



## HUNTER STREET ELEMENTARY

1100 Hunter Street  
York, South Carolina

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	653 Students	
<b>Principal</b>	Kevin A. Hood	803-684-1926
<b>Superintendent</b>	Dr Vernon Prosser	803-684-9916
<b>Board Chair</b>	Shirley Harris	803-684-3733

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Below Average</b>
2010	Good	Average
2009	Average	Average
2008	Average	At-Risk
2007	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 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

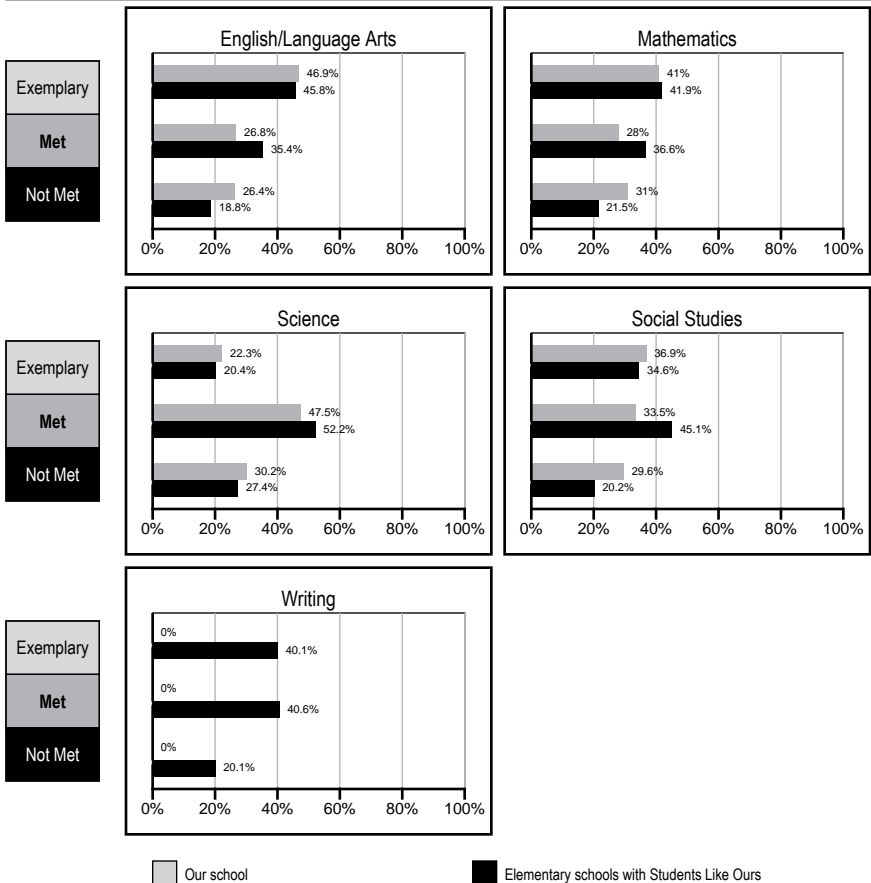
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
29	38	32	0	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
<b>Students (n=653)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	No Change	1.1%	1.1%
Attendance rate	96.1%	Down from 96.2%	96.2%	96.2%
Served by gifted and talented program	14.0%	Down from 15.9%	17.5%	13.4%
With disabilities other than speech	5.2%	Down from 7.4%	4.3%	4.1%
Older than usual for grade	0.3%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=42)</b>				
Teachers with advanced degrees	57.1%	Up from 51.0%	62.5%	62.5%
Continuing contract teachers	97.6%	Up from 96.1%	90.3%	88.2%
Teachers returning from previous year	90.7%	Down from 92.9%	89.3%	87.8%
Teacher attendance rate	95.0%	Up from 94.7%	95.4%	95.2%
Average teacher salary*	\$45,689	Down 3.2%	\$47,763	\$46,773
Professional development days/teacher	6.0 days	Up from 4.9 days	10.9 days	10.5 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 18.8 to 1	20.7 to 1	19.9 to 1
Prime instructional time	89.4%	Down from 90.2%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	86.6%	Down from 92.1%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,440	Up 1.5%	\$6,922	\$7,447
Percent of expenditures for instruction**	74.4%	Up from 72.9%	68.4%	68.4%
Percent of expenditures for teacher salaries**	72.2%	Up from 70.1%	66.0%	65.8%

\* 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, a Title I school. With this year's continuous focus on achieving our literacy goal, our students were constantly reading and writing. For example, the Artist-Writers Workshops was a wonderful addition to the 4th grade curriculum. Working with the visual arts teacher, students created an original piece of art and wrote descriptive narratives about their pieces of artwork. Also, our teachers wrote a number of grants to help achieve our literacy goal. Family Trust Credit Union Grants were awarded to improve reading and writing instruction while our music and art teachers wrote an Arts Curricular Innovation Grants program grant entitled, "The Art of Arts Integration." Using Measures of Academic Progress (MAP) results and Developmental Reading Assessment (DRA) results to create flexible leveled guided reading groups also help us to not only meet our literacy goal, but also helped us meet our goals of using data to drive decision making, and extra time and extra help.

