



HICKORY TAVERN ELEMENTARY

163 Neely Ferry Road
Gray Court, South Carolina

Grades	PK-5 Elementary School	
Enrollment	436 Students	
Principal	Mary Ann Crouch	864-575-2126
Superintendent	Billy R. Strickland	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Average
2010	Good	Excellent
2009	Good	Excellent
2008	Average	At-Risk
2007	Average	At-Risk

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://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

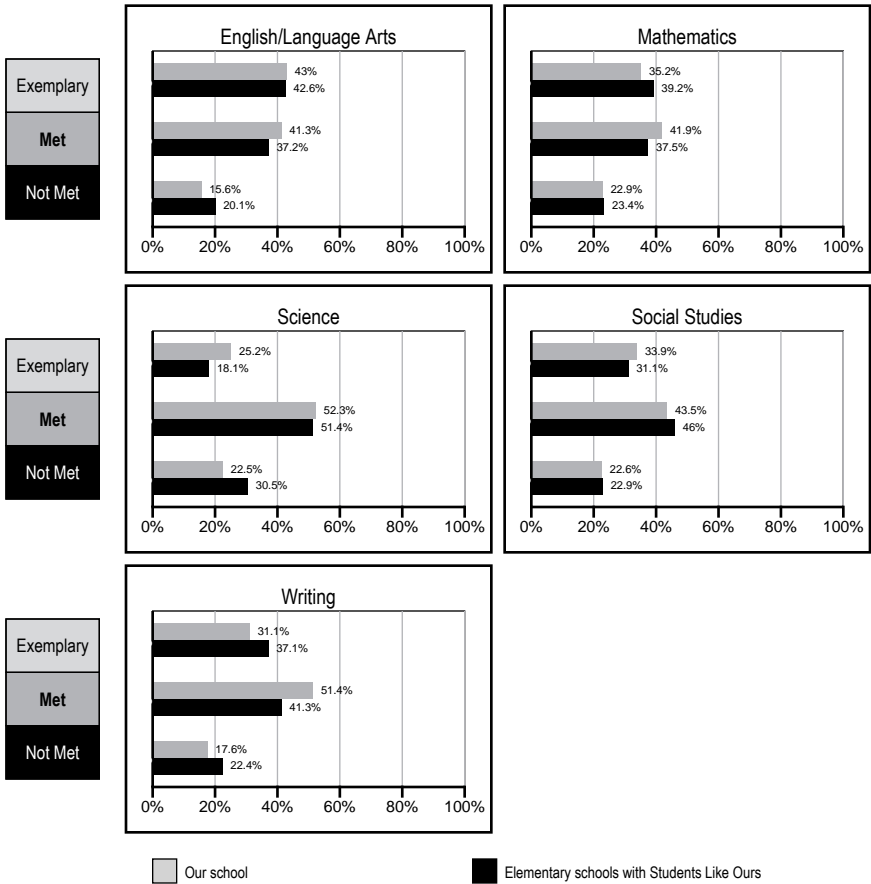
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	34	48	1	0

* Ratings are calculated with data available by 11/09/2011.

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=436)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.0%	Down from 3.5%	1.2%	1.1%
Attendance rate	96.4%	Up from 95.5%	96.1%	96.2%
Served by gifted and talented program	16.5%	Up from 14.2%	14.4%	13.4%
With disabilities other than speech	6.3%	Down from 10.0%	4.8%	4.1%
Older than usual for grade	0.0%	Down from 0.6%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	52.0%	Up from 50.0%	60.9%	62.5%
Continuing contract teachers	96.0%	Up from 95.8%	90.0%	88.2%
Teachers returning from previous year	82.7%	Down from 83.0%	88.5%	87.8%
Teacher attendance rate	92.9%	Down from 93.0%	95.2%	95.2%
Average teacher salary*	\$45,807	Down 3.0%	\$46,510	\$46,773
Professional development days/teacher	17.3 days	Down from 17.5 days	10.3 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Down from 22.0 to 1	20.2 to 1	19.9 to 1
Prime instructional time	88.5%	Up from 87.9%	90.2%	90.4%
Opportunities in the arts	Good	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**	\$6,413	Down 47.4%	\$6,992	\$7,447
Percent of expenditures for instruction**	59.4%	Down from 64.2%	68.3%	68.4%
Percent of expenditures for teacher salaries**	58.2%	Up from 32.8%	65.8%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

"Excellence for Every Child Every Day" describes the atmosphere at Hickory Tavern Elementary School. Our students, parents, and teachers are united in "Sailing Beyond Excellence." The guiding light is our vision which states we will be a school of excellence and equity in educational practices for each learner.

Hickory Tavern Elementary School is a Title I school located in a rural community and proudly serves 442 students in grades 4K to five. Approximately 87% of students are Caucasian and 13% of the student body includes African-American, Hispanic, and other ethnic classifications. The percentage of students receiving federally subsidized meals has increased over the past several years to 57%. Our school offers Creative Curriculum and Montessori classes to allow parents the choice for choosing the child's academic track. Students' individual needs are addressed through Academy Time and Response to Intervention initiatives. The academically gifted and talented program serves 16% of the students. Students in grades three through five have the opportunity to attend a community sponsored program, Released Time, for religious instruction.

For the second consecutive year, Hickory Tavern Elementary School was recognized for Closing the Achievement Gap for historically underperforming students. In addition, we achieved Adequate Yearly Progress in all required descriptors. Also, our school earned the Palmetto Gold distinction which is the highest academic honor recognized by the State Department of Education. Our students' PASS scores surpassed the district and state performance expectations, and our MAP scores continue to show marked growth.

