

## HICKORY TAVERN MIDDLE

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

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	289 Students	
<b>Principal</b>	Russell H. Scott	864-575-4301
<b>Superintendent</b>	Billy R. Strickland	864-984-3568
<b>Board Chair</b>	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
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Good
2009	Average	Average
2008	Below Average	At-Risk
2007	Below 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

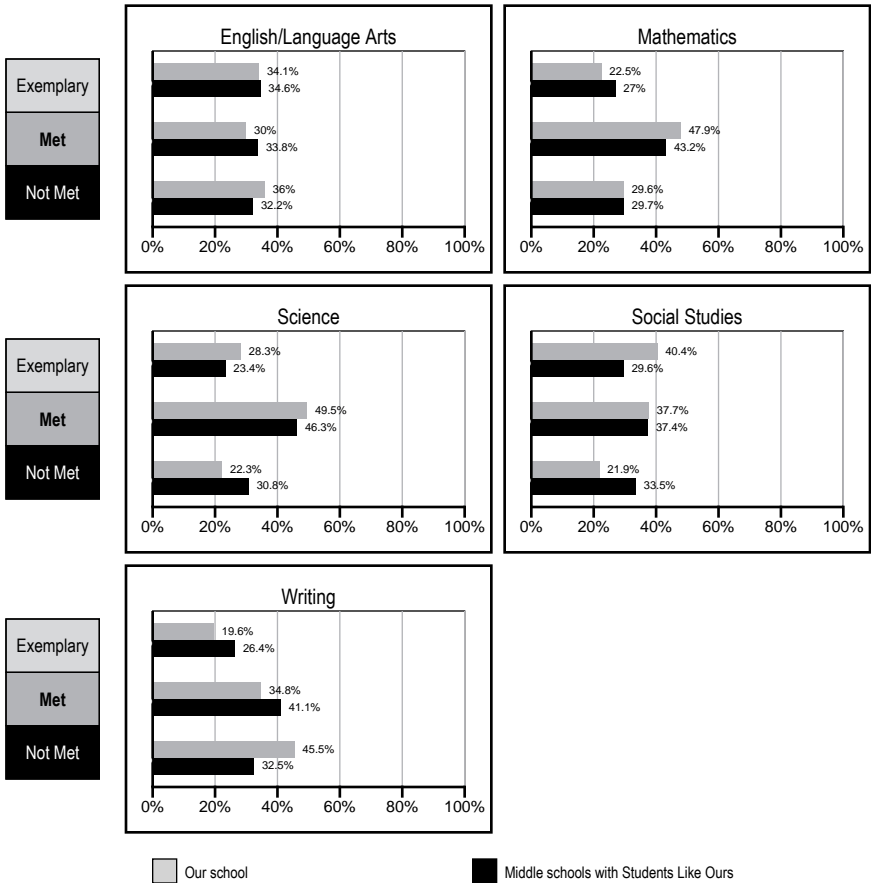
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	11	42	4	0

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

Palmetto Assessment of State Standards (PASS)



\* 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

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

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%	96.7%
English 1	100.0%	96.6%
Biology 1/Applied Biology 2	N/A	86.3%
Physical Science	N/A	99.5%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=289)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	51.3%	Up from 10.3%	25.5%	24.5%
Retention rate	1.1%	Down from 2.3%	1.0%	0.7%
Attendance rate	95.8%	Up from 95.4%	95.7%	95.9%
Served by gifted and talented program	21.4%	Up from 11.2%	18.7%	17.8%
With disabilities other than speech	9.5%	Down from 16.3%	10.1%	9.2%
Older than usual for grade	2.8%	Down from 5.5%	2.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.7%	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=18)</b>				
Teachers with advanced degrees	72.2%	Up from 63.6%	60.5%	60.0%
Continuing contract teachers	72.2%	Up from 59.1%	89.5%	82.6%
Teachers returning from previous year	71.7%	Down from 77.9%	86.2%	85.6%
Teacher attendance rate	93.3%	Down from 96.3%	95.1%	95.3%
Average teacher salary*	\$45,694	Up 3.3%	\$46,149	\$46,300
Professional development days/teacher	7.7 days	Up from 6.9 days	9.4 days	9.9 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	Down from 24.0 to 1	21.6 to 1	21.5 to 1
Prime instructional time	88.5%	Down from 91.1%	89.6%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.7%	Down from 97.9%	97.6%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$6,049	Down 5.2%	\$7,484	\$7,634
Percent of expenditures for instruction**	72.7%	Up from 64.8%	64.0%	64.0%
Percent of expenditures for teacher salaries**	68.8%	Up from 59.4%	61.5%	61.2%

