



## India Hook Elementary

2068 Yukon Drive  
Rock Hill, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	500 Students	
<b>Principal</b>	Crystal Guyton	803-985-1600
<b>Superintendent</b>	Dr. Lynn P. Moody	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Good</b>
2008	Good	Below Average
2007	N/A	N/A
2006	N/A	N/A
2005	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 2008-09 whose 2007-08 test scores were located

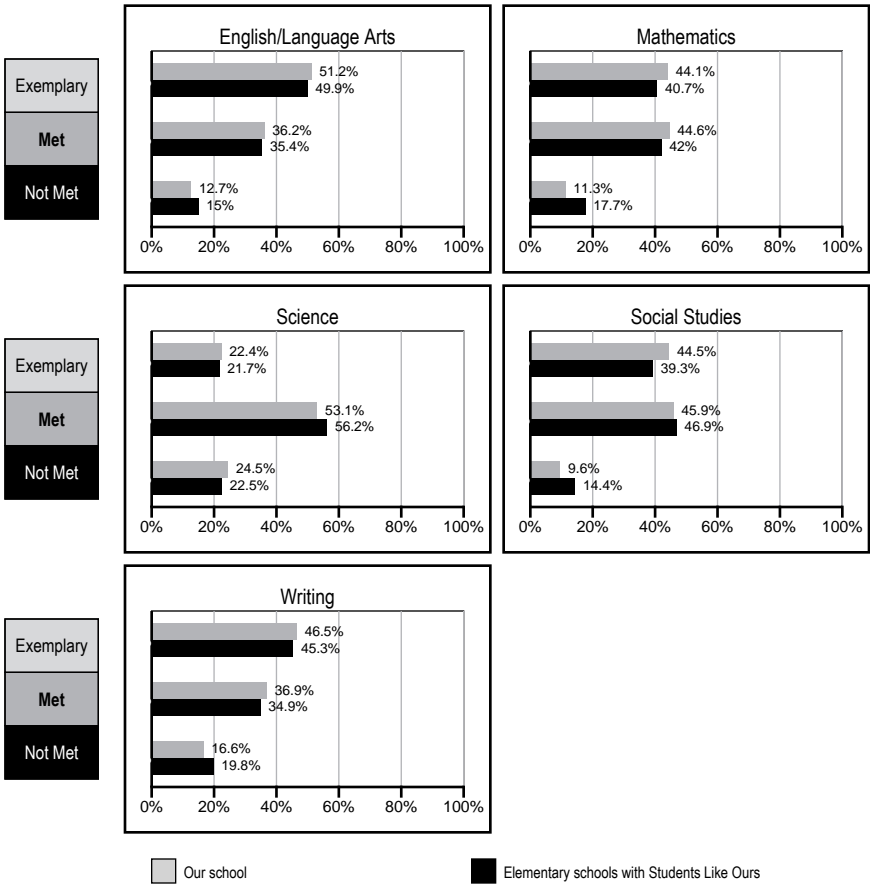
95.1%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
20	21	8	0	0

\* 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
<b>Students (n=500)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.8%	Up from 0.9%	1.5%	1.9%
Attendance rate	96.7%	Down from 96.8%	96.6%	96.3%
Eligible for gifted and talented	15.7%	Up from 13.1%	17.4%	10.0%
With disabilities other than speech	6.1%	Down from 7.4%	8.1%	7.7%
Older than usual for grade	0.5%	Up from 0.0%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=37)</b>				
Teachers with advanced degrees	70.3%	Up from 62.9%	60.7%	59.4%
Continuing contract teachers	67.6%	Up from 62.9%	82.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 3.7%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	85.7%	85.9%
Teacher attendance rate	92.9%	Down from 96.7%	95.2%	95.1%
Average teacher salary*	\$45,797	Up 7.0%	\$47,927	\$47,149
Professional development days/teacher	7.2 days	Down from 13.1 days	10.4 days	11.1 days
<b>School</b>				
Principal's years at school	3.0	Up from 1.5	3.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 18.0 to 1	20.0 to 1	18.8 to 1
Prime instructional time	88.0%	Down from 92.1%	91.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	Up from 96.6%	100.0%	100.0%
Character development program	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$6,342	N/A	\$6,629	\$7,458
Percent of expenditures for instruction**	71.8%	N/A	70.5%	68.8%
Percent of expenditures for teacher salaries**	69.5%	N/A	65.1%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

