



Hunt Meadows Elementary

420 Hunt Road
Easley, SC 29642

Grades	PK-5 Elementary School	
Enrollment	503 Students	
Principal	Torie Tourtellot	864-850-3987
Superintendent	Dr. Wayne Fowler	864-847-7344
Board Chair	Mr. Fred Alexander	864-947-9346

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	Average
2007	Good	Below Average
2006	Good	Average
2005	Good	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 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

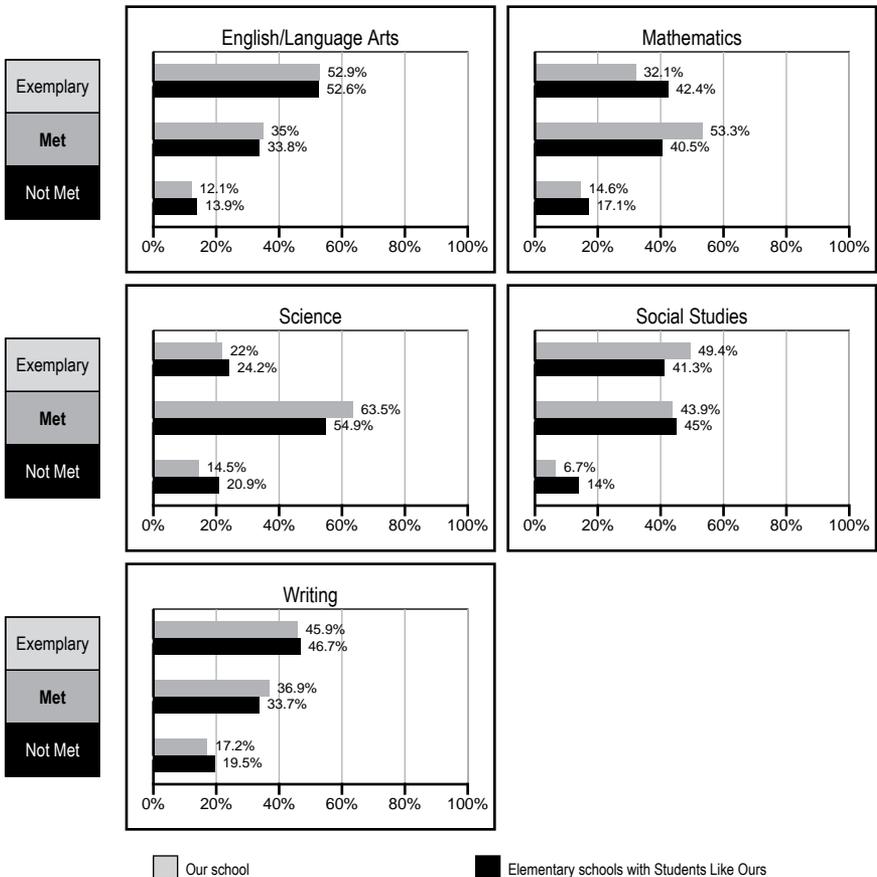
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	11	5	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
Students (n=503)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	Down from 3.1%	1.7%	1.9%
Attendance rate	96.9%	Up from 96.5%	96.7%	96.3%
Eligible for gifted and talented	10.6%	Down from 14.4%	18.0%	10.0%
With disabilities other than speech	9.1%	Up from 7.9%	6.7%	7.7%
Older than usual for grade	0.7%	Up from 0.2%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	59.4%	No Change	60.3%	59.4%
Continuing contract teachers	84.4%	No Change	82.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.7%	Up from 84.4%	86.9%	85.9%
Teacher attendance rate	94.9%	Up from 92.9%	95.6%	95.1%
Average teacher salary*	\$48,334	Up 5.4%	\$48,542	\$47,149
Professional development days/teacher	11.3 days	Down from 13.0 days	10.9 days	11.1 days
School				
Principal's years at school	9.0	Up from 8.0	3.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Down from 17.5 to 1	20.3 to 1	18.8 to 1
Prime instructional time	91.5%	Up from 88.6%	91.5%	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**	\$6,632	Up 27.1%	\$6,632	\$7,458
Percent of expenditures for instruction**	69.5%	Down from 70.4%	70.6%	68.8%
Percent of expenditures for teacher salaries**	64.1%	Down from 65.6%	66.1%	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

We have had a wonderfully successful year at Hunt Meadows Elementary School and have addressed many aspects of student enrichment and instruction. In addition, Hunt Meadows has been privileged to receive two outstanding awards. The Hunt Meadows School Improvement Council received The Dick and Tunky Riley Award Honorable Mention. Our school also received recognition from the SC Adopt-A-Highway program as District and County winners. We are thrilled to be recognized and to know that we are teaching our students to be civic minded.

The Dick and Tunky Riley award is presented yearly to a School Improvement Council that demonstrates "exemplary leadership and actions resulting in improved public education." The Hunt Meadows SIC organized three committees to address the needs of all stakeholders. The committees were Strong Families Committee, Beautification Committee, and Data Collection/Grant Committee. These committees sponsored activities including Talk with the Docs, Coffee with the Counselor, Tree Identification, and Grant Writing. All the combined efforts earned our school a top five finish.

Students at Hunt Meadows take part in several road clean-up days during the year. Students are learning to be mindful of their environment and their civic responsibility as they participate in the Adopt -A- Highway program. We were honored to be recognized as a District and County winner. Our students are learning to take pride in their efforts and accomplishments as they keep Hunt Road litter free.

