



Hunter-Kinard-Tyler High

7066 Norway Road
Neeses, South Carolina

Grades	7-12 High School	
Enrollment	311 Students	
Principal	Dr. Jonathan Francis, Jr.	803-263-4832
Superintendent	Dr. Floride M. Calvert	803-534-8081
Board Chair	Mr. Aaron Rudd	803-534-8081

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	At-Risk
2008	Good	Excellent
2007	Below Average	Below Average
2006	At-Risk	At-Risk
2005	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 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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	3	4	10	15

* Ratings are calculated with data available by 03/25/2010.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	66.7	76.2	66.0	64.2	65.0	57.1
Passed 1 subtest (%)	21.6	15.9	14.0	19.2	16.2	21.2
Passed no subtests (%)	11.8	7.9	20.0	16.5	19.3	23.9

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	85.0%	83.8%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	48	127
Number of Diplomas	35	83
Rate	72.9%	61.5%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	60.5	51.5
English 1	50.0	40.7
Physical Science	15.3	29.8
US History and the Constitution	35.1	19.2
All Tests	37.0	34.4

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=311)				
Retention rate	5.2%	Down from 7.5%	7.3%	4.8%
Attendance rate	95.6%	Down from 96.6%	94.4%	95.5%
Eligible for gifted and talented	5.6%	Down from 6.2%	2.7%	9.2%
With disabilities other than speech	11.6%	Up from 10.1%	14.0%	12.6%
Older than usual for grade	10.6%	Down from 11.9%	11.8%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.2%	1.2%	1.2%
Enrolled in AP/IB programs	4.2%	Up from 2.4%	5.7%	13.2%
Successful on AP/IB exams	N/A	N/A	38.0%	55.6%
Eligible for LIFE Scholarship	30.2%	Up from 21.1%	27.4%	29.8%
Annual dropout rate	4.7%	Down from 5.0%	4.0%	3.5%
Career/technology students in co-curricular organizations	4.5%	Down from 11.7%	3.2%	3.0%
Enrollment in career/technology courses	130	Down from 155	252	523
Students participating in work-based experiences	0.0%	No Change	13.7%	12.9%
Career/technology students attaining technical skills	87.2%	Up from 79.7%	78.6%	79.3%
Career/technology completers placed	100.0%	N/A	98.5%	98.8%
Teachers (n=35)				
Teachers with advanced degrees	60.0%	Down from 78.8%	54.3%	58.6%
Continuing contract teachers	45.7%	Up from 36.4%	60.6%	71.6%
Teachers with emergency or provisional certificates	20.0%	Down from 21.9%	20.0%	8.1%
Teachers returning from previous year	73.1%	Down from 75.6%	76.0%	85.0%
Teacher attendance rate	93.7%	Down from 94.8%	95.6%	95.5%
Average teacher salary*	\$46,470	Up 2.3%	\$44,638	\$47,761
Professional development days/teacher	18.6 days	Up from 13.6 days	10.6 days	10.8 days
School				
Principal's years at school	1.0	Up from 0.5	2.0	3.0
Student-teacher ratio in core subjects	16.9 to 1	Up from 15.7 to 1	21.7 to 1	26.1 to 1
Prime instructional time	89.3%	Down from 89.6%	89.0%	89.8%
Dollars spent per pupil**	\$13,555	Up 2.1%	\$9,980	\$7,883
Percent of expenditures for teacher salaries**	47.9%	Up from 45.8%	52.7%	54.1%
Percent of expenditures for instruction**	54.9%	Up from 52.7%	59.4%	60.2%
Opportunities in the arts	Good	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	74.7%	Up from 51.3%	93.3%	95.8%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Good

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	40	85.0%	192	37.0%	48	72.9%	No
Gender							
Male	18	83.3%	108	42.6%	22	72.7%	N/A
Female	22	86.4%	84	29.8%	26	73.1%	N/A
Racial/Ethnic Group							
White	N/A	N/A	37	45.9%	N/A	N/A	N/A
African American	35	82.9%	154	35.1%	42	73.8%	N/A
Asian/Pacific Islander	N/A	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	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	25	8.0%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	39	84.6%	170	34.7%	45	75.6%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

The 2008-2009 school year was a memorable one at Hunter-Kinard-Tyler Middle/High School. We are exceptionally proud of our students, faculty, and staff and are pleased to uphold our duty as outlined in the Educational Accountability Act to notify the community of the outstanding things we have going on here at Hunter-Kinard-Tyler Middle /High School.

