



Hunter-Kinard-Tyler Elementary

7066 Norway Road
Neeses, South Carolina

Grades	PK-6 Elementary School	
Enrollment	373 Students	
Principal	Debra W. Norman	803-263-4441
Superintendent	Dr. Darrell Johnson	803-534-8081
Board Chair	Mr. Aaron Rudd	803-534-8081

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

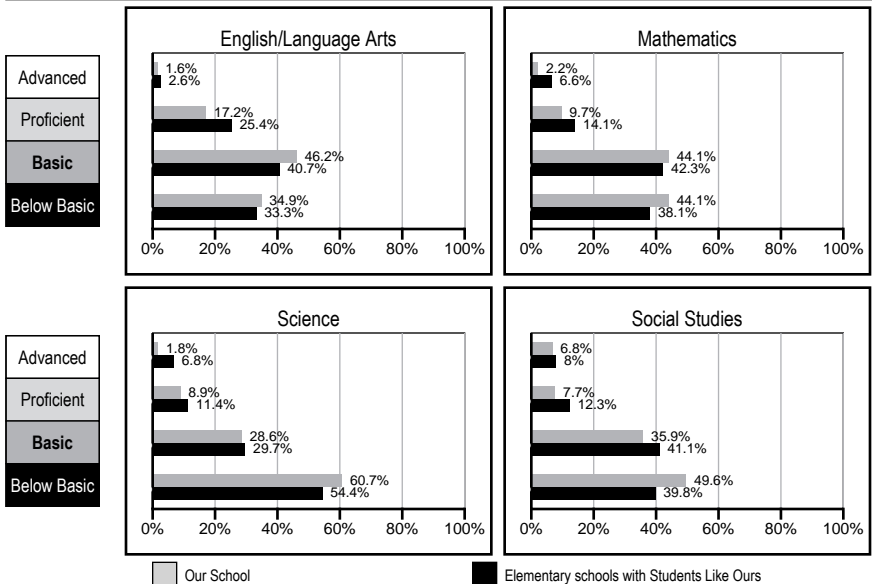
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	8	56	62

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



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

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=373)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.6%	Down from 7.2%	3.1%	2.3%
Attendance rate	96.7%	Down from 96.9%	96.0%	96.3%
Eligible for gifted and talented	0.5%	Down from 1.3%	3.4%	10.4%
With disabilities other than speech	4.6%	Up from 2.3%	7.8%	7.5%
Older than usual for grade	2.0%	Up from 0.9%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	65.5%	Up from 58.1%	54.4%	56.7%
Continuing contract teachers	79.3%	Down from 83.9%	69.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.7%	Up from 86.8%	83.2%	86.4%
Teacher attendance rate	92.4%	Down from 93.9%	95.0%	94.9%
Average teacher salary	\$48,139	Up 5.7%	\$43,955	\$45,345
Professional development days/teacher	19.1 days	Down from 19.2 days	13.4 days	12.6 days
School				
Principal's years at school	10.0	Up from 9.0	3.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Down from 18.0 to 1	16.7 to 1	18.5 to 1
Prime instructional time	87.7%	Down from 89.2%	89.3%	89.8%
Opportunities in the arts	Fair	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*	\$5,178	Down 31.1%	\$8,094	\$7,052
Percent of expenditures for instruction*	86.0%	Up from 63.3%	68.9%	69.1%
Percent of expenditures for teacher salaries*	79.0%	Up from 60.9%	62.3%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Hunter-Kinard-Tyler Elementary School experienced a very successful 2007-2008 school year. We continued to implement the district’s focus and initiatives – Literacy, Differentiated Instruction, Flexible Grouping, Measures of Academic Progress (MAP), and Data Analysis.

Several new initiatives were added this year. First, an MSU Science Coach was added to our staff this year. Students and teachers gained new-found interests and experiences using Foss Science Kits and learned new ways to approach science in a collaborative setting. Secondly, we secured a 21st Century Learning Grant for an afterschool program to serve up to 85 students for tutoring in the academic areas, arts and crafts, technology, and field studies. Next, Teaming in the 6th grade was implemented, and teachers held meetings twice a week to discuss and implement many facets of the middle school concept. Lastly, a new kindergarten and first grade report card was used to give parents more information about student progress.

We are especially proud of the significant increase in scores on the MAP assessment over last years’ scores. Some of our grade-level scores were higher than the district’s average. Our school was also successful in meeting the goals that we set in our Focused School Renewal Plan and successfully met the goals of the External Review Process.

Students won several awards this year for academic excellence and exhibiting good character, and more students than ever before joined our Accelerated Reader points clubs for reading many books this year.

Family Literacy programs at HKT Elementary are stellar in that we had record numbers of parents to attend all of the programs sponsored by the Parenting Program. Some of these included Family Academic Nights, monthly parenting meetings, and a Family/Community Awareness Day.

The School Improvement Council was very active this year. In addition to meeting monthly to generate ideas to improve our school, the SIC hosted a successful Writing Expo held this spring, assisted with PACT incentives, and sponsored our Dynamic Dads organization. This group of over 20 dads/male guardians worked as volunteers in the school, adopted a family for Christmas, read for Read Across America Day, and sponsored a spring dance for upper elementary students.

The PTO provided PACT incentives for students and teachers and conducted several drives, such as PTO membership and Box Tops for Education. They also purchased a new sound system for the school.

As we build on our successes from this past school year, it is our desire to continue to improve in all areas of our school. We look forward to a fantastic 2008-2009 school year.

