HYATT PARK ELEMENTARY

4200 N. Main Street
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	558 Students	
Principal	Elizabeth Eason	803-735-3421
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Below Average**	**Average**
2010	Below Average	Average
2009	At-Risk	Average
2008	At-Risk	Average
2007	At-Risk	Good

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 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.

http://ed.sc.gov
http://.eoc.sc.gov

HYATT PARK ELEMENTARY 11/09/11-4001042

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

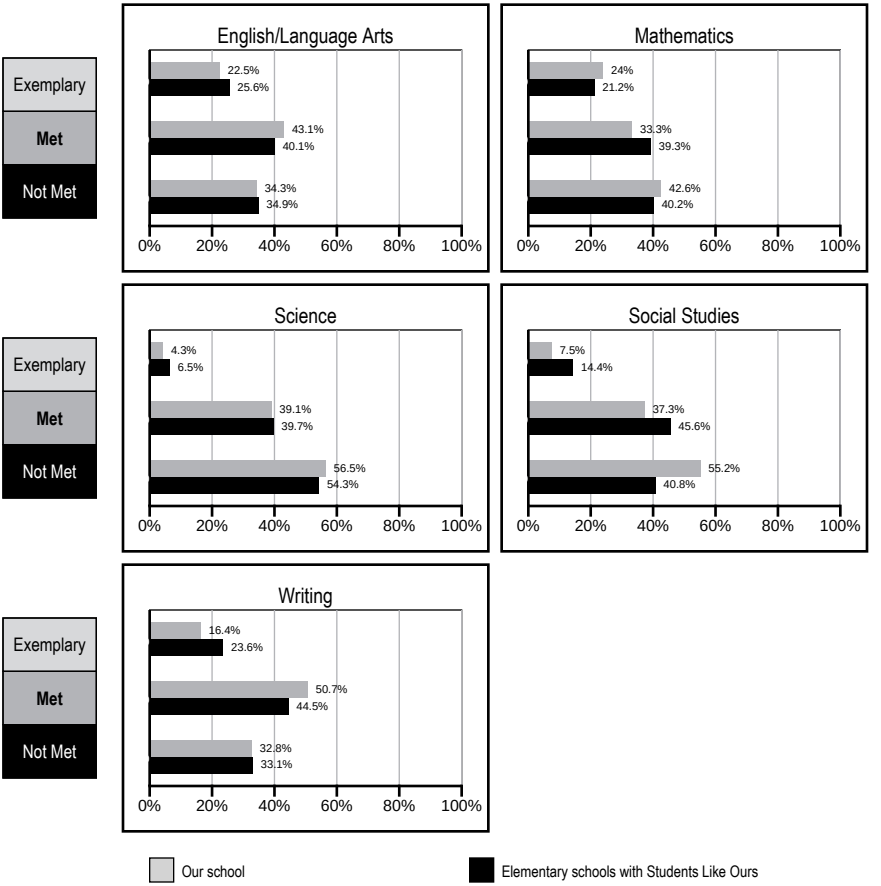
Percent of students tested in 2010-11 whose 2009-10 test scores were located	99.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	72	48	23

* Ratings are calculated with data available by 11/09/2011.

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=558)				
First graders who attended full-day kindergarten	94.1%	Down from 98.6%	100.0%	100.0%
Retention rate	1.4%	Up from 1.1%	1.5%	1.1%
Attendance rate	97.4%	Up from 96.9%	96.0%	96.2%
Served by gifted and talented program	5.1%	Up from 3.3%	5.1%	13.4%
With disabilities other than speech	3.5%	Down from 6.1%	4.3%	4.1%
Older than usual for grade	0.5%	Down from 0.8%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	69.2%	Up from 65.9%	61.9%	62.5%
Continuing contract teachers	94.9%	Up from 90.9%	81.8%	88.2%
Teachers returning from previous year	90.9%	Down from 94.3%	84.3%	87.8%
Teacher attendance rate	94.8%	Up from 94.1%	95.2%	95.2%
Average teacher salary*	$53,281	Up 3.7%	$45,188	$46,773
Professional development days/teacher	13.5 days	Up from 12.2 days	10.6 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 17.3 to 1	17.5 to 1	19.9 to 1
Prime instructional time	91.9%	Up from 90.8%	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	Excellent	Excellent
Dollars spent per pupil**	$9,476	Down 6.5%	$8,694	$7,447
Percent of expenditures for instruction**	77.1%	Down from 78.2%	67.8%	68.4%
Percent of expenditures for teacher salaries**	73.4%	Up from 71.9%	64.0%	65.8%

