



## Sunset Park Elementary

1036 Ogden Road  
Rock Hill, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	316 Students	
<b>Principal</b>	Tammy T. White	803-981-1265
<b>Superintendent</b>	Dr. Lynn P. Moody	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	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**

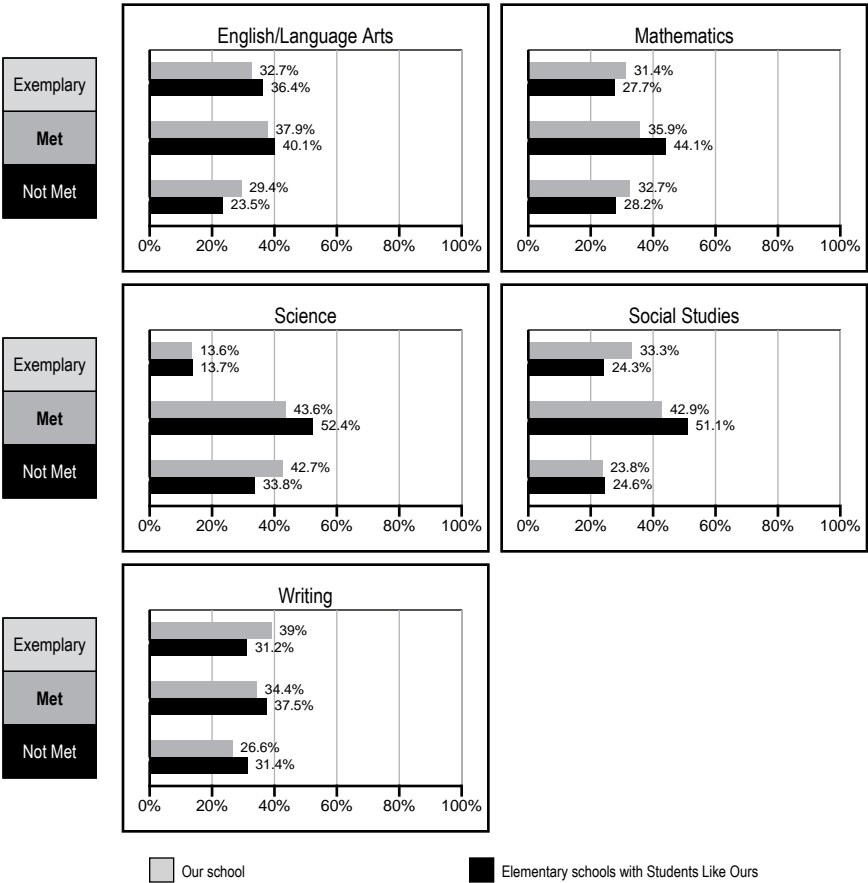
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.1%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
2	22	84	5	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
<b>Students (n=316)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Up from 1.1%	2.1%	1.9%
Attendance rate	97.3%	Up from 97.0%	96.2%	96.3%
Eligible for gifted and talented	11.8%	Up from 6.8%	9.6%	10.0%
With disabilities other than speech	7.9%	Down from 8.1%	9.4%	7.7%
Older than usual for grade	1.5%	Up from 0.9%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=28)</b>				
Teachers with advanced degrees	64.3%	Up from 48.1%	59.3%	59.4%
Continuing contract teachers	82.1%	Up from 77.8%	83.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	73.4%	Down from 80.3%	87.4%	85.9%
Teacher attendance rate	95.9%	Down from 96.4%	95.1%	95.1%
Average teacher salary*	\$47,306	Up 7.1%	\$47,447	\$47,149
Professional development days/teacher	12.0 days	Down from 12.8 days	11.6 days	11.1 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 17.6 to 1	19.0 to 1	18.8 to 1
Prime instructional time	92.5%	Up from 92.2%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	98.8%	Down from 100.0%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$9,779	Up 15.6%	\$7,360	\$7,458
Percent of expenditures for instruction**	70.1%	Up from 69.6%	68.0%	68.8%
Percent of expenditures for teacher salaries**	65.7%	Down from 66.7%	61.6%	63.2%

\* 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

The School Improvement Council of Sunset Park Elementary School has prepared this summary report of the school's accomplishments for the 2008-2009 school year and the goals for the 2009-2010 school year. During the 2008-2009 school year, Sunset Park Elementary School returned to a traditional academic calendar. In June and July of 2008, we offered a summer enrichment program entitled "Fantastic Voyage" in an effort to assist our students with the transition from the modified calendar to the traditional calendar.

Throughout the year, our staff used our district late-start days to design integrated curriculum units that were created using the Understanding by Design (UbD) model. Ultimately, two complete UbD units were created by each grade level. These integrated units will help guide instruction for the upcoming school year.

