

Hunter Street Elementary School

1100 Hunter Street
York, SC 29745

Grades	PK-4 Elementary School	
Enrollment	461 Students	
Principal	Kevin A. Hood	803-684-1926
Superintendent	Dr Vernon Prosser	803-684-9916
Board Chair	Shirley Harris	803-684-3733

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Excellent	Average
2011	Good	Below Average
2010	Good	Average
2009	Average	Average
2008	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://www.eoc.sc.gov>

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

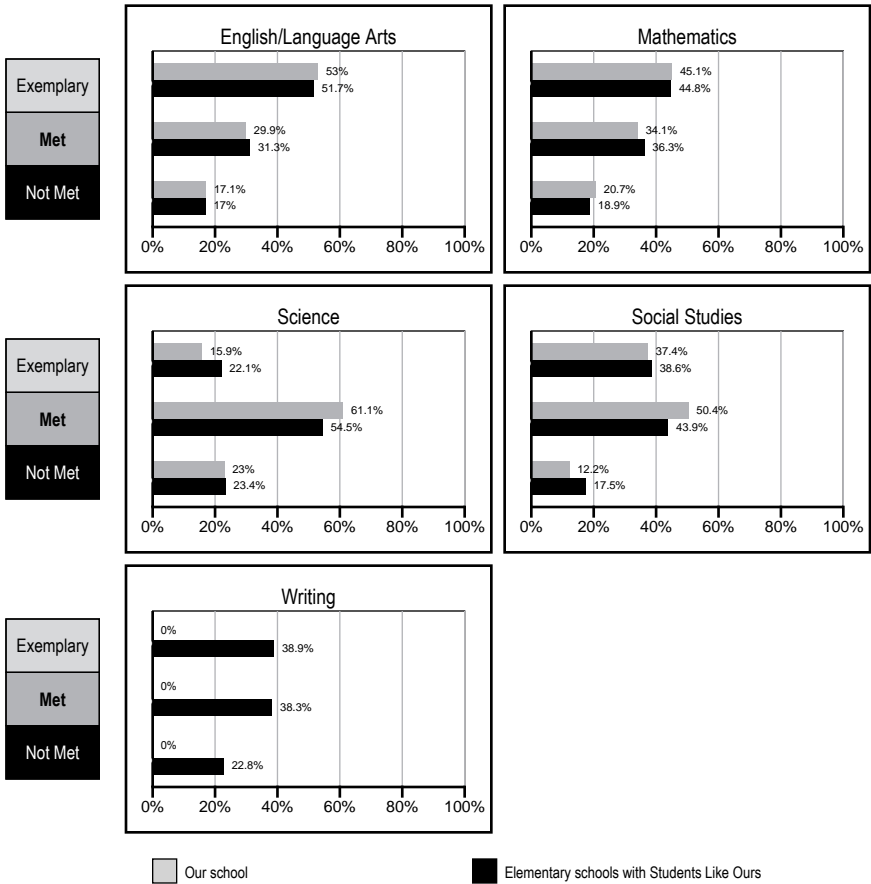
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
45	30	9	1	0

* Ratings are calculated with data available by 11/07/2012.

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=461)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.5%	Down from 0.8%	0.8%	1.0%
Attendance rate	96.8%	Up from 96.1%	96.8%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	66.7%	Up from 57.1%	64.3%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	81.4%	Down from 90.7%	90.2%	88.7%
Teacher attendance rate	94.3%	Down from 95.0%	95.1%	95.1%
Average teacher salary*	\$48,294	Up 5.7%	\$48,928	\$47,210
Professional development days/teacher	7.1 days	Up from 6.0 days	11.6 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 19.0 to 1	20.5 to 1	20.0 to 1
Prime instructional time	90.4%	Up from 89.4%	90.6%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 86.6%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$6,369	Down 1.1%	\$6,885	\$7,247
Percent of expenditures for instruction**	74.1%	Down from 74.4%	68.4%	68.2%
Percent of expenditures for teacher salaries**	73.4%	Up from 72.2%	66.5%	65.7%

* 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

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. Our students were constantly reading and writing. The Artist Writers' Workshop that began last year with only our students in the 4th grade was expanded to include all students in every grade during the 2011-2012 school year. Because all students were participating, teachers effectively differentiated instruction to help students improve their literacy skills. Our media specialist began a school wide reading challenge that pushed students to go above and beyond their teacher determined or preselected reading goals. Our teachers were also awarded several grants to help provide additional support for our literacy program. Our music teacher and art teacher, for example, worked together with the Hunter Street community and school stakeholders to write an 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 to not only meet our literacy goal, but also to meet our goals of using data to drive decision making, and extra time and extra help and technology goal.

Because we still 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 seven (7) very bright Winthrop University student interns. Four 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 and Hunter Street teachers shared instructional strategies and best practices.

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 success. During the 2011-2012 school year, Southern Association of Colleges and Schools indicated that York School District One performs at or above the Operational level on all standards and requirements of the accreditation process. 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
Kristen Goulet, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	12	83	32
Percent satisfied with learning environment	91.7%	78.0%	89.7%
Percent satisfied with social and physical environment	91.7%	80.2%	96.8%
Percent satisfied with school-home relations	91.7%	80.7%	93.3%

* 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 2012, 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	97.6
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 state's expectations

Accountability Indicator for Title I Schools

Hunter Street Elementary School school 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 student 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.
- 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	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	671.5	664.4	625.8	650.5	100.0	100.0
Male	670.4	670.7	619.2	656.7	100.0	100.0
Female	672.9	656.7	633.0	643.5	100.0	100.0
White	680.2	670.8	635.8	653.3	100.0	100.0
African American	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	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
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	652.6	649.6	614.3	634.5	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
2011	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
2012	3	83	100	13.9	11.4	74.7	86.1
	4	86	100	20	47.1	32.9	80
	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	N/A
Mathematics							
2011	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
2012	3	83	100	13.9	24.1	62	86.1
	4	86	100	27.1	43.5	29.4	72.9
	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	N/A
Science							
2011	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
2012	3	42	100	29.3	34.1	36.6	70.7
	4	86	100	20	74.1	5.9	80
	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	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							
2011	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
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	41	100	7.9	36.8	55.3	92.1
	4	86	100	14.1	56.5	29.4	85.9
	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	
Writing							
2011	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
2012	8	N/A	N/A	N/A	N/A	N/A	N/A
	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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