



Hunter Street Elementary

1100 Hunter Street
York, South Carolina

Grades	PK-5 Elementary School	
Enrollment	825 Students	
Principal	Kevin A. Hood	803-684-1926
Superintendent	Dr Vernon Prosser	803-684-9916
Board Chair	Chris Revels	803-925-2840

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

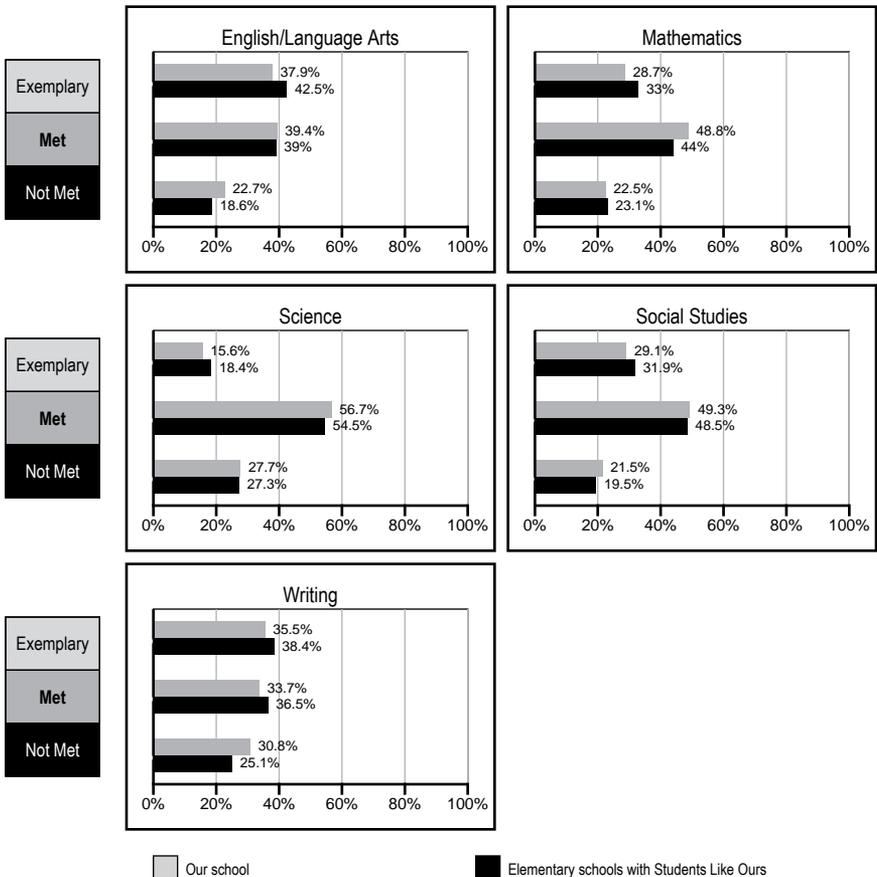
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	29	48	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=825)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.0%	Down from 2.3%	2.0%	1.9%
Attendance rate	96.2%	Down from 96.3%	96.3%	96.3%
Eligible for gifted and talented	15.0%	Up from 13.5%	13.4%	10.0%
With disabilities other than speech	6.3%	Down from 7.3%	7.6%	7.7%
Older than usual for grade	0.3%	Down from 0.6%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	49.1%	No Change	60.0%	59.4%
Continuing contract teachers	92.5%	Up from 84.9%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.5%	Up from 84.0%	87.7%	85.9%
Teacher attendance rate	94.7%	Up from 94.4%	95.3%	95.1%
Average teacher salary*	\$45,471	Up 4.3%	\$47,204	\$47,149
Professional development days/teacher	6.0 days	Down from 8.4 days	10.9 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Down from 18.9 to 1	19.3 to 1	18.8 to 1
Prime instructional time	89.6%	Up from 88.8%	90.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.8%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,852	Down 2.1%	\$6,859	\$7,458
Percent of expenditures for instruction**	73.3%	Down from 73.9%	69.1%	68.8%
Percent of expenditures for teacher salaries**	68.8%	Up from 67.9%	63.4%	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

The mission of Hunter Street Elementary School, a Title I school, is to provide quality educational experiences that will enable all students to achieve their fullest potential in order to become effective citizens in an ever-changing world.

