



HUNTER-KINARD-TYLER SCHOOL

7066 Norway Road
Neeses, South Carolina

Grades	PK-12 High School	
Enrollment	655 Students	
Principal	Mr. Hezekiah Massey, III	803-263-4832
Superintendent	Brenda Turner	803-534-8081
Board Chair	Mr. Aaron Rudd	803-534-8081

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	At-Risk	At-Risk
2010	Below Average	Average
2009	At-Risk	At-Risk
2008	Good	Excellent
2007	Below Average	Below 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://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
4	2	8	10	11

* Ratings are calculated with data available by 11/09/2011.

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

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	66.0%	62.8%	75.5%	57.1%	62.7%	61.1%
Passed 1 subtest (%)	14.0%	18.6%	11.3%	21.2%	18.9%	19.8%
Passed no subtests (%)	20.0%	18.6%	13.2%	23.9%	20.5%	19.1%

HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	75.6%	80.5%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	64	56	154	122
Number of Graduates in Cohort	46	33	102	80
Rate	71.9%	58.9%	66.6%	63.6%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	64	N/A	128
Number of Graduates in Cohort	N/A	48	N/A	86
Rate	N/A	75.0%	N/A	64.0%

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	47.1%	60.2%
English 1	35.5%	48.4%
Biology 1/Applied Biology 2	45.7%	43.2%
Physical Science	46.3%	38.8%
US History and the Constitution	65.0%	26.2%
All Tests	46.5%	42.3%

* 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=655)				
Retention rate	1.9%	Down from 2.6%	4.4%	3.4%
Attendance rate	99.6%	Up from 94.5%	95.2%	95.0%
Served by gifted and talented program	4.1%	Up from 2.7%	4.5%	12.4%
With disabilities other than speech	4.3%	Down from 12.7%	12.5%	9.9%
Older than usual for grade	4.0%	Down from 11.3%	10.0%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.4%	Up from 0.6%	1.6%	0.9%
Enrolled in AP/IB programs	4.7%	Up from 1.0%	3.8%	13.0%
Successful on AP/IB exams	N/A	N/A	13.9%	51.7%
Eligible for LIFE Scholarship	24.1%	Down from 40.4%	25.3%	30.1%
Annual dropout rate	3.3%	Up from 3.0%	2.0%	2.5%
Career/technology students in co-curricular organizations	0.5%	Down from 1.0%	4.2%	2.9%
Enrollment in career/technology courses	48	Down from 156	219	419
Students participating in work-based experiences	0.0%	Down from 9.6%	0.0%	7.2%
Career/technology students attaining technical skills	89.6%	Up from 70.9%	80.9%	83.0%
Career/technology completers placed	87.5%	No Change	96.6%	98.4%
Teachers (n=50)				
Teachers with advanced degrees	60.0%	Up from 59.3%	60.0%	61.1%
Continuing contract teachers	66.0%	Up from 55.6%	67.7%	80.6%
Teachers returning from previous year	70.9%	Down from 72.3%	79.1%	86.5%
Teacher attendance rate	95.3%	Up from 91.7%	95.3%	95.5%
Average teacher salary*	\$45,672	Up 1.9%	\$43,890	\$46,884
Professional development days/teacher	8.4 days	Down from 9.2 days	10.9 days	10.0 days
School				
Principal's years at school	1.0	Up from 0.0	2.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 23.6 to 1	20.1 to 1	26.5 to 1
Prime instructional time	93.4%	Up from 82.5%	89.0%	89.3%
Dollars spent per pupil**	\$11,810	Down 18.2%	\$10,503	\$7,804
Percent of expenditures for teacher salaries**	42.6%	Down from 45.4%	56.2%	58.0%
Percent of expenditures for instruction**	45.1%	Down from 51.8%	59.1%	60.6%
Opportunities in the arts	Good	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.5%	Up from 66.9%	97.3%	97.3%
Character development program	Good	Up from Below Average	Good	Good
Modern language program assessment	N/A	N/A	Average	Good
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 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	45	75.6%	185	46.5%	64	71.9%	No
Gender							
Male	24	70.8%	108	36.1%	34	76.5%	N/A
Female	21	81.0%	77	61.0%	30	66.7%	N/A
Racial/Ethnic Group							
White	N/A	N/A	37	45.9%	10	50.0%	N/A
African American	36	75.0%	148	46.6%	54	75.9%	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	15	20.0%	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	40	75.0%	157	45.9%	49	69.4%	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 2010-11 school year was a memorable one at Hunter-Kinard-Tyler School (HKT). Our vision is to make HKT - A School of Choice! We are exceptionally proud of our students, faculty, and staff as they worked diligently to combine HKT Elementary and HKT Middle/High into one cohesive school. We are upholding our duty as outlined in the Educational Accountability Act to notify the community of the outstanding initiatives we have at Hunter-Kinard-Tyler School.

