

Hunter Street Elementary

1100 Hunter Street
York, SC 29745

Grades	PK-4 Elementary School	
Enrollment	420 Students	
Principal	Kevin A. Hood	803-684-1926
Superintendent	Dr Vernon Prosser	803-684-9916
Board Chair	M. Betty Johnson	803-684-5281

THE STATE OF SOUTH CAROLINA 2014 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2014	Good	At-Risk
2013	Excellent	Good
2012	Excellent	Average
2011	Good	Below Average
2010	Good	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://www.eoc.sc.gov>

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

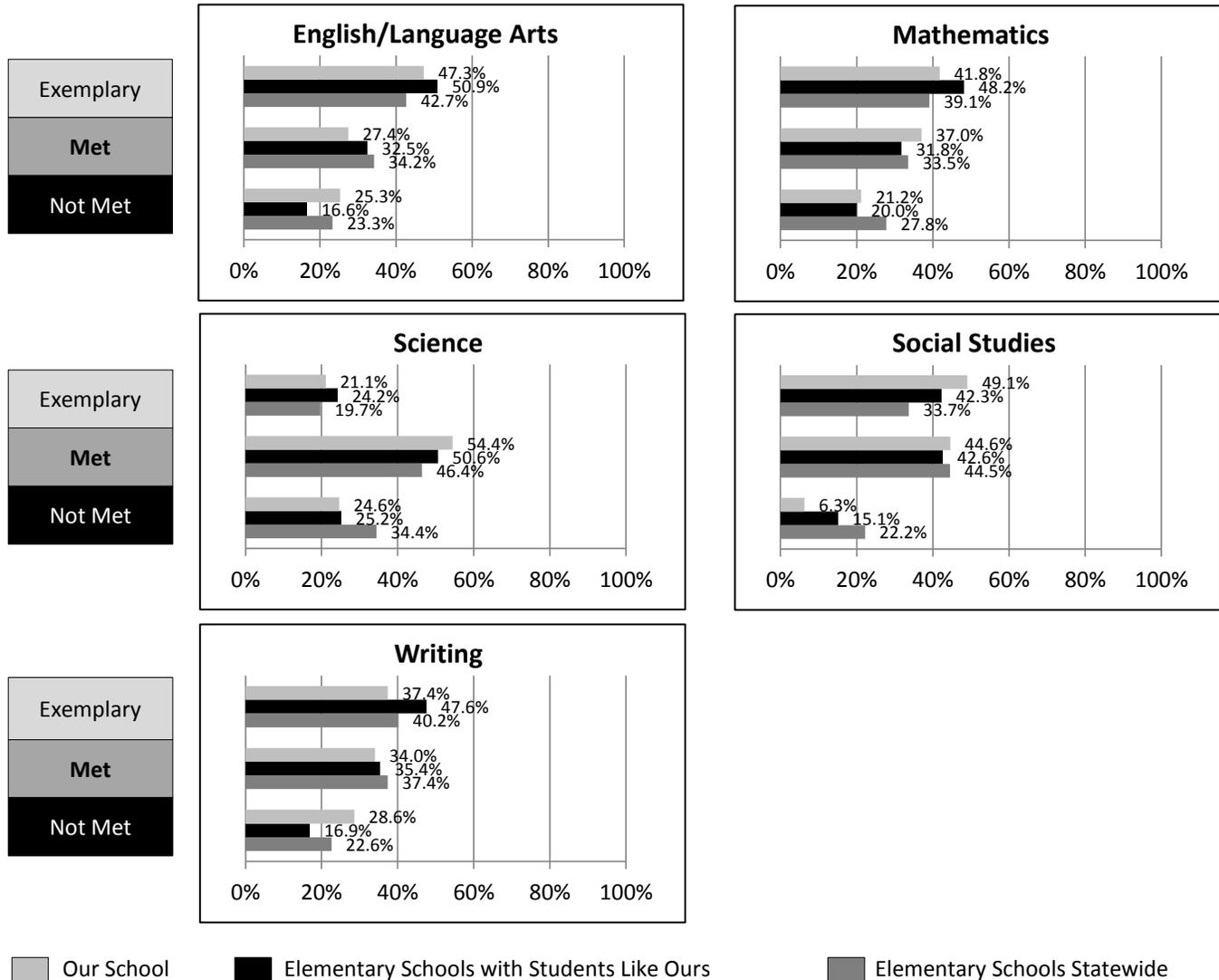
Percent of students tested in 2013-14 whose 2012-13 test scores were located 95.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
54	33	9	0	0

