



Hyatt Park Elementary

4200 N. Main Street
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	529 Students	
Principal	Elizabeth Eason	803-735-3421
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	Wendy Brawley	803-231-7556



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Average
2007	At-Risk	Good
2006	At-Risk	At-Risk
2005	At-Risk	Below Average
2004	Below Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

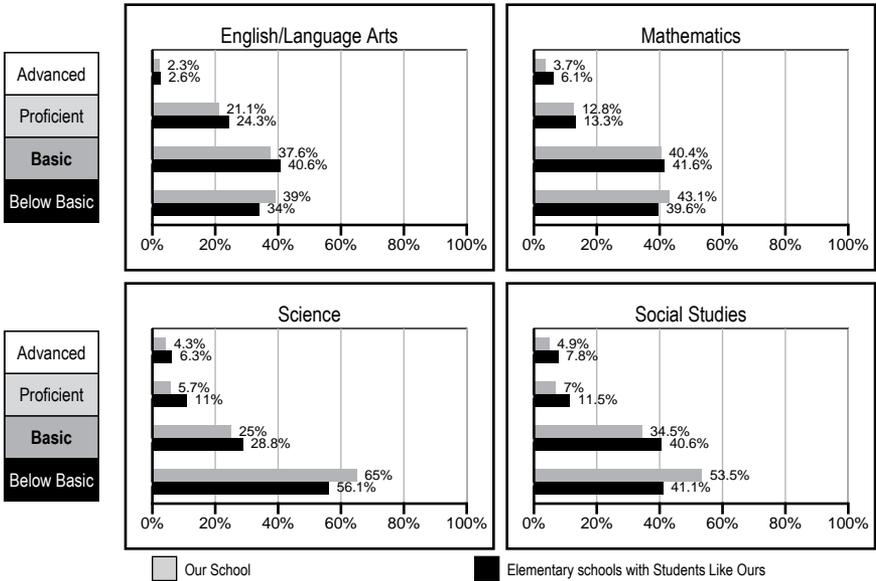
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	44	61

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=529)				
First graders who attended full-day kindergarten	97.4%	Up from 94.3%	100.0%	100.0%
Retention rate	2.2%	Down from 3.2%	3.1%	2.3%
Attendance rate	97.5%	Up from 97.1%	96.0%	96.3%
Eligible for gifted and talented	4.0%	Up from 3.4%	2.7%	10.4%
With disabilities other than speech	6.4%	No Change	7.5%	7.5%
Older than usual for grade	1.0%	Down from 2.3%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	63.5%	Down from 64.6%	53.3%	56.7%
Continuing contract teachers	69.2%	Down from 79.2%	67.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.1%	Up from 86.9%	82.5%	86.4%
Teacher attendance rate	95.9%	Up from 95.0%	94.8%	94.9%
Average teacher salary	\$48,869	Up 3.8%	\$43,674	\$45,345
Professional development days/teacher	12.2 days	Down from 22.0 days	13.3 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	15.6 to 1	Down from 17.4 to 1	16.3 to 1	18.5 to 1
Prime instructional time	92.2%	Up from 88.6%	89.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	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*	\$8,399	Down 6.5%	\$8,235	\$7,052
Percent of expenditures for instruction*	76.3%	Up from 75.7%	68.2%	69.1%
Percent of expenditures for teacher salaries*	71.6%	No Change	60.4%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

At Hyatt Park Elementary School, "Learning is the Focus!" Faculty, staff, parents, and members of the community worked collaboratively to meet the academic, social and emotional needs of our students. During the 2007-08 school year, teachers and instructional support staff received a wealth of training, support and resources designed to assist them in meeting instructional needs and to tailor services in order to address the needs of individual learners.

Teachers and students began the school year by setting goals that were then used to focus and guide their efforts throughout the year. Our instructional program continued to be enhanced by services provided by teams of interventionists who worked with targeted groups of students during the school day to provide interventions and academic assistance. A comprehensive after-school program and individualized tutorial sessions for students in kindergarten through grade five also increased our ability to assist students in meeting our academic goals and standards. Supplemental tutorial services were also provided to support students in meeting academic standards.

Kindergarten through third grade teachers, students, and parents continued their participation in the South Carolina Reading First Initiative. Extensive training, resources, and academic support were provided as a result of our participation in the Reading First initiative. Improvements in third through fifth grade PACT scores were responsible for the increase in the school report card improvement rating moving from unsatisfactory to good on the 2007 School Report Card.

Class size has been significantly reduced at each grade level so that teachers and instructional support staff were better able to provide individualized instruction, enrichment and academic support. Teachers worked with our literacy and math coaches to refine teaching practices and to identify the most effective methods for teaching and supporting our students. All students were eligible to borrow laptop computers for at-home use. Laptops were loaded with the SuccessMaker program that provides support in reading and mathematics.