Our continued goal is to ensure that each child is prepared academically, socially, and emotionally for the 21st century. Hickory Tavern Elementary School's strategic plan continues to develop and document the changes and progress our school is making as we work to continuously improve. This plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement and accountability. Our school and district were successful in meeting the requirements established by the AdvancED Accreditation Commission and Board to be accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

The PTO and our Volunteer Program have increased parental and community involvement in school activities which has enhanced school climate. Hickory Tavern Elementary School strives to maintain a rigorous learning environment where students, teachers, parents, and the community work together to share ownership for learning to produce successful lifelong learners and productive citizens.

Mary Ann Crouch, Principal
Stephanie Brownlee, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	69	59
Percent satisfied with learning environment	95.8%	83.8%	86.4%
Percent satisfied with social and physical environment	100.0%	88.4%	86.0%
Percent satisfied with school-home relations	96.0%	94.2%	75.4%

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

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No Child Left Behind

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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	187	100	15.6	41.3	43	88.3	79.7	82.4	Yes	Yes
Gender										
Male	101	100	17.5	38.1	44.3	86.6	76.1	78.7	N/A	N/A
Female	86	100	13.4	45.1	41.5	90.2	83.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	161	100	15.4	41	43.6	88.5	84.9	88.9	Yes	Yes
African American	17	100	17.6	41.2	41.2	82.4	71.8	72.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	70.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	42	100	37.5	40	22.5	65	51.3	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	70	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	108	100	22.1	43.3	34.6	84.6	75.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	187	100	22.9	41.9	35.2	81.6	78.6	81.9	Yes	Yes
Gender										
Male	101	100	23.7	39.2	37.1	78.4	76.8	79.9	N/A	N/A
Female	86	100	22	45.1	32.9	85.4	80.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	161	100	21.2	43.6	35.3	82.7	83.6	88.9	Yes	Yes
African American	17	100	23.5	35.3	41.2	82.4	70.7	71.4	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	70.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	42	100	55	32.5	12.5	55	48.9	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	71.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	108	100	33.7	45.2	21.2	73.1	74.3	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	118	100	22.5	52.3	25.2	77.5	62.4	68.6
Gender								
Male	63	100	18.6	54.2	27.1	81.4	63	68.3
Female	55	100	26.9	50	23.1	73.1	61.9	68.9
Racial/Ethnic Group								
White	100	100	19.8	54.2	26	80.2	73.1	80.7
African American	12	100	33.3	50	16.7	66.7	46.3	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	47.7	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	23	100	61.9	33.3	4.8	38.1	34.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	47.7	60.7
Socio-Economic Status								
Subsidized meals	63	100	32.2	55.9	11.9	67.8	55.6	57.3
Social Studies								
All Students	119	100	22.6	43.5	33.9	77.4	67.7	72.5
Gender								
Male	70	100	16.4	49.3	34.3	83.6	68.3	72
Female	49	100	31.3	35.4	33.3	68.8	66.9	73.1
Racial/Ethnic Group								
White	106	100	20.4	43.7	35.9	79.6	75.2	81
African American	8	I/S	I/S	I/S	I/S	I/S	57.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	50.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	31	100	48.3	31	20.7	51.7	41.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	50	69.7
Socio-Economic Status								
Subsidized meals	77	100	32.4	39.2	28.4	67.6	61.3	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	76	100	17.6	51.4	31.1	82.4	70.2	73.2	96.4	95.8
Gender										
Male	37	100	21.6	48.6	29.7	78.4	61.8	67.2	96.4	95.8
Female	39	100	13.5	54.1	32.4	86.5	79	79.4	96.3	95.9
Racial/Ethnic Group										
White	66	100	16.9	52.3	30.8	83.1	75	81.5	96.3	95.5
African American	6	I/S	I/S	I/S	I/S	I/S	61.8	61.3	96.6	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	98.7	96.7
Hispanic	3	I/S	I/S	I/S	I/S	I/S	61.1	66.7	97.2	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.5
Disability Status										
Disabled	16	100	N/AV	N/AV	N/AV	56.3	28.7	26	95.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.3
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	64.4	65.7	98.3	97.4
Socio-Economic Status										
Subsidized meals	45	100	25	56.8	18.2	75	64.5	63.2	95.7	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	55	100	16	40	44	84
	4	81	100	14.3	36.4	49.4	85.7
	5	59	100	8.6	44.8	46.6	91.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	60	100	12.1	24.1	63.8	87.9
	4	50	100	27.7	55.3	17	72.3
	5	77	100	10.8	45.9	43.2	89.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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						
2010	3	55	100	26	42	32	74
	4	81	100	11.7	46.8	41.6	88.3
	5	59	100	13.8	50	36.2	86.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	60	100	15.5	27.6	56.9	84.5
	4	50	100	27.7	48.9	23.4	72.3
	5	77	100	25.7	48.6	25.7	74.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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						
2010	3	27	100	36	48	16	64
	4	81	100	9.1	61	29.9	90.9
	5	30	100	17.2	58.6	24.1	82.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	30	100	21.4	39.3	39.3	78.6
	4	50	100	27.7	55.3	17	72.3
	5	38	100	16.7	58.3	25	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	28	96.4	20	64	16	80
	4	81	100	10.4	49.4	40.3	89.6
	5	29	100	17.2	44.8	37.9	82.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	30	100	13.3	36.7	50	86.7
	4	50	100	34	55.3	10.6	66
	5	39	100	15.8	34.2	50	84.2
	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
Writing							
2010	3	53	100	32	52	16	68
	4	81	98.8	9.1	40.3	50.6	90.9
	5	60	100	6.8	49.2	44.1	93.2
	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
2011	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	76	100	17.6	51.4	31.1	82.4
	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

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