* 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 2010-2011 school year, there continued to be strong evidence of continuous growth and improvement at Hyatt Park Elementary School. We were extremely pleased to announce that Adequate Yearly Progress (AYP) was met based on student performance on 2010 PASS. Our school is no longer in Title I School Improvement or Corrective Action status!

School-wide literacy initiatives were implemented to increase the number of students reading at or above grade level. Diagnostic assessments administered at the beginning of the year to kindergarten through third grade students, indicated growth and improvements have occurred in the areas of reading, language and literacy development. MAP data indicated an increase in the number of students making expected gains in mathematics. A yearlong school-wide initiative designed to increase student achievement in mathematics was successfully implemented. All students were eligible to participate in a Title I laptop lending program. Laptops were loaded with the SuccessMaker program that provided support in reading and mathematics.

Fifteen fourth and fifth grade students were recognized as Duke Tip Scholars. More than 100 students received recognition for academic achievement and/or excellence. Fourth grade teachers and students were selected to collaborate with the Keep the Midlands Beautiful organization on a project funded by a grant from Wal-Mart. Our Girl Scout Troop #2225 is more than eighty strong. More than 268 students were recognized for outstanding citizenship. Science instruction was enhanced through the use of an outdoor classroom which was completed this year.

After-school programs and services were enhanced as the result of a 21st Century Learning Communities Grant which is moving into its third year of implementation. Partnerships with EdVenture, USC and Midtown Fellowship have enhanced after-school program services and increased our ability to assist students in meeting academic goals and requirements.

In addition to parent-teacher conferences, PTO meetings and academic night activities, the Parent-Child-Home initiative was implemented. This program provided monthly home visits/literacy sessions for parents of pre-school aged students. The Books and Breakfast Program provided bi-weekly sessions designed to promote literacy and foster home-school relationships. Family Night activities, which were planned in collaboration with Midtown Fellowship were well attended and well received by parents and the community. Other community partners and supporters include, Academy of Columbia, Alpha Kappa Alpha, Bi-Lo, CiCi's, City Year, DESA, Foster Grandparents, and W. L. Bonner College. These partners provided a wealth of assistance and support to our students and staff throughout the school year.

Our faculty and staff have openly embraced Academic Optimism and believe that the work they do each day has a profound and positive effect in the lives of our students. We are optimistic in our belief that our work today will make a brighter tomorrow and brighter future for our students.

Elaine Kinlaw, SIC Chairperson
Elizabeth R. Eason, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	71	66
Percent satisfied with learning environment	93.1%	91.5%	73.4%
Percent satisfied with social and physical environment	100.0%	82.9%	79.7%
Percent satisfied with school-home relations	72.4%	85.9%	75.8%

* 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

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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.4%	94.0%**	Yes

* Or greater than last year

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HYATT PARK ELEMENTARY										11/09/11-4001042
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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	239	100	34.3	43.1	22.5	79.9	78.3	82.4	Yes	Yes
Gender										
Male	108	100	39.1	41.3	19.6	77.2	74.3	78.7	N/A	N/A
Female	131	100	30.4	44.6	25	82.1	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	92.8	88.9	I/S	I/S
African American	235	100	33.8	43.3	22.9	80.1	74.2	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.4	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	83.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	83	I/S	I/S
Disability Status										
Disabled	27	100	76.2	19	4.8	42.9	45.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	229	100	35.4	43.6	21	79.5	73.5	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	239	100	42.6	33.3	24	71.1	75.1	81.9	No	Yes
Gender										
Male	108	100	43.5	34.8	21.7	71.7	73.5	79.9	N/A	N/A
Female	131	100	42	32.1	25.9	70.5	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	92.1	88.9	I/S	I/S
African American	235	100	42.8	33.8	23.4	71.1	70.3	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	94.6	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	82.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	84.4	I/S	I/S
Disability Status										
Disabled	27	100	N/AV	N/AV	N/AV	33.3	40.4	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	229	100	44.1	32.8	23.1	70.3	69.8	74.9	No	Yes

