



## Hunter-Kinard-Tyler High

7066 Norway Road  
Neeses, South Carolina

<b>Grades</b>	7-12 High School	
<b>Enrollment</b>	327 Students	
<b>Principal</b>	Dr. Jonathan Francis	803-263-4832
<b>Superintendent</b>	Dr. Darrell Johnson	803-534-8081
<b>Board Chair</b>	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
<b>2008</b>	<b>Good</b>	<b>Excellent</b>
2007	Below Average	Below Average
2006	At-Risk	At-Risk
2005	Average	At-Risk
2004	Good	Excellent

## 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.

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
3	5	8	6	10

\* Ratings are calculated with data available by September 30.

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

Percent	Our High School			High Schools with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	79.1	66.7	76.2	58.1	64.2	65.0
Passed 1 subtest (%)	9.3	21.6	15.9	18.3	19.2	16.2
Passed no subtests (%)	11.6	11.8	7.9	26.9	16.5	19.3

**HSAP Passage Rate by Spring 2008**

Percent	Our High School	High Schools with Students Like Ours
	93.5%	85.1%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	38	111
Number of Diplomas	33	75
Rate	86.8%	63.7%

**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	84.0	58.8
English 1	27.9	41.4
Physical Science	0	26.0
All Tests	48.5	44.4

\* 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
<b>Students (n=327)</b>				
Retention rate	7.5%	Up from 6.7%	10.4%	6.1%
Attendance rate	96.6%	Down from 97.1%	93.8%	95.0%
Eligible for gifted and talented	6.2%	Down from 6.9%	3.5%	8.3%
With disabilities other than speech	10.1%	Down from 13.9%	13.9%	13.0%
Older than usual for grade	11.9%	Up from 8.7%	14.2%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	N/R	3.0%	1.5%
Enrolled in AP/IB programs	2.4%	N/R	4.7%	11.4%
Successful on AP/IB exams	N/A	N/A	16.8%	54.3%
Eligible for LIFE Scholarship	21.1%	N/R	25.0%	30.5%
Annual dropout rate	5.0%	Up from 3.0%	3.5%	3.5%
Career/technology students in co-curricular organizations	11.7%	Down from 38.5%	3.4%	3.1%
Enrollment in career/technology courses	155	Down from 159	276	559
Students participating in work-based experiences	0.0%	Down from 10.6%	4.7%	10.6%
Career/technology students attaining technical skills	79.7%	Down from 82.8%	75.9%	79.6%
Career/technology completers placed	N/A	N/A	96.6%	98.5%
<b>Teachers (n=33)</b>				
Teachers with advanced degrees	78.8%	Up from 61.8%	52.7%	57.4%
Continuing contract teachers	36.4%	Down from 64.7%	54.0%	69.6%
Teachers with emergency or provisional certificates	21.9%	Up from 10.0%	19.6%	8.7%
Teachers returning from previous year	75.6%	Down from 75.9%	78.3%	85.0%
Teacher attendance rate	94.8%	Down from 95.4%	95.0%	95.4%
Average teacher salary	\$45,434	Up 3.4%	\$43,438	\$46,061
Professional development days/teacher	13.6 days	N/R	12.3 days	11.4 days
<b>School</b>				
Principal's years at school	0.5	Down from 4.0	2.0	3.0
Student-teacher ratio in core subjects	15.7 to 1	N/R	20.8 to 1	25.4 to 1
Prime instructional time	89.6%	Down from 89.8%	87.0%	89.1%
Dollars spent per pupil*	\$13,275	Up 7.4%	\$9,496	\$7,279
Percent of expenditures for teacher salaries*	45.8%	Down from 48.0%	51.8%	55.3%
Percent of expenditures for instruction*	52.7%	Up from 51.6%	61.0%	60.8%
Opportunities in the arts	Good	Up from Poor	Good	Excellent
Parents attending conferences	51.3%	N/R	88.0%	94.2%
SACS accreditation	Yes	Up from No	Yes	Yes
Character development program	Excellent	N/R	Good	Good
Modern Language Program Assessment	Good	N/A	Average	Good
Classical Language Program Assessment	N/A	N/A	N/A	Average

\* 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 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	31	93.5%	68	48.5%	38	86.8%	No
<b>Gender</b>							
Male	10	80.0%	35	40.0%	13	76.9%	N/A
Female	21	100.0%	33	57.6%	25	92.0%	N/A
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	10	80.0%	N/A
African American	24	91.7%	55	47.3%	28	89.3%	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
<b>Disability Status</b>							
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	25	92.0%	61	49.2%	31	87.1%	N/A

\* 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 mission of Hunter-Kinard-Tyler High School is to prepare students to become successful, productive citizens in a global society and to assist them in reaching their fullest potential by providing a broad and flexible curriculum that incorporates technical experiences in a safe and orderly environment.

