



Hunt Meadows Elementary

420 Hunt Road
Easley, SC 29642

Grades	PK-5 Elementary School	
Enrollment	510 Students	
Principal	Nancy E. Prince	864-850-3987
Superintendent	Dr. Wayne Fowler	864-847-7344
Board Chair	Mr. Fred Alexander	864-947-9346

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Average
2007	Good	Below Average
2006	Good	Average
2005	Good	Good
2004	Excellent	Excellent

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

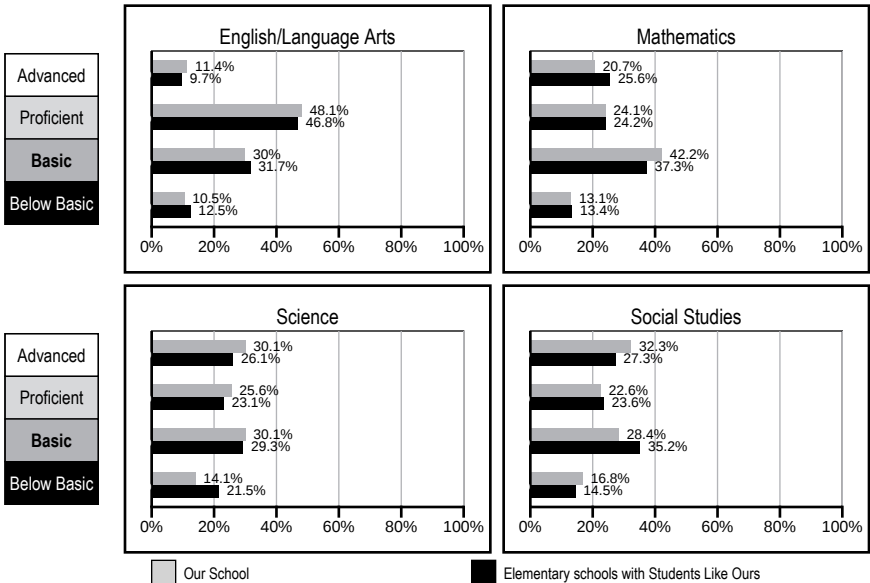
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	22	16	2	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=510)				
First graders who attended full-day kindergarten	100.0%	Up from 95.2%	100.0%	100.0%
Retention rate	3.1%	Down from 3.2%	1.6%	2.3%
Attendance rate	96.5%	Down from 96.7%	96.7%	96.3%
Eligible for gifted and talented	14.4%	Down from 16.9%	18.8%	10.4%
With disabilities other than speech	7.9%	Up from 6.7%	7.1%	7.5%
Older than usual for grade	0.2%	Down from 0.6%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	59.4%	Down from 59.5%	60.3%	56.7%
Continuing contract teachers	84.4%	Up from 73.0%	79.2%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.4%	Down from 86.3%	87.6%	86.4%
Teacher attendance rate	92.9%	Down from 95.2%	95.3%	94.9%
Average teacher salary	\$45,868	Up 4.7%	\$46,664	\$45,345
Professional development days/teacher	13.0 days	Up from 11.2 days	11.5 days	12.6 days
School				
Principal's years at school	8.0	Up from 7.0	3.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 22.1 to 1	20.4 to 1	18.5 to 1
Prime instructional time	88.6%	Down from 91.4%	90.6%	89.8%
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*	\$5,219	Up 6.8%	\$6,507	\$7,052
Percent of expenditures for instruction*	70.4%	Up from 69.7%	70.6%	69.1%
Percent of expenditures for teacher salaries*	65.6%	Down from 66.3%	65.7%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

We have had a wonderful and successful year at Hunt Meadows. There have been many aspects of student enrichment that we have addressed.

Hunt Meadows Elementary became a First Amendment School. This is a national program that emphasizes the civic responsibilities we all have as citizens of the United States. This year, students have been involved in many altruistic projects. The fifth grade program is called "Soldiers Phone Home." Students will be raising money to buy phone cards for soldiers serving in active duty. This will provide soldiers with an opportunity to call their families back here in America. The fourth grade program is called "Ronnie's Kids." Students will collect newspapers and soda can pop tops to help the Ronald McDonald House in Greenville. They will also participate in the Ronald McDonald "Red Nose Run" in January and make seasonal goody bags for families in residence. The third grade program is called, "One Tray at a Time." Third graders will decorate a serving tray, and several times during the year will serve a snack and read a book to a kindergarten student. They will not only practice their reading skills but will help kindergarten students at the same time. Later, kindergarten students will repay the favor by visiting third grades to show off what they have learned. The second graders will partner with Greenville Children's Hospital to make children feel more comfortable there. They will decorate bubble bottles to help with breathing therapy, stuff medical play bags to introduce children to hospital "things," and create books for children to read. The first grade program is called "Read to Feed," and they will work with Heifer International. Students will read books to sponsors for 10 cents a book. The money will go to buy a flock of chicks for a poor family in Indonesia. They will also celebrate Veteran's Day by making cards and writing letters to our troops in active service. The kindergarten program is called "A Garden of Love." Students will plant and grow flowers for senior citizens in elderly care facilities. Students will not only be responsible for caring for the plants, they will feel excitement from the experience of growing seeds and giving the plants to nursing home residents.

