



HUNLEY PARK ELEMENTARY

1000 Michigan Ave.
Charleston, SC 29404

Grades	PK-5 Elementary School	
Enrollment	511 Students	
Principal	Michael L. Ard	843-767-5914
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Average	Average
2007	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://eoc.sc.gov>

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

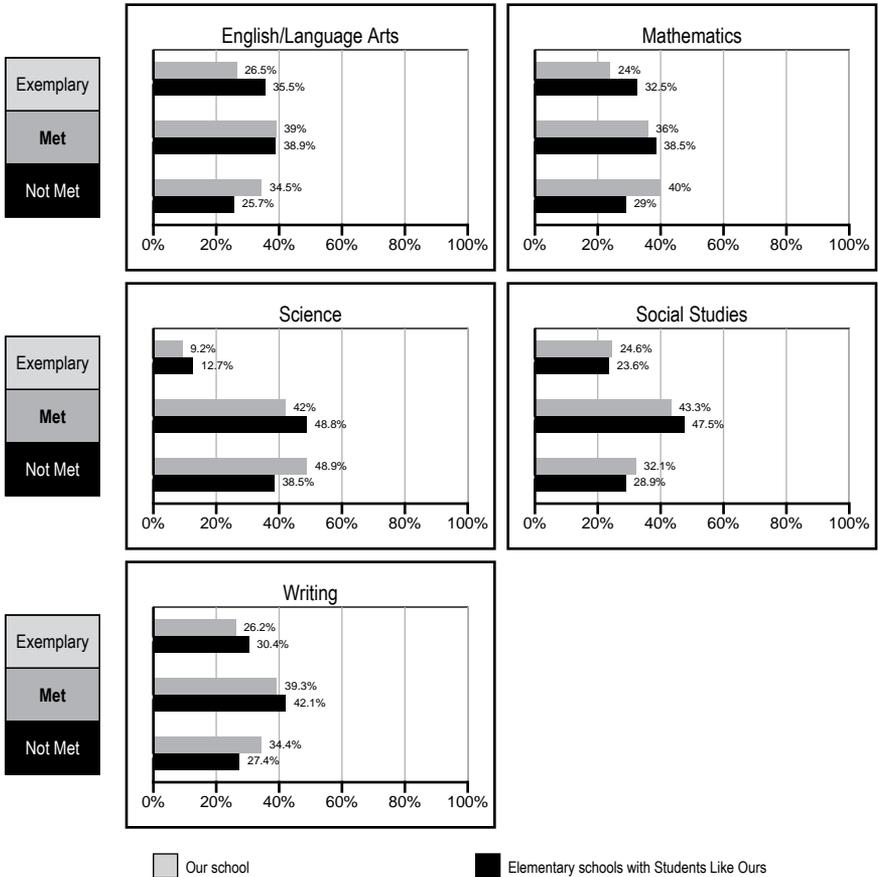
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 92.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	19	92	9	0

* 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
Students (n=511)				
First graders who attended full-day kindergarten	98.6%	Down from 100.0%	100.0%	100.0%
Retention rate	0.4%	Down from 0.9%	1.3%	1.1%
Attendance rate	95.5%	Up from 95.4%	95.9%	96.2%
Served by gifted and talented program	10.5%	Up from 8.7%	11.6%	13.4%
With disabilities other than speech	2.8%	Down from 6.6%	4.8%	4.1%
Older than usual for grade	0.4%	Down from 1.1%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.4%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	48.5%	Up from 42.9%	60.5%	62.5%
Continuing contract teachers	84.8%	Up from 80.0%	89.3%	88.2%
Teachers returning from previous year	82.5%	Down from 83.6%	87.4%	87.8%
Teacher attendance rate	95.6%	Down from 96.6%	95.1%	95.2%
Average teacher salary*	\$41,236	Down 4.4%	\$46,625	\$46,773
Professional development days/teacher	4.3 days	Down from 10.1 days	11.3 days	10.5 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 18.5 to 1	19.6 to 1	19.9 to 1
Prime instructional time	91.0%	Down from 92.0%	89.8%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	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**	\$6,896	Up 1.4%	\$7,476	\$7,447
Percent of expenditures for instruction**	68.1%	Down from 70.2%	67.0%	68.4%
Percent of expenditures for teacher salaries**	65.3%	Down from 66.1%	64.6%	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

Dear Parents and Community Members,

Working at Hunley Park Elementary is a privilege! Many families in the surrounding area have asked special permission to attend our fine school. This tells me that they have confidence that our staff provides a world class education on a regular basis. We appreciate this reputation very much! A good reputation takes years (and great teachers, students and parents!) to create.

I am proud to tell you that we met AYP (adequate yearly progress) again this year! To do so, we "met standard" on 17 out of 17 categories having to do with our school. This is a huge accomplishment since AYP is an "all or nothing" award. If we were to not meet even one category, we would not meet AYP for the year. This makes 6 out of the last 8 years that we have accomplished this goal. Go HPE!

We owe a great deal of our success to our school-wide PBIS initiative and its effective implementation by our teachers and staff. We have won the PBIS exemplar award (the highest PBIS award!) for three years straight and we have applied for this award once again this year. Our SET score for PBIS was 99 for this year! So, I am confident that we will win the exemplar award again. Also, Hunley Park Elementary was selected to served as Charleston County's PBIS model school! We are in development now so that other schools will be able to come to observe HPE and see how PBIS should be done!

Our Response to Intervention program is still benefitting our students greatly! We registered a 0.9% retention rate this past school year. That is well below "schools like us", as stated on our state school report card.

We are currently analyzing our data received from students, parents, and teachers to plan for our next school year. We are simply looking at our strengths and our areas of growth. We will plan well to attack our areas of need. We have very high expectations!

