



SC Annual School Report Card Summary

Hyatt Park Elementary
Richland 1
Grades: PK-5 Enrollment: 529
Principal: Elizabeth Eason
Superintendent: Dr. Percy Mack
Board Chair: Wendy Brawley

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD/SILVER AWARD	AYP STATUS	NCLB IMPROVEMENT STATUS
2008	At-Risk	Average	TBD	Not Met	RP
2007	At-Risk	Good	N/A	Not Met	CA
2006	At-Risk	At-Risk	N/A	Not Met	CSI

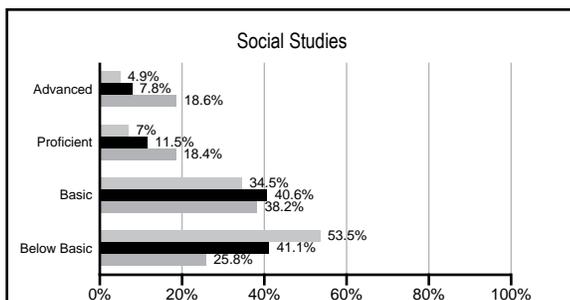
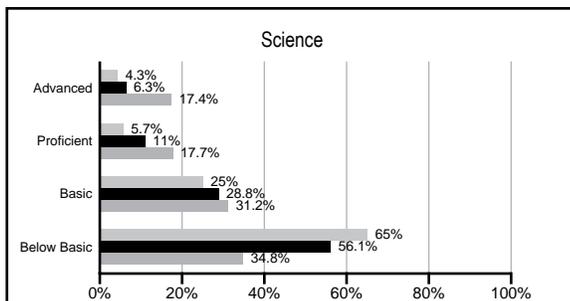
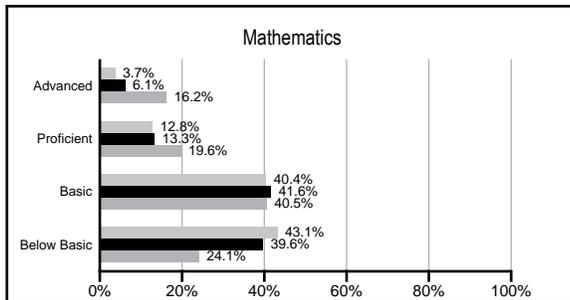
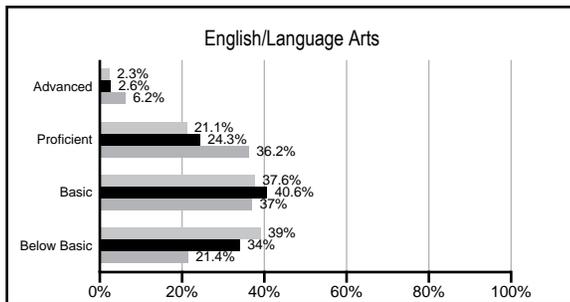
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	4	4	44	61

* Ratings are calculated with data available by 02/17/2009. Schools with Students like Ours are Elementary Schools with poverty indices of no more than 5% above or below the index for this school.

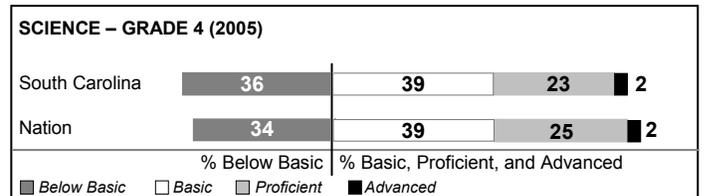
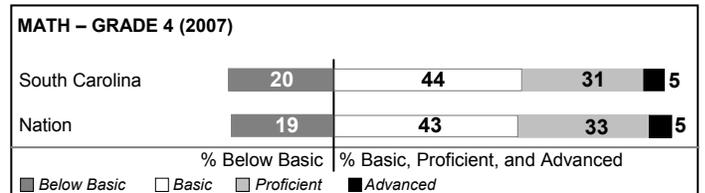
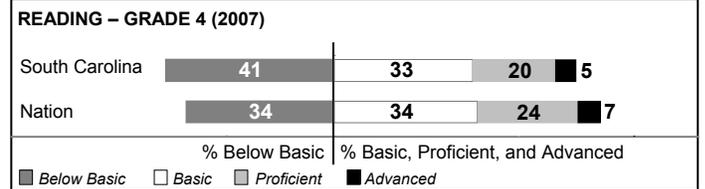
PACT PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 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.

2020 Goal: TBD

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
 NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Hyatt Park Elementary [Richland 1]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=529)				
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%
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
Classes not taught by highly qualified teachers	0.0%	No Change	2.2%	0.0%
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
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%
% of AYP objectives met	76.9%		66.7%	85.7%

* Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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

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