

HUNT MEADOWS ELEMENTARY

420 Hunt Road
Easley, SC 29642

Grades	PK-5 Elementary School	
Enrollment	483 Students	
Principal	Torie Tourtellot	864-850-3987
Superintendent	Dr. R. Wayne Fowler	864-847-7344
Board Chair	Mr. Fred Alexander	864-947-9346

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Excellent	Good
2008	Good	Average
2007	Good	Below Average
2006	Good	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 GOAL

By 2010, SC'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.

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.

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

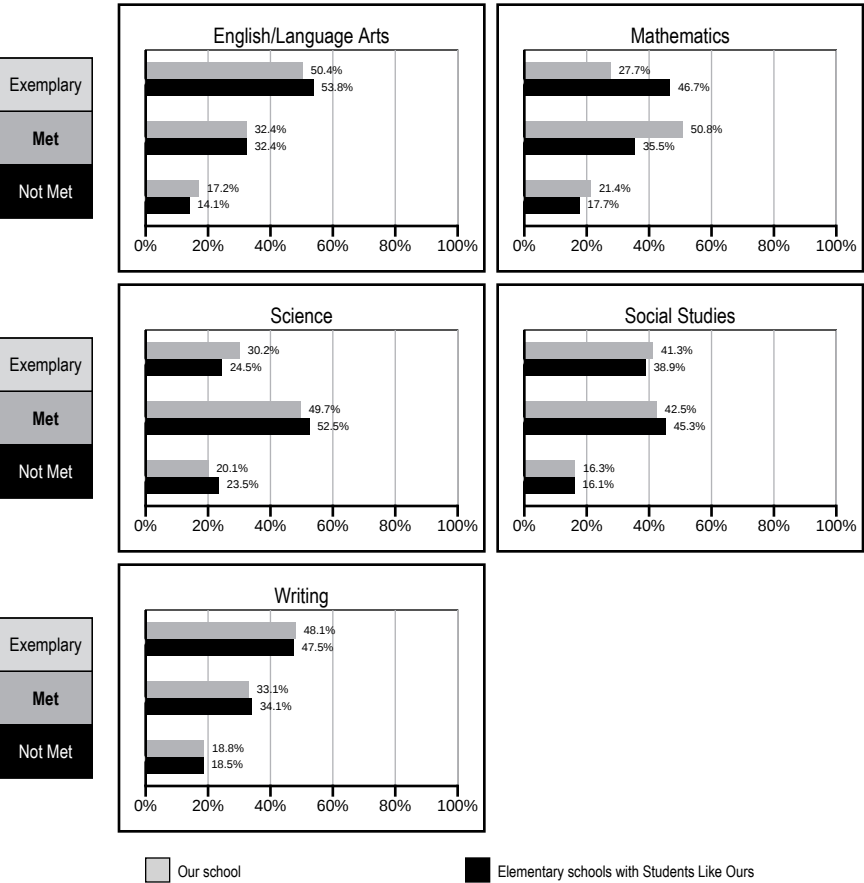
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
26	19	4	1	0

* Ratings are calculated with data available by 03/09/2011.

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
Students (n=483)				
First graders who attended full-day kindergarten	75.4%	Down from 100.0%	100.0%	100.0%
Retention rate	1.1%	Down from 1.9%	0.9%	1.2%
Attendance rate	96.9%	No Change	96.5%	96.1%
Eligible for gifted and talented	13.0%	Up from 10.6%	19.5%	11.7%
With disabilities other than speech	10.2%	Up from 9.1%	7.9%	8.0%
Older than usual for grade	1.8%	Up from 0.7%	0.2%	0.4%
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	63.3%	Up from 59.4%	64.2%	60.5%
Continuing contract teachers	96.7%	Up from 84.4%	86.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.1%	Up from 86.7%	88.5%	87.0%
Teacher attendance rate	93.7%	Down from 94.9%	95.9%	95.4%
Average teacher salary*	\$49,780	Up 3.0%	\$48,396	\$47,288
Professional development days/teacher	2.3 days	Down from 11.3 days	10.4 days	10.5 days
School				
Principal's years at school	1.0	Down from 9.0	4.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 17.4 to 1	20.6 to 1	19.2 to 1
Prime instructional time	90.8%	Down from 91.5%	92.3%	90.8%
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**	\$6,630	Down 0.0%	\$6,904	\$7,548
Percent of expenditures for instruction**	69.2%	Down from 69.5%	70.6%	68.7%
Percent of expenditures for teacher salaries**	65.5%	Up from 64.1%	67.8%	65.1%