The Hunter-Kinard-Tyler Middle/High School is basically rural with an agriculture-based economy. Cooperation and interaction between community and school serve to enhance educational programs. This school year was highlighted by gaining recognition as a Palmetto Gold Program Award recipient. The high school also met the federal government criteria for being recognized as meeting Adequate Yearly Progress.

During the 2008-2009 school year, we continued to implement our school's renewal plan and explored creative means of getting more parental involvement in the education of their children including an active volunteer program. Additionally, we infused more rigor into the curriculum; required higher academic expectations of our students; kept a safe academic environment; and providing meaningful professional development opportunities for our faculty and staff remained our top priority.

Among our accomplishment are the following: all fall and winter athletic teams participated in the South Carolina High School League state playoffs; one senior girl made the All-State Girls Basketball Team; the middle and high school band has returned as one of the school's academic and extra-curricular programs; the 44 members of the National Honor Society collected the highest amount ever, \$2,000, for the Leukemia and Lymphoma Society of South Carolina through their Pennies for Patients Campaign; the 2008 first time passing rate for the HSAP was 76%; the on-site PACE Program to address our retention and dropout rates was successfully implemented; every student had membership and actively participated in a school-based club and organization; the school published a yearbook for 2008-09 after not being published for the 2007-08 school year; and there was a significant reduction in the number of referrals and suspension for the 2008-09 school year.

Hunter-Kinard-Tyler Middle/High School's administration, faculty, and staff, along with the involvement of the School Improvement Council, will continue to look for better ways to improve academic progress. We actively solicit and welcome your support in this effort.

Jonathan Francis, Jr. Principal
Patricia Dangerfield, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	29	13
Percent satisfied with learning environment	73.1%	75.9%	84.6%
Percent satisfied with social and physical environment	88.5%	79.3%	84.6%
Percent satisfied with school-home relations	50.0%	89.7%	76.9%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress

NO

This school met 6 out of 11 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

N/A

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 Data

	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	2.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.8%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	50	100	23.9	47.8	21.7	6.5	47.8	53.6	61.8	No	Yes
Male	25	100	25	50	12.5	12.5	33.3	44.7	57.4	N/A	N/A
Female	25	100	22.7	45.5	31.8	0	63.6	61.1	66.1	N/A	N/A
White	10	I/S	I/S	I/S	I/S	I/S	I/S	66.2	74.3	I/S	I/S
African American	40	100	25	52.8	22.2	0	44.4	41.8	44.9	I/S	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	55.4	I/S	I/S
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	29	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	45	100	22	51.2	24.4	2.4	48.8	43.7	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	50	100	30.4	37	21.7	10.9	41.3	51.6	62.7	No	Yes
Male	25	100	33.3	37.5	20.8	8.3	33.3	44.7	61.8	N/A	N/A
Female	25	100	27.3	36.4	22.7	13.6	50	57.3	63.6	N/A	N/A
White	10	I/S	I/S	I/S	I/S	I/S	I/S	66.9	75.1	I/S	I/S
African American	40	100	33.3	38.9	19.4	8.3	36.1	37	45.1	I/S	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	59.2	I/S	I/S
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	19.4	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	45	100	29.3	39	24.4	7.3	41.5	41.1	47.9	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	50	100.0	94.0	2.0	4.0	N/A	I/S	N/A	N/A	N/A	N/A
Male	25	100.0	92.0	N/A	8.0	N/A	I/S	N/A	N/A	N/A	N/A
Female	25	100.0	96.0	4.0	N/A	N/A	I/S	N/A	N/A	N/A	N/A
White	10	100.0	80.0	N/A	20.0	N/A	I/S	N/A	N/A	N/A	N/A
African American	40	100.0	97.5	2.5	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	45	100.0	97.8	2.2	N/A	N/A	I/S	N/A	N/A	N/A	N/A

* 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

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2008	63	100	16.4	49.2	31.1	3.3	54.1	61.1	69.7
	2009	50	100	23.9	47.8	21.7	6.5	47.8	53.6	61.8

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2008	63	100	13.1	62.3	21.3	3.3	57.4	56.1	67.2
	2009	50	100	30.4	37	21.7	10.9	41.3	51.6	62.7

* 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