* Ratings are calculated with data available by 04/27/2015.

South Carolina Palmetto Assessment of State Standards (SC 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 student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means 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 = 420)				
1st graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention Rate	0.5%	Down from 1.0%	0.8%	1.0%
Attendance Rate	96.5%	Down from 96.6%	96.7%	96.5%
Served by gifted and talented program	6.5%	Down from 7.9%	9.7%	7.3%
With disabilities	15.6%	Up from 14.3%	11.5%	12.5%
Older than usual for grade	1.2%	Up from 0.9%	1.4%	1.8%
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	71.4%	Up from 67.9%	64.3%	62.3%
Continuing contract teachers	89.3%	Down from 96.4%	83.3%	81.2%
Teachers returning from previous year	77.9%	Down from 78.5%	90.4%	88.4%
Teacher attendance rate	93.5%	Down from 95.6%	95.3%	95.3%
Average teacher salary*	\$51,027	Up 0.2%	\$50,020	\$47,902
Professional development days/teacher	10.3 days	Up from 9.1 days	11.9 days	10.9 days
School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 20.3 to 1	20.1 to 1	19.9 to 1
Prime instructional time	88.2%	Down from 90.3%	91.3%	90.7%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	99.2%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No change	Excellent	Excellent
Dollars spent per pupil**	\$7,007	Down 2.0%	\$7,352	\$7,680
Percent of expenditures for instruction**	68.6%	Up from 68.0%	67.3%	66.8%
Percent of expenditures for teacher salaries**	67.6%	Up from 67.0%	66.6%	66.0%

* 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

Working with the community, we will provide a diverse, innovative education in a safe environment enabling students to become responsible citizens in a global society is the mission of York School District One and Hunter Street Elementary School. To help accomplish this mission, our faculty and staff continued to intensely focus on meeting district and school goals. With a focus on literacy, our students were constantly reading and writing and for 2013-2014, an emphasis was also placed on science instruction. The year began with the school-wide implementation of Common Core State Standards and the use of a standards based report card. Our media specialist and teachers continued to work more on research skills and increasing rigor in their instruction. Our teachers were also awarded several grants to help provide additional support for our overall school program. Our music teacher and art teacher continued to utilize the Arts Curricular Innovation Grant entitled "Lights, Camera, Action: Using Theatre and Arts Integration To Drive Creative Thinking." We also used the Measures of Academic Progress (MAP) and the Developmental Reading Assessment (DRA) data to create flexible leveled guided reading groups. We worked diligently to meet our district goals of using data to drive decision making, remaining up to date on technology and providing extra time and extra help to our students.

Because we believe that education is a cooperative effort between the schools and the community, we continued to work with Winthrop University as a NetSCOPE Professional Development School. This partnership benefited our students in several ways. It allowed us to have six (6) very bright Winthrop University student interns. Three of these interns were able to work the entire year with our teachers and students! Professional development sessions facilitated by distinguished Winthrop Professors were another benefit of being a NetSCOPE Professional Development School. During these professional development sessions, the Winthrop professors, Hunter Street teachers and administrators shared instructional strategies and best practices. Also, through the NetSCOPE partnership, Hunter Street and Winthrop were able to share their science academic improvement at the National Professional Development Schools Conference in Las Vegas, Nevada and locally at the 5th Annual Partnership Conference at Winthrop University.