Parents are our first and most important teachers. In addition to parent-conferences, PTO meetings and academic night activities, the Parent-Child-Home initiative was also used. It provided monthly home visits/literacy sessions for parents of pre-school-aged students. The Books and Breakfast Program provided monthly breakfast sessions designed to promote literacy and foster home-school relationships. Evening classes were offered to provide technology training and GED preparation for our parents.

We will continue our efforts to significantly increase student academic achievement through the effective use of data, by remaining clearly focused on learning and results and by fostering positive relationships and collaboration among our staff, students, parents and the community.

Elizabeth R. Eason, Principal Rebecca Woodward, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	75	32
Percent satisfied with learning environment	90.9%	90.7%	93.1%
Percent satisfied with social and physical environment	88.4%	81.1%	71.0%
Percent satisfied with school-home relations	72.1%	90.5%	86.7%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 10 out of 13 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

Plan to Restructure

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. Sanction: Implement the restructuring plan.
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	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.5%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	244	100	39	37.6	21.1	2.3	33.9	41.2	48.2	Yes	Yes
Gender											
Male	122	100	50.5	30.8	18.7	0	26.2	35	41.7	N/A	N/A
Female	122	100	27.9	44.1	23.4	4.5	41.4	47.5	55	N/A	N/A
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	73	60	I/S	I/S
African American	237	100	39.6	37.7	20.3	2.4	33	33.3	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	26	100	57.1	33.3	9.5	0	19	14.1	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	226	100	40.1	37.1	20.3	2.5	33.2	31.2	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	244	100	43.1	40.4	12.8	3.7	23.9	34.9	45.8	No	Yes
Gender											
Male	122	100	47.7	37.4	13.1	1.9	19.6	33.8	45.6	N/A	N/A
Female	122	100	38.7	43.2	12.6	5.4	27.9	35.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2	59	I/S	I/S
African American	237	100	43.9	40.6	12.7	2.8	23.1	25.8	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	26	100	61.9	33.3	4.8	0	9.5	12.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	226	100	46	39.1	11.9	3	22.8	24.6	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	157	100	65	25	5.7	4.3	10	25.3	35.7	97.5	96.1
Gender											
Male	78	100	64.3	30	2.9	2.9	5.7	26	37.4	97.6	95.8
Female	79	100	65.7	20	8.6	5.7	14.3	24.6	33.8	97.4	96.3
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	98	96.3
African American	153	100	66.2	24.3	5.1	4.4	9.6	16.4	17	97.4	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	N/A	96
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	98.8	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
Disability Status											
Disabled	14	100	66.7	33.3	0	0	0	8.9	14	97.4	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	97.9	96.7
Socio-Economic Status											
Subsided meals	146	100	65.6	23.7	6.1	4.6	10.7	15.1	21.1	97.4	95.8
Social Studies											
All Students	156	100	53.5	34.5	7	4.9	12	27.2	34	97.5	96.1
Gender											
Male	75	100	54.5	36.4	4.5	4.5	9.1	28.1	36.6	97.6	95.8
Female	81	100	52.6	32.9	9.2	5.3	14.5	26.2	31.3	97.4	96.3
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.9	44.5	98	96.3
African American	152	100	54.7	34.5	6.5	4.3	10.8	18.2	19.1	97.4	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	N/A	96
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	98.8	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
Disability Status											
Disabled	17	100	78.6	21.4	0	0	0	9.7	14.4	97.4	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	97.9	96.7
Socio-Economic Status											
Subsided meals	149	100	54.8	34.1	6.7	4.4	11.1	16.8	21	97.4	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	75	100	40.3	34.3	23.9	1.5	25.4	
	4	106	100	41.9	46.2	10.8	1.1	11.8	
	5	73	100	40.6	50.7	8.7	0	8.7	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	84	100	29.6	42.3	23.9	4.2	28.2	
	4	69	100	40.6	31.3	26.6	1.6	28.1	
	5	91	100	45.8	38.6	14.5	1.2	15.7	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	75	100	52.2	35.8	9	3	11.9	
	4	106	100	41.9	47.3	5.4	5.4	10.8	
	5	73	100	46.4	44.9	5.8	2.9	8.7	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	84	100	50.7	39.4	8.5	1.4	9.9	
	4	69	100	46.9	31.3	14.1	7.8	21.9	
	5	91	100	33.7	48.2	15.7	2.4	18.1	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	37	100	54.5	39.4	6.1	0	6.1	
	4	106	100	82.8	14	2.2	1.1	3.2	
	5	38	100	60	37.1	2.9	0	2.9	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	43	100	68.6	28.6	2.9	0	2.9	
	4	69	100	59.4	23.4	9.4	7.8	17.2	
	5	45	100	70.7	24.4	2.4	2.4	4.9	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	37	100	42.4	48.5	9.1	0	9.1	
	4	106	100	57	37.6	4.3	1.1	5.4	
	5	35	100	82.4	17.6	0	0	0	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	41	100	41.7	50	5.6	2.8	8.3	
	4	69	100	53.1	34.4	7.8	4.7	12.5	
	5	46	100	64.3	21.4	7.1	7.1	14.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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