India Hook Elementary School opened its doors to students in August 2007. In our second year of existence, we continued programs that have been successful in 2007-2008. Our Girls on the Run program doubled its enrollment. Our art clubs enlarged to accommodate the request that all grade levels have access. Foreign language instruction remains a priority for our students as they prepare for a global world that will expect a minimum of two functional languages. Our French program allows students the opportunity to learn the language as well as be absorbed in the culture of France. From this program, a French club has blossomed which is small but growing.

Our staff embraces change and is willing to do whatever it takes to reach children. This year, we were home to several innovative ventures. We began our Single Gender program in fifth grade after extensive training and research by the fifth grade team. We joined our state in a looping project in which the teacher moves up with a class to the next grade, which fosters a strong sense of community in that classroom. We received a recycling grant that afforded us the opportunity to teach children about the benefits of recycling and provided us with the needed equipment and services to recycle school wide. As a school community, 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 is that children leaving our school after fifth grade will have the academic tools required for middle school, but just as important they will have the life skills and healthy habits that they will carry with them throughout their adult lives. In an effort to attain this goal, our PTA spent months providing students with opportunities to learn about healthy living from sampling fruits to examining the benefits of unprocessed foods and highly processed foods. Their efforts towards health education culminated with a fun run for our entire school.

Our academic goals were lofty this year. Our goals for reading were set high based on our district literacy expectations. 90% of our students met their grade level goals in reading. Our teachers focused on continuing to provide excellent literacy instruction, but they also took a hard look at science instruction and developed intense units of study to meet the standards for all children. We are in the beginning stages of developing common assessments for all subject areas in order to provide data that will guide instruction in every classroom.

During the past year, we have weathered an economic storm that could threaten any school. Our PTA and SIC acknowledged our struggles and worked with us to ensure that no effective program was lost or suffered. They provided clothing for students who needed it and groceries for parents that are out of work. They also spent time examining our data with us to celebrate the progress we are making in spite of hard times.

Our community partnerships grew stronger with area businesses and families that provided playground equipment for our primary students and special needs students. Community partners also provided financial help for our Fun Run and Healthy Living project. Our faith-based partnership has been a life saver for our students by providing needed clothing, shoes, school supplies, groceries, and encouragement through mentoring and tutoring. Without the support of our community groups, I am not sure we could have achieved all of the above.

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

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	68	52
Percent satisfied with learning environment	100.0%	89.7%	100.0%
Percent satisfied with social and physical environment	100.0%	95.6%	98.1%
Percent satisfied with school-home relations	96.4%	89.7%	94.2%

\* 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	231	100	12.7	36.2	51.2	93.4	85.2	82.8	Yes	Yes
<b>Gender</b>										
Male	118	100	13.1	40.2	46.7	95.3	82	79.3	N/A	N/A
Female	113	100	12.3	32.1	55.7	91.5	88.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	150	100	8.8	32	59.2	96.6	92.4	89.5	Yes	Yes
African American	51	100	12.5	45	42.5	95	74.5	73.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	92.5	92.3	I/S	I/S
Hispanic	23	100	42.1	47.4	10.5	63.2	80.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75.6	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	16	100	21.4	42.9	35.7	78.6	57.7	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	24	100	40	50	10	70	77.1	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	104	100	24.4	47.8	27.8	86.7	76.4	75.5	Yes	Yes

