



SUNSET PARK ELEMENTARY

1036 Ogden Road
Rock Hill, South Carolina

Grades	K-5 Elementary School	
Enrollment	444 Students	
Principal	Tammy T. White	803-981-1265
Superintendent	Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

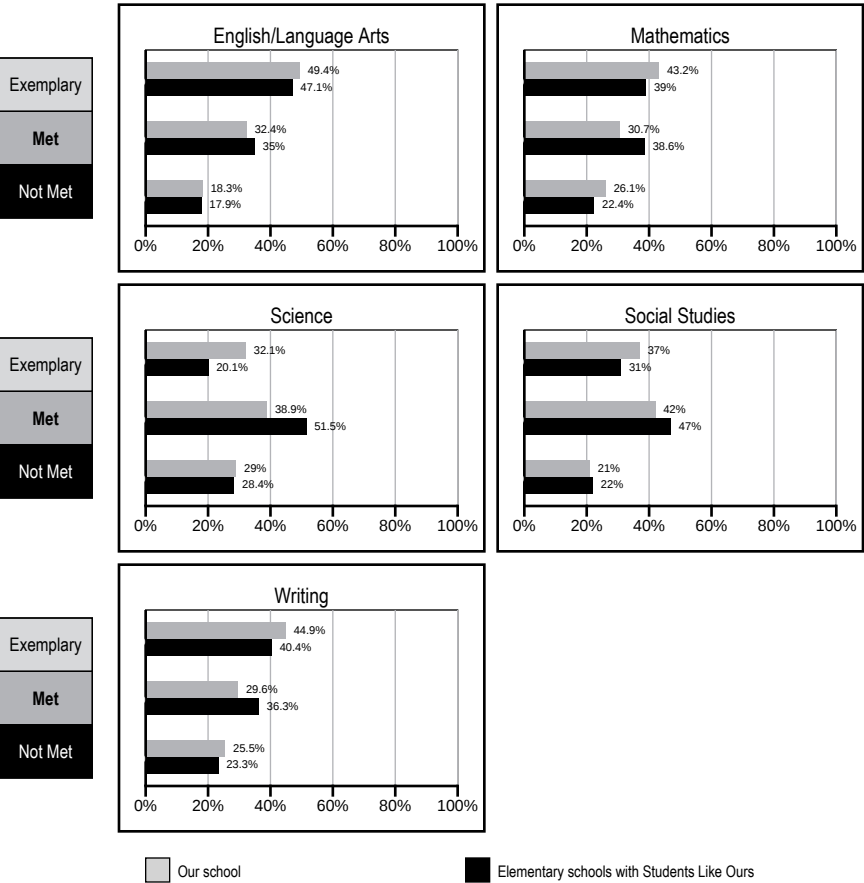
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
19	37	28	0	0

* 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=444)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 1.5%	1.2%	1.2%
Attendance rate	96.7%	Down from 97.3%	96.2%	96.1%
Eligible for gifted and talented	25.2%	Up from 11.8%	15.9%	11.7%
With disabilities other than speech	6.7%	Down from 7.9%	8.0%	8.0%
Older than usual for grade	0.3%	Down from 1.5%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	66.7%	Up from 64.3%	61.3%	60.5%
Continuing contract teachers	76.7%	Down from 82.1%	88.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	78.8%	Up from 73.4%	89.2%	87.0%
Teacher attendance rate	97.7%	Up from 95.9%	95.5%	95.4%
Average teacher salary*	\$49,904	Up 5.5%	\$48,049	\$47,288
Professional development days/teacher	6.9 days	Down from 12.0 days	10.5 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 19.0 to 1	20.4 to 1	19.2 to 1
Prime instructional time	93.9%	Up from 92.5%	90.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Up from 98.8%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$9,374	Down 4.1%	\$7,010	\$7,548
Percent of expenditures for instruction**	69.1%	Down from 70.1%	69.1%	68.7%
Percent of expenditures for teacher salaries**	66.6%	Up from 65.7%	65.9%	65.1%