* 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

We have had a wonderfully successful year at Hunt Meadows Elementary School and have addressed many aspects of student enrichment, character education, and instruction. We are thrilled to be recognized as a Gold Award recipient for general performance in the 2009-2010 Palmetto Gold and Silver Award Program. The award program recognizes schools for attaining high levels of absolute performance, high rates of growth, and for making substantial progress in closing the achievement gap.

Our school received training in Positive Behavior Interventions and Supports and implemented a schoolwide behavior program. Our PBIS team developed a matrix of positive behavior expectation for all areas of our school. The matrix corresponds with the positive character traits of: 1. Show Responsibility 2. Have Respect 3. Invest in Yourself 4. Notice Others 5. Encourage Everyone. At Hunt Meadows Elementary, we strive to “SHINE” in every area of school life.

Our percentage of students meeting PASS exceeded the District and State in Math and ELA at almost every grade level. The performance of kindergarteners through second graders on Fountas and Pinnell assessment continues to improve with implementation of balanced literacy and guided reading.

The staff and community continue to strive to carry out our mission, which is “to empower children to achieve their fullest potential through challenging and diverse educational opportunities in a safe, child-centered, and nurturing environment that prepares them to be lifelong learners and active, productive members of our community.”

Torie C. Tourtellot, Principal
Hope Johnson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	86	57
Percent satisfied with learning environment	100.0%	96.5%	94.7%
Percent satisfied with social and physical environment	100.0%	95.3%	93.0%
Percent satisfied with school-home relations	100.0%	93.0%	86.0%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	0.4%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	251	100	17	32.4	50.6	90.9	91.7	83.5	Yes	Yes
Gender										
Male	133	100	21.7	35.7	42.6	85.3	89.9	80.1	N/A	N/A
Female	118	100	11.6	28.6	59.8	97.3	93.6	87	N/A	N/A
Racial/Ethnic Group										
White	230	100	16.2	32	51.8	91	92.6	89.6	Yes	Yes
African American	13	100	33.3	33.3	33.3	91.7	83.5	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	97.1	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	87.7	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	85	85.1	I/S	I/S
Disability Status										
Disabled	43	100	50	35	15	67.5	67.5	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	89.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	91	100	29.3	30.5	40.2	84.1	86	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	251	99.6	22	50.6	27.4	85.9	89	80.4	Yes	Yes
Gender										
Male	133	99.3	24	51.2	24.8	82.9	88.4	78.4	N/A	N/A
Female	118	100	19.6	50	30.4	89.3	89.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	230	100	20.7	50.5	28.8	86.9	89.8	87.8	Yes	Yes
African American	13	100	N/A	N/A	N/A	66.7	80.5	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	94.3	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	87.6	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80	83.2	I/S	I/S
Disability Status										
Disabled	43	97.7	52.5	45	2.5	60	57.8	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	89.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	91	98.9	36.6	46.3	17.1	73.2	83	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	167	98.8	20.6	49.4	30	79.4	84.6	67.3
Gender								
Male	86	97.7	23.2	47.6	29.3	76.8	85	66.9
Female	81	100	17.9	51.3	30.8	82.1	84.2	67.7
Racial/Ethnic Group								
White	150	99.3	20.7	47.6	31.7	79.3	86.1	79.6
African American	10	I/S	I/S	I/S	I/S	I/S	70.9	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.4	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	81.4	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.9	69.5
Disability Status								
Disabled	27	92.6	54.2	41.7	4.2	45.8	55.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	78.8	58.6
Socio-Economic Status								
Subsidized meals	62	98.4	35.7	41.1	23.2	64.3	76	55.4

