



## HUNTER STREET ELEMENTARY

1100 Hunter Street  
York, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	805 Students	
<b>Principal</b>	Kevin A. Hood	803-684-1926
<b>Superintendent</b>	Dr. Vernon Prosser	803-684-9916
<b>Board Chair</b>	Chris Revels	803-925-2840

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Average</b>
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk

## 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

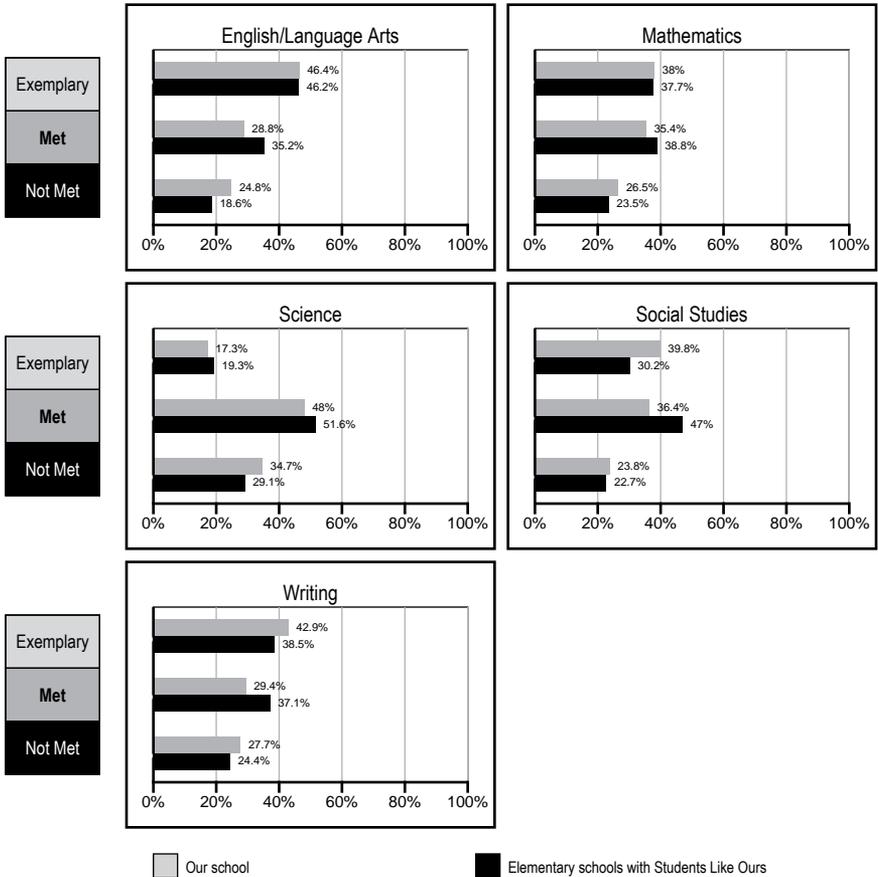
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
17	37	38	0	0

\* Ratings are calculated with data available by 03/09/2011.

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
<b>Students (n=805)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Down from 2.0%	1.3%	1.2%
Attendance rate	96.2%	No Change	96.1%	96.1%
Eligible for gifted and talented	15.9%	Up from 15.0%	15.3%	11.7%
With disabilities other than speech	7.4%	Up from 6.3%	8.1%	8.0%
Older than usual for grade	0.3%	No Change	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
<b>Teachers (n=51)</b>				
Teachers with advanced degrees	51.0%	Up from 49.1%	59.3%	60.5%
Continuing contract teachers	96.1%	Up from 92.5%	87.5%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.9%	Up from 88.5%	88.2%	87.0%
Teacher attendance rate	94.7%	No Change	95.5%	95.4%
Average teacher salary*	\$47,215	Up 3.8%	\$47,844	\$47,288
Professional development days/teacher	4.9 days	Down from 6.0 days	10.3 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Up from 18.0 to 1	20.0 to 1	19.2 to 1
Prime instructional time	90.2%	Up from 89.6%	90.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.1%	Up from 91.8%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,345	Up 8.4%	\$6,837	\$7,548
Percent of expenditures for instruction**	72.9%	Down from 73.3%	69.1%	68.7%
Percent of expenditures for teacher salaries**	70.1%	Up from 68.8%	66.0%	65.1%

\* 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

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 2009-2010 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 are continuing to utilize our student data from our Measures of Academic Progress (MAP) results and Developmental Reading Assessment (DRA) results to create flexible leveled guided reading groups in order to conduct literacy lessons. Our art and music teachers also incorporate literacy in their lesson plans.

Our very own literacy coach has taught two six-week clusters to the faculty, in which seven teachers attended a six-week cluster about DRA and Word Analysis Tasks and the use of these assessments to guide instruction. Eight teachers attended a six week cluster about Children's Literature.

This year also saw the beginning of weekly grade level meetings led by administration and the literacy coach. These meetings have been a part of the professional development initiated by iCoach-South Carolina. Also, the 2009-2010 year saw the beginning of our single gender classes. We began these classes in first and second grades.

During the 2009-2010 year, Hunter Street Elementary provided before-school read-alouds, a computer lab for research and educational activities, Math Out of the Box for kindergarten and 1st grade, six new Promethean boards, and had six Students selected to South Carolina Elementary Honors Choir. Hunter Street also was fortunate to have the District Spelling Bee winner, six students' artwork selected for the York County Arts Council Banner Design, five teachers to receive Family Trust Grants, two teachers to receive the Hands-On Native American Grant, and one teacher selected to serve on South Carolina Academic Standards for Social Studies Writing Panel.