Various teaching strategies and resources were used to improve academic performance such as: additional staff were added to lower class size in middle school Social Studies and Science, the Benchmark Testing Program was enhanced by using MAP scores in grades 7-10, curriculum from Anderson School District Five was implemented to provide uniformed school-wide instruction, afterschool tutorial sessions were held in English and Mathematics, enrichment classes were provided for students taking the HSAP and PACT, the Credit Recovery Program assisted students in earning credit for a course in grades 7-12, and Honor Roll celebrations were implemented. Regular review and analysis of data continues to drive instruction.

The Varsity Girls' and Boys' Basketball teams participated in the Upper State Finals and the Girls went to the State "A" Basketball Championships. The school participated in Orangeburg County Community of Character Program. Thirty percent of the graduating senior class participated in Claffin University's Humanities Festival, and three students were awarded scholarships ranging from \$500 to \$2,500 based on their winning essays. Twenty-seven new members were inducted into the National Honor Society. The Student Government continued their Thanksgiving Day Drive by collecting can goods for the needy.

Parents, teachers, students, and the community have an important role in education. Together, we can educate our students to help them become successful, productive members of society. We look forward to our continued partnerships at Hunter-Kinard-Tyler High School, where we are "Promoting Excellence."

Jonathan Francis, Principal

William Ray, School Improvement Council

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	23	34	24
Percent satisfied with learning environment	72.7%	55.9%	63.6%
Percent satisfied with social and physical environment	78.3%	73.5%	70.8%
Percent satisfied with school-home relations	56.5%	73.5%	70.8%

\* 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**

YES

This school met 13 out of 13 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**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
<b>DELAY</b>	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."
<b>HOLD</b>	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 School	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	6.5%	0.0%	No

Abbreviations for Missing Data

**HSAP 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 = 52.3% (Proficient and Advanced)**

All Students	63	100	16.4	49.2	31.1	3.3	54.1	61.1	69.7	Yes	Yes
Male	36	100	11.1	58.3	27.8	2.8	58.3	58.6	64.6	N/A	N/A
Female	27	100	24	36	36	4	48	63.5	74.8	N/A	N/A
White	11	100	30	40	30	0	30	66.7	81.7	I/S	I/S
African American	51	100	13.7	51	31.4	3.9	58.8	56.1	53.6	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.5	I/S	I/S
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	18.2	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	53	100	17.6	54.9	23.5	3.9	51	52	55.1	Yes	Yes

**Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)**

All Students	63	100	13.1	62.3	21.3	3.3	57.4	56.1	67.2	Yes	Yes
Male	36	100	8.3	63.9	25	2.8	58.3	55.9	66.3	N/A	N/A
Female	27	100	20	60	16	4	56	56.3	68	N/A	N/A
White	11	100	20	50	30	0	60	67.1	79.6	I/S	I/S
African American	51	100	11.8	64.7	19.6	3.9	56.9	47.1	49.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	88.9	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	69.5	I/S	I/S
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	15.2	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	53	100	15.7	66.7	13.7	3.9	52.9	47	53.1	Yes	Yes

**Physical Science (End-of-Course Performance by Group)**

All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	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	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	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A
Subsized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

\* 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

## Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
<b>English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)</b>										
All Students	2007	52	96.2	12.2	65.3	14.3	8.2	38.8	59.9	70.7
	2008	63	100	16.4	49.2	31.1	3.3	54.1	61.1	69.7
<b>Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)</b>										
All Students	2007	52	98.1	30.6	30.6	26.5	12.2	51.0	50.5	62.2
	2008	63	100	13.1	62.3	21.3	3.3	57.4	56.1	67.2

Abbreviations for Missing Data

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