



Hickory Tavern Middle

163 Neely Ferry Road
Gray Court, S.C. 29645

Grades	6-8 Middle School	
Enrollment	305 Students	
Principal	Russell H. Scott	864-575-4301
Superintendent	Edgar C. Taylor	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk
2004	Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

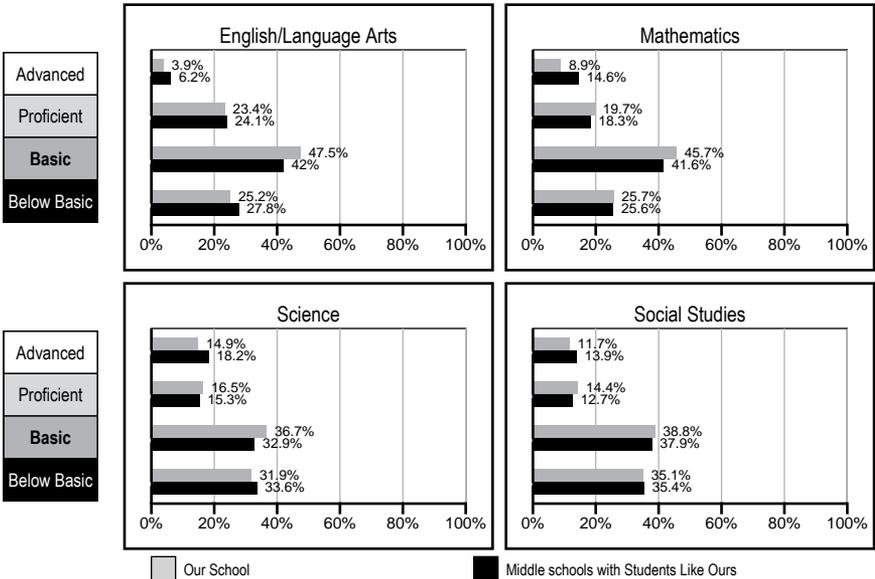
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	19	21	3

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	86.4	98.1
English 1	0	97.4
Physical Science	0	48.7
All Subjects	86.4	97.7

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=305)				
Students enrolled in high school credit courses (grades 7 & 8)	11.1%	Up from 4.7%	23.3%	19.4%
Retention rate	1.3%	Up from 0.9%	1.5%	1.8%
Attendance rate	95.5%	Up from 94.4%	95.9%	95.8%
Eligible for gifted and talented	11.9%	Up from 10.9%	17.8%	15.3%
With disabilities other than speech	13.9%	Up from 12.5%	14.3%	12.9%
Older than usual for grade	3.6%	Up from 2.3%	3.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Up from 0.3%	0.5%	0.7%
Annual dropout rate	0.0%	Down from 0.4%	0.0%	0.0%
Teachers (n=17)				
Teachers with advanced degrees	64.7%	Up from 50.0%	53.7%	55.0%
Continuing contract teachers	70.6%	Up from 60.0%	74.1%	70.6%
Teachers with emergency or provisional certificates	7.1%	No Change	5.6%	5.4%
Teachers returning from previous year	79.8%	Down from 81.9%	84.8%	83.4%
Teacher attendance rate	93.4%	Up from 92.5%	94.9%	94.9%
Average teacher salary	\$43,927	Up 5.0%	\$44,202	\$44,706
Professional development days/teacher	11.4 days	Down from 14.9 days	11.5 days	11.8 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	22.0 to 1	Down from 23.9 to 1	20.6 to 1	20.1 to 1
Prime instructional time	85.6%	Up from 84.3%	89.3%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.0%	Down from 100.0%	97.5%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$5,946	Up 15.5%	\$7,061	\$7,097
Percent of expenditures for instruction*	57.6%	Down from 63.6%	63.7%	64.4%
Percent of expenditures for teacher salaries*	54.5%	Down from 59.2%	59.5%	59.4%

* 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

Hickory Tavern Middle School is a rural school located in Laurens, SC. Rich in tradition and community pride, Hickory Tavern receives outstanding community support. The school is a centerpiece for community activities, which consistently receive great attendance.

Academically, Hickory Tavern Middle School offers classes for 6th, 7th, and 8th grades. We offer Math, History, Science, and a double block of Language Arts. Reading is strongly supported, and the number of active readers has increased significantly due to this effort. Our Related Arts programs are thriving, offering students Band, Chorus, Art, Strings, and Physical Education. Through our Physical Education classes, we have built a three-time State Championship Archery team. We use Measures of Academic Progress (MAP) tests three times per year to monitor student progress, then differentiate classroom instruction and target the needs of students.

Hickory Tavern Middle School strives to provide a facility that can be a source of pride for students, faculty, and the community. We are eagerly anticipating the use of our new Physical Education Gymnasium this year. The School Improvement Council is an active part of our school. The mission to involve school, community, and business in an active partnership continues. We are pleased to be able to offer a career fair for students to expose them to potential career opportunities. Field trips for Eighth graders to Piedmont Technical College and Lander University are also offered.

Striving to improve the educational opportunities offered to the students of Hickory Tavern Middle School remains the primary goal. The faculty and staff work with parents and community members to continually improve these opportunities. Through this joint effort, our school and students will continue to grow. We look forward to a new and even better year.

