

HUNT MEADOWS ELEMENTARY

420 Hunt Road
Easley, SC 29642

Grades	PK-5 Elementary School	
Enrollment	484 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 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Good	Good
2009	Excellent	Good
2008	Good	Average
2007	Good	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 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>

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

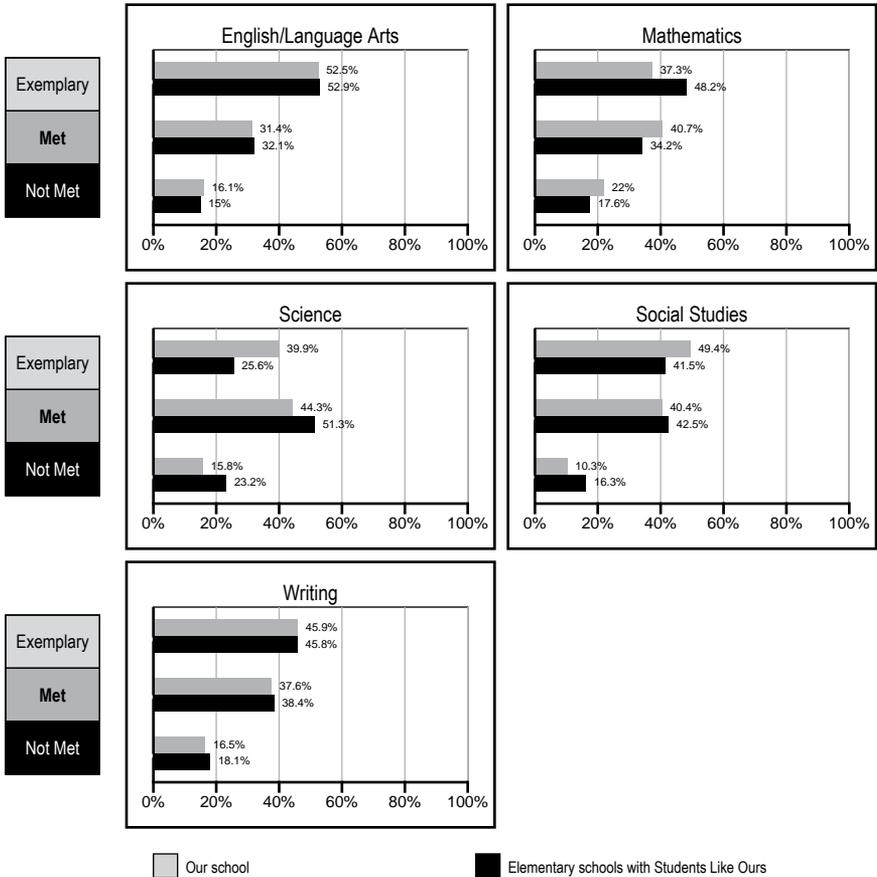
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
32	16	3	2	0

* 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=484)				
First graders who attended full-day kindergarten	62.2%	Down from 75.4%	100.0%	100.0%
Retention rate	0.9%	Down from 1.1%	0.8%	1.1%
Attendance rate	96.4%	Down from 96.9%	96.5%	96.2%
Served by gifted and talented program	11.6%	Down from 13.0%	22.0%	13.4%
With disabilities other than speech	7.5%	Down from 10.2%	3.7%	4.1%
Older than usual for grade	0.6%	Down from 1.8%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	60.7%	Down from 63.3%	64.5%	62.5%
Continuing contract teachers	96.4%	Down from 96.7%	89.4%	88.2%
Teachers returning from previous year	91.7%	Up from 88.1%	87.9%	87.8%
Teacher attendance rate	94.1%	Up from 93.7%	95.2%	95.2%
Average teacher salary*	\$48,243	Down 3.1%	\$48,398	\$46,773
Professional development days/teacher	5.4 days	Up from 2.3 days	9.5 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	23.6 to 1	Up from 21.4 to 1	20.9 to 1	19.9 to 1
Prime instructional time	90.0%	Down from 90.8%	91.3%	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**	\$6,785	Up 2.3%	\$7,091	\$7,447
Percent of expenditures for instruction**	68.7%	Down from 69.2%	69.3%	68.4%
Percent of expenditures for teacher salaries**	65.7%	Up from 65.5%	68.1%	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

Hunt Meadows Elementary School had a very successful 2010-2011 school year. We earned a state Silver Award for outstanding student performance on PASS. Our school was recognized at the state level for implementation of our Positive Behaviour Interventions and Support (PBIS) program. We also received state recognition for the DVD produced by teacher, Colin Rork, which stars administration and teachers promoting our PBIS character program. Students at Hunt Meadows continue to "SHINE" in every area of school life and many were recognized for their exemplary behavior.

Test scores continue to show improvements and this is reflected in the hard work of our dedicated teachers and hard working students.

We are proud of the activities that are offered to our students: Art and Technology Club, Chorus, Safety Patrol, District Writing Contest, Service Learning, Flag Patrol, Relay for Life Team, Junior Beta Club, Talent Show, Unicycle Team and our annual Wax Museum.