There are many things happening at Hunt Meadows and a lot of them wouldn't be possible without our wonderful volunteers. They generously give of their time and talent to improve the school. The joint effort of students, teachers, and the community continues to be the reason for Hunt Meadow's success.

Nancy Prince, Principal
Elizabeth Syracuse, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	78	61
Percent satisfied with learning environment	85.3%	88.5%	95.1%
Percent satisfied with social and physical environment	94.1%	85.9%	95.1%
Percent satisfied with school-home relations	97.1%	87.2%	91.8%

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

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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. Sanction: Implement the restructuring plan.
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%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	251	100	10.5	30	48.1	11.4	70	63.1	48.2	Yes	Yes
Gender											
Male	130	100	12.2	31.7	47.2	8.9	68.3	57.1	41.7	N/A	N/A
Female	121	100	8.8	28.1	49.1	14	71.9	69.7	55	N/A	N/A
Racial/Ethnic Group											
White	226	100	8.5	30.5	48.8	12.2	72.8	64.9	60	Yes	Yes
African American	18	100	33.3	16.7	44.4	5.6	50	47.2	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	81.6	70.4	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	47.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
Disability Status											
Disabled	33	100	62.5	21.9	12.5	3.1	21.9	24.8	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	41.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	80	100	19.4	40.3	31.9	8.3	54.2	46.5	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	251	100	13.1	42.2	24.1	20.7	58.6	59.8	45.8	Yes	Yes
Gender											
Male	130	100	12.2	40.7	26	21.1	59.3	60	45.6	N/A	N/A
Female	121	100	14	43.9	21.9	20.2	57.9	59.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	226	100	11.7	41.8	24.9	21.6	61.5	62	59	Yes	Yes
African American	18	100	22.2	50	16.7	11.1	27.8	37.1	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	86.8	71.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	45.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.7	46.2	I/S	I/S
Disability Status											
Disabled	33	100	56.3	31.3	9.4	3.1	15.6	24.5	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	39.7	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	80	100	23.6	54.2	13.9	8.3	40.3	44.2	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	165	99.4	13.5	30.3	25.8	30.3	56.1	57.2	35.7	96.5	96.1
Gender											
Male	85	98.8	11.7	27.3	24.7	36.4	61	60.1	37.4	96.4	96.1
Female	80	100	15.4	33.3	26.9	24.4	51.3	53.9	33.8	96.6	96.1
Racial/Ethnic Group											
White	151	99.3	12	31.7	26.8	29.6	56.3	59.8	49.2	96.5	96
African American	10	I/S	I/S	I/S	I/S	I/S	I/S	31.9	17	96.8	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.8	58	92.8	97.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	46	24.9	95.5	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95.9	94.9
Disability Status											
Disabled	19	94.7	47.1	41.2	0	11.8	11.8	23.7	14	96.2	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	38	24.4	96.1	96.6
Socio-Economic Status											
Subsided meals	55	98.2	28.6	30.6	18.4	22.4	40.8	38.2	21.1	95.8	95.2

Social Studies

All Students	167	100	16.8	28.4	22.6	32.3	54.8	50.7	34	96.5	96.1
Gender											
Male	88	100	14.5	25.3	22.9	37.3	60.2	53.7	36.6	96.4	96.1
Female	79	100	19.4	31.9	22.2	26.4	48.6	47.3	31.3	96.6	96.1
Racial/Ethnic Group											
White	148	100	16.1	27	22.6	34.3	56.9	51.8	44.5	96.5	96
African American	13	100	30.8	38.5	23.1	7.7	30.8	39.5	19.1	96.8	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	80	58.9	92.8	97.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	39.3	27.5	95.5	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95.9	94.9
Disability Status											
Disabled	21	100	65	20	10	5	15	24.9	14.4	96.2	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	44.7	27.3	96.1	96.6
Socio-Economic Status											
Subsided meals	51	100	33.3	37.8	13.3	15.6	28.9	37.5	21	95.8	95.2

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	99	100	9	23.6	57.3	10.1	67.4
	4	98	99	12.4	32.6	47.2	7.9	55.1
	5	109	100	11.7	41.7	41.7	4.9	46.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	90	100	5.8	12.8	62.8	18.6	81.4
	4	81	100	9.5	37.8	41.9	10.8	52.7
	5	80	100	16.9	41.6	37.7	3.9	41.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	99	100	12.4	49.4	28.1	10.1	38.2
	4	97	100	19.1	32.6	19.1	29.2	48.3
	5	109	100	7.8	45.6	18.4	28.2	46.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	90	100	10.5	45.3	22.1	22.1	44.2
	4	81	100	12.2	43.2	24.3	20.3	44.6
	5	80	100	16.9	37.7	26	19.5	45.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	49	100	24.4	24.4	28.9	22.2	51.1
	4	97	100	27	27	23.6	22.5	46.1
	5	53	100	12	26	24	38	62
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	46	97.8	7	32.6	44.2	16.3	60.5
	4	81	100	13.5	32.4	27	27	54.1
	5	38	100	21.1	23.7	2.6	52.6	55.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	50	100	11.4	43.2	31.8	13.6	45.5
	4	97	100	21.3	31.5	20.2	27	47.2
	5	56	100	3.8	43.4	17	35.8	52.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	44	100	7.1	47.6	33.3	11.9	45.2
	4	81	100	14.9	20.3	17.6	47.3	64.9
	5	42	100	30.8	23.1	20.5	25.6	46.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

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