



Hunter-Kinard-Tyler Elementary School

7066 Norway Rd
Neeses, SC 29107

Grades	PK-6 Elementary School	
Enrollment	343 Students	
Principal	Francina Gerald	803-263-4441
Superintendent	Brenda Turner	803-534-8081
Board Chair	Peggy Tyler	803-534-8081

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	At-Risk	At-Risk
2011	N/A	N/A
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A

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

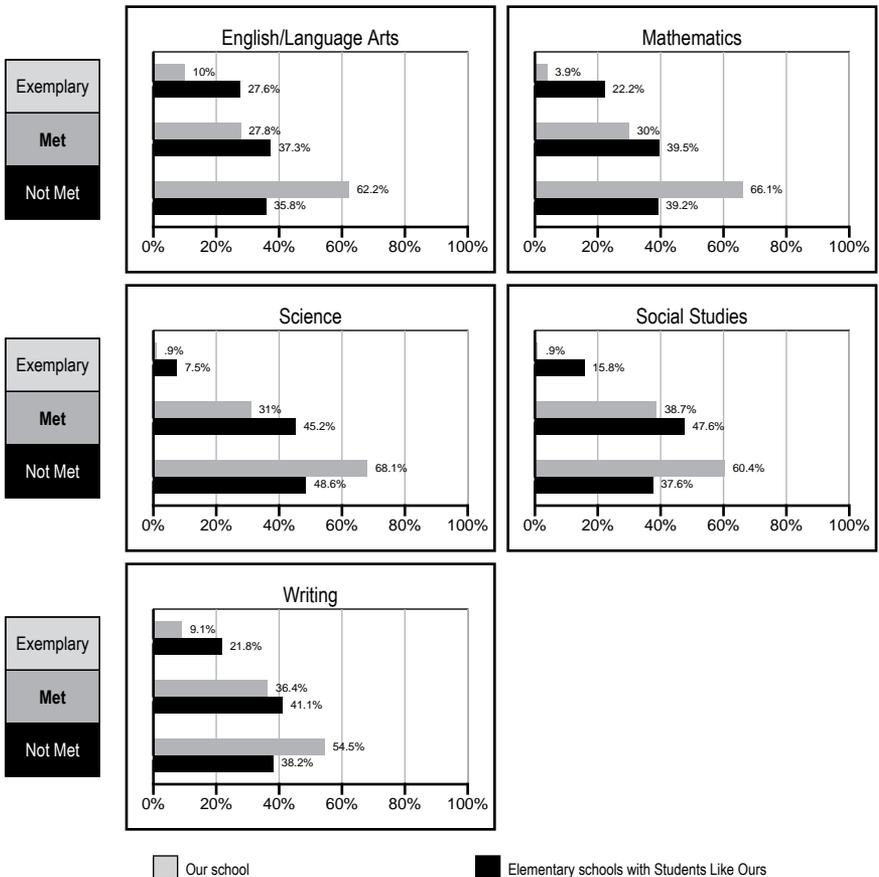
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	12	95	49	20

* 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=343)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	N/A	1.3%	1.0%
Attendance rate	96.6%	N/A	96.3%	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	N/R	N/R	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	58.3%	N/A	62.8%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	N/A	N/A	85.4%	88.7%
Teacher attendance rate	92.8%	N/R	95.3%	95.1%
Average teacher salary*	\$46,435	I/S	\$45,127	\$47,210
Professional development days/teacher	3.1 days	N/R	9.8 days	10.5 days
School				
Principal's years at school	1.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	18.1 to 1	20.0 to 1
Prime instructional time	87.0%	N/R	90.6%	90.5%
Opportunities in the arts	Poor	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	N/R	N/R	100.0%	100.0%
Character development program	N/R	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$8,317	\$7,247
Percent of expenditures for instruction**	N/A	N/A	66.6%	68.2%
Percent of expenditures for teacher salaries**	N/A	N/A	63.3%	65.7%

* 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

Report of Principal and School Improvement Council

The 2011-12 school year was an exciting year at Hunter-Kinard-Tyler Elementary School. Our vision is to HKT Elementary... "Where We Are Building Strong Foundations". We are very proud of the hard work of our students, faculty and staff this year as there have been several notable changes. We are continuing to uphold our duty as outlined in the Educational Accountability Act to notify the community of the outstanding initiatives we have implemented at Hunter-Kinard-Tyler Elementary School.