Hunt Meadows strives everyday to live the mission of the school: In cooperation with students, teachers, parents, and the community, the mission 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
 Lisa Boone, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	83	56
Percent satisfied with learning environment	100.0%	94.0%	96.4%
Percent satisfied with social and physical environment	100.0%	95.2%	96.4%
Percent satisfied with school-home relations	100.0%	95.2%	89.3%

* 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

NO

This school met 14 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

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	0.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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 = 79.4% (Met or Exemplary)

All Students	241	100	16.1	31.4	52.5	88.1	90.7	82.4	Yes	Yes
Gender										
Male	127	100	18.4	38.4	43.2	84.8	88.7	78.7	N/A	N/A
Female	114	100	13.5	23.4	63.1	91.9	92.8	86.2	N/A	N/A
Racial/Ethnic Group										
White	222	100	15.2	30.9	53.9	88.9	91.8	88.9	Yes	Yes
African American	10	I/S	I/S	I/S	I/S	I/S	80.9	72.9	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.5	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	87	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.8	83	I/S	I/S
Disability Status										
Disabled	44	100	60.5	25.6	14	48.8	63.2	48.1	No	Yes
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	86.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	92	100	26.7	36.7	36.7	77.8	85.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	241	100	22	40.7	37.3	86.4	90.8	81.9	Yes	Yes
Gender										
Male	127	100	23.2	38.4	38.4	84	90.3	79.9	N/A	N/A
Female	114	100	20.7	43.2	36	89.2	91.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	222	100	20.7	40.6	38.7	88	91.6	88.9	Yes	Yes
African American	10	I/S	I/S	I/S	I/S	I/S	84.2	71.4	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.5	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	88.9	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.2	84.4	I/S	I/S
Disability Status										
Disabled	44	100	62.8	20.9	16.3	46.5	60.5	47.3	No	Yes
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	87.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	92	100	31.1	45.6	23.3	75.6	85.3	74.9	No	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	159	100	15.8	44.3	39.9	84.2	85.1	68.6
Gender								
Male	90	100	15.7	43.8	40.4	84.3	84.9	68.3
Female	69	100	15.9	44.9	39.1	84.1	85.3	68.9
Racial/Ethnic Group								
White	150	100	14.8	44.3	40.9	85.2	86.5	80.7
African American	6	I/S	I/S	I/S	I/S	I/S	73.9	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.3	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	77.9	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.4	70.8
Disability Status								
Disabled	28	100	46.4	32.1	21.4	53.6	53.8	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	1	I/S	I/S	I/S	I/S	I/S	75.8	60.7
Socio-Economic Status								
Subsidized meals	61	100	26.2	44.3	29.5	73.8	76.7	57.3
Social Studies								
All Students	160	100	10.3	40.4	49.4	89.7	84.9	72.5
Gender								
Male	84	100	12	39.8	48.2	88	85.4	72
Female	76	100	8.2	41.1	50.7	91.8	84.3	73.1
Racial/Ethnic Group								
White	147	100	10.5	37.8	51.7	89.5	86.2	81
African American	5	I/S	I/S	I/S	I/S	I/S	75.2	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	82.8	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	79.9	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.4	73.5
Disability Status								
Disabled	31	100	30	46.7	23.3	70	55.2	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	80.2	69.7
Socio-Economic Status								
Subsidized meals	58	100	21.4	44.6	33.9	78.6	77.8	62.9

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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	87	100	16.5	37.6	45.9	83.5	82.5	73.2	96.4	96.1
Gender										
Male	44	100	20.9	48.8	30.2	79.1	77.2	67.2	96.3	96.2
Female	43	100	11.9	26.2	61.9	88.1	88.2	79.4	96.5	96
Racial/Ethnic Group										
White	77	100	16	37.3	46.7	84	84.2	81.5	96.4	96
African American	6	I/S	I/S	I/S	I/S	I/S	71.4	61.3	96.5	96.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	87	98.4	98.1
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.1	66.7	93.9	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60	72.2	96.3	95.3
Disability Status										
Disabled	16	100	N/AV	N/AV	N/AV	26.7	36.2	26	95.4	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	2	I/S	I/S	I/S	I/S	I/S	80.4	65.7	94.4	96.9
Socio-Economic Status										
Subsidized meals	30	100	32.1	35.7	32.1	67.9	73	63.2	95.4	95.4

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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							
2010	3	78	100	21.6	23	55.4	78.4
	4	83	100	21	32.1	46.9	79
	5	90	100	9.3	40.7	50	90.7
	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	76	100	14.9	24.3	60.8	85.1
	4	78	100	20.5	25.6	53.8	79.5
	5	87	100	13.1	42.9	44	86.9
	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
Mathematics							
2010	3	78	100	28.4	40.5	31.1	71.6
	4	83	98.8	18.5	48.1	33.3	81.5
	5	90	100	19.8	61.6	18.6	80.2
	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	76	100	27	29.7	43.2	73
	4	78	100	14.1	48.7	37.2	85.9
	5	87	100	25	42.9	32.1	75
	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	39	100	37.8	35.1	27	62.2
	4	83	98.8	16	54.3	29.6	84
	5	45	97.8	14.3	52.4	33.3	85.7
	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	39	100	31.6	36.8	31.6	68.4
	4	78	100	7.7	44.9	47.4	92.3
	5	42	100	16.7	50	33.3	83.3
	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

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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	39	100	24.3	59.5	16.2	75.7
	4	83	98.8	12.3	40.7	46.9	87.7
	5	45	97.8	16.7	31	52.4	83.3
	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
2011	3	37	100	5.6	41.7	52.8	94.4
	4	78	100	10.3	33.3	56.4	89.7
	5	45	100	14.3	52.4	33.3	85.7
	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
Writing							
2010	3	78	98.7	30.1	28.8	41.1	69.9
	4	83	100	16	33.3	50.6	84
	5	91	96.7	10.7	36.9	52.4	89.3
	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
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	87	100	16.5	37.6	45.9	83.5
	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

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