



Hunter-Kinard-Tyler High

7066 Norway Road
Neeses, South Carolina

Grades	7-12 Middle School	
Enrollment	327 Students	
Principal	Dr. Jonathan Francis	803-263-4832
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	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	Below Average	Good
2004	Below Average	Good

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

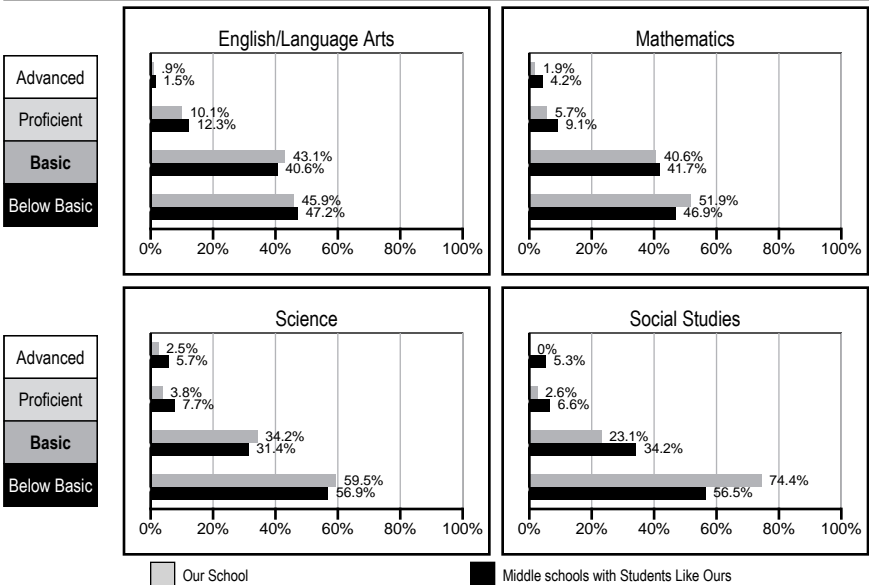
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	3	41

* 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	100.0	87.0
English 1	55.6	83.4
Physical Science	0	35.2
All Subjects	73.3	84.5

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=327)				
Students enrolled in high school credit courses (grades 7 & 8)	4.6%	N/R	11.9%	19.4%
Retention rate	7.5%	Up from 6.7%	2.6%	1.8%
Attendance rate	96.6%	Down from 97.1%	95.2%	95.8%
Eligible for gifted and talented	6.2%	Down from 6.9%	6.9%	15.3%
With disabilities other than speech	10.1%	Down from 13.9%	13.5%	12.9%
Older than usual for grade	11.9%	Up from 8.7%	5.9%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	N/R	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	78.8%	Up from 61.8%	53.8%	55.0%
Continuing contract teachers	36.4%	Down from 64.7%	54.8%	70.6%
Teachers with emergency or provisional certificates	21.9%	Up from 10.0%	18.4%	5.4%
Teachers returning from previous year	75.6%	Down from 75.9%	76.9%	83.4%
Teacher attendance rate	94.8%	Down from 95.4%	94.7%	94.9%
Average teacher salary	\$45,434	Up 3.4%	\$43,315	\$44,706
Professional development days/teacher	13.6 days	N/R	11.7 days	11.8 days
School				
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	16.5 to 1	20.1 to 1
Prime instructional time	89.6%	Down from 89.8%	88.8%	89.3%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	51.3%	N/R	95.8%	98.0%
Character development program	Excellent	N/R	Good	Good
Dollars spent per pupil*	\$13,275	Up 7.4%	\$8,372	\$7,097
Percent of expenditures for instruction*	52.7%	Up from 51.6%	64.4%	64.4%
Percent of expenditures for teacher salaries*	45.8%	Down from 48.0%	57.4%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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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

	Teachers	Students*	Parents*
Number of surveys returned	23	37	24
Percent satisfied with learning environment	72.7%	48.6%	63.6%
Percent satisfied with social and physical environment	78.3%	56.8%	70.8%
Percent satisfied with school-home relations	56.5%	78.4%	70.8%