Steve Washington, SIC Chair
Debra W. Norman, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	42	42
Percent satisfied with learning environment	87.1%	83.3%	64.3%
Percent satisfied with social and physical environment	100.0%	76.2%	71.4%
Percent satisfied with school-home relations	67.9%	90.5%	64.3%

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

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School Adequate Yearly Progress

NO

This school met 9 out of 15 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

Restructure

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	12.8%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	18.6%	0.0%	No
Student attendance rate	96.7%	94.0%	Yes

* Or greater than last year

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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	201	99.5	34.9	46.2	17.2	1.6	31.7	34.2	48.2	No	Yes
Gender											
Male	93	100	40.2	47.1	11.5	1.1	25.3	27	41.7	N/A	N/A
Female	108	99.1	30.3	45.5	22.2	2	37.4	42.3	55	N/A	N/A
Racial/Ethnic Group											
White	43	100	21.1	50	26.3	2.6	50	44.9	60	I/S	Yes
African American	153	100	38.6	44.8	15.2	1.4	27.6	23.4	31.7	No	Yes
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	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.5	38.4	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	29	100	74.1	25.9	0	0	11.1	11.8	16	I/S	I/S
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	I/S	35.7	36.9	I/S
Socio-Economic Status											
Subsided meals	181	100	35.8	47.4	15.6	1.2	30.1	26.9	34	No	Yes

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

All Students	201	100	44.1	44.1	9.7	2.2	24.2	31.2	45.8	No	Yes
Gender											
Male	93	100	54	36.8	6.9	2.3	20.7	30.4	45.6	N/A	N/A
Female	108	100	35.4	50.5	12.1	2	27.3	32.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	43	100	34.2	42.1	18.4	5.3	39.5	45	59	I/S	Yes
African American	153	100	46.2	44.8	7.6	1.4	20.7	17.4	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	23.5	38.1	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	29	100	81.5	14.8	3.7	0	11.1	11	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	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	I/S	21.4	38.7	I/S
Socio-Economic Status											
Subsided meals	181	100	45.1	43.9	9.2	1.7	23.1	22.7	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

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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	121	100	60.7	28.6	8.9	1.8	10.7	24.6	35.7	96.7	95.5
Gender											
Male	59	100	60.7	28.6	8.9	1.8	10.7	26	37.4	96.7	95.2
Female	62	100	60.7	28.6	8.9	1.8	10.7	23	33.8	96.7	95.8
Racial/Ethnic Group											
White	27	100	45.8	33.3	16.7	4.2	20.8	37.2	49.2	94.6	95
African American	91	100	64	27.9	7	1.2	8.1	11.7	17	97.3	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	92.2
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	16.7	24.9	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.9
Disability Status											
Disabled	19	100	88.9	5.6	5.6	0	5.6	9.4	14	96.1	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	98.5	94.8
Socio-Economic Status											
Subsided meals	109	100	60.6	27.9	9.6	1.9	11.5	19	21.1	96.8	95.2
Social Studies											
All Students	126	100	49.6	35.9	7.7	6.8	14.5	18.9	34	96.7	95.5
Gender											
Male	56	100	52.8	32.1	5.7	9.4	15.1	20.2	36.6	96.7	95.2
Female	70	100	46.9	39.1	9.4	4.7	14.1	17.4	31.3	96.7	95.8
Racial/Ethnic Group											
White	20	100	41.2	35.3	17.6	5.9	23.5	26.4	44.5	94.6	95
African American	102	100	51	35.7	6.1	7.1	13.3	11.8	19.1	97.3	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	92.2
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	95.9	94.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.9
Disability Status											
Disabled	15	100	100	0	0	0	0	8.5	14.4	96.1	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	98.5	94.8
Socio-Economic Status											
Subsided meals	116	100	51.4	36	8.1	4.5	12.6	12.1	21	96.8	95.2

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	54	98.2	21.6	54.9	23.5	0	23.5	
	4	63	100	35.1	49.1	15.8	0	15.8	
	5	41	97.6	41	46.2	12.8	0	12.8	
	6	70	100	37.9	39.4	21.2	1.5	22.7	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	46	97.8	30	42.5	22.5	5	27.5	
	4	46	100	34.9	46.5	18.6	0	18.6	
	5	61	100	39.7	53.4	6.9	0	6.9	
	6	48	100	33.3	40	24.4	2.2	26.7	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	54	98.2	54.9	37.3	7.8	0	7.8	
	4	63	100	54.4	33.3	10.5	1.8	12.3	
	5	41	100	40	50	7.5	2.5	10	
	6	70	100	45.5	42.4	12.1	0	12.1	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	46	100	52.5	42.5	5	0	5	
	4	46	100	44.2	46.5	4.7	4.7	9.3	
	5	61	100	41.4	48.3	10.3	0	10.3	
	6	48	100	40	37.8	17.8	4.4	22.2	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	27	100	65.4	30.8	3.8	0	3.8	
	4	63	100	82.5	15.8	0	1.8	1.8	
	5	19	100	47.4	42.1	0	10.5	10.5	
	6	35	100	45.2	29	16.1	9.7	25.8	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	23	100	73.7	21.1	5.3	0	5.3	
	4	46	100	48.8	37.2	11.6	2.3	14	
	5	28	100	67.9	28.6	3.6	0	3.6	
	6	24	100	63.6	18.2	13.6	4.5	18.2	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	26	100	20	68	12	0	12	
	4	63	100	63.2	35.1	0	1.8	1.8	
	5	22	100	47.6	47.6	4.8	0	4.8	
	6	35	100	37.1	60	2.9	0	2.9	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	23	100	66.7	23.8	4.8	4.8	9.5	
	4	46	100	53.5	34.9	7	4.7	11.6	
	5	33	100	46.7	36.7	13.3	3.3	16.7	
	6	24	100	30.4	47.8	4.3	17.4	21.7	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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