



Homewood Elementary

108 North Clemson Circle
Conway, SC 29526

Grades	PK-5 Elementary School	
Enrollment	646 Students	
Principal	Penny T. Foye	843-365-2512
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	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://www.eoc.sc.gov>

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

Percent of students tested in 2011-12 whose 2010-11 test scores were located

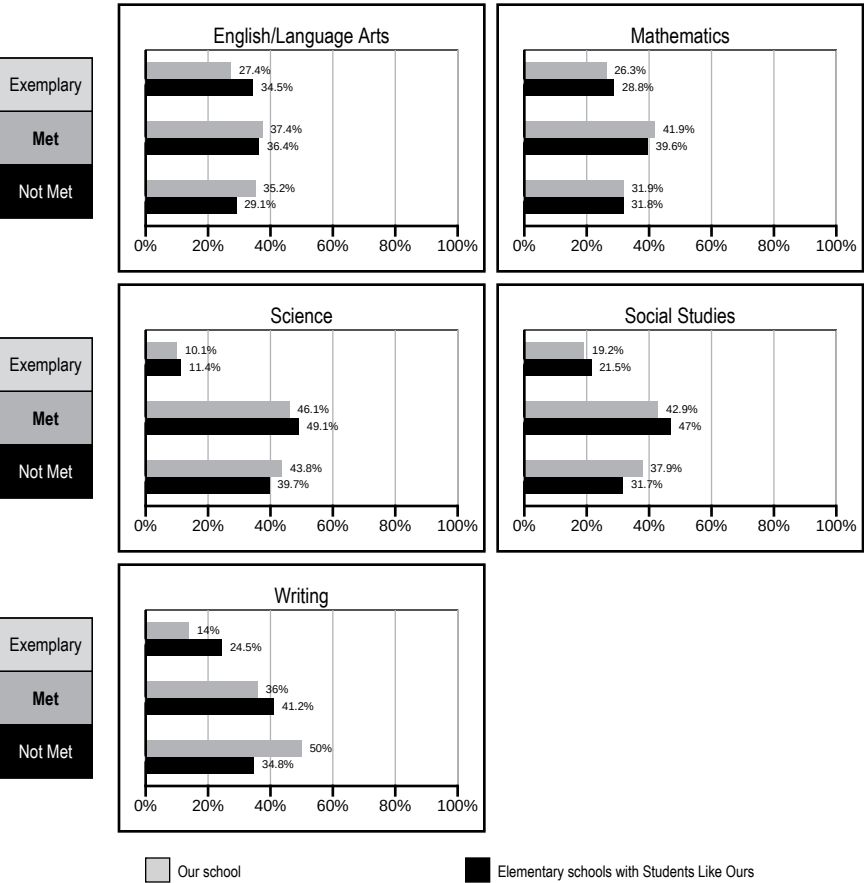
98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
9	18	94	17	4

* Ratings are calculated with data available by 11/07/2012.

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=646)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	Down from 0.5%	1.4%	1.0%
Attendance rate	96.0%	Up from 95.4%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.6%	Up from 1.5%	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	58.7%	Up from 57.8%	60.9%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	85.9%	Up from 80.4%	88.2%	88.7%
Teacher attendance rate	94.1%	Down from 95.1%	94.8%	95.1%
Average teacher salary*	\$48,851	Up 3.4%	\$46,258	\$47,210
Professional development days/teacher	24.0 days	Up from 21.3 days	10.7 days	10.5 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Down from 22.3 to 1	19.3 to 1	20.0 to 1
Prime instructional time	87.3%	Up from 87.0%	89.9%	90.5%
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**	\$9,065	Down 6.9%	\$7,349	\$7,247
Percent of expenditures for instruction**	67.4%	Up from 66.9%	67.5%	68.2%
Percent of expenditures for teacher salaries**	62.1%	Up from 60.0%	64.4%	65.7%

* 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.

Academic tutors were used to provide small group instruction for students who needed additional assistance during the school day. We worked strategically to differentiate instruction and use the Measures of Academic Progress (MAP) three times during the school year to monitor students' progress in the classrooms. As a result, we had 74% of our 5th grade students meet their spring MAP growth goals and 75% of our third grade students met their spring targeted growth goals by Spring, 2012. Our second grade students had 77% of the grade level to meet their spring targeted growth goals. We set a school-wide SMART goal that 82.36% of our fourth grade students would be predicted to score met or above on PASS based upon spring MAP data. Our results showed that 86% of our students are projected to meet this goal.

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 competent our students will continue to show growth. We are proud to share that at least 95% of our CD students met their reading benchmark goals, and 91% of our Kindergarten 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. In first grade, we had 70% of our students to reach their end of year reading benchmark goal. We are proud to report that at least 60% of our students in 2nd, 3rd, and 5th grades met their spring targeted growth goals. We attribute this growth to our TIER II reading intervention programs in our school.

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.

Parental involvement continues to remain strong at Homewood. We had at least 95% of our parents to attend parent conferences this year. Our school hosted our annual "Butterfly Kisses" dance with at least 400 parents attending this school-wide family function, as well as our Reading Rodeo to enhance our literacy focus. We have begun work with involving our students with Service Learning projects, and our music teacher formed a student band of fourth and fifth grade students, The Selectones, who have received rave reviews for their performance throughout our community.

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

Frankie Moore, School Improvement Council Chairperson, 2011-2012

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	96	34
Percent satisfied with learning environment	79.2%	92.7%	90.9%
Percent satisfied with social and physical environment	88.7%	91.7%	97.1%
Percent satisfied with school-home relations	66.7%	89.6%	100.0%

* 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 2012, 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	73.2
Overall Grade Conversion	C

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	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	3.0%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	643.2	641.9	606.2	619.8	100.0	100.0
Male	639.0	641.6	610.0	615.8	100.0	100.0
Female	648.2	642.4	601.3	624.1	100.0	100.0
White	657.0	658.9	619.1	633.9	100.0	100.0
African American	627.2	622.3	589.5	604.4	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	603.0	595.1	566.6	576.1	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	637.0	636.2	601.6	614.2	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	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							
2011	3	106	100	21.9	39.6	38.5	78.1
	4	108	100	28.3	42.4	29.3	71.7
	5	110	100	27.3	49.5	23.2	72.7
	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
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
Mathematics							
2011	3	106	100	28.1	24	47.9	71.9
	4	108	100	18.2	50.5	31.3	81.8
	5	110	100	21.2	46.5	32.3	78.8
	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
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
Science							
2011	3	53	96.2	58.3	27.1	14.6	41.7
	4	106	100	39.2	52.6	8.2	60.8
	5	54	96.3	38	48	14	62
	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
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

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PASS Performance By Grade Level

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

2011	3	53	100	19.1	51.1	29.8	80.9
	4	107	100	39.8	43.9	16.3	60.2
	5	56	100	41.7	41.7	16.7	58.3
	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
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

Writing

2011	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	108	99.1	31.3	43.4	25.3	68.7
	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
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

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