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  
Robert Elliott, III - SIC President

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	105	62
Percent satisfied with learning environment	85.2%	93.3%	90.3%
Percent satisfied with social and physical environment	96.3%	86.7%	86.2%
Percent satisfied with school-home relations	74.1%	93.3%	83.6%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 19 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

R

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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	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

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	368	100	24.8	28.8	46.4	86.2	83	83.5	Yes	Yes
<b>Gender</b>										
Male	192	100	27.7	31.5	40.8	83.7	80.1	80.1	N/A	N/A
Female	176	100	21.5	25.8	52.8	89	85.9	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	253	100	21.4	27.7	50.8	88.2	85.2	89.6	Yes	Yes
African American	74	100	29	36.2	34.8	81.2	75.6	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.7	92.7	I/S	I/S
Hispanic	35	100	35.3	23.5	41.2	88.2	78.2	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	69.2	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	71	100	62.9	22.9	14.3	57.1	49.7	51.7	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	33	100	33.3	27.3	39.4	87.9	79.3	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	233	100	31.9	29.2	38.9	79.6	77.8	76.9	Yes	Yes

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

All Students	368	100	26.5	35.4	38	84.1	84.3	80.4	Yes	Yes
<b>Gender</b>										
Male	192	100	29.3	32.6	38	82.1	82.3	78.4	N/A	N/A
Female	176	100	23.3	38.7	38	86.5	86.3	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	253	100	22.3	33.6	44.1	88.7	86.8	87.8	Yes	Yes
African American	74	100	37.7	39.1	23.2	71	75.1	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.5	93.5	I/S	I/S
Hispanic	35	100	35.3	41.2	23.5	79.4	83.2	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	76.9	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	71	100	58.6	28.6	12.9	54.3	58.1	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	33	100	33.3	39.4	27.3	81.8	84.1	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	233	100	34.7	37	28.2	78.7	80.3	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	240	100	34.7	48	17.3	65.3	68.4	67.3
<b>Gender</b>								
Male	114	100	32.4	51.4	16.2	67.6	68.5	66.9
Female	126	100	36.8	44.7	18.4	63.2	68.3	67.7
<b>Racial/Ethnic Group</b>								
White	161	100	29.8	47.7	22.5	70.2	73.2	79.6
African American	50	100	N/A	N/A	N/A	54.3	53.5	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	75	84.4
Hispanic	23	100	50	31.8	18.2	50	55.4	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	75	69.5
<b>Disability Status</b>								
Disabled	55	100	61.1	33.3	5.6	38.9	39.3	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	23	100	43.5	34.8	21.7	56.5	52.4	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	163	100	43.4	46.7	9.9	56.6	61.9	55.4
<b>Social Studies</b>								
All Students	244	100	23.8	36.4	39.8	76.2	71	70.9
<b>Gender</b>								
Male	137	100	24.6	33.1	42.3	75.4	70.2	70.1
Female	107	100	22.8	40.6	36.6	77.2	71.8	71.7
<b>Racial/Ethnic Group</b>								
White	165	100	24.8	34.4	40.8	75.2	73.5	79.2
African American	52	100	27.1	29.2	43.8	72.9	59.8	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.7	86.8
Hispanic	21	100	10	65	25	90	76.2	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	68.4	71.2
<b>Disability Status</b>								
Disabled	36	100	63.9	27.8	8.3	36.1	43.5	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	21	100	9.5	57.1	33.3	90.5	75	68
<b>Socio-Economic Status</b>								
Subsidized meals	145	100	25.9	40	34.1	74.1	64.5	60.8

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	366	99.7	27.5	29.5	43	72.5	70.9	72.1	96.2	96.1
<b>Gender</b>										
Male	189	99.5	35.9	26.1	38	64.1	62	65.2	96.2	96.1
Female	177	100	18.2	33.3	48.5	81.8	79.7	79.2	96.2	96.2
<b>Racial/Ethnic Group</b>										
White	252	99.6	25.9	24.7	49.4	74.1	74	80.8	95.9	95.8
African American	73	100	30	41.4	28.6	70	60.6	59.7	96.8	97.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	78.9	87	98.7	97.8
Hispanic	35	100	29.4	41.2	29.4	70.6	64.7	64.6	96.6	96.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	57.7	73.4	98.7	96.6
<b>Disability Status</b>										
Disabled	73	98.6	67.6	19.7	12.7	32.4	29.9	27.7	95.8	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	33	100	30.3	42.4	27.3	69.7	59.8	63.7	97.4	97.1
<b>Socio-Economic Status</b>										
Subsidized meals	231	99.6	33.9	35.8	30.3	66.1	63.5	61.9	95.9	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
<b>English/Language Arts</b>							
<b>2009</b>	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
<b>2010</b>	3	131	100	21.3	19.7	59	78.7
	4	116	100	26.6	35.8	37.6	73.4
	5	121	100	26.7	31.9	41.4	73.3
	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
<b>Mathematics</b>							
<b>2009</b>	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
<b>2010</b>	3	131	100	27	21.3	51.6	73
	4	116	100	22.9	43.1	33.9	77.1
	5	121	100	29.3	43.1	27.6	70.7
	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
<b>Science</b>							
<b>2009</b>	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
<b>2010</b>	3	64	100	49.2	28.8	22	50.8
	4	116	100	24.8	58.7	16.5	75.2
	5	60	100	38.6	47.4	14	61.4
	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

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>Social Studies</b>							
<b>2009</b>	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
<b>2010</b>	3	67	100	15.9	25.4	58.7	84.1
	4	116	100	30.3	40.4	29.4	69.7
	5	61	100	20.3	40.7	39	79.7
	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
<b>Writing</b>							
<b>2009</b>	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
<b>2010</b>	3	130	99.2	22.1	23.8	54.1	77.9
	4	116	100	29.7	35.1	35.1	70.3
	5	120	100	31	30.2	38.8	69
	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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