Our percentage of students meeting PACT exceeded the District and State in Math and ELA at almost every grade level. The performance of kindergarteners through second graders on DIBELS assessment continues to improve with implementation of balanced literacy and guided reading.

The staff and community continue to strive to carry out our mission, which is "to provide a challenging and child-centered learning environment that will enable children to reach their greatest potential and instill in them a life long love of learning."

Torie C. Tourtellot
Principal

Allison Pearson
SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	80	55
Percent satisfied with learning environment	97.1%	95.0%	98.2%
Percent satisfied with social and physical environment	100.0%	89.9%	96.3%
Percent satisfied with school-home relations	100.0%	96.2%	92.7%

* 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

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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	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	253	100	11.5	34.6	53.9	93.8	92.2	82.8	Yes	Yes
Gender										
Male	137	100	14.5	33.6	51.9	90.1	90.9	79.3	N/A	N/A
Female	116	100	8	35.7	56.3	98.2	93.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	230	100	10.5	35	54.5	94.1	93.1	89.5	Yes	Yes
African American	14	100	28.6	35.7	35.7	92.9	85.4	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.5	92.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	85.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	82.5	I/S	I/S
Disability Status										
Disabled	34	100	46.9	31.3	21.9	65.6	72	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	5	I/S	I/S	I/S	I/S	I/S	84.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	69	100	19.4	41.9	38.7	90.3	86.5	75.5	Yes	Yes

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

All Students	253	100	14	53.5	32.5	89.3	88.8	78.9	Yes	Yes
Gender										
Male	137	100	13.7	52.7	33.6	89.3	88.6	77	N/A	N/A
Female	116	100	14.3	54.5	31.3	89.3	89.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	230	100	14.1	51.4	34.5	89.5	89.8	87.2	Yes	Yes
African American	14	100	14.3	64.3	21.4	85.7	79.6	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	85.2	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	79.5	I/S	I/S
Disability Status										
Disabled	34	100	43.8	43.8	12.5	59.4	59.7	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	5	I/S	I/S	I/S	I/S	I/S	85.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	69	100	21	59.7	19.4	80.6	81.1	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	168	100	13.8	63.1	23.1	86.3	84.7	67.5
Gender								
Male	94	100	12.4	61.8	25.8	87.6	84.9	67
Female	74	100	15.5	64.8	19.7	84.5	84.4	68
Racial/Ethnic Group								
White	154	100	13.7	63	23.3	86.3	86.6	79.5
African American	9	I/S	I/S	I/S	I/S	I/S	63.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	79.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	22	100	30	55	15	70	56.4	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	3	I/S	I/S	I/S	I/S	I/S	79.5	59.6
Socio-Economic Status								
Subsidized meals	44	100	18.4	60.5	21.1	81.6	74.5	55.1
Social Studies								
All Students	173	100	6.6	44	49.4	93.4	85.9	72.3
Gender								
Male	91	100	5.7	43.2	51.1	94.3	86.2	71.5
Female	82	100	7.7	44.9	47.4	92.3	85.7	73.2
Racial/Ethnic Group								
White	158	100	5.3	45	49.7	94.7	86.8	80.7
African American	10	I/S	I/S	I/S	I/S	I/S	78.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.6	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	78.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	24	100	26.1	52.2	21.7	73.9	59.8	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	2	I/S	I/S	I/S	I/S	I/S	78	67.9
Socio-Economic Status								
Subsidized meals	47	100	18.6	46.5	34.9	81.4	77.1	62.1

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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	258	98.1	17.2	36.9	45.9	82.8	80.5	70.2	96.9	96.3
Gender										
Male	138	96.4	23.4	39.8	36.7	76.6	75.3	63.2	96.7	96.3
Female	120	100	10.3	33.6	56	89.7	86.1	77.5	97.1	96.3
Racial/Ethnic Group										
White	235	98.3	17.6	36.9	45.5	82.4	82.1	79.1	96.9	96.2
African American	14	100	7.1	50	42.9	92.9	67.7	57.6	97.4	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	86.2	93.9	97.2
Hispanic	9	I/S	I/S	I/S	I/S	I/S	72.2	62.6	94.8	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	53.3	68.7	97.8	94.3
Disability Status										
Disabled	36	86.1	76.7	16.7	6.7	23.3	36.6	26.1	96.7	95.3
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	5	I/S	I/S	I/S	I/S	I/S	74.5	61.2	95.4	97.1
Socio-Economic Status										
Subsided meals	71	94.4	27.1	44.1	28.8	72.9	68.8	58.9	95.8	95.5

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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	87	100	11.8	30.6	57.6	88.2
	4	88	100	9.6	38.6	51.8	90.4
	5	78	100	13.3	34.7	52	86.7
	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							
2009	3	87	100	24.7	42.4	32.9	75.3
	4	88	100	4.8	60.2	34.9	95.2
	5	78	100	12	58.7	29.3	88
	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	43	100	11.9	57.1	31	88.1
	4	88	100	10.8	67.5	21.7	89.2
	5	37	100	22.9	60	17.1	77.1
	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
Social Studies							
2009	3	44	100	9.3	55.8	34.9	90.7
	4	88	100	2.4	38.6	59	97.6
	5	41	100	12.5	42.5	45	87.5
	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	87	95.4	28.4	27.2	44.4	71.6
	4	89	98.9	11.9	40.5	47.6	88.1
	5	82	100	11.4	43	45.6	88.6
	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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