



Hunley Park Elementary

1000 Michigan Ave.
Charleston, SC 29404

Grades	PK-5 Elementary School	
Enrollment	512 Students	
Principal	Michael L. Ard	843-767-5914
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Average
2007	Average	Average
2006	Average	Good
2005	Average	Below 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 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 2008-09 whose 2007-08 test scores were located

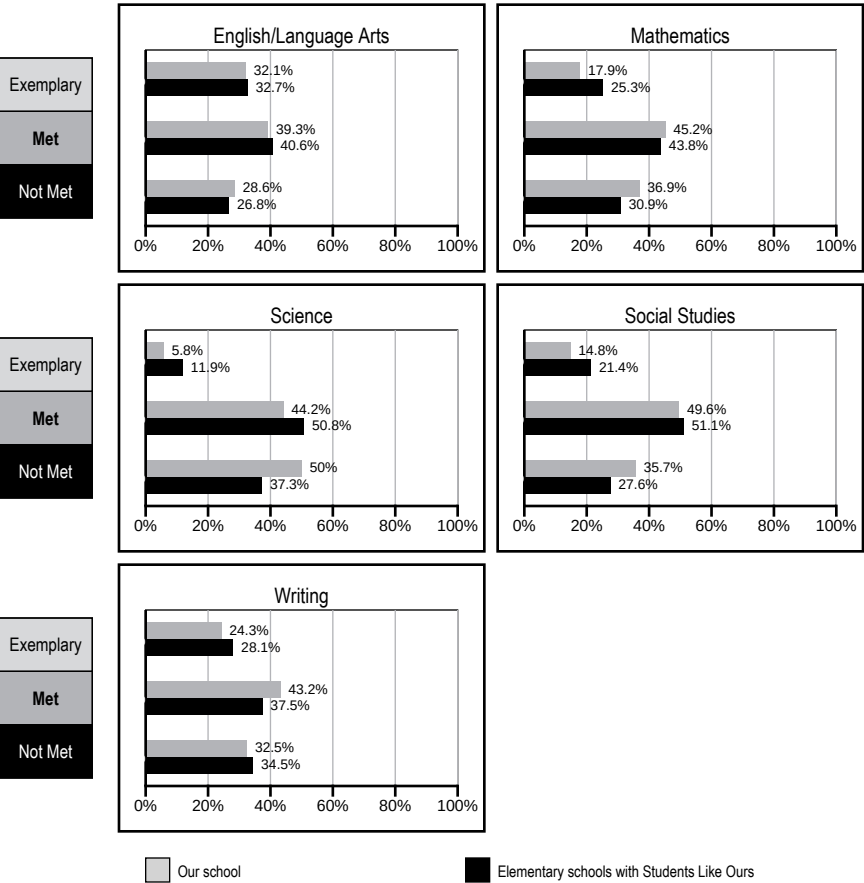
92.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	11	89	12	0

* Ratings are calculated with data available by 06/01/2010.

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=512)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.6%	Down from 3.3%	2.4%	1.9%
Attendance rate	95.9%	Down from 96.1%	96.1%	96.3%
Eligible for gifted and talented	5.8%	Up from 2.4%	8.3%	10.0%
With disabilities other than speech	6.2%	Up from 5.8%	8.9%	7.7%
Older than usual for grade	0.8%	Up from 0.6%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 0.6%	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	47.1%	Down from 58.8%	57.7%	59.4%
Continuing contract teachers	67.6%	Down from 70.6%	82.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	78.9%	Down from 79.4%	86.5%	85.9%
Teacher attendance rate	95.4%	Up from 93.2%	95.0%	95.1%
Average teacher salary*	\$43,655	Down 3.3%	\$47,235	\$47,149
Professional development days/teacher	8.5 days	Up from 8.2 days	12.0 days	11.1 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Up from 16.6 to 1	18.6 to 1	18.8 to 1
Prime instructional time	91.0%	Up from 88.6%	90.1%	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**	\$7,103	Up 12.3%	\$7,357	\$7,458
Percent of expenditures for instruction**	70.0%	Down from 70.4%	68.5%	68.8%
Percent of expenditures for teacher salaries**	66.1%	Up from 65.6%	61.1%	63.2%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

2008/2009 was a very focused year for us. It began by our not achieving AYP for the first time in five years. We made 88.2% of our AYP categories, 15 out of 17. We did not make AYP because of a .4% deficit in subsidized meals re: math and a 3.85% deficit in African American sub group, also in math. Therefore, we were determined to focus more on math this year.

We implemented Academy of Math twice daily for specific students and focused on math only during our RIT band instructional period four times weekly. Our after-school tutoring program was also tasked with math instruction and remediation.

We continued to provide intense literacy interventions in our primary grades. Leap class (for our 20 lowest readers coming from K) and the FROG program were continued. With these two programs in place, we "graduated" 90% of our first grade students to second grade reading on or above grade level.

