	8.0%
Older than usual for grade	0.0%	Down from 0.4%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	46.4%	Down from 52.9%	59.0%	60.5%
Continuing contract teachers	89.3%	Up from 73.5%	81.6%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.4%	Down from 87.4%	85.0%	87.0%
Teacher attendance rate	94.1%	Down from 95.3%	95.2%	95.4%
Average teacher salary*	\$44,551	Up 1.1%	\$45,782	\$47,288
Professional development days/teacher	8.1 days	Down from 8.3 days	11.1 days	10.5 days
School				
Principal's years at school	2.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	16.4 to 1	Up from 14.7 to 1	18.0 to 1	19.2 to 1
Prime instructional time	93.8%	Up from 90.5%	90.1%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.5%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$9,372	Up 0.8%	\$8,361	\$7,548
Percent of expenditures for instruction**	65.7%	Down from 66.7%	67.8%	68.7%
Percent of expenditures for teacher salaries**	64.1%	Down from 64.8%	62.7%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Homeland Park Elementary is a wonderful community school. Homeland Park is a community located in the southern most part of Anderson County. The community plays a vital part in the school's success. Homeland Park Fire Department continues to support our school with volunteers and training. NewSpring Church has helped improve the appearance of our school by providing volunteers and materials to landscape the front of the school. Covenant Baptist Church facilitates and supports the Good News Club, where over one hundred students participated and learned about being good citizens and having positive character traits. High Praises Church fed families during the holiday season. Anderson University partners with the school to provide support in many areas to broaden the students' learning experiences.

The positive growth of our students is priority one. The school has received the Palmetto Silver Award, a program created for schools attaining high levels of absolute performance, high rates of growth, and substantial progress in closing the achievement gaps between groups of students. "Schools that win these awards take the initiative to create quality instructional programs," said State Superintendent of Education Jim Rex.

The students were given an opportunity to participate in a morning and afternoon academic program whose primary focus was on reading and mathematics. These programs contributed to the forward progress made on Measures of Academic Progress (MAP) and the Palmetto Assessment of State Standards (PASS). Writing is a key component in all subject areas taught as well as in life. Therefore, we recognize students for their individual writing abilities with the Order of the Scroll program. Student work is judged by teachers and other personnel. The co-curricular classes have also contributed to student progress. A few examples of the teaching and learning culture at Homeland Park Elementary include an Art Club where students can expand upon their knowledge and abilities in art. Students also have an opportunity to try out for the Carolina Singers. The music teacher exposes the students to many opportunities to perform. Our teachers of the arts have also implemented an Arts at the Park event. This is an all-day event where local artist are invited to display their talents. This is a great experience for the students and the community.

We are excited about the future of our school! Soon you will be hearing more about our theme. We have been researching and planning to become an academy that focuses on environmental and life sciences. This will provide an opportunity for the students to explore their world from a different perspective.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	43	29
Percent satisfied with learning environment	74.1%	83.7%	93.1%
Percent satisfied with social and physical environment	81.5%	88.1%	82.8%
Percent satisfied with school-home relations	59.3%	81.0%	86.2%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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	0.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.9%	94.0%*	Yes

* Or greater than last year

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	162	100	26	45.3	28.7	88	86.4	83.5	Yes	Yes
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Gender

Male	90	100	31.4	48.8	19.8	84.9	83.4	80.1	N/A	N/A
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Female	72	100	18.8	40.6	40.6	92.2	89.7	87	N/A	N/A
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Racial/Ethnic Group

White	85	100	17.9	44	38.1	89.3	91.6	89.6	Yes	Yes
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African American	72	100	36.1	47.5	16.4	85.2	78.6	74.6	Yes	Yes
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	90.8	92.7	I/S	I/S
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	87.5	79.6	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
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Disability Status

Disabled	25	100	60.9	34.8	4.3	60.9	55	51.7	I/S	I/S
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
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English Proficiency

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	84.1	79	I/S	I/S
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Socio-Economic Status

Subsidized meals	138	100	27.6	48	24.4	87.4	80.3	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	162	100	30.7	49.3	20	80	84.4	80.4	Yes	Yes
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Gender

Male	90	100	37.2	47.7	15.1	76.7	82.1	78.4	N/A	N/A
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Female	72	100	21.9	51.6	26.6	84.4	87	82.5	N/A	N/A
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Racial/Ethnic Group

White	85	100	25	46.4	28.6	83.3	90.7	87.8	Yes	Yes
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African American	72	100	39.3	52.5	8.2	73.8	74.1	69.3	Yes	Yes
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	95.4	93.5	I/S	I/S
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	90.1	78.3	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
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Disability Status

Disabled	25	100	N/A	N/A	N/A	47.8	49.3	46.1	I/S	I/S
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
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English Proficiency

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	89.1	78.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	138	100	34.6	49.6	15.7	78	76.8	72.8	Yes	Yes
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* 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
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Science

All Students	107	100	34.3	56.6	9.1	65.7	77	67.3
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Gender

Male	58	100	39.3	53.6	7.1	60.7	75.5	66.9
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Female	49	100	27.9	60.5	11.6	72.1	78.4	67.7
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Racial/Ethnic Group

White	51	100	25.5	58.8	15.7	74.5	86.3	79.6
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African American	52	100	43.2	54.5	2.3	56.8	62.9	49.7
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	90.7	84.4
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	75.6	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
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Disability Status

Disabled	17	100	N/A	N/A	N/A	26.7	41.9	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	73.3	58.6
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Socio-Economic Status

Subsidized meals	92	100	38.1	52.4	9.5	61.9	67.5	55.4
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Social Studies

All Students	106	100	36.7	42.9	20.4	63.3	80.1	70.9
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Gender

Male	59	100	41.1	41.1	17.9	58.9	78.6	70.1
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Female	47	100	31	45.2	23.8	69	81.7	71.7
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Racial/Ethnic Group

White	56	100	29.1	45.5	25.5	70.9	85.8	79.2
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African American	47	100	47.5	37.5	15	52.5	71.2	58.4
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	95.1	86.8
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	80.2	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
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Disability Status

Disabled	18	100	N/A	N/A	N/A	31.3	49.3	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	77	68
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Socio-Economic Status

Subsidized meals	88	100	38.3	42	19.8	61.7	71.4	60.8
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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	School Attendance Rate	District Attendance Rate
Writing										
All Students	162	100	31.6	40.8	27.6	68.4	75.7	72.1	99.9	99.9
Gender										
Male	90	100	43	38.4	18.6	57	69.5	65.2	99.9	99.9
Female	72	100	16.7	43.9	39.4	83.3	82.3	79.2	99.9	99.9
Racial/Ethnic Group										
White	85	100	33.3	34.5	32.1	66.7	84	80.8	99.9	99.9
African American	72	100	30.2	49.2	20.6	69.8	63.6	59.7	99.9	99.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	87	N/A	99.9
Hispanic	5	I/S	I/S	I/S	I/S	I/S	69.6	64.6	99.9	99.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	99.9	99.9
Disability Status										
Disabled	27	100	80	16	4	20	30.4	27.7	99.9	99.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	68.2	63.7	99.9	99.9
Socio-Economic Status										
Subsidized meals	139	100	32.6	39.5	27.9	67.4	65.9	61.9	99.9	99.9

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	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
2010	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
Mathematics							
2009	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
2010	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
Science							
2009	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
2010	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	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
2010	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
Writing							
2009	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
2010	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample