

INDIA HOOK ELEMENTARY

2068 Yukon Drive
Rock Hill, South Carolina

Grades	K-5 Elementary School	
Enrollment	506 Students	
Principal	Crystal Guyton	803-985-1600
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	Excellent	Excellent
2009	Excellent	Good
2008	Good	Below Average
2007	N/A	N/A
2006	N/A	N/A

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

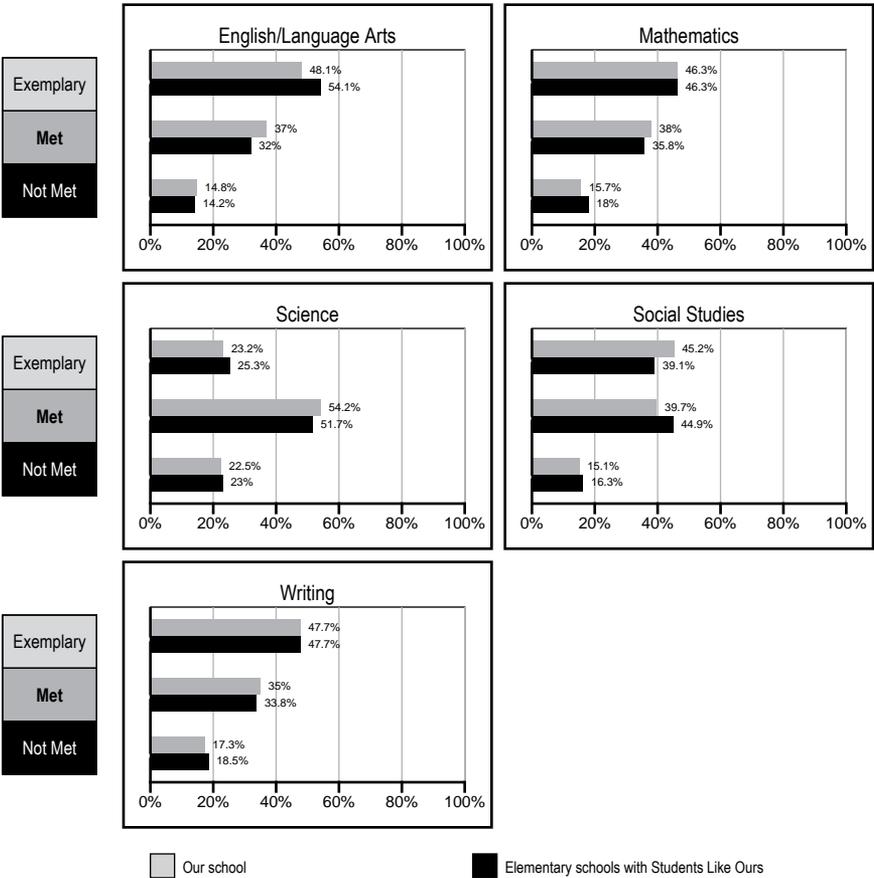
96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
25	14	5	1	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=506)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.4%	Down from 1.8%	0.9%	1.2%
Attendance rate	96.4%	Down from 96.7%	96.4%	96.1%
Eligible for gifted and talented	13.3%	Down from 15.7%	18.8%	11.7%
With disabilities other than speech	5.4%	Down from 6.1%	7.9%	8.0%
Older than usual for grade	0.2%	Down from 0.5%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	69.4%	Down from 70.3%	62.5%	60.5%
Continuing contract teachers	72.2%	Up from 67.6%	86.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.5%	87.0%
Teacher attendance rate	97.2%	Up from 92.9%	96.0%	95.4%
Average teacher salary*	\$46,526	Up 1.6%	\$48,568	\$47,288
Professional development days/teacher	7.4 days	Up from 7.2 days	10.0 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 19.5 to 1	21.1 to 1	19.2 to 1
Prime instructional time	92.8%	Up from 88.0%	92.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,600	Up 4.1%	\$6,719	\$7,548
Percent of expenditures for instruction**	73.1%	Up from 71.8%	70.6%	68.7%
Percent of expenditures for teacher salaries**	71.1%	Up from 69.5%	68.2%	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

India Hook Elementary School opened in August of 2007. During our third year, we have continued to refine the quality of education we provide for our students as well as the enrichment opportunities outside of the core curriculum.

We continue to offer a balanced literacy program and guided reading instruction that is designed around individual needs. We have worked diligently this year to develop our math program to include a workshop format. Teachers continue to refine curriculum maps to incorporate all state standards in meaningful ways. Our focus this year has been to develop common assessments that can be shared throughout our district. Teachers also worked closely with our science coordinator to improve science instruction and to better coordinate the use of our science kits.

Our club opportunities have grown this year to include American Sign Language and Recycling. We have continued to offer Girls on the Run for third through fifth grade girls and Art Club for all grade levels. We have also continued to offer a single gender option in fifth grade and have found this to be beneficial for students and parents.

We believe that a child must learn to live healthy in a world that does not always value health and physical fitness. One of our primary goals continues to be that our fifth graders leave us with a mindset of staying healthy, active, involved, and productive. For this reason, we partnered with USC and the TRACK (Transition and Activity Changes in Kids) in a longitudinal study of our 5th graders' physical fitness. This year, the study began with baseline data and will follow these students for three years. We also expanded our Fun Run to include healthy eating, exercise, and nutrition over the whole month of March.

India Hook was recognized as a PALMETTO GOLD recipient. We are extremely proud of this honor because it is the highest honor possible in South Carolina for academic performance. It signifies the level of our commitment and our belief that every child can and will learn. Our staff accepts and supports every child where they are academically but challenges and supports them to stretch themselves and grow.

Our community partnerships and faith-based partnerships continue to fill in the gap for our students and families by providing clothing and food and by meeting basic needs for medical and vision care. These partners provided financial assistance and many hours of volunteer time to cover needs of mentoring, monitoring events, and tutoring.

This year has brought unprecedented challenges with budget cuts at the state and local level for the second year in a row, and our students and staff continued to rise to the challenges placed before them. During the next year, we will depend on our partners more as resources dwindle. We remain committed to meeting every child's needs and to making all decisions based on what is best for children.

Submitted by Crystal Guyton, Principal, & Katarina Moyon, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	74	65
Percent satisfied with learning environment	94.7%	91.9%	93.8%
Percent satisfied with social and physical environment	100.0%	93.2%	98.4%
Percent satisfied with school-home relations	100.0%	90.5%	95.4%

* 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

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	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	96.4%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	233	97.4	14.8	37	48.1	92.6	85	83.5	Yes	Yes
Gender										
Male	119	98.3	16.7	40.4	43	93.9	81.2	80.1	N/A	N/A
Female	114	96.5	12.7	33.3	53.9	91.2	88.9	87	N/A	N/A
Racial/Ethnic Group										
White	148	98	7.7	34.5	57.7	95.8	91.6	89.6	Yes	Yes
African American	51	96.1	26.7	44.4	28.9	93.3	75.8	74.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	97.4	92.7	I/S	I/S
Hispanic	27	96.3	40.9	40.9	18.2	68.2	78.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76	85.1	I/S	I/S
Disability Status										
Disabled	20	70	29.4	41.2	29.4	82.4	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	23	95.7	42.1	42.1	15.8	68.4	74.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	100	96	29.4	44.7	25.9	84.7	77.5	76.9	Yes	Yes