* 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

The School Improvement Council of Sunset Park Center for Accelerated Studies has prepared this summary report of the school's accomplishments for the 2009-2010 school year and the goals for the 2010-2011 school year. During the 2009-2010 school year, Sunset Park officially became known as the Center for Accelerated Studies. Our Rock Hill School Board approved the proposal in March of 2010. The new name more accurately reflects the new mission and goals of the magnet program at Sunset Park. This program was fully implemented during the 2009-2010 school year. This magnet program includes a Gifted & Talented cluster option for G/T identified students in 3rd through 5th grades, Enrichment cluster opportunities for every child, and all of our students received instruction from a G/T endorsed classroom teacher. Throughout the year, our staff used our district late start days to create math assessment questions that will be compiled by our district's math department into a math question bank that will assist teachers as they plan for future instruction and math assessments.

With the continued assistance of Title I funding, Sunset Park was able to employ a fulltime Reading Recovery teacher, a math and science coach, and an academic assistant to work with students at all grade levels. Our math and science coach worked extensively with all grade-level teachers weekly for the planning and integration of math and science. We were also able to hire one additional resource teacher, making it possible to continue our Inclusion Model for special education again this year. Technical Assistance Funding allowed us to add an additional wireless laptop cart to better meet the needs of our students. This particular funding also allowed us to add to our collection of mathematics manipulatives and science resources. Our teachers continued implementing our Rock Hill Schools Literacy Expectation Guide. This guide assisted teachers with the implementation of guided reading instruction throughout all classrooms here at Sunset Park. Our teachers also began implementing our Rock Hill Schools Math Expectation Guide. This guide strengthened our methods of math pedagogy.

Sunset Park continued to offer German through the KITE-LL Early Language program this year. We are the only Rock Hill school to offer German and the only school to have a kindergarten through second grade foreign language program in our district. It has been met with much success! We were also selected to become one of sixteen Partnership Schools to work closely with Winthrop University on their new NetSCOPE project promoting school/university collaboration. We also received a \$25,000 grant from Lowe's, Inc. that will be used to build an outdoor science lab!

Sunset Park's Data Team, which consists of a variety of teachers, will continue to develop yearly School Improvement Goals that are based on school data. Through this team, we will continue to review all data in order to make decisions that will positively impact student achievement at Sunset Park.

Tammy T. White, Principal
Shannon Reed, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	77	41
Percent satisfied with learning environment	81.3%	78.9%	95.1%
Percent satisfied with social and physical environment	87.5%	77.3%	87.8%
Percent satisfied with school-home relations	87.5%	86.7%	85.4%

* 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	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	0.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	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	254	99.6	18.3	32.4	49.4	88.4	85	83.5	Yes	Yes
Gender										
Male	123	99.2	22.2	28.2	49.6	86.3	81.2	80.1	N/A	N/A
Female	131	100	14.5	36.3	49.2	90.3	88.9	87	N/A	N/A
Racial/Ethnic Group										
White	108	100	6.7	17.1	76.2	94.3	91.6	89.6	Yes	Yes
African American	138	99.3	28.1	45.3	26.6	83.6	75.8	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	97.4	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	78.1	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76	85.1	I/S	I/S
Disability Status										
Disabled	37	97.3	58.8	8.8	32.4	52.9	55.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	74.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	139	99.3	26.4	47.3	26.4	84.5	77.5	76.9	Yes	Yes