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

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No Child Left Behind

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

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	6.5%	0.0%	No
Student attendance rate	96.6%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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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	106	100	46	43	11	0	20	34.2	48.2	Yes	Yes
Gender											
Male	65	100	54.8	37.1	8.1	0	12.9	27	41.7	N/A	N/A
Female	41	100	31.6	52.6	15.8	0	31.6	42.3	55	N/A	N/A
Racial/Ethnic Group											
White	12	100	36.4	45.5	18.2	0	36.4	44.9	60	I/S	I/S
African American	92	100	48.3	41.4	10.3	0	17.2	23.4	31.7	Yes	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.5	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	35.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	86	100	50	40.5	9.5	0	15.5	26.9	34	Yes	Yes

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

All Students	106	100	54	41	5	0	9	31.2	45.8	Yes	Yes
Gender											
Male	65	100	51.6	46.8	1.6	0	8.1	30.4	45.6	N/A	N/A
Female	41	100	57.9	31.6	10.5	0	10.5	32.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	12	100	27.3	63.6	9.1	0	9.1	45	59	I/S	I/S
African American	92	100	57.5	37.9	4.6	0	8	17.4	26.9	Yes	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.5	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	86	100	56	40.5	3.6	0	7.1	22.7	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	84	100	59.5	34.2	3.8	2.5	6.3	24.6	35.7	96.3	95.5
Gender											
Male	49	100	57.4	36.2	4.3	2.1	6.4	26	37.4	96	95.2
Female	35	100	62.5	31.3	3.1	3.1	6.3	23	33.8	96.9	95.8
Racial/Ethnic Group											
White	10	I/S	I/S	I/S	I/S	I/S	I/S	37.2	49.2	95	95
African American	73	100	62.3	34.8	2.9	0	2.9	11.7	17	96.5	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	24.9	N/A	94.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	96.9	95.9
Disability Status											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	9.4	14	94.4	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	N/A	94.8
Socio-Economic Status											
Subsided meals	67	100	63.6	31.8	4.5	0	4.5	19	21.1	96.2	95.2
Social Studies											
All Students	82	98.8	74	23.4	2.6	0	2.6	18.9	34	96.3	95.5
Gender											
Male	48	97.9	71.7	26.1	2.2	0	2.2	20.2	36.6	96	95.2
Female	34	100	77.4	19.4	3.2	0	3.2	17.4	31.3	96.9	95.8
Racial/Ethnic Group											
White	9	I/S	I/S	I/S	I/S	I/S	I/S	26.4	44.5	95	95
African American	72	98.6	76.5	20.6	2.9	0	2.9	11.8	19.1	96.5	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	N/A	94.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	96.9	95.9
Disability Status											
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	8.5	14.4	94.4	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	N/A	94.8
Socio-Economic Status											
Subsided meals	67	98.5	78.5	20	1.5	0	1.5	12.1	21	96.2	95.2

* 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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	47	100	39.5	41.9	16.3	2.3	18.6
	8	61	100	62.7	33.9	3.4	0	3.4
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	60	100	50.9	40.4	8.8	0	8.8
	8	46	100	39.5	46.5	14	0	14
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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	47	100	51.2	30.2	16.3	2.3	18.6
	8	61	100	47.5	49.2	1.7	1.7	3.4
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	60	100	52.6	40.4	7	0	7
	8	46	100	55.8	41.9	2.3	0	2.3
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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	47	100	44.2	37.2	14	4.7	18.6
	8	31	100	45.2	29	19.4	6.5	25.8
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	60	100	59.6	38.6	0	1.8	1.8
	8	24	100	59.1	22.7	13.6	4.5	18.2
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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	47	100	60.5	32.6	2.3	4.7	7
	8	30	100	75	21.4	3.6	0	3.6
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	60	100	86	14	0	0	0
	8	22	95.5	40	50	10	0	10

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