With the continued assistance of Title I funding, Sunset Park was able to employ two fulltime Reading Recovery teachers as well as two additional academic assistants to work with students at all grade levels. We were also able to use additional state funding to upgrade our media center selections to better meet the needs of our students. Technical Assistance Funding allowed us to hire one additional resource teacher, making it possible to continue our Inclusion Model for special education again this year. This particular funding also allowed us to add to our collection of mathematics manipulatives and science resources. We employed a fulltime math and science coach this year who worked extensively with all grade level teachers weekly for the planning and integration of math and science. Our teachers began 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.

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!

After much research and information gathering, Sunset Park will become the Center for Accelerated Studies. This program will be fully implemented during the 2009-2010 school year. This magnet program will include 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 will receive instruction from a G/T endorsed classroom teacher.

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	29	43	42
Percent satisfied with learning environment	89.7%	88.4%	85.7%
Percent satisfied with social and physical environment	96.6%	90.7%	92.9%
Percent satisfied with school-home relations	89.7%	88.4%	92.7%

\* 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

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

CA-DELAY

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.1%	0.0%	No
Student attendance rate	97.3%	94.0%*	Yes

\* Or greater than last year

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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 = 58.8% (Met or Exemplary)**

All Students	168	100	29.4	37.9	32.7	85	85.2	82.8	Yes	Yes
<b>Gender</b>										
Male	85	100	30.3	38.2	31.6	81.6	82	79.3	N/A	N/A
Female	83	100	28.6	37.7	33.8	88.3	88.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	61	100	8.8	33.3	57.9	98.2	92.4	89.5	Yes	Yes
African American	104	100	43	40.9	16.1	76.3	74.5	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.5	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.4	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75.6	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	27	100	43.5	43.5	13	73.9	57.7	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	77.1	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	110	100	37.8	37.8	24.5	80.6	76.4	75.5	Yes	Yes

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

All Students	168	100	32.7	35.9	31.4	75.8	82.8	78.9	Yes	Yes
<b>Gender</b>										
Male	85	100	32.9	36.8	30.3	76.3	80	77	N/A	N/A
Female	83	100	32.5	35.1	32.5	75.3	85.9	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	61	100	7	29.8	63.2	96.5	91.5	87.2	Yes	Yes
African American	104	100	48.4	38.7	12.9	62.4	68.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	98	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.2	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	27	100	65.2	21.7	13	43.5	50.2	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	79.2	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	110	100	39.8	37.8	22.4	70.4	72.5	70.2	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
<b>Science</b>								
All Students	120	100	42.7	43.6	13.6	57.3	71	67.5
<b>Gender</b>								
Male	65	100	38.3	46.7	15	61.7	70.2	67
Female	55	100	48	40	12	52	71.8	68
<b>Racial/Ethnic Group</b>								
White	47	100	13.3	57.8	28.9	86.7	83.9	79.5
African American	71	100	65.1	33.3	1.6	34.9	50.7	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.3	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	62.8	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	59.8	71.2
<b>Disability Status</b>								
Disabled	20	100	58.8	23.5	17.6	41.2	39.4	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	61.6	59.6
<b>Socio-Economic Status</b>								
Subsided meals	73	100	55.4	40	4.6	44.6	55.1	55.1
<b>Social Studies</b>								
All Students	117	100	23.8	42.9	33.3	76.2	76.4	72.3
<b>Gender</b>								
Male	58	100	17.6	45.1	37.3	82.4	75.6	71.5
Female	59	100	29.6	40.7	29.6	70.4	77.3	73.2
<b>Racial/Ethnic Group</b>								
White	41	100	10.5	28.9	60.5	89.5	84.9	80.7
African American	74	100	32.3	49.2	18.5	67.7	62.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.7	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	75.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	62	72.2
<b>Disability Status</b>								
Disabled	18	100	53.3	26.7	20	46.7	47.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	75	67.9
<b>Socio-Economic Status</b>								
Subsided meals	77	100	33.8	45.6	20.6	66.2	64.3	62.1

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
<b>Writing</b>										
All Students	165	98.8	26.6	34.4	39	73.4	73.1	70.2	97.3	96.7
<b>Gender</b>										
Male	82	100	35.5	32.9	31.6	64.5	65.9	63.2	97.4	96.6
Female	83	97.6	17.9	35.9	46.2	82.1	80.9	77.5	97.2	96.8
<b>Racial/Ethnic Group</b>										
White	58	98.3	7	31.6	61.4	93	82.5	79.1	96.8	96.6
African American	104	99	38.3	36.2	25.5	61.7	59.2	57.6	97.5	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.3	86.2	N/A	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	65.7	62.6	98.7	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	60.7	68.7	95	95.2
<b>Disability Status</b>										
Disabled	25	96	56.5	39.1	4.3	43.5	30.2	26.1	96.9	95.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	99.9
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	63	61.2	98.6	96.6
<b>Socio-Economic Status</b>										
Subsided meals	108	98.2	33.3	37.4	29.3	66.7	59.5	58.9	97.1	96.2

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	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
<b>Mathematics</b>							
<b>2009</b>	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
<b>Science</b>							
<b>2009</b>	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
<b>Social Studies</b>							
<b>2009</b>	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
<b>Writing</b>							
<b>2009</b>	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

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