In addition to our partnership with Winthrop, we continued to effectively partner with our parents, business leaders and community members last year since they were and are essential to the success of Hunter Street Elementary School. Thank you for helping make Hunter Street such a wonderful place to learn as we spark potential and inspire success!

Because of effective teamwork and sincere caring, our Hunter Street Family is truly striving for excellence. During the 2013-2014 school year, we were recognized as a Palmetto Gold School. Our teachers are phenomenal, our parents are super and our students are the best. At Hunter Street, we are truly committed to achieving our vision of building the foundation for tomorrow by sparking potential and inspiring success.

Kevin A. Hood, Principal Noelle Miles, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	79	30
Percent satisfied with learning environment	80.9%	91.2%	86.7%
Percent satisfied with social and physical environment	90.4%	87.2%	93.3%
Percent satisfied with school-home relations	76.2%	93.7%	75.8%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the Federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	95.4
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the states' expectations.

Accountability Indicator (Title I Schools)

Hunter Street Elementary has been designated as a:

	Title I Reward School for Performance - among the highest performing Title I schools in a given year.
	Title I Reward School for Progress - one of the schools with substantial progress in school subgroups.
	Title I Focus School - one of the schools with the highest average performance gap between subgroups.
	Title I Priority School - one of the 5% lowest performing Title I schools.
	Title I School - does not qualify as Reward, Focus or Priority School.
X	Non-Title I School - therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	N/A	3.2%	
Classes in high poverty schools not taught by highly qualified teachers	N/A	7.3%	
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.5%	0.0%	No
Student attendance rate	96.5%	94.0%*	Yes
		State	
Professional qualifications of all elementary and secondary teachers in the State (Advanced Degrees)		61.9%	
Percentage of all elementary and secondary teachers in the State with emergency or provisional credentials		0.0%	

* Or greater than last year

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SC PASS Performance By Group - ESEA/Federal Accountability

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean*	ELA % Tested	Math % Tested	Science % Tested
Grades 3-5							
All Students	643.0	638.9	633.4	665.7	100.0	100.0	100.0
Male	642.7	647.4	640.9	671.8	100.0	100.0	100.0
Female	643.2	631.3	626.9	660.3	100.0	100.0	100.0
White	653.8	646.7	645.6	672.7	100.0	100.0	100.0
African American	N/A	N/A	N/A	N/A	100.0	100.0	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	N/A	N/A	N/A	N/A	100.0	100.0	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized Meals	634.2	628.1	618.9	653.9	100.0	100.0	100.0
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

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Two Year Elementary and Middle School Grades Trend Data

2013	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
	3	82	664.1	100.0	82	653.8	100.0
4	86	646.2	98.8	86	655.0	100.0	
5	N/A	N/A	N/AV	N/A	N/A	N/AV	
6	N/A	N/A	N/AV	N/A	N/A	N/AV	
7	N/A	N/A	N/AV	N/A	N/A	N/AV	
8	N/A	N/A	N/AV	N/A	N/A	N/AV	
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	3	42	625.8	100.0	40	661.6	100.0
	4	86	639.7	100.0	86	673.6	100.0
	5	N/A	N/A	N/AV	N/A	N/A	N/AV
	6	N/A	N/A	N/AV	N/A	N/A	N/AV
	7	N/A	N/A	N/AV	N/A	N/A	N/AV
	8	N/A	N/A	N/AV	N/A	N/A	N/AV

2014	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
	3	77	639.2	100.0	77	633.7	100.0
4	86	646.1	100.0	86	643.2	100.0	
5	N/A	N/A	N/A	N/A	N/A	N/A	
6	N/A	N/A	N/A	N/A	N/A	N/A	
7	N/A	N/A	N/A	N/A	N/A	N/A	
8	N/A	N/A	N/A	N/A	N/A	N/A	
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	3	38	611.3	100.0	39	652.7	100.0
	4	86	642.8	100.0	86	670.9	100.0
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

NOTE: Results include the SC-ALT test.