During the 2008-2009 school year, we continued to make strides on improving our students' overall achievement. With this year's continuous focus on literacy, we are constantly reading and providing our students with strategies and opportunities to become better readers. We utilize our student data from our Measures of Academic Progress (MAP) results and Developmental Reading Assessment (DRA) results to create flexible leveled student groups and guided reading groups (lower grades) in order to conduct literacy lessons. Our media specialist, media assistant, and all of our core subject and related arts teachers have a flexible reading group of their own or work cooperatively with a teacher who is instructing students using the latest strategies to improve students' literacy skills.

Our very own literacy coach is the instructor for the Converse College course titled Empowering Teachers to Create Change Through Best Practices in Literacy Instruction. In this class, twenty-four teachers and administrators are enrolled to learn more about the balanced literacy approach that incorporates reading and writing.

This year also saw the beginning of Professional Learning Communities. In September and October, Hunter Street teachers held professional development sessions in which they shared best teaching practices with other Hunter Street teachers. These sessions proved to be very beneficial.

We have had events for the family, such as Math and Science Round-up, Writing Night, Kid's Art Fair, Revving Up to Read in Kindergarten, 1st Grade Reading Night for targeted 1st Graders, and various grade level performances at PTO meetings. Also, in 2008-2009, we received 17 additional promethean boards and an additional computer lab. Our teachers were busy writing grants during the year. EIA grants and Target grants were awarded to three teachers each while four teachers received Family Trust Grants and our art teacher received the Picturing America Art grant. Finally, during the year, we had two students selected for the South Carolina Elementary Honor Choir.

Education is a team effort and participation from parents, staff, students, and members of the community is always welcome. We want the best for our Hunter Street students so that they will become lifelong learners. Our Hunter Street parents, families, and community members continue to be essential to the success of our school through their never-ending efforts in volunteering and support of our PTO, SIC, and school initiatives. Our teachers are phenomenal, our parents are super, and our students are the best. Because of effective teamwork and sincere caring, our Hunter Street Family is truly striving for success.

Kevin A. Hood, Principal
Janice Kuczler, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	109	82
Percent satisfied with learning environment	96.9%	90.8%	85.4%
Percent satisfied with social and physical environment	100.0%	93.6%	81.3%
Percent satisfied with school-home relations	90.6%	90.7%	77.8%

* 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 21 out of 21 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	N/A	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	96.2%	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	359	99.7	22.5	39.5	38	86.8	83.4	82.8	Yes	Yes
Gender										
Male	180	99.4	29.7	35.8	34.5	83.6	78.7	79.3	N/A	N/A
Female	179	100	15.4	43.2	41.4	89.9	88.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	249	99.6	19.4	37.9	42.7	87.9	85.9	89.5	Yes	Yes
African American	76	100	31	42.3	26.8	83.1	75.7	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.8	92.3	I/S	I/S
Hispanic	29	100	26.9	46.2	26.9	84.6	73.7	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80.8	82.5	I/S	I/S
Disability Status										
Disabled	61	100	53.6	25	21.4	53.6	50.3	52	SWD	Yes
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	28	100	24	48	28	88	72.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	204	99.5	33.7	39.1	27.2	81.5	78.6	75.5	Yes	Yes

