



Hunter Street Elementary

1100 Hunter Street
York, South Carolina

Grades	PK-5 Elementary School	
Enrollment	862 Students	
Principal	Kevin A. Hood	803-684-1926
Superintendent	Dr. Russell Booker	803-684-9916
Board Chair	Chris Stephenson	803-684-2611

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	Below Average
2004	Average	At-Risk

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

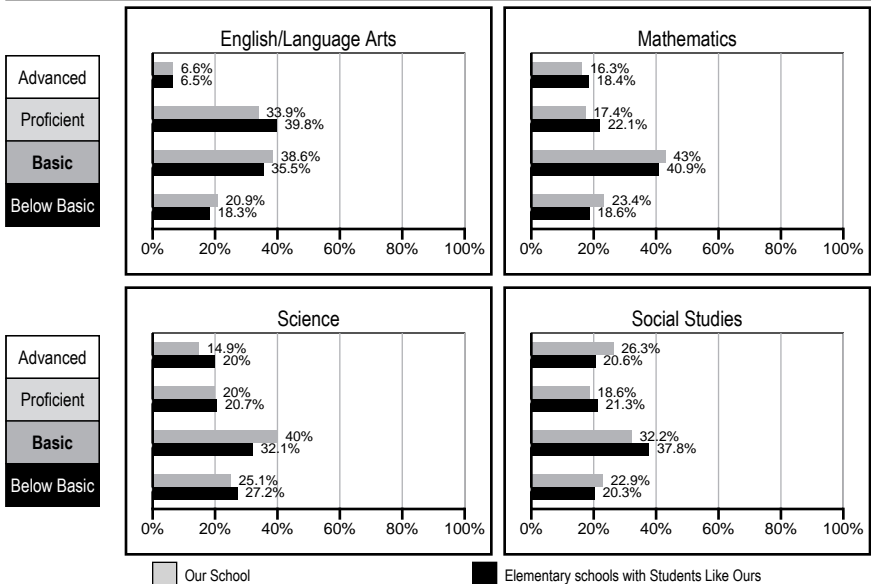
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	15	59	5	1

* 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=862)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.3%	Down from 3.0%	2.2%	2.3%
Attendance rate	96.3%	Up from 96.1%	96.3%	96.3%
Eligible for gifted and talented	13.5%	No Change	12.3%	10.4%
With disabilities other than speech	7.3%	Down from 7.4%	7.9%	7.5%
Older than usual for grade	0.6%	Down from 0.7%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	49.1%	Down from 50.0%	56.0%	56.7%
Continuing contract teachers	84.9%	Up from 77.8%	77.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.0%	Up from 80.9%	88.2%	86.4%
Teacher attendance rate	94.4%	Down from 94.5%	95.0%	94.9%
Average teacher salary	\$43,604	Up 5.2%	\$45,250	\$45,345
Professional development days/teacher	8.4 days	Down from 8.5 days	12.1 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	3.5	4.0
Student-teacher ratio in core subjects	18.9 to 1	Up from 17.3 to 1	19.2 to 1	18.5 to 1
Prime instructional time	88.8%	Down from 89.0%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 89.8%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,977	Up 12.4%	\$6,441	\$7,052
Percent of expenditures for instruction*	73.9%	Down from 75.5%	69.9%	69.1%
Percent of expenditures for teacher salaries*	67.9%	Down from 71.2%	65.3%	64.2%

* 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 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.

Students are actively engaged in the learning process that extends beyond the basics and the staff works diligently to provide students with experiences that will enable each child to reach their fullest potential. Literacy was a main focus during the 2007-2008 school year. We initiated Husky Time based on MAP Reading data. In Husky Time, students are taught literacy skills on their level.

Hunter Street, a Title One school, continues to provide a standards-based academic program coupled with learning opportunities in music, art, physical education, technology and guidance. A variety of extracurricular opportunities are available to strengthen our students' development. These opportunities include Spanish Club, Hip Hop Huskies, and Recyclers.

Hunter Street is proud of our students' state and local recognitions during the 2007-08 school year. Once again, Hunter Street had the district's 5th grade representative in the Lt. Governor's Writing Contest. Also, we had two students representing Hunter Street in the South Carolina Elementary Honors Choir. Two of our students' artwork placed first and second in the Piedmont Region of the Picasso Art Project while three others had work exhibited. Three of our fifth grade MERIT students win first place in the Hootie South Carolina Stock Market Game. During the school district's Mu Alpha Theta math competition, our math team won first place. In addition to the students' recognitions, some of our teachers received state, local, and district teacher grants and one teacher received her National Board Certification.

Students and their families are encouraged to participate in school-wide projects and events such as Revving Up to Read in kindergarten, 1st Grade Reading Night, Math and Science Winter Wonderland, Book Fairs, Grandparents Day, Awards Ceremonies, Read Across America Week, Donuts for Dads and Muffins for Moms. Students have received school recognition through Character Student of the Month, Bus Safety Superstars, Math Madness, MAP Celebration and Hood's Heroes. Another school-wide project was the formation of the Hunter Street Mentoring Program. Members of the Hunter Street faculty and staff were mentors to some the students of Hunter Street.