Abbreviations for Missing Data

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Performance by Group - ESEA/Federal Accountability (District) 4/27/2015 4601046

Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/ History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	634.9	638.1	620.0	640.5	99.9	99.9	99.7	N/A
Male	632.6	640.4	621.3	643.5	99.8	99.8	99.7	N/A
Female	637.4	635.6	618.7	637.0	100.0	100.0	99.7	N/A
White	641.1	644.5	628.3	643.5	99.9	99.9	99.6	N/A
African American	615.3	617.2	594.5	626.8	100.0	100.0	100.0	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	623.0	627.5	608.7	637.9	100.0	100.0	100.0	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	601.9	604.2	593.8	622.6	99.4	99.4	100.0	N/A
Limited English Proficient	624.0	633.2	607.7	646.1	100.0	100.0	100.0	N/A
Subsidized Meals	625.0	627.5	608.0	629.9	99.9	99.9	100.0	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	629.3	634.0	647.1	645.1	99.8	99.8	99.9	N/A
Male	620.1	630.1	645.7	646.4	99.8	99.8	100.0	N/A
Female	638.4	637.7	648.6	643.7	99.8	99.8	99.8	N/A
White	636.3	639.2	655.9	649.2	99.8	99.8	99.8	N/A
African American	607.9	615.9	620.3	626.1	100.0	100.0	100.0	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	621.5	626.8	635.0	655.6	100.0	100.0	100.0	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	571.4	592.8	597.7	601.0	99.3	99.3	100.0	N/A
Limited English Proficient	619.7	630.4	634.8	648.1	100.0	100.0	100.0	N/A
Subsidized Meals	617.0	623.1	632.3	636.1	99.7	99.7	99.8	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	229.0	223.8	81.5	78.1	99.2	99.2	100.0	82.0
Male	224.3	222.2	80.9	80.0	99.5	99.5	100.0	76.6
Female	233.4	225.3	82.0	76.5	99.0	99.0	100.0	87.6
White	231.4	227.1	83.0	79.6	99.3	99.3	100.0	82.4
African American	220.4	212.2	75.1	73.5	98.7	98.7	100.0	75.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	92.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	209.8	204.5	70.2	71.1	98.0	98.0	100.0	48.8
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized Meals	223.1	217.9	78.5	75.2	98.6	98.6	100.0	74.4
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

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Performance by Group - ESEA/Federal Accountability (State) 4/27/2015 4601046

Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies* / History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	643.8	644.3	626.4	645.0	99.7	99.8	99.8	N/A
Male	638.9	643.9	627.0	646.5	99.7	99.8	99.8	N/A
Female	649.0	644.6	625.8	643.4	99.8	99.9	99.8	N/A
White	659.5	662.7	644.4	659.5	99.8	99.9	99.8	N/A
African American	622.3	617.3	601.2	624.1	99.7	99.8	99.7	N/A
Asian/Pacific Islander	669.9	686.6	655.9	673.4	99.9	100.0	99.8	N/A
Hispanic	631.7	634.6	614.5	636.5	99.7	99.9	99.9	N/A
American Indian/Alaskan	642.1	640.4	627.1	641.8	99.7	99.9	99.5	N/A
With Disabilities	599.3	596.5	587.6	609.2	98.9	99.5	99.5	N/A
Limited English Proficient	631.2	638.6	615.0	638.1	99.7	99.9	99.9	N/A
Subsidized Meals	627.7	625.2	609.4	628.7	99.7	99.8	99.7	N/A
Migrant	608.2	615.1	590.4	623.4	100.0	100.0	100.0	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	627.8	632.2	634.7	637.4	99.7	99.7	99.7	N/A
Male	620.6	630.1	634.4	639.8	99.7	99.7	99.6	N/A
Female	635.4	634.3	635.0	634.9	99.8	99.8	99.7	N/A
White	644.3	647.7	652.3	652.3	99.8	99.8	99.7	N/A
African American	604.3	608.5	608.9	615.2	99.7	99.7	99.6	N/A
Asian/Pacific Islander	658.5	680.2	673.0	677.3	99.9	99.9	99.9	N/A
Hispanic	617.3	625.4	625.0	630.5	99.7	99.7	99.7	N/A
American Indian/Alaskan	629.4	631.2	637.2	638.3	99.9	99.8	99.7	N/A
With Disabilities	574.5	584.3	584.9	592.8	99.4	99.4	99.2	N/A
Limited English Proficient	612.5	625.8	622.5	629.8	99.6	99.7	99.8	N/A
Subsidized Meals	610.0	614.6	616.3	619.9	99.7	99.7	99.6	N/A
Migrant	586.4	606.8	600.8	607.7	98.2	98.2	100.0	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	229.3	222.6	81.8	74.9	98.7	98.7	100.0	80.0
Male	225.6	222.4	81.8	75.9	98.3	98.3	100.0	75.7
Female	233.2	222.9	81.9	74.0	99.2	99.1	100.0	84.5
White	235.9	230.8	86.1	78.1	99.0	98.9	100.0	82.8
African American	219.6	209.6	75.2	69.9	98.3	98.3	100.0	76.0
Asian/Pacific Islander	240.2	245.8	89.4	80.3	99.3	99.3	100.0	88.0
Hispanic	225.1	219.4	79.5	73.5	98.9	99.0	100.0	76.9
American Indian/Alaskan	228.8	220.3	81.9	77.2	98.9	99.3	100.0	74.3
With Disabilities	204.3	196.5	68.4	66.2	96.6	96.5	100.0	43.2
Limited English Proficient	218.0	214.7	76.6	71.3	99.3	99.3	100.0	73.4
Subsidized Meals	221.1	212.6	76.8	70.8	98.3	98.2	100.0	72.5
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	61.5
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

