



## Hunter Street Elementary

1100 Hunter Street  
York, SC 29745

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	392 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 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Excellent</b>	<b>Good</b>
2012	Excellent	Average
2011	Good	Below Average
2010	Good	Average
2009	Average	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 PASS Records Matched for Purpose of Computing Growth Rating**

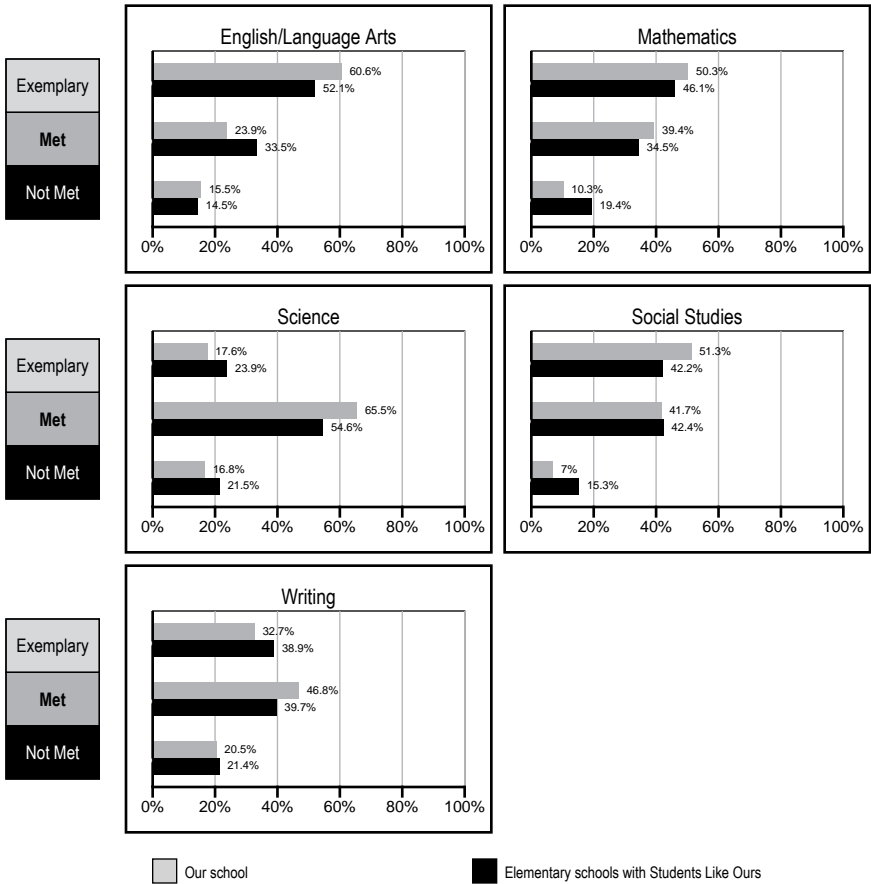
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.5%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
40	29	9	0	1

\* Ratings are calculated with data available by 12/14/2013.

**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=392)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Up from 0.5%	0.9%	0.9%
Attendance rate	96.6%	Down from 96.8%	96.5%	96.3%
Served by gifted and talented program	7.9%	N/A	10.2%	7.2%
With disabilities	14.3%	N/A	11.4%	12.4%
Older than usual for grade	0.9%	N/A	1.4%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=28)</b>				
Teachers with advanced degrees	67.9%	Up from 66.7%	64.8%	62.5%
Continuing contract teachers	96.4%	Down from 100.0%	86.0%	83.3%
Teachers returning from previous year	78.5%	Down from 81.4%	89.8%	88.3%
Teacher attendance rate	95.6%	Up from 94.3%	95.3%	95.0%
Average teacher salary*	\$50,908	Up 5.4%	\$49,290	\$48,193
Professional development days/teacher	9.1 days	Up from 7.1 days	12.0 days	11.0 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 19.4 to 1	20.6 to 1	20.1 to 1
Prime instructional time	90.3%	Down from 90.4%	90.5%	90.0%
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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,148	Up 12.2%	\$7,033	\$7,364
Percent of expenditures for instruction**	68.0%	Down from 74.1%	69.0%	68.0%
Percent of expenditures for teacher salaries**	67.0%	Down from 73.4%	67.0%	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. Our students were constantly reading and writing with a continued emphasis on South Carolina State Standards. As the year moved on, we began preparing for Common Core State Standards while still maintaining focus on state standards. Our media specialist and teachers began 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 literacy 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 nine (9) 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.

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 2012-2013 school year, we were recognized as a Palmetto Gold and Silver 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  
Kristen Goulet, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	79	41
Percent satisfied with learning environment	90.6%	81%	92.7%
Percent satisfied with social and physical environment	100%	92.2%	94.9%
Percent satisfied with school-home relations	84.8%	88.3%	87.8%

\* 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.

<b>Overall Weighted Points Total</b>	<b>98.9</b>
<b>Overall Grade Conversion</b>	<b>A</b>

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 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**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	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
<b>Grades 3-5</b>						
All Students	672.5	669.9	635.0	669.8	99.4	100.0
Male	668.9	672.7	636.8	675.0	99.0	100.0
Female	676.9	666.3	632.0	663.8	100.0	100.0
White	679.5	675.6	645.7	674.9	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	659.5	662.7	624.6	660.2	98.8	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	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
<b>English/Language Arts</b>							
<b>2012</b>	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
<b>2013</b>	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	82	100	11.8	17.1	71.1	88.2
	4	86	98.8	19	30.4	50.6	81
	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
<b>2013</b>	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>2012</b>	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
<b>2013</b>	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	82	100	7.9	34.2	57.9	92.1
	4	86	100	12.7	44.3	43	87.3
	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
<b>2013</b>	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>2012</b>	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
<b>2013</b>	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	42	100	25	57.5	17.5	75
	4	86	100	12.7	69.6	17.7	87.3
	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
<b>2013</b>	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

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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>2012</b>	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
<b>2013</b>	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	40	100	5.6	41.7	52.8	94.4
	4	86	100	7.6	41.8	50.6	92.4
	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
<b>2013</b>	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>2012</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
<b>2013</b>	8	N/A	N/A	N/A	N/A	N/A	N/A
	3	80	100	19.7	40.8	39.5	80.3
	4	85	98.8	20.3	53.2	26.6	79.7
	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
<b>2013</b>	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

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