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 superb 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

Lisa Beck, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	118	61
Percent satisfied with learning environment	90.0%	83.1%	72.9%
Percent satisfied with social and physical environment	90.0%	84.7%	78.0%
Percent satisfied with school-home relations	70.0%	86.3%	76.7%

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

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School Adequate Yearly Progress

NO

This school met 15 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

Plan to Restructure

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	N/A	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	96.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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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	383	99.5	20.5	38.8	34.1	6.6	49.6	45.6	48.2	Yes	Yes
Gender											
Male	195	99	26	42.5	26.5	5	41.4	39	41.7	N/A	N/A
Female	188	100	15	35	41.7	8.3	57.8	52.1	55	N/A	N/A
Racial/Ethnic Group											
White	271	99.3	15	38.2	38.2	8.7	55.5	50.8	60	Yes	Yes
African American	78	100	32	44	21.3	2.7	34.7	31.5	31.7	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	30.8	70.4	I/S	I/S
Hispanic	27	100	38.5	23.1	38.5	0	42.3	32.2	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	25	47	I/S	I/S
Disability Status											
Disabled	66	98.5	46	31.7	19	3.2	22.2	18.4	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	28	100	42.9	28.6	28.6	0	35.7	25.4	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	197	99	30.4	40.8	24.5	4.3	35.9	36.1	34	No	Yes

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

All Students	383	99.7	23.2	43.1	17.4	16.3	48.9	49	45.8	Yes	Yes
Gender											
Male	195	99.5	26.9	41.2	13.7	18.1	45.1	48	45.6	N/A	N/A
Female	188	100	19.4	45	21.1	14.4	52.8	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	271	99.6	18	41.6	19.2	21.2	57.6	54.9	59	Yes	Yes
African American	78	100	36	48	12	4	26.7	32.1	26.9	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	46.2	71.3	I/S	I/S
Hispanic	27	100	38.5	42.3	11.5	7.7	26.9	31	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	25	46.2	I/S	I/S
Disability Status											
Disabled	66	100	51.6	25	10.9	12.5	25	24.4	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	28	100	42.9	39.3	14.3	3.6	25	28.2	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	197	99.5	34.1	43.2	14.6	8.1	36.8	39.1	31.4	No	Yes

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

Abbreviations for Missing Data

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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
Science											
All Students	249	100	25.1	40	20	14.9	34.9	37.3	35.7	96.3	96.2
Gender											
Male	137	100	26.6	39.8	16.4	17.2	33.6	39.1	37.4	96.3	96.1
Female	112	100	23.4	40.2	24.3	12.1	36.4	35.4	33.8	96.2	96.2
Racial/Ethnic Group											
White	180	100	17.1	43.5	21.8	17.6	39.4	43.2	49.2	96	95.8
African American	49	100	43.5	34.8	13	8.7	21.7	17.9	17	97	97.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	43.8	58	96.6	97.6
Hispanic	17	100	62.5	12.5	18.8	6.3	25	22	24.9	96.8	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	35.3	37.4	96.9	96.5
Disability Status											
Disabled	42	100	46.3	29.3	9.8	14.6	24.4	22.2	14	96	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.3
English Proficiency											
Limited English Proficient	17	100	52.9	23.5	23.5	0	23.5	19.1	24.4	97.1	97.3
Socio-Economic Status											
Subsided meals	122	100	36.5	42.6	13	7.8	20.9	26.6	21.1	95.8	95.8
Social Studies											
All Students	249	100	22.9	32.2	18.6	26.3	44.9	35.5	34	96.3	96.2
Gender											
Male	115	100	25.7	22.9	17.4	33.9	51.4	38.3	36.6	96.3	96.1
Female	134	100	20.5	40.2	19.7	19.7	39.4	32.8	31.3	96.2	96.2
Racial/Ethnic Group											
White	174	100	19.5	32.3	18.3	29.9	48.2	39.4	44.5	96	95.8
African American	52	100	29.4	31.4	19.6	19.6	39.2	24.3	19.1	97	97.2
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	33.3	58.9	96.6	97.6
Hispanic	18	100	29.4	41.2	11.8	17.6	29.4	21.4	27.5	96.8	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.6	32.7	96.9	96.5
Disability Status											
Disabled	46	100	44.4	26.7	8.9	20	28.9	22.9	14.4	96	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.3
English Proficiency											
Limited English Proficient	19	100	36.8	31.6	15.8	15.8	31.6	19.6	27.3	97.1	97.3
Socio-Economic Status											
Subsided meals	127	100	31.7	36.7	16.7	15	31.7	27.2	21	95.8	95.8

* Adj - 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

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	119	100	19.1	26.4	44.5	10	54.5	
	4	128	100	23.3	45	30	1.7	31.7	
	5	110	99.1	27.3	45.5	25.3	2	27.3	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	131	98.5	13.8	31.7	39.8	14.6	54.5	
	4	118	100	21.6	35.1	40.5	2.7	43.2	
	5	134	100	26	48.8	22.8	2.4	25.2	
	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	
Mathematics									
2007	3	119	100	22.7	41.8	25.5	10	35.5	
	4	128	100	19.2	45.8	19.2	15.8	35	
	5	110	99.1	16.2	42.4	21.2	20.2	41.4	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	131	99.2	21.8	47.6	14.5	16.1	30.6	
	4	118	100	19.8	37.8	21.6	20.7	42.3	
	5	134	100	27.6	43.3	16.5	12.6	29.1	
	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	60	100	27.8	42.6	25.9	3.7	29.6	
	4	128	100	39.2	31.7	17.5	11.7	29.2	
	5	54	98.2	26.5	30.6	18.4	24.5	42.9	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	66	100	11.3	46.8	29	12.9	41.9	
	4	117	100	26.4	37.3	21.8	14.5	36.4	
	5	66	100	36.5	38.1	7.9	17.5	25.4	
	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	59	100	14.3	28.6	28.6	28.6	57.1	
	4	128	100	30.8	35.8	18.3	15	33.3	
	5	55	100	44	30	14	12	26	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	64	100	11.3	35.5	19.4	33.9	53.2	
	4	117	100	20	30	21.8	28.2	50	
	5	68	100	39.1	32.8	12.5	15.6	28.1	
	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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