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

All Students	231	99.6	11.3	44.6	44.1	92.5	82.8	78.9	Yes	Yes
<b>Gender</b>										
Male	118	99.2	5.6	54.2	40.2	97.2	80	77	N/A	N/A
Female	113	100	17	34.9	48.1	87.7	85.9	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	150	100	6.1	42.9	51	96.6	91.5	87.2	Yes	Yes
African American	51	100	10	55	35	95	68.6	66.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	98	93	I/S	I/S
Hispanic	23	95.7	57.9	31.6	10.5	52.6	80.2	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	80	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	16	100	28.6	50	21.4	92.9	50.2	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	24	95.8	45	40	15	55	79.2	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	104	99	21.1	56.7	22.2	85.6	72.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	157	100	24.5	53.1	22.4	75.5	71	67.5
<b>Gender</b>								
Male	80	100	24.3	51.4	24.3	75.7	70.2	67
Female	77	100	24.7	54.8	20.5	75.3	71.8	68
<b>Racial/Ethnic Group</b>								
White	101	100	16	57	27	84	83.9	79.5
African American	35	100	39.3	50	10.7	60.7	50.7	50.3
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	88.3	84.3
Hispanic	14	100	66.7	25	8.3	33.3	62.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	59.8	71.2
<b>Disability Status</b>								
Disabled	7	I/S	I/S	I/S	I/S	I/S	39.4	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	16	100	57.1	35.7	7.1	42.9	61.6	59.6
<b>Socio-Economic Status</b>								
Subsided meals	75	100	40.3	47.8	11.9	59.7	55.1	55.1
<b>Social Studies</b>								
All Students	159	100	9.6	45.9	44.5	90.4	76.4	72.3
<b>Gender</b>								
Male	84	100	10.7	46.7	42.7	89.3	75.6	71.5
Female	75	100	8.5	45.1	46.5	91.5	77.3	73.2
<b>Racial/Ethnic Group</b>								
White	99	100	6.3	47.9	45.8	93.8	84.9	80.7
African American	40	100	12.1	39.4	48.5	87.9	62.9	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.7	88.5
Hispanic	18	100	26.7	46.7	26.7	73.3	75.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	62	72.2
<b>Disability Status</b>								
Disabled	15	100	15.4	61.5	23.1	84.6	47.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	17	100	28.6	42.9	28.6	71.4	75	67.9
<b>Socio-Economic Status</b>								
Subsided meals	70	100	20	56.7	23.3	80	64.3	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
<b>Writing</b>										
All Students	233	99.1	16.2	37	46.8	83.8	73.1	70.2	96.7	96.7
<b>Gender</b>										
Male	117	98.3	15.9	39.3	44.9	84.1	65.9	63.2	96.7	96.6
Female	116	100	16.5	34.9	48.6	83.5	80.9	77.5	96.7	96.8
<b>Racial/Ethnic Group</b>										
White	151	99.3	9.5	37.8	52.7	90.5	82.5	79.1	96.7	96.6
African American	52	100	22	34.1	43.9	78	59.2	57.6	97	96.8
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	88.3	86.2	98.1	97.3
Hispanic	23	95.7	50	40	10	50	65.7	62.6	95.8	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	68.7	N/A	95.2
<b>Disability Status</b>										
Disabled	17	94.1	42.9	28.6	28.6	57.1	30.2	26.1	96.4	95.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	99.9
<b>English Proficiency</b>										
Limited English Proficient	24	95.8	47.6	38.1	14.3	52.4	63	61.2	96.1	96.6
<b>Socio-Economic Status</b>										
Subsided meals	105	100	29.8	41.5	28.7	70.2	59.5	58.9	96.2	96.2

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	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
<b>Mathematics</b>							
<b>2009</b>	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
<b>Science</b>							
<b>2009</b>	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
<b>Social Studies</b>							
<b>2009</b>	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
<b>Writing</b>							
<b>2009</b>	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

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