

FOSTER PARK ELEMENTARY

901 Arthur Blvd.
Union, South Carolina

Grades	PK-5 Elementary School	
Enrollment	572 Students	
Principal	Barbara Palmer	864-429-1737
Superintendent	Dr. Kristi Woodall	864-429-1740
Board Chair	Dr. Wanda R. All	864-429-0746

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good*
2009	Average	Average
2008	Average	Average
2007	Average	Good
2006	Average	Good

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	17	99	11	0

* Ratings are calculated with data available by 03/09/2011.

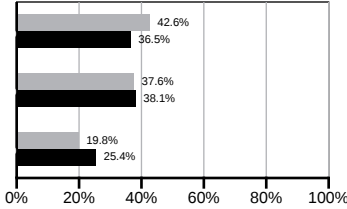
Palmetto Assessment of State Standards (PASS)

Exemplary

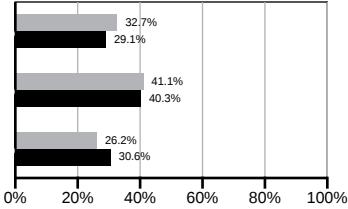
Met

Not Met

English/Language Arts



Mathematics

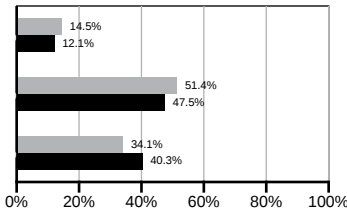


Exemplary

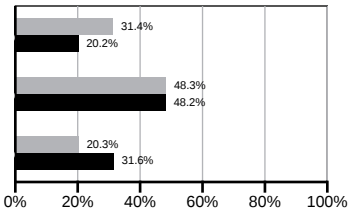
Met

Not Met

Science



Social Studies

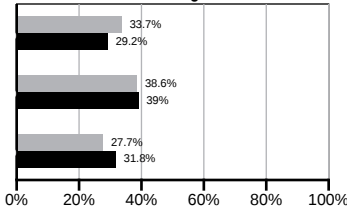


Exemplary

Met

Not Met

Writing



Our school



Elementary schools with Students Like Ours

* 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=572)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.7%	Down from 5.3%	1.4%	1.2%
Attendance rate	95.7%	Down from 96.1%	95.7%	96.1%
Eligible for gifted and talented	9.1%	Up from 6.3%	10.2%	11.7%
With disabilities other than speech	8.2%	Down from 10.4%	8.9%	8.0%
Older than usual for grade	0.5%	Down from 0.6%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	48.6%	Down from 56.8%	60.2%	60.5%
Continuing contract teachers	91.9%	Up from 81.8%	85.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.5%	Up from 89.0%	87.7%	87.0%
Teacher attendance rate	95.6%	Up from 94.3%	94.9%	95.4%
Average teacher salary*	\$44,934	Down 0.4%	\$47,073	\$47,288
Professional development days/teacher	12.9 days	Down from 16.3 days	10.9 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 19.6 to 1	19.3 to 1	19.2 to 1
Prime instructional time	90.7%	Up from 90.0%	89.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Down from 99.9%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$5,802	Up 8.3%	\$7,575	\$7,548
Percent of expenditures for instruction**	74.2%	Up from 67.9%	67.4%	68.7%
Percent of expenditures for teacher salaries**	70.7%	Up from 64.3%	64.6%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Foster Park Elementary School celebrated many successes this year. Our school was recognized for the second time as a “Red Carpet School.”

Our school maintained ABC Arts Status. We firmly believe that the whole child should be our focus and therefore strive to offer cultural experiences for our students.

Our school continues to recognize great reading and writing. We host an Exemplary Writing Contest each nine weeks, participate in the Superintendent’s Writing Contest, and set individual and schoolwide goals for reading and writing. Our school once again received a RIF (Reading is Fundamental) grant and this year received a Save the Children Grant, which provides in-school and afterschool assistance.

We continue to recognize students and staff for positive actions and achievements through our Positive Behavior Plan. Students earn Eagle Bucks and Classroom Bucks for positive behaviors and spend the bucks throughout the year.

Our instructional staff members analyze PASS scores by grade, class, and student to identify academic strengths and weaknesses. PASS analysis serves as just one piece of information for planning instruction and providing individual student assistance. MAP testing is also used in determining the academic plans for our students. Forty-minute Academy Classes were formed last year to remediate and accelerate students.

In our changing world, our teachers realize the need for professional growth and are always seeking new and innovative teaching ideas. Our school had eighteen teachers to complete a yearlong Literacy Lessons course.

Our school provides many ways of notification to parents and the community. We utilize the front marquis, monthly newsletters, agendas, and our Alert Now System to advertise upcoming events. We maintain a very close relationship with our local news providers to showcase our achievements and activities. We invite all parents to attend our School Improvement Council meetings and Title I planning sessions. The State Report Card is sent out each year to highlight our achievements and challenges. Our school maintains an absolute rating and improvement rating of average.

Even in our poor economic times, our students and staff maintain a positive community spirit. They continue to give back to the community through numerous community projects such as Relay for Life, Jump Rope for the Heart, and March of Dimes. Our school continues to enforce our belief that “All Children Can Soar as Eagles.”

