



Hyatt Park Elementary

4200 N. Main Street
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	545 Students	
Principal	Elizabeth Eason	803-735-3421
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	Average
2008	At-Risk	Average
2007	At-Risk	Good
2006	At-Risk	At-Risk
2005	At-Risk	Below Average

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

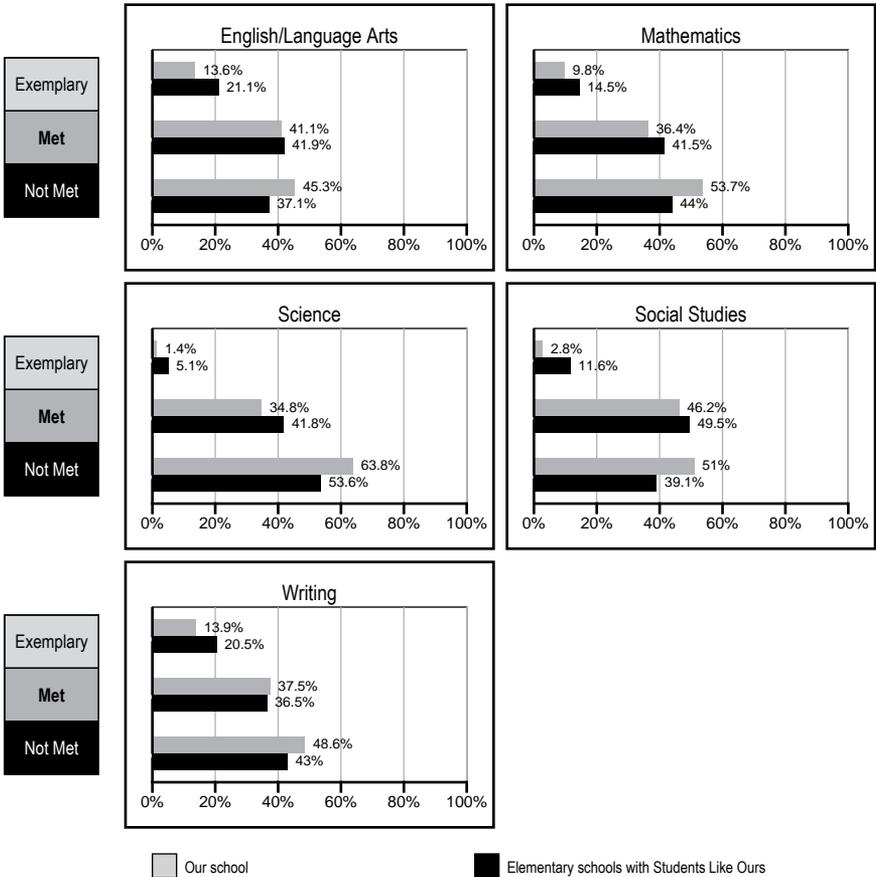
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	49	49	29

* 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
Students (n=545)				
First graders who attended full-day kindergarten	96.5%	Down from 97.4%	100.0%	100.0%
Retention rate	3.9%	Up from 2.2%	2.5%	1.9%
Attendance rate	97.1%	Down from 97.5%	96.0%	96.3%
Eligible for gifted and talented	2.9%	Down from 4.0%	2.7%	10.0%
With disabilities other than speech	5.7%	Down from 6.4%	7.4%	7.7%
Older than usual for grade	1.3%	Up from 1.0%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Up from 0.0%	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	63.3%	Down from 63.5%	57.0%	59.4%
Continuing contract teachers	77.6%	Up from 69.2%	70.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.7%	Up from 90.1%	81.2%	85.9%
Teacher attendance rate	93.4%	Down from 95.9%	95.2%	95.1%
Average teacher salary*	\$51,689	Up 5.8%	\$45,550	\$47,149
Professional development days/teacher	11.6 days	Down from 12.2 days	11.0 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	2.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	Up from 15.6 to 1	16.4 to 1	18.8 to 1
Prime instructional time	90.1%	Down from 92.2%	90.1%	90.4%
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	Good	Excellent
Dollars spent per pupil**	\$11,228	Up 33.7%	\$8,730	\$7,458
Percent of expenditures for instruction**	78.7%	Up from 76.3%	68.2%	68.8%
Percent of expenditures for teacher salaries**	67.5%	Down from 71.6%	61.8%	63.2%

* 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

During the 2008-09 school year, there was strong evidence of continuous growth and improvement at Hyatt Park Elementary School.

Hyatt Park is pleased to announce that it met its three-year school improvement index (of .3) which increased from 2.2 to 2.5 from 2005-2008.

In addition, 15 students received invitations to participate in the Duke TIP Scholars program and 308 were recognized as National Fitness Champions. Our instructional program continued to be enhanced by teams of interventionists who worked with targeted groups of students during the school day to provide academic assistance. In fact, 42% of students receiving Reading Recovery intervention services made such outstanding growth and progress in reading that they were discontinued from the program. A comprehensive after-school program, individualized tutorial sessions for students in kindergarten through grade five, and supplemental tutorial services increased our ability to assist students in meeting our academic goals and standards.