Because we believe that education is a cooperative effort between the schools and the community, we became a NetSCOPE Professional Development School in partnership with Winthrop University. This allowed us to have nine (9) very bright Winthrop student interns as well as have weekly professional development sessions with a distinguished Winthrop Professor assigned to our school. Additionally, our parents, families, business leaders and community members are essential to the success of our school. We value their never-ending efforts as volunteers, their relentless support of our PTO and SIC, and their unwavering commitment to school initiatives and activities. We know you believe as we do that a safe, orderly and nurturing environment is essential for learning.

Because of effective teamwork and sincere caring, our Hunter Street Family is truly striving for success. 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

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	115	81
Percent satisfied with learning environment	96.0%	86.0%	88.8%
Percent satisfied with social and physical environment	96.0%	85.7%	91.0%
Percent satisfied with school-home relations	64.0%	90.1%	86.3%

\* 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 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

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.7%
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	96.1%	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 = 79.4% (Met or Exemplary)**

All Students	255	99.6	26.4	26.8	46.9	79.5	82	82.4	Yes	Yes
<b>Gender</b>										
Male	138	99.3	34.1	29.5	36.4	73.6	77.4	78.7	N/A	N/A
Female	117	100	17.3	23.6	59.1	86.4	86.5	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	156	100	19	27.9	53.1	84.4	85.7	88.9	Yes	Yes
African American	59	98.3	43.6	25.5	30.9	63.6	70.4	72.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.4	93	I/S	I/S
Hispanic	37	100	32.4	23.5	44.1	82.4	76.6	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	83	I/S	I/S
<b>Disability Status</b>										
Disabled	50	98	73.9	17.4	8.7	34.8	42.5	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	32	100	29	25.8	45.2	83.9	72.9	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	161	99.4	34.9	30.8	34.2	71.9	76.5	75.4	No	Yes

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

All Students	255	99.6	31	28	41	79.9	80.8	81.9	Yes	Yes
<b>Gender</b>										
Male	138	99.3	38.8	27.9	33.3	75.2	78	79.9	N/A	N/A
Female	117	100	21.8	28.2	50	85.5	83.6	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	156	100	21.1	29.9	49	87.8	83.3	88.9	Yes	Yes
African American	59	98.3	56.4	18.2	25.5	60	72.1	71.4	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.4	94.6	I/S	I/S
Hispanic	37	100	35.3	35.3	29.4	76.5	78.8	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	50	98	69.6	21.7	8.7	45.7	52.7	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	32	100	32.3	32.3	35.5	80.6	79.4	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	161	99.4	41.1	32.9	26	71.2	75.7	74.9	No	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	189	99.5	30.2	47.5	22.3	69.8	71.6	68.6
<b>Gender</b>								
Male	104	99	33	50.5	16.5	67	70.5	68.3
Female	85	100	26.8	43.9	29.3	73.2	72.7	68.9
<b>Racial/Ethnic Group</b>								
White	121	100	20.3	50	29.7	79.7	77	80.7
African American	47	97.9	51.2	41.9	7	48.8	54.9	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	20	100	47.1	41.2	11.8	52.9	61.8	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	53.3	70.8
<b>Disability Status</b>								
Disabled	44	97.7	67.5	25	7.5	32.5	43	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	17	100	43.8	37.5	18.8	56.3	56.7	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	115	99.1	41.5	46.2	12.3	58.5	64	57.3
<b>Social Studies</b>								
All Students	191	99.5	29.6	33.5	36.9	70.4	73	72.5
<b>Gender</b>								
Male	104	99	33.7	30.6	35.7	66.3	73.8	72
Female	87	100	24.7	37	38.3	75.3	72.3	73.1
<b>Racial/Ethnic Group</b>								
White	118	100	25.5	32.7	41.8	74.5	76.1	81
African American	42	97.6	43.6	30.8	25.6	56.4	61.9	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.3	89
Hispanic	29	100	28.6	42.9	28.6	71.4	71.3	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.2	73.5
<b>Disability Status</b>								
Disabled	39	97.4	72.2	22.2	5.6	27.8	40.1	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	24	100	29.2	33.3	37.5	70.8	71	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	127	99.2	37.1	33.6	29.3	62.9	65.7	62.9

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	N/A	N/AV	N/A	N/A	N/A	N/A	71	73.2	96.1	96
<b>Gender</b>										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	64.4	67.2	96.2	96.1
Female	N/A	N/AV	N/A	N/A	N/A	N/A	77.3	79.4	96	96
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	75.4	81.5	95.6	95.7
African American	N/A	N/AV	N/A	N/A	N/A	N/A	58.5	61.3	97.1	97.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	98.2	97.7
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	60.5	66.7	96.8	96.6
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	72.7	72.2	N/A	95.4
<b>Disability Status</b>										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	28.4	26	96.1	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	55.9	65.7	97	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	63.8	63.2	95.5	95.6

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>English/Language Arts</b>							
<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>2011</b>	3	130	100	25.8	14.2	60	74.2
	4	125	99.2	26.9	39.5	33.6	73.1
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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>Mathematics</b>							
<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>2011</b>	3	130	100	27.5	23.3	49.2	72.5
	4	125	99.2	34.5	32.8	32.8	65.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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>Science</b>							
<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
<b>2011</b>	3	64	100	23.3	36.7	40	76.7
	4	125	99.2	33.6	52.9	13.4	66.4
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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

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>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>2011</b>	3	66	100	25	28.3	46.7	75
	4	125	99.2	31.9	36.1	31.9	68.1
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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>Writing</b>							
<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
<b>2011</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	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

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