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

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HYATT PARK ELEMENTARY								11/09/11-4001042
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	159	100	56.5	39.1	4.3	43.5	58.7	68.6
Gender								
Male	69	100	56.7	38.3	5	43.3	58.2	68.3
Female	90	100	56.4	39.7	3.8	43.6	59.2	68.9
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	87.8	80.7
African American	156	100	56.6	39	4.4	43.4	51	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.1	85.3
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	63.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	70.8
Disability Status								
Disabled	17	100	N/AV	N/AV	N/AV	N/AV	29.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	54.3	60.7
Socio-Economic Status								
Subsidized meals	153	100	57.1	39.1	3.8	42.9	50.1	57.3
Social Studies								
All Students	158	100	55.2	37.3	7.5	44.8	64.7	72.5
Gender								
Male	77	100	60.9	25	14.1	39.1	63.6	72
Female	81	100	50	48.6	1.4	50	65.8	73.1
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	88.4	81
African American	155	100	55.3	37.1	7.6	44.7	58.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	71	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	73.5
Disability Status								
Disabled	17	100	N/AV	N/AV	N/AV	6.7	33.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	65.7	69.7
Socio-Economic Status								
Subsidized meals	153	100	55.8	37.2	7	44.2	56.8	62.9

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	77	100	32.8	50.7	16.4	67.2	66.5	73.2	97.4	96.1
Gender										
Male	35	100	41.9	48.4	9.7	58.1	62	67.2	97.4	95.9
Female	42	100	25	52.8	22.2	75	71.2	79.4	97.4	96.3
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	87.8	81.5	97.9	96.2
African American	75	100	32.3	50.8	16.9	67.7	60.7	61.3	97.4	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	87	99.3	96.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	74.8	66.7	94.5	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	99.9	94.5
Disability Status										
Disabled	11	100	I/S	I/S	I/S	I/S	23.7	26	98	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	66.2	65.7	98.4	95.9
Socio-Economic Status										
Subsidized meals	69	100	36.1	50.8	13.1	63.9	59.1	63.2	97.3	95.9

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HYATT PARK ELEMENTARY 11/09/11-4001042

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	71	98.6	27.4	43.5	29	72.6
	4	72	100	42	52.2	5.8	58
	5	71	100	34.3	44.8	20.9	65.7
	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
2011	3	82	100	34.8	34.8	30.4	65.2
	4	78	100	30.9	44.1	25	69.1
	5	79	100	37.3	50.7	11.9	62.7
	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
Mathematics							
2010	3	71	98.6	40.3	21	38.7	59.7
	4	72	100	46.4	40.6	13	53.6
	5	71	100	38.8	46.3	14.9	61.2
	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
2011	3	82	100	56.5	23.2	20.3	43.5
	4	78	100	30.9	35.3	33.8	69.1
	5	79	100	40.3	41.8	17.9	59.7
	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							
2010	3	36	100	73.3	13.3	13.3	26.7
	4	72	100	69.6	27.5	2.9	30.4
	5	36	100	N/A	N/A	N/A	42.9
	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
2011	3	41	100	N/AV	N/AV	N/AV	28.6
	4	78	100	41.2	51.5	7.4	58.8
	5	40	100	71.4	25.7	2.9	28.6
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	34	100	43.8	46.9	9.4	56.3
	4	72	100	59.4	34.8	5.8	40.6
	5	35	100	75	18.8	6.3	25
	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
2011	3	41	100	64.7	32.4	2.9	35.3
	4	78	100	42.6	48.5	8.8	57.4
	5	39	100	71.9	18.8	9.4	28.1
	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
Writing							
2010	3	69	98.6	48.4	30.6	21	51.6
	4	73	100	58	36.2	5.8	42
	5	71	98.6	36.4	47	16.7	63.6
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	77	100	32.8	50.7	16.4	67.2
	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

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