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

\*\* 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 rich in tradition that serves grades six through eight. The school is a strong element in the community and receives very good support. We promote an educational program that serves all students as individuals.

Hickory Tavern Middle School continues to work to improve our educational progress. The State Department of Education awarded Hickory Tavern Middle a Silver Award for improvements for 2010. We continue to improve our technology resources for teachers and students. We are a data driven school and use Measures of Academic Progress (MAP) three times each year to monitor progress and adjust instruction.

This year we met 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. This process helped guide the alignment of our Strategic Plan and steers us as we strive for continuous improvement.

Hickory Tavern Middle School continues to boast a student body that is dedicated to helping the community and those less fortunate. We raised over \$4000 for Relay for Life and also provided Christmas gifts for ten families and Thanksgiving dinner for six families. Our students also collected canned food items for local food banks. We continue to provide service learning and other work related experiences through the Career Education class.

Hickory Tavern Middle School and the School Improvement Council/Schoolwide Planning Team work to establish and maintain partnerships between the school and community. Opportunities to involve the community include grade level open house nights, parent volunteer training, awards day programs, a yearly career fair, Veteran’s Day program, and National Junior Honor Society program. The related arts program provides opportunities for students to enrich and expand their abilities in fine arts.

Hickory Tavern Middle School is committed to providing a quality education and nurturing environment for all students. We are committed to addressing our students’ individual needs and to supporting their growth and development. Through our efforts we strive to provide a system of excellence and equity in educational practices for each learner.

Russell Scott, Principal  
 Carolyn Koon, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	105	53
Percent satisfied with learning environment	100.0%	83.7%	84.9%
Percent satisfied with social and physical environment	100.0%	81.7%	86.8%
Percent satisfied with school-home relations	73.3%	86.5%	79.2%

\* 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

NO

This school met 13 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

<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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<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 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	95.8%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

**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	282	100	36	30	34.1	76	79.7	82.4	No	Yes
<b>Gender</b>										
Male	149	100	42	30.1	28	71.3	76.1	78.7	N/A	N/A
Female	133	100	29	29.8	41.1	81.5	83.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	245	100	32.8	30.2	37.1	76.7	84.9	88.9	Yes	Yes
African American	32	100	63.3	23.3	13.3	66.7	71.8	72.9	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	5	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
<b>Disability Status</b>										
Disabled	43	100	61.9	16.7	21.4	52.4	51.3	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	70	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	169	100	42.4	31.6	25.9	72.8	75.6	75.4	No	Yes

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

All Students	282	100	29.6	47.9	22.5	82	78.6	81.9	Yes	Yes
<b>Gender</b>										
Male	149	100	32.2	46.9	21	76.9	76.8	79.9	N/A	N/A
Female	133	100	26.6	49.2	24.2	87.9	80.6	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	245	100	24.6	50.4	25	85.3	83.6	88.9	Yes	Yes
African American	32	100	63.3	33.3	3.3	56.7	70.7	71.4	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	5	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
<b>Disability Status</b>										
Disabled	43	100	42.9	52.4	4.8	66.7	48.9	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	71.9	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	169	100	35.4	46.2	18.4	76.6	74.3	74.9	No	Yes