Social Studies

All Students	167	98.8	16.3	42.5	41.3	83.8	83	70.9
Gender								
Male	89	97.8	17.4	39.5	43	82.6	82.9	70.1
Female	78	100	14.9	45.9	39.2	85.1	83.1	71.7
Racial/Ethnic Group								
White	152	99.3	14.4	43.8	41.8	85.6	83.9	79.2
African American	9	I/S	I/S	I/S	I/S	I/S	74.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	83.3	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	81.3	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	78.6	71.2
Disability Status								
Disabled	29	93.1	42.3	46.2	11.5	57.7	50.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	78.7	68
Socio-Economic Status								
Subsidized meals	58	96.6	26.9	42.3	30.8	73.1	73.7	60.8

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
Writing										
All Students	252	98.4	18.5	33.2	48.3	81.5	82.8	72.1	96.9	96.2
Gender										
Male	133	97	28.6	35.7	35.7	71.4	76.6	65.2	96.6	96.2
Female	119	100	7.1	30.4	62.5	92.9	89.5	79.2	97.2	96.2
Racial/Ethnic Group										
White	231	98.3	17.4	32.9	49.8	82.6	84.2	80.8	96.9	96.1
African American	14	100	33.3	33.3	33.3	66.7	71.3	59.7	97.6	96.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.4	87	93.3	97.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	73.7	64.6	95	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.4	73.4	95.6	94.7
Disability Status										
Disabled	40	90	54.3	31.4	14.3	45.7	40.5	27.7	95.9	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	75	63.7	94.3	96.7
Socio-Economic Status										
Subsidized meals	91	96.7	31.6	44.3	24.1	68.4	73.6	61.9	95.7	95.4

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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							
2009	3	87	100	11.8	30.6	57.6	88.2
	4	88	100	9.6	38.6	51.8	90.4
	5	78	100	13.3	34.7	52	86.7
	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
2010	3	78	100	21.6	23	55.4	78.4
	4	83	100	21	32.1	46.9	79
	5	90	100	9.3	40.7	50	90.7
	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
Mathematics							
2009	3	87	100	24.7	42.4	32.9	75.3
	4	88	100	4.8	60.2	34.9	95.2
	5	78	100	12	58.7	29.3	88
	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
2010	3	78	100	28.4	40.5	31.1	71.6
	4	83	98.8	18.5	48.1	33.3	81.5
	5	90	100	19.8	61.6	18.6	80.2
	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
Science							
2009	3	43	100	11.9	57.1	31	88.1
	4	88	100	10.8	67.5	21.7	89.2
	5	37	100	22.9	60	17.1	77.1
	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
2010	3	39	100	37.8	35.1	27	62.2
	4	83	98.8	16	54.3	29.6	84
	5	45	97.8	14.3	52.4	33.3	85.7
	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

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
Social Studies							
2009	3	44	100	9.3	55.8	34.9	90.7
	4	88	100	2.4	38.6	59	97.6
	5	41	100	12.5	42.5	45	87.5
	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
2010	3	39	100	24.3	59.5	16.2	75.7
	4	83	98.8	12.3	40.7	46.9	87.7
	5	45	97.8	16.7	31	52.4	83.3
	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
Writing							
2009	3	87	95.4	28.4	27.2	44.4	71.6
	4	89	98.9	11.9	40.5	47.6	88.1
	5	82	100	11.4	43	45.6	88.6
	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
2010	3	78	98.7	30.1	28.8	41.1	69.9
	4	83	100	16	33.3	50.6	84
	5	91	96.7	10.7	36.9	52.4	89.3
	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

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