Hickory Tavern Middle School is accredited through the Southern Association of Colleges and Schools. We use this information to review and update our mission and the vision for our school.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	88	29
Percent satisfied with learning environment	71.4%	73.9%	72.4%
Percent satisfied with social and physical environment	95.2%	69.3%	82.1%
Percent satisfied with school-home relations	61.9%	80.7%	75.9%

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

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School Adequate Yearly Progress

NO

This school met 15 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

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. Sanction: Implement the restructuring plan.
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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	12.0%	0.0%	No
Student attendance rate	95.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	302	99.7	24.9	47.7	23.5	3.9	42	46	48.2	Yes	Yes
Gender											
Male	161	99.4	29.3	44.9	23.1	2.7	37.4	38.2	41.7	N/A	N/A
Female	141	100	20.1	50.7	23.9	5.2	47	54.5	55	N/A	N/A
Racial/Ethnic Group											
White	265	99.6	24.2	48	23.8	4	43.5	52.6	60	Yes	Yes
African American	32	100	34.5	41.4	24.1	0	31	33.6	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	37.5	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	46	100	65.9	31.8	2.3	0	11.4	13.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	35.3	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	164	99.4	27.7	53.4	17.6	1.4	32.4	38.4	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	302	99.7	24.6	47.3	19.2	8.9	41.6	41.6	45.8	Yes	Yes
Gender											
Male	161	99.4	21.1	42.9	23.1	12.9	49	42.1	45.6	N/A	N/A
Female	141	100	28.4	52.2	14.9	4.5	33.6	40.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	265	99.6	23.4	47.6	19.8	9.3	43.1	48.1	59	Yes	Yes
African American	32	100	37.9	44.8	13.8	3.4	24.1	26.8	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	71.3	I/S	I/S						
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	44.8	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	46.2	I/S	I/S						
Disability Status											
Disabled	46	100	59.1	34.1	4.5	2.3	20.5	14.6	17.1	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	32.5	N/A	N/A						
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	46	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	164	99.4	28.4	48.6	17.6	5.4	35.8	34.2	31.4	Yes	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	203	100	31.9	36.7	16.5	14.9	31.4	23.6	35.7	95.5	96
Gender											
Male	114	100	29.1	35	16.5	19.4	35.9	24.6	37.4	95.9	96
Female	89	100	35.3	38.8	16.5	9.4	25.9	22.5	33.8	95	96
Racial/Ethnic Group											
White	176	100	29.1	37	17.6	16.4	33.9	30.9	49.2	95.2	95.8
African American	24	100	52.4	33.3	9.5	4.8	14.3	10.6	17	97.5	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	96.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	11.2	24.9	98.3	97
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.6
Disability Status											
Disabled	27	100	48	40	4	8	12	9.7	14	94.7	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	93.1
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	12.8	24.4	98.3	97.1
Socio-Economic Status											
Subsided meals	116	100	37.7	35.8	17.9	8.5	26.4	17.4	21.1	94.1	95.6
Social Studies											
All Students	202	100	35.1	38.8	14.4	11.7	26.1	21.4	34	95.5	96
Gender											
Male	105	100	36.5	32.3	16.7	14.6	31.3	25.6	36.6	95.9	96
Female	97	100	33.7	45.7	12	8.7	20.7	16.8	31.3	95	96
Racial/Ethnic Group											
White	178	100	34.3	39.2	14.5	12	26.5	25.9	44.5	95.2	95.8
African American	20	100	47.4	42.1	10.5	0	10.5	11.9	19.1	97.5	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	96.9
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	17.6	27.5	98.3	97
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.6
Disability Status											
Disabled	34	100	53.1	34.4	6.3	6.3	12.5	13	14.4	94.7	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	93.1
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	18	27.3	98.3	97.1
Socio-Economic Status											
Subsided meals	104	100	43.2	43.2	7.4	6.3	13.7	16.4	21	94.1	95.6

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	96	100	26.1	50	23.9	0	23.9
	7	96	100	27.5	45.1	26.4	1.1	27.5
	8	121	100	30.1	47.8	19.5	2.7	22.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	104	100	28.9	43.3	19.6	8.2	27.8
	7	104	100	21.1	52.6	26.3	0	26.3
	8	94	98.9	24.7	47.2	24.7	3.4	28.1
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	96	100	19.3	47.7	18.2	14.8	33
	7	96	100	16.5	48.4	11	24.2	35.2
	8	121	100	27.4	58.4	7.1	7.1	14.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	104	100	34	34	18.6	13.4	32
	7	104	100	10.5	53.7	25.3	10.5	35.8
	8	94	98.9	29.2	55.1	13.5	2.2	15.7
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	47	100	32.6	32.6	20.9	14	34.9
	7	96	100	38.5	36.3	22	3.3	25.3
	8	61	100	29.8	45.6	12.3	12.3	24.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	52	100	54.2	16.7	12.5	16.7	29.2
	7	104	100	18.9	48.4	18.9	13.7	32.6
	8	47	100	35.6	33.3	15.6	15.6	31.1
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	49	100	22.2	46.7	22.2	8.9	31.1
	7	96	100	52.7	24.2	9.9	13.2	23.1
	8	60	100	50	44.6	5.4	0	5.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	52	100	20.4	24.5	26.5	28.6	55.1
	7	104	100	40	42.1	9.5	8.4	17.9
	8	46	100	40.9	47.7	11.4	0	11.4

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