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

All Students	358	100	22.5	48.8	28.7	82.9	82.6	78.9	Yes	Yes
Gender										
Male	179	100	26.1	49.1	24.8	80.6	79.1	77	N/A	N/A
Female	179	100	18.9	48.5	32.5	85.2	86.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	248	100	18.1	47.8	34.1	84.5	85.5	87.2	Yes	Yes
African American	76	100	39.4	45.1	15.5	74.6	72.8	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	83.3	93	I/S	I/S
Hispanic	29	100	19.2	65.4	15.4	88.5	82.1	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	65.4	79.5	I/S	I/S
Disability Status										
Disabled	61	100	53.6	30.4	16.1	55.4	56.6	45.5	SWD	Yes
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	28	100	16	64	20	88	76.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	203	100	32.1	47.8	20.1	76.6	77.7	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	241	99.6	27.7	56.7	15.6	72.3	70.2	67.5
Gender								
Male	119	99.2	30.3	48.6	21.1	69.7	67.3	67
Female	122	100	25.2	64.3	10.4	74.8	73.2	68
Racial/Ethnic Group								
White	160	99.4	22.3	57.4	20.3	77.7	74.5	79.5
African American	56	100	46.3	48.1	5.6	53.7	54.7	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.3	84.3
Hispanic	22	100	21.1	73.7	5.3	78.9	61.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.8	71.2
Disability Status								
Disabled	36	100	50	38.2	11.8	50	46.8	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	20	100	17.6	76.5	5.9	82.4	58	59.6
Socio-Economic Status								
Subsided meals	136	99.3	37.9	55.6	6.5	62.1	61.4	55.1
Social Studies								
All Students	237	100	21.5	49.3	29.1	78.5	75.8	72.3
Gender								
Male	121	100	28.6	42	29.5	71.4	74.6	71.5
Female	116	100	14.4	56.8	28.8	85.6	77.1	73.2
Racial/Ethnic Group								
White	173	100	18.9	47.6	33.5	81.1	78.5	80.7
African American	43	100	35	47.5	17.5	65	63.8	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.3	88.5
Hispanic	19	100	17.6	70.6	11.8	82.4	78.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	73.3	72.2
Disability Status								
Disabled	43	100	46.2	35.9	17.9	53.8	52	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	18	100	12.5	62.5	25	87.5	79.5	67.9
Socio-Economic Status								
Subsided meals	135	100	31.5	51.6	16.9	68.5	69.9	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	359	99.2	30.4	33.9	35.7	69.6	68.6	70.2	96.2	96.1
Gender										
Male	182	98.9	41.1	33.3	25.6	58.9	59.5	63.2	96.3	96
Female	177	99.4	19.6	34.5	45.8	80.4	78	77.5	96.2	96.1
Racial/Ethnic Group										
White	250	100	28.4	32.2	39.4	71.6	72.3	79.1	95.8	95.7
African American	74	96	36.2	37.7	26.1	63.8	58.4	57.6	97.2	97
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	70.8	86.2	96.7	96.7
Hispanic	30	100	38.5	34.6	26.9	61.5	57.6	62.6	96.9	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	52	68.7	99.4	96.4
Disability Status										
Disabled	63	100	66.7	17.5	15.8	33.3	26.1	26.1	96.1	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	27	100	36	36	28	64	51.9	61.2	96.9	97
Socio-Economic Status										
Subsided meals	202	98.5	41.4	31.7	26.9	58.6	60.6	58.9	96.1	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	120	100	18.8	32.1	49.1	81.3
	4	121	99.2	29.2	39.8	31	70.8
	5	118	100	19.3	46.8	33.9	80.7
	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	120	100	22.3	42.9	34.8	77.7
	4	120	100	27.4	41.6	31	72.6
	5	118	100	17.4	62.4	20.2	82.6
	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
Science							
2009	3	61	100	17.5	57.9	24.6	82.5
	4	120	100	34.5	51.3	14.2	65.5
	5	60	98.3	24.1	66.7	9.3	75.9
	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	59	100	18.2	40	41.8	81.8
	4	120	100	21.2	56.6	22.1	78.8
	5	58	100	25.5	43.6	30.9	74.5
	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	122	100	24.8	26.5	48.7	75.2
	4	119	100	43.9	27.2	28.9	56.1
	5	118	97.5	22	48.6	29.4	78
	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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