With our combination of these programs in math and literacy, our strong instructional staff who are focused on specific learning opportunities, we intend to have another successful year here at Hunley Park Elementary.

Thank you for your support in these endeavors. With your help, we will continue to improve here at Hunley Park Elementary.

Michael Ard, Principal
 Dr. Anne Dukes, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	47	26
Percent satisfied with learning environment	94.7%	89.4%	96.0%
Percent satisfied with social and physical environment	94.7%	87.2%	88.0%
Percent satisfied with school-home relations	88.6%	89.4%	91.7%

* 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
---------------------------------	-----

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	
---------------------------	--

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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	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

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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	199	100	27.4	39.4	33.1	85.7	84.9	82.8	Yes	Yes
Gender										
Male	95	100	26.8	41.5	31.7	85.4	81.8	79.3	N/A	N/A
Female	104	100	28	37.6	34.4	86	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	53	100	17.4	47.8	34.8	93.5	95.8	89.5	Yes	Yes
African American	124	100	32.1	38.5	29.4	82.6	74.8	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	17	100	31.3	18.8	50	81.3	76.3	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	19	100	38.9	33.3	27.8	72.2	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	46.2	7.7	46.2	69.2	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	146	100	30.4	37.6	32	84.8	74.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	199	100	36	45.1	18.9	74.9	81	78.9	Yes	Yes
Gender										
Male	95	100	34.1	45.1	20.7	73.2	79.3	77	N/A	N/A
Female	104	100	37.6	45.2	17.2	76.3	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	53	100	30.4	41.3	28.3	84.8	94.6	87.2	Yes	Yes
African American	124	100	39.4	45.9	14.7	70.6	67.9	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	17	100	25	62.5	12.5	75	76.7	76	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	19	100	50	33.3	16.7	72.2	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	30.8	46.2	23.1	69.2	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	146	100	36	49.6	14.4	75.2	69.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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	138	100	48.4	44.4	7.3	51.6	68.9	67.5
Gender								
Male	63	100	43.9	47.4	8.8	56.1	68.2	67
Female	75	100	52.2	41.8	6	47.8	69.6	68
Racial/Ethnic Group								
White	30	100	29.6	59.3	11.1	70.4	90.4	79.5
African American	94	100	54.8	41.7	3.6	45.2	48.1	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	102	100	48.9	46.7	4.4	51.1	50.2	55.1

Social Studies								
All Students	139	100	33.9	49.6	16.5	66.1	76.8	72.3
Gender								
Male	65	100	27.8	51.9	20.4	72.2	75.3	71.5
Female	74	100	38.8	47.8	13.4	61.2	78.4	73.2
Racial/Ethnic Group								
White	36	100	33.3	46.7	20	66.7	91.5	80.7
African American	86	100	36.8	50	13.2	63.2	62.7	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	14	100	23.1	46.2	30.8	76.9	71.4	68
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	15	100	28.6	50	21.4	71.4	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	103	100	36.8	51.7	11.5	63.2	64	62.1

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	199	95	31.7	43.7	24.6	68.3	74.1	70.2	95.9	96
Gender										
Male	95	94.7	38.5	35.9	25.6	61.5	67.8	63.2	95.8	95.9
Female	104	95.2	25.8	50.6	23.6	74.2	80.6	77.5	95.9	96.1
Racial/Ethnic Group										
White	52	90.4	22	41.5	36.6	78	90.4	79.1	94.8	95.9
African American	125	96	34	46.2	19.8	66	59.2	57.6	96.2	96
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.9	86.2	96.7	97
Hispanic	17	100	43.8	37.5	18.8	56.3	61.1	62.6	96.2	96.3
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	84	68.7	98.9	95.8
Disability Status										
Disabled	20	60	N/AV	N/AV	N/AV	8.3	29.6	26.1	94.1	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	13	100	46.2	38.5	15.4	53.8	60.2	61.2	96.7	96.5
Socio-Economic Status										
Subsidized meals	143	95.1	35.9	42.7	21.4	64.1	59.1	58.9	95.5	95.7

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	70	100	22	37.3	40.7	78
	4	79	100	40	35.7	24.3	60
	5	50	100	15.2	47.8	37	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
Mathematics							
2009	3	70	100	35.6	39	25.4	64.4
	4	79	100	35.7	50	14.3	64.3
	5	50	100	37	45.7	17.4	63
	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							
2009	3	37	100	28.1	59.4	12.5	71.9
	4	77	100	58	36.2	5.8	42
	5	24	100	47.8	47.8	4.3	52.2
	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
Social Studies							
2009	3	34	100	35.7	46.4	17.9	64.3
	4	79	100	34.3	54.3	11.4	65.7
	5	26	100	30.4	39.1	30.4	69.6
	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							
2009	3	69	95.7	30.4	35.7	33.9	69.6
	4	80	95	41.2	39.7	19.1	58.8
	5	50	94	18.6	60.5	20.9	81.4
	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