Barbara Palmer - Principal
Margie Ruff - SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	86	53
Percent satisfied with learning environment	82.5%	92.9%	84.9%
Percent satisfied with social and physical environment	87.5%	90.7%	86.5%
Percent satisfied with school-home relations	79.5%	87.2%	81.1%

* 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
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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	NI-DELAY
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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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	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	276	100	19.8	37.6	42.6	90.1	78.4	83.5	Yes	Yes
Gender										
Male	150	100	24.1	36.9	39	87.2	76.3	80.1	N/A	N/A
Female	126	100	14.8	38.5	46.7	93.4	80.7	87	N/A	N/A
Racial/Ethnic Group										
White	148	100	13.4	33.1	53.5	93	82.3	89.6	Yes	Yes
African American	123	100	28.2	42.7	29.1	86.3	72.5	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	78.6	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	35	100	60.6	27.3	12.1	60.6	48.5	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	1	I/S	I/S	I/S	I/S	I/S	72.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	211	100	24.4	41.8	33.8	87.6	74.8	76.9	Yes	Yes

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

All Students	276	100	26.2	41.1	32.7	82.1	78.1	80.4	Yes	Yes
Gender										
Male	150	100	24.1	42.6	33.3	82.3	78	78.4	N/A	N/A
Female	126	100	28.7	39.3	32	82	78.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	148	100	19.7	37.3	43	85.2	82.3	87.8	Yes	Yes
African American	123	100	35	45.3	19.7	77.8	71.6	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	78.6	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	35	100	69.7	24.2	6.1	48.5	47.4	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	1	I/S	I/S	I/S	I/S	I/S	72.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	211	100	31.8	45.8	22.4	78.6	74.1	72.8	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	184	100	34.1	51.4	14.5	65.9	59.9	67.3
Gender								
Male	96	100	38	48.9	13	62	61.7	66.9
Female	88	100	29.9	54	16.1	70.1	58.2	67.7
Racial/Ethnic Group								
White	99	100	23.7	55.7	20.6	76.3	69	79.6
African American	81	100	48.7	43.6	7.7	51.3	45.4	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.6	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	22	100	N/A	N/A	N/A	31.8	28.2	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	1	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	136	100	42.1	48.9	9	57.9	53.3	55.4

Social Studies

All Students	182	100	20.3	48.3	31.4	79.7	63.8	70.9
Gender								
Male	106	100	17.2	49.5	33.3	82.8	65.6	70.1
Female	76	100	24.7	46.6	28.8	75.3	61.9	71.7
Racial/Ethnic Group								
White	95	100	15.6	40	44.4	84.4	67.9	79.2
African American	85	100	25.9	56.8	17.3	74.1	57.4	58.4
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	81.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	27	100	56	36	8	44	34.1	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	68
Socio-Economic Status								
Subsidized meals	141	100	25	53	22	75	58	60.8

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	281	99.6	27.4	38.7	33.8	72.6	64.1	72.1	95.7	95.5
Gender										
Male	153	100	35.7	37.1	27.3	64.3	56.8	65.2	95.6	95.4
Female	128	99.2	17.9	40.7	41.5	82.1	71.5	79.2	95.9	95.6
Racial/Ethnic Group										
White	150	100	20.3	35.7	44.1	79.7	70.3	80.8	95	95
African American	126	99.2	37	42	21	63	54.6	59.7	96.5	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	87	97.2	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	69.2	64.6	93.2	95.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	98.9	88.6
Disability Status										
Disabled	35	100	81.8	12.1	6.1	18.2	23.3	27.7	95.1	94.6
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	1	I/S	I/S	I/S	I/S	I/S	72.7	63.7	98.3	96.4
Socio-Economic Status										
Subsidized meals	215	99.5	34	43.3	22.7	66	57.6	61.9	95.6	95.2

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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	94	100	26.9	37.6	35.5	73.1
	4	91	100	25.6	44.2	30.2	74.4
	5	95	100	22	49.5	28.6	78
	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	93	100	16.9	25.8	57.3	83.1
	4	90	100	19.3	42	38.6	80.7
	5	93	100	23.3	45.3	31.4	76.7
	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
Mathematics							
2009	3	94	100	36.6	34.4	29	63.4
	4	91	100	24.4	44.2	31.4	75.6
	5	95	100	42.9	47.3	9.9	57.1
	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	93	100	19.1	40.4	40.4	80.9
	4	90	100	18.2	45.5	36.4	81.8
	5	93	100	41.9	37.2	20.9	58.1
	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	47	100	40.4	38.3	21.3	59.6
	4	90	100	25.9	52.9	21.2	74.1
	5	47	100	32.6	56.5	10.9	67.4
	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
2010	3	47	100	34.8	32.6	32.6	65.2
	4	90	100	33	58	9.1	67
	5	47	100	35.6	57.8	6.7	64.4
	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	48	100	14.9	44.7	40.4	85.1
	4	91	100	24.4	48.8	26.7	75.6
	5	48	100	37.8	46.7	15.6	62.2
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	46	100	9.3	41.9	48.8	90.7
	4	90	100	13.6	58	28.4	86.4
	5	46	100	46.3	34.1	19.5	53.7
	6	0	N/A	N/A	N/A	N/A	N/A
2011	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	94	98.9	35.9	35.9	28.3	64.1
	4	90	97.8	27.4	48.8	23.8	72.6
	5	97	99	34.8	40.2	25	65.2
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	95	99	23.6	36	40.4	76.4
	4	93	100	29.7	41.8	28.6	70.3
	5	93	100	29.1	38.4	32.6	70.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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