Students in kindergarten through third grade, along with their parents and teachers, continued their participation in the South Carolina Reading First Initiative, which provided extensive training, resources, and academic support. Diagnostic assessments administered at the beginning of the year to students in kindergarten through third grade indicated that growth and improvements have occurred in the areas of language and literacy development. However, there still exists a need to provide additional support and academic assistance to improve students' overall performance in mathematics.

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 provided support in reading and mathematics.

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 preschool-aged students. The Books and Breakfast Program, a monthly breakfast sessions with parents, was 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.

Rebecca Woodward, SIC Chairperson
Elizabeth R. Eason, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	58	30
Percent satisfied with learning environment	81.0%	91.2%	82.8%
Percent satisfied with social and physical environment	93.0%	89.7%	90.0%
Percent satisfied with school-home relations	65.1%	89.5%	89.7%

* 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 13 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

RP-DELAY

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	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	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	238	100	45.3	41.1	13.6	67.8	78.6	82.8	Yes	Yes
Gender										
Male	115	100	52.8	39.6	7.5	57.5	74.4	79.3	N/A	N/A
Female	123	100	38	42.6	19.4	77.8	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	93.7	89.5	I/S	I/S
African American	230	100	45.7	40.9	13.5	67.3	74.6	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	93.1	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
Disability Status										
Disabled	34	100	71	22.6	6.5	51.6	51.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	77.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	227	100	46.6	40.7	12.7	66.2	74.1	75.5	Yes	Yes

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

All Students	238	100	53.7	36.4	9.8	59.8	70.3	78.9	Yes	Yes
Gender										
Male	115	100	54.7	38.7	6.6	57.5	67.8	77	N/A	N/A
Female	123	100	52.8	34.3	13	62	72.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	87.2	I/S	I/S
African American	230	100	54.8	35.1	10.1	59.1	64.6	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	94.5	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
Disability Status										
Disabled	34	100	77.4	19.4	3.2	29	36.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	227	100	54.9	34.8	10.3	59.3	64	70.2	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	156	93	60.9	37.5	1.6	39.1	58.1	67.5
Gender								
Male	81	91.4	67.6	30.9	1.5	32.4	57	67
Female	75	94.7	53.3	45	1.7	46.7	59.1	68
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	85.9	79.5
African American	149	92.6	61.8	36.6	1.6	38.2	50.8	50.3
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	60.7	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	20	90	N/AV	N/AV	N/AV	17.6	27.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	53.2	59.6
Socio-Economic Status								
Subsided meals	148	93.2	62.3	36.9	0.8	37.7	49.1	55.1
Social Studies								
All Students	158	93	47.8	49.3	2.9	52.2	65.2	72.3
Gender								
Male	77	94.8	51.5	45.6	2.9	48.5	63.1	71.5
Female	81	91.4	44.1	52.9	2.9	55.9	67.2	73.2
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	80.7
African American	154	93.5	48.5	48.5	3	51.5	59.3	60
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	87.9	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	23	95.7	N/AV	N/AV	N/AV	30	36.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	63.6	67.9
Socio-Economic Status								
Subsided meals	152	92.8	48.5	49.2	2.3	51.5	58	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
Writing										
All Students	238	99.2	48.4	37.7	14	51.6	63.9	70.2	97.1	95.9
Gender										
Male	115	100	58.9	37.4	3.7	41.1	55.8	63.2	97.1	95.7
Female	123	98.4	38	38	24.1	62	71.9	77.5	97.1	96.2
Racial/Ethnic Group										
White	1	I/S	N/A	N/A	N/A	N/A	86.2	79.1	88.9	96
African American	229	99.6	49.8	36.4	13.9	50.2	58	57.6	97.1	95.9
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	81.9	86.2	96.9	96.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.8	62.6	96.1	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	N/A	94
Disability Status										
Disabled	34	100	N/AV	N/AV	N/AV	32.3	22.3	26.1	96.6	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	61.2	61.2	98	96.2
Socio-Economic Status										
Subsided meals	215	99.1	49	36.6	14.4	51	56.7	58.9	97.1	95.7

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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	97	100	61.2	25.9	12.9	38.8
	4	76	100	39.1	46.4	14.5	60.9
	5	65	100	30	56.7	13.3	70
	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
Mathematics							
2009	3	97	100	75.3	20	4.7	24.7
	4	76	100	40.6	43.5	15.9	59.4
	5	65	100	38.3	51.7	10	61.7
	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
Science							
2009	3	47	76.6	69	27.6	3.4	31
	4	76	100	53.6	44.9	1.4	46.4
	5	33	100	N/AV	N/AV	N/AV	30
	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
Social Studies							
2009	3	50	80	N/AV	N/AV	N/AV	27
	4	76	100	37.7	59.4	2.9	62.3
	5	32	96.9	40	53.3	6.7	60
	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
Writing							
2009	3	96	100	62.4	25.9	11.8	37.6
	4	78	98.7	40	45.7	14.3	60
	5	64	98.4	38.3	45	16.7	61.7
	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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