HKT is situated in a rural setting in an agricultural-based community. Our student population is close to 90% free and reduced lunch. The school serves the communities of Norway, Neeses, and Springfield. HKT worked with our Parenting Coordinator to host monthly family night activities, a Breakfast Book Club for parents of our 4 year old students, and a Parent Power Hour. The cooperation and interaction between our community and school has served to enhance our educational programs. HKT Elementary received the Red Carpet Award last year and we continue to uphold the tenets of that award. HKT High School received the Palmetto Gold Award for closing the achievement gap.

Our academic focus for the year was "Literacy in the Classroom". The Academy of Reading, a computer literacy program based on brain research that helps children learn the skills needed to be fluent readers, was made available to targeted students. Teachers participated in several Balanced Literacy courses offered at our school. Ten HKT elementary, middle and high school teachers participated in the Literacy in the Content Area Team (LCAT) Grant which featured learning activities that teachers in all content areas could utilize in their classrooms.

To accomplish our goal of having our students become successful productive citizens, our curriculum includes an honors program; HSAP, Pass, and SAT prep courses, MGM, Jump Start, occupational, virtual, credit recovery, and a Middle College Program through OC Technical College. The Arts program continues to provide creative outlets for our students; performing concerts, musicals, and drama productions. Seven of our elementary students received invitations to participate in the Summer Gifted and Talented Arts program. We are an inclusion school, where targeted students are given individual assistance as needed. Our sports teams continue to instill leadership and character skills necessary to be good citizens. The members of the National Honor Society, and the Junior BETA Club provided funds to the Boys and Girls Club of Orangeburg, the American Red Cross, and the Leukemia and Lymphoma Society.

Members of the HKT family that support our students are the guidance department, Instructional Facilitator, Academic Coach, Curriculum Coordinator, PBIS Coordinator, and athletic coaches.

Hunter-Kinard-Tyler School's administration, faculty, and staff, along with School Improvement Council, will continue to look for innovative ways to improve academic achievement. We actively solicit and welcome your support in this effort.

Hezekiah Massey III, Principal
Patricia Dangerfield, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	29	49
Percent satisfied with learning environment	57.9%	58.6%	66.7%
Percent satisfied with social and physical environment	70.0%	75.9%	67.3%
Percent satisfied with school-home relations	31.6%	86.2%	67.3%

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

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 Adequate Yearly Progress

NO

This school met 9 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

R

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	2.3%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.3%	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	53	100.0	15.7	41.2	35.3	7.8	56.9	59.6	68.0	No	Yes
Male	27	100.0	23.1	50.0	19.2	7.7	42.3	52.1	63.1	N/A	N/A
Female	26	100.0	8.0	32.0	52.0	8.0	72.0	67.9	73.1	N/A	N/A
White	7	I/S	I/S	I/S	I/S	I/S	I/S	76.4	79.4	Yes	Yes
African American	46	100.0	13.3	42.2	35.6	8.9	57.8	46.0	51.7	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	66.4	I/S	I/S
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	28.0	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	45.1	I/S	I/S
Subsidized meals	47	100.0	15.6	42.2	35.6	6.7	57.8	56.5	54.7	No	Yes

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

All Students	53	100.0	19.6	54.9	21.6	3.9	45.1	50.4	62.3	No	Yes
Male	27	100.0	26.9	57.7	11.5	3.8	38.5	46.2	61.4	N/A	N/A
Female	26	100.0	12.0	52.0	32.0	4.0	52.0	55.0	63.2	N/A	N/A
White	7	I/S	I/S	I/S	I/S	I/S	I/S	68.0	75.3	No	Yes
African American	46	100.0	17.8	55.6	22.2	4.4	44.4	35.3	42.9	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	84.3	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	64.1	I/S	I/S
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	24.0	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	47.1	I/S	I/S
Subsidized meals	47	100.0	17.8	55.6	22.2	4.4	48.9	48.5	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	53	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Male	27	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Female	26	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
White	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	46	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	47	100.0	I/S	I/S	I/S	I/S	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	2010	43	100.0	24.4	39.0	26.8	9.8	53.7	55.5	65.9
	2011	53	100.0	15.7	41.2	35.3	7.8	56.9	59.6	68.0

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

All Students	2010	43	100.0	29.3	46.3	14.6	9.8	39.0	48.5	62.3
	2011	53	100.0	19.6	54.9	21.6	3.9	45.1	50.4	62.3

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data