\* 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

**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
<b>Science</b>								
All Students	193	100	22.3	49.5	28.3	77.7	62.4	68.6
<b>Gender</b>								
Male	104	100	23.3	45.6	31.1	76.7	63	68.3
Female	89	100	21	54.3	24.7	79	61.9	68.9
<b>Racial/Ethnic Group</b>								
White	167	100	19.5	49.7	30.8	80.5	73.1	80.7
African American	23	100	40.9	50	9.1	59.1	46.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	3	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
<b>Disability Status</b>								
Disabled	28	100	50	35.7	14.3	50	34.3	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	47.7	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	119	100	33	44.6	22.3	67	55.6	57.3
<b>Social Studies</b>								
All Students	194	100	21.9	37.7	40.4	78.1	67.7	72.5
<b>Gender</b>								
Male	98	100	21.5	37.6	40.9	78.5	68.3	72
Female	96	100	22.2	37.8	40	77.8	66.9	73.1
<b>Racial/Ethnic Group</b>								
White	166	100	22.9	35	42	77.1	75.2	81
African American	23	100	19	52.4	28.6	81	57.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	5	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
<b>Disability Status</b>								
Disabled	31	100	46.7	33.3	20	53.3	41.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	50	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	115	100	24.1	40.7	35.2	75.9	61.3	62.9

Abbreviations for Missing Data

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

**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
<b>Writing</b>										
All Students	119	100	45.5	34.8	19.6	54.5	70.2	73.2	95.8	95.8
<b>Gender</b>										
Male	66	100	53.2	37.1	9.7	46.8	61.8	67.2	95.9	95.8
Female	53	100	36	32	32	64	79	79.4	95.8	95.9
<b>Racial/Ethnic Group</b>										
White	105	100	41.8	35.7	22.4	58.2	75	81.5	95.6	95.5
African American	13	100	N/AV	N/AV	N/AV	30.8	61.8	61.3	96.7	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	96.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	61.1	66.7	98.9	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
<b>Disability Status</b>										
Disabled	20	100	N/AV	N/AV	N/AV	26.3	28.7	26	95.5	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.3
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	64.4	65.7	99	97.4
<b>Socio-Economic Status</b>										
Subsidized meals	72	100	53	37.9	9.1	47	64.5	63.2	95.3	95.5

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	83	100	23.5	38.3	38.3	76.5
	7	122	100	34.7	31.4	33.9	65.3
	8	98	100	33.3	30.1	36.6	66.7
<b>2011</b>	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	60	100	19.6	35.7	44.6	80.4
	7	105	100	32	30	38	68
	8	117	100	47.7	27	25.2	52.3
<b>Mathematics</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	83	100	21	58	21	79
	7	122	99.2	33.3	42.7	23.9	66.7
	8	98	100	29	50.5	20.4	71
<b>2011</b>	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	60	100	19.6	51.8	28.6	80.4
	7	105	100	24	49	27	76
	8	117	100	39.6	45	15.3	60.4
<b>Science</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	42	100	31.7	43.9	24.4	68.3
	7	122	100	33.9	54.2	11.9	66.1
	8	48	100	29.8	25.5	44.7	70.2
<b>2011</b>	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	30	100	20.7	55.2	24.1	79.3
	7	105	100	19	59	22	81
	8	58	100	29.1	29.1	41.8	70.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	41	100	12.5	57.5	30	87.5
	7	122	99.2	40.2	30.8	29.1	59.8
	8	50	100	28.3	41.3	30.4	71.7
<b>2011</b>	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	30	100	11.1	55.6	33.3	88.9
	7	105	100	20	31	49	80
	8	59	100	30.4	41.1	28.6	69.6
<b>Writing</b>							
<b>2010</b>	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	83	100	18.5	49.4	32.1	81.5
	7	125	99.2	39.7	41.3	19	60.3
	8	98	100	25.5	46.8	27.7	74.5
<b>2011</b>	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	N/A	N/AV	N/A	N/A	N/A	N/A
	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	119	100	45.5	34.8	19.6	54.5

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