N/A-Not Applicable

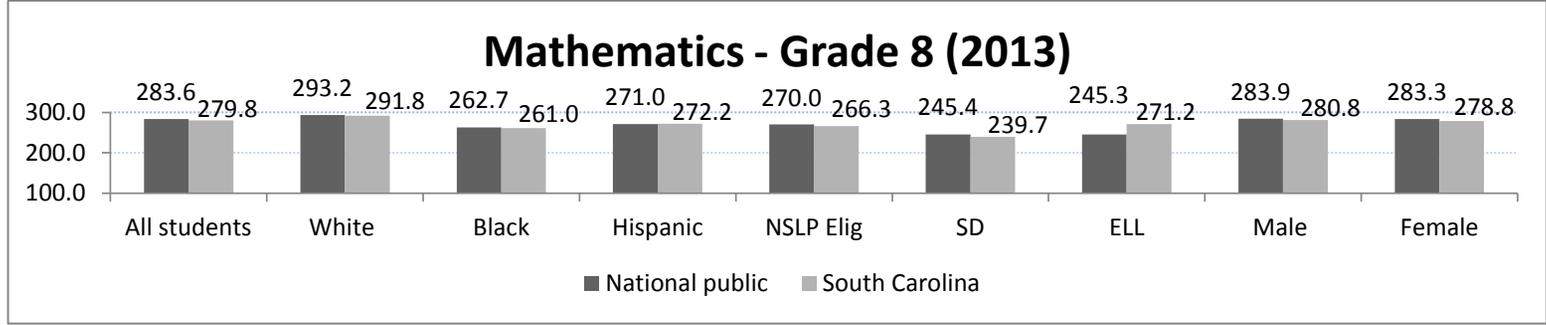
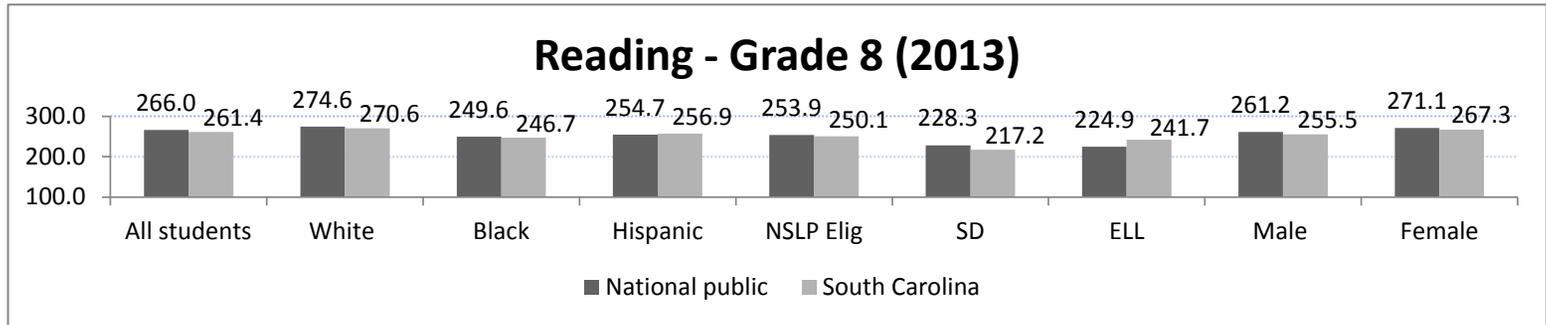
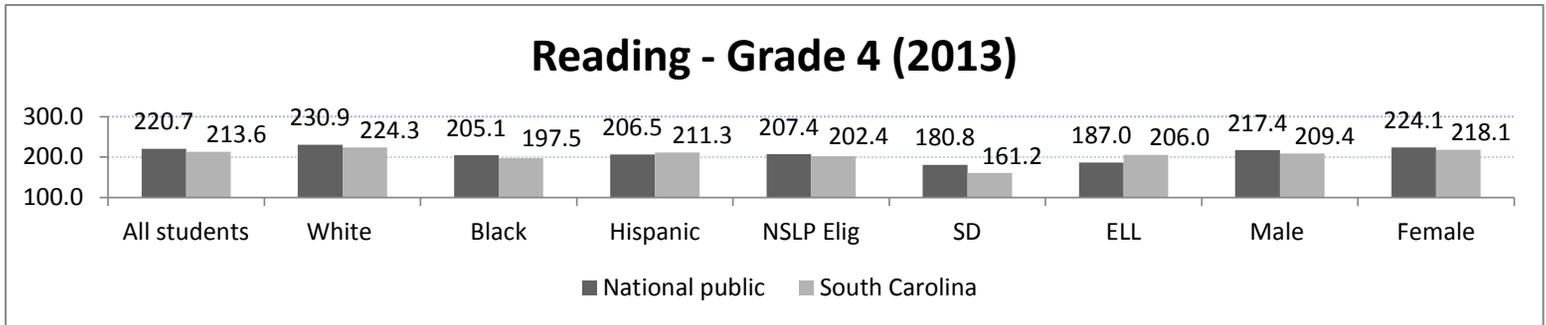
N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

*Performance reported for SC and nation, data not available at school level.



Key	
NSLP	National school lunch program
SD	Student with disabilities
ELL	English language learner
NAEP	National Association of Education Progress

	SD Participation Rate	ELL Participation Rate
Reading, Grade 4	89.0%	96.0%
Reading, Grade 8	85.0%	96.0%
Mathematics, Grade 4	93.0%	99.0%
Mathematics, Grade 8	90.0%	95.0%

	Our School
Number of recently arrived ELL students exempted from ELA in state assessments	0

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