Thank you very much for your continued support for Hunley Park Elementary!

Michael Ard, Principal
Courtney Hodges, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	67	34
Percent satisfied with learning environment	96.8%	88.1%	85.3%
Percent satisfied with social and physical environment	90.3%	90.8%	85.3%
Percent satisfied with school-home relations	82.8%	87.9%	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 12 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

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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	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	229	100	34.5	38.9	26.6	74.4	83.1	82.4	Yes	Yes
Gender										
Male	127	100	42.3	36	21.6	68.5	79.9	78.7	N/A	N/A
Female	102	100	25	42.4	32.6	81.5	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	49	100	21.4	47.6	31	88.1	94.8	88.9	Yes	Yes
African American	154	100	41.6	33.6	24.8	67.9	71.9	72.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	19	100	17.6	70.6	11.8	88.2	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
Disability Status										
Disabled	24	100	77.3	18.2	4.5	31.8	42.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	25	56.3	18.8	81.3	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	180	100	39.2	39.2	21.5	71.5	72.9	75.4	No	Yes

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

All Students	229	100	40.4	36	23.6	72.9	82.8	81.9	No	Yes
Gender										
Male	127	100	43.2	30.6	26.1	71.2	81.1	79.9	N/A	N/A
Female	102	100	37	42.4	20.7	75	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	49	100	19	52.4	28.6	88.1	94.9	88.9	Yes	Yes
African American	154	100	49.6	32.1	18.2	66.4	70.9	71.4	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	19	100	35.3	35.3	29.4	76.5	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
Disability Status										
Disabled	24	100	N/AV	N/AV	N/AV	13.6	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	37.5	12.5	50	75	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	180	100	46.2	34.2	19.6	69	72.7	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	152	100	48.1	41.4	10.5	51.9	69.2	68.6
Gender								
Male	88	100	48	41.3	10.7	52	68.4	68.3
Female	64	100	48.3	41.4	10.3	51.7	70	68.9
Racial/Ethnic Group								
White	33	100	37	48.1	14.8	63	90.4	80.7
African American	105	100	53.8	37.6	8.6	46.2	48.4	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.2	85.3
Hispanic	11	100	I/S	I/S	I/S	I/S	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
Disability Status								
Disabled	15	100	69.2	15.4	15.4	30.8	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	60.4	60.7
Socio-Economic Status								
Subsidized meals	119	100	52.4	37.9	9.7	47.6	51.8	57.3
Social Studies								
All Students	152	100	33.1	42.6	24.3	66.9	75.5	72.5
Gender								
Male	92	100	35.4	41.5	23.2	64.6	74.4	72
Female	60	100	29.6	44.4	25.9	70.4	76.6	73.1
Racial/Ethnic Group								
White	31	100	19.2	42.3	38.5	80.8	91	81
African American	102	100	35.9	45.7	18.5	64.1	60.4	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.3	89
Hispanic	14	100	53.8	30.8	15.4	46.2	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
Disability Status								
Disabled	18	100	N/AV	N/AV	N/AV	29.4	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	13	100	41.7	33.3	25	58.3	70.5	69.7
Socio-Economic Status								
Subsidized meals	120	100	36.8	43.4	19.8	63.2	61.8	62.9

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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
Writing										
All Students	71	98.6	34.4	39.3	26.2	65.6	75.8	73.2	95.5	96
Gender										
Male	33	100	37	37	25.9	63	70.7	67.2	95.6	95.9
Female	38	97.4	32.4	41.2	26.5	67.6	81.1	79.4	95.4	96.1
Racial/Ethnic Group										
White	20	95	37.5	37.5	25	62.5	90.8	81.5	94.8	96.1
African American	41	100	27.8	44.4	27.8	72.2	61.3	61.3	95.9	95.8
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85.4	87	98.2	96.9
Hispanic	6	I/S	I/S	I/S	I/S	I/S	69.4	66.7	94.1	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	23.9	26	93.3	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	67.9	65.7	95.5	96.3
Socio-Economic Status										
Subsidized meals	55	98.2	34	42.6	23.4	66	62.2	63.2	95.4	95.5

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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							
2010	3	71	100	21	35.5	43.5	79
	4	66	100	31.4	49	19.6	68.6
	5	62	100	17	54.7	28.3	83
	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
2011	3	83	100	36	26.7	37.3	64
	4	75	100	36.4	48.5	15.2	63.6
	5	71	100	30.6	43.5	25.8	69.4
	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
Mathematics							
2010	3	71	100	33.9	37.1	29	66.1
	4	66	100	27.5	54.9	17.6	72.5
	5	62	100	28.3	45.3	26.4	71.7
	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
2011	3	83	100	56	26.7	17.3	44
	4	75	100	31.8	45.5	22.7	68.2
	5	71	100	30.6	37.1	32.3	69.4
	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
Science							
2010	3	37	100	38.7	32.3	29	61.3
	4	66	100	45.1	51	3.9	54.9
	5	32	100	36	52	12	64
	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
2011	3	43	100	61.5	23.1	15.4	38.5
	4	75	100	36.4	57.6	6.1	63.6
	5	34	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

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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							
2010	3	34	100	16.1	41.9	41.9	83.9
	4	66	100	25.5	51	23.5	74.5
	5	30	100	46.4	39.3	14.3	53.6
	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
2011	3	40	100	36.1	47.2	16.7	63.9
	4	75	100	25.8	47	27.3	74.2
	5	37	100	44.1	29.4	26.5	55.9
	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
Writing							
2010	3	72	98.6	32.3	33.9	33.9	67.7
	4	67	97	40.7	40.7	18.5	59.3
	5	60	96.7	25	40.4	34.6	75
	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
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	71	98.6	34.4	39.3	26.2	65.6
	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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