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

All Students	233	98.7	15.7	38	46.3	92.6	83.7	80.4	Yes	Yes
Gender										
Male	119	100	20.2	41.2	38.6	93	81.2	78.4	N/A	N/A
Female	114	97.4	10.8	34.3	54.9	92.2	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	148	100	9.2	36.6	54.2	95.8	90.7	87.8	Yes	Yes
African American	51	96.1	33.3	37.8	28.9	91.1	73.3	69.3	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.4	93.5	I/S	I/S
Hispanic	27	96.3	27.3	50	22.7	72.7	80.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76	83.2	I/S	I/S
Disability Status										
Disabled	20	85	41.2	23.5	35.3	76.5	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	23	95.7	31.6	57.9	10.5	68.4	78.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	100	97	29.4	45.9	24.7	84.7	75.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	155	100	23.1	53.8	23.1	76.9	70.3	67.3
Gender								
Male	75	100	22.5	54.9	22.5	77.5	69.8	66.9
Female	80	100	23.6	52.8	23.6	76.4	70.9	67.7
Racial/Ethnic Group								
White	97	100	10.8	59.1	30.1	89.2	83.7	79.6
African American	32	100	34.6	53.8	11.5	65.4	50.7	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.1	84.4
Hispanic	21	100	68.4	26.3	5.3	31.6	61.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	65.5	69.5
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	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	20	100	N/A	N/A	N/A	33.3	58.3	58.6
Socio-Economic Status								
Subsidized meals	73	100	39.7	49.2	11.1	60.3	56.4	55.4
Social Studies								
All Students	157	100	15.1	39.7	45.2	84.9	74.3	70.9
Gender								
Male	82	100	16.7	46.2	37.2	83.3	73	70.1
Female	75	100	13.2	32.4	54.4	86.8	75.6	71.7
Racial/Ethnic Group								
White	101	100	11.5	34.4	54.2	88.5	82.9	79.2
African American	36	100	15.2	63.6	21.2	84.8	61.2	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.8	86.8
Hispanic	15	100	50	33.3	16.7	50	69.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	68.2	71.2
Disability Status								
Disabled	14	100	33.3	25	41.7	66.7	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	10	I/S	I/S	I/S	I/S	I/S	73.1	68
Socio-Economic Status								
Subsidized meals	63	100	28.3	49.1	22.6	71.7	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	237	99.6	16.9	35.2	47.9	83.1	73.5	72.1	96.4	96.5
Gender										
Male	119	99.2	25.7	35.4	38.9	74.3	66.5	65.2	96.4	96.4
Female	118	100	7.5	34.9	57.5	92.5	80.7	79.2	96.4	96.6
Racial/Ethnic Group										
White	151	100	11	32.4	56.6	89	83.5	80.8	96.4	96.4
African American	52	98.1	17.8	46.7	35.6	82.2	59.2	59.7	96.7	96.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	92.1	87	97	97.5
Hispanic	27	100	54.5	31.8	13.6	45.5	64.3	64.6	95.5	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	64.3	73.4	95.6	94.9
Disability Status										
Disabled	19	100	56.3	12.5	31.3	43.8	32.4	27.7	95.9	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	23	100	52.6	36.8	10.5	47.4	60.1	63.7	95.6	96.7
Socio-Economic Status										
Subsidized meals	99	100	29.4	44.7	25.9	70.6	61.6	61.9	95.7	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	75	100	15.9	30.4	53.6	84.1
	4	86	100	16.3	43.8	40	83.8
	5	70	100	4.7	32.8	62.5	95.3
	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	77	94.8	14.3	21.4	64.3	85.7
	4	79	97.5	15.3	40.3	44.4	84.7
	5	77	100	14.9	48.6	36.5	85.1
	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
Mathematics							
2009	3	75	100	15.9	29	55.1	84.1
	4	86	100	10	56.3	33.8	90
	5	70	98.6	7.8	46.9	45.3	92.2
	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	77	97.4	18.6	25.7	55.7	81.4
	4	79	98.7	6.9	37.5	55.6	93.1
	5	77	100	21.6	50	28.4	78.4
	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
Science							
2009	3	38	100	25	47.2	27.8	75
	4	86	100	28.8	55	16.3	71.3
	5	33	100	12.9	54.8	32.3	87.1
	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	37	100	29.4	35.3	35.3	70.6
	4	79	100	16.7	56.9	26.4	83.3
	5	39	100	29.7	64.9	5.4	70.3
	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	37	100	12.1	24.2	63.6	87.9
	4	86	100	11.3	50	38.8	88.8
	5	36	100	3	57.6	39.4	97
	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	40	100	5.6	36.1	58.3	94.4
	4	79	100	15.3	43.1	41.7	84.7
	5	38	100	23.7	36.8	39.5	76.3
	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	76	100	20	21.4	58.6	80
	4	86	98.8	18.5	51.9	29.6	81.5
	5	71	98.6	9.2	35.4	55.4	90.8
	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	77	98.7	17.1	32.9	50	82.9
	4	81	100	16.2	36.5	47.3	83.8
	5	79	100	17.3	36	46.7	82.7
	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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