HKTE 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. HKTE worked with our Parenting Coordinator to host 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.

Our academic focus was on training and implementation of Response to Intervention(RTI) in both reading and math. Several programs were used to provide Tier II and Tier III intervention for students. READ 180, a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers in grades 4–12+. Designed for any student reading two or more years below grade-level, READ 180 leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers. Wilson Foundations for K-3 is a phonological/phonemic awareness, phonics and spelling program for the general education classroom. Foundations is based upon the Wilson Reading System® principles and serves as a prevention and intervention program to help reduce reading and spelling failure. Rather than completely replace core curriculum, Foundations provides the research-validated strategies that complement installed programs to meet federal standards and serve the needs of all children. Programs were also used from the Voyager family, including Passport, Ticket to Read and VMath. Number Worlds was used in math. Number Worlds is an intensive intervention program that focuses on students who are one or more grade levels behind in elementary mathematics.

HKTE participated once again as a part of the Literacy in the Content Area Team (LCAT), a grant program which featured learning activities that teachers in all content areas could utilize in their classrooms. The Arts program continues to provide creative outlets for our students: musicals and drama productions. Several of our students received invitations to participate in the Summer Gifted and Talented Arts program.

Members of the HKTE family who support our students are members of the guidance department, Literacy and Math Interventionist and the PBIS Coordinator. Hunter-Kinard-Tyler Elementary School's administration, faculty and staff, along with School Improvement Council, will continue to look for innovative ways to improve academic achievement. We welcome your support in this effort.

Francina Gerald, Principal

Wesley Scott, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	45	27
Percent satisfied with learning environment	60.0%	61.4%	62.5%
Percent satisfied with social and physical environment	53.3%	60.5%	56.0%
Percent satisfied with school-home relations	43.8%	72.7%	66.7%

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

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	23.2
Overall Grade Conversion	F

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-Kinard-Tyler 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	0.0%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	610.7	602.6	572.1	587.8	99.0	99.0
Male	606.9	600.4	572.7	585.6	100.0	100.0
Female	613.3	604.1	571.7	589.4	98.3	98.3
White	N/A	N/A	N/A	N/A	97.0	97.0
African American	608.7	598.8	565.8	585.0	99.4	99.4
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	609.3	601.4	571.4	587.2	99.4	99.4
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0
Grades 6-8						
All Students	622.8	617.3	603.6	605.8	99.0	99.0
Male	632.3	625.4	615.2	604.4	100.0	100.0
Female	614.7	610.3	591.9	606.8	98.3	98.3
White	N/A	N/A	N/A	N/A	97.0	97.0
African American	621.5	616.9	603.6	605.5	99.4	99.4
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	620.6	614.4	606.1	602.2	99.4	99.4
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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
	8	N/A	N/A	N/A	N/A	N/A	N/A
2012	3	44	100	73.8	9.5	16.7	26.2
	4	51	98	60	35.6	4.4	40
	5	58	98.3	62.3	32.1	5.7	37.7
	6	45	100	51.2	31.7	17.1	48.8
	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
Mathematics							
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
	8	N/A	N/A	N/A	N/A	N/A	N/A
2012	3	44	100	73.8	23.8	2.4	26.2
	4	51	98	N/AV	N/AV	N/AV	28.9
	5	58	98.3	67.9	26.4	5.7	32.1
	6	45	100	48.8	43.9	7.3	51.2
	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
Science							
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
	8	N/A	N/A	N/A	N/A	N/A	N/A
2012	3	22	100	N/AV	N/AV	N/AV	19
	4	51	98	68.9	28.9	2.2	31.1
	5	30	100	71.4	25	3.6	28.6
	6	23	95.7	N/AV	N/AV	N/AV	55
	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

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
	8	N/A	N/A	N/A	N/A	N/A	N/A
2012	3	22	100	N/AV	N/AV	N/AV	33.3
	4	51	98	N/AV	N/AV	N/AV	40
	5	27	100	80	16	4	20
	6	22	100	N/AV	N/AV	N/AV	71.4
	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
	8	N/A	N/A	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	59	98.3	53.7	37	9.3	46.3
	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

Abbreviations for Missing Data

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