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

All Students	254	99.6	26.1	30.7	43.2	85.1	83.7	80.4	Yes	Yes
Gender										
Male	123	99.2	29.1	27.4	43.6	81.2	81.2	78.4	N/A	N/A
Female	131	100	23.4	33.9	42.7	88.7	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	108	100	11.4	19	69.5	92.4	90.7	87.8	Yes	Yes
African American	138	99.3	38.3	40.6	21.1	78.1	73.3	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.4	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	80.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76	83.2	I/S	I/S
Disability Status										
Disabled	37	97.3	67.6	11.8	20.6	58.8	51.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	78.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	139	99.3	36.4	41.9	21.7	79.1	75.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	169	100	29	38.9	32.1	71	70.3	67.3
Gender								
Male	81	100	31.6	32.9	35.4	68.4	69.8	66.9
Female	88	100	26.5	44.6	28.9	73.5	70.9	67.7
Racial/Ethnic Group								
White	75	100	8.1	32.4	59.5	91.9	83.7	79.6
African American	88	100	48.8	43.9	7.3	51.2	50.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91.1	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	61.1	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	65.5	69.5
Disability Status								
Disabled	24	100	68.2	18.2	13.6	31.8	38.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	58.3	58.6
Socio-Economic Status								
Subsidized meals	93	100	46	41.4	12.6	54	56.4	55.4

Social Studies								
All Students	168	99.4	20.5	42.2	37.3	79.5	74.3	70.9
Gender								
Male	77	98.7	20.8	36.1	43.1	79.2	73	70.1
Female	91	100	20.2	47.2	32.6	79.8	75.6	71.7
Racial/Ethnic Group								
White	71	98.6	10.3	30.9	58.8	89.7	82.9	79.2
African American	92	100	29.5	50	20.5	70.5	61.2	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.8	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	68.2	71.2
Disability Status								
Disabled	23	95.7	47.6	33.3	19	52.4	43.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	73.1	68
Socio-Economic Status								
Subsidized meals	87	100	30.1	55.4	14.5	69.9	63.4	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	255	100	25.5	29.6	44.9	74.5	73.5	72.1	96.7	96.5
Gender										
Male	122	100	32.5	24.2	43.3	67.5	66.5	65.2	96.6	96.4
Female	133	100	18.9	34.6	46.5	81.1	80.7	79.2	96.7	96.6
Racial/Ethnic Group										
White	109	100	10.2	22.2	67.6	89.8	83.5	80.8	96	96.4
African American	138	100	38.2	35.9	26	61.8	59.2	59.7	97.2	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.1	87	98.3	97.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	64.3	64.6	97.4	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	64.3	73.4	95.6	94.9
Disability Status										
Disabled	37	100	68.6	20	11.4	31.4	32.4	27.7	96	95.6
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	4	I/S	I/S	I/S	I/S	I/S	60.1	63.7	97.2	96.7
Socio-Economic Status										
Subsidized meals	145	100	35.3	38.8	25.9	64.7	61.6	61.9	96.6	96

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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							
2009	3	53	100	22.4	42.9	34.7	77.6
	4	69	100	37.1	25.8	37.1	62.9
	5	46	100	26.2	50	23.8	73.8
	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
2010	3	90	98.9	13.6	22.2	64.2	86.4
	4	83	100	20.5	34.9	44.6	79.5
	5	81	100	20.8	40.3	39	79.2
	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	36.7	36.7	26.5	63.3
	4	69	100	30.6	29	40.3	69.4
	5	46	100	31	45.2	23.8	69
	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	90	100	32.1	18.5	49.4	67.9
	4	83	98.8	15.7	41	43.4	84.3
	5	81	100	31.2	32.5	36.4	68.8
	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	27	100	48	32	20	52
	4	69	100	41.9	43.5	14.5	58.1
	5	24	100	39.1	56.5	4.3	60.9
	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
2010	3	45	100	31.7	29.3	39	68.3
	4	83	100	26.5	45.8	27.7	73.5
	5	41	100	31.6	34.2	34.2	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

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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							
2009	3	26	100	29.2	50	20.8	70.8
	4	69	100	17.7	41.9	40.3	82.3
	5	22	100	36.8	36.8	26.3	63.2
	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
2010	3	45	100	20	40	40	80
	4	83	98.8	11	46.3	42.7	89
	5	40	100	41	35.9	23.1	59
	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	51	100	20.4	22.4	57.1	79.6
	4	70	97.1	27	42.9	30.2	73
	5	44	100	33.3	35.7	31	66.7
	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
2010	3	90	100	25	25	50	75
	4	84	100	25	28.6	46.4	75
	5	81	100	26.6	35.4	38	73.4
	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

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