



HUNTER-KINARD-TYLER SCHOOL

7066 Norway Road
Neeses, South Carolina

Grades	PK-12 Middle School	
Enrollment	655 Students	
Principal	Mr. Hezekiah Massey, III	803-263-4832
Superintendent	Brenda Turner	803-534-8081
Board Chair	Mr. Aaron Rudd	803-534-8081

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	At-Risk	Below Average
2010	At-Risk	Below Average
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	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 MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	19	30	21

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

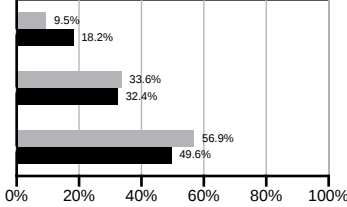
Palmetto Assessment of State Standards (PASS)

Exemplary

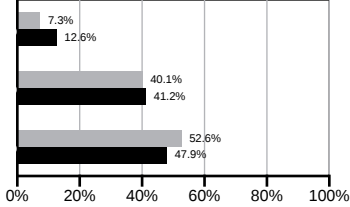
Met

Not Met

English/Language Arts



Mathematics

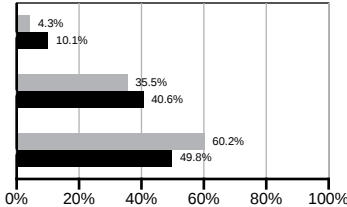


Exemplary

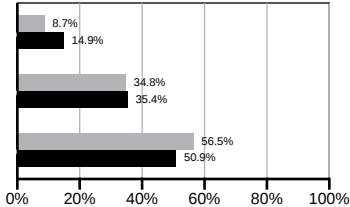
Met

Not Met

Science



Social Studies

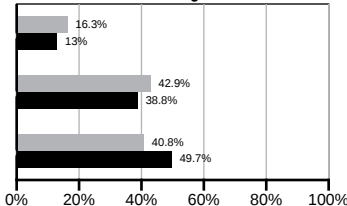


Exemplary

Met

Not Met

Writing



Our school



Middle schools with Students Like Ours

* 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%	89.9%
English 1	100.0%	87.9%
Biology 1/Applied Biology 2	N/A	46.0%
Physical Science	N/A	13.4%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	89.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=655)				
Students enrolled in high school credit courses (grades 7 & 8)	13.3%	Down from 14.7%	13.9%	24.5%
Retention rate	1.9%	Down from 2.6%	1.0%	0.7%
Attendance rate	99.6%	Up from 94.5%	95.4%	95.9%
Served by gifted and talented program	4.1%	Up from 2.7%	7.2%	17.8%
With disabilities other than speech	4.3%	Down from 12.7%	10.9%	9.2%
Older than usual for grade	4.0%	Down from 11.3%	2.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.4%	Up from 0.6%	0.4%	0.4%
Annual dropout rate	0.0%	Down from 0.9%	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	60.0%	Up from 59.3%	58.3%	60.0%
Continuing contract teachers	66.0%	Up from 55.6%	69.0%	82.6%
Teachers returning from previous year	70.9%	Down from 72.3%	80.2%	85.6%
Teacher attendance rate	95.3%	Up from 91.7%	95.3%	95.3%
Average teacher salary*	\$45,672	Up 1.9%	\$44,142	\$46,300
Professional development days/teacher	8.4 days	Down from 9.2 days	10.6 days	9.9 days
School				
Principal's years at school	1.0	Up from 0.0	3.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 23.6 to 1	19.0 to 1	21.5 to 1
Prime instructional time	93.4%	Up from 82.5%	89.3%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.5%	Up from 66.9%	97.3%	98.1%
Character development program	Good	Up from Below Average	Good	Good
Dollars spent per pupil**	\$11,810	Down 18.2%	\$9,685	\$7,634
Percent of expenditures for instruction**	45.1%	Down from 51.8%	61.6%	64.0%
Percent of expenditures for teacher salaries**	42.6%	Down from 45.4%	56.3%	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

The 2010-11 school year was a memorable one at Hunter-Kinard-Tyler School (HKT). Our vision is to make HKT - A School of Choice! We are exceptionally proud of our students, faculty, and staff as they worked diligently to combine HKT Elementary and HKT Middle/High into one cohesive school. We are upholding our duty as outlined in the Educational Accountability Act to notify the community of the outstanding initiatives we have at Hunter-Kinard-Tyler School.

HKT is situated in a rural setting in an agricultural-based community. Our student population is close to 90% free and reduced lunch. The school serves the communities of Norway, Neeses, and Springfield. HKT worked with our Parenting Coordinator to host monthly family night activities, a Breakfast Book Club for parents of our 4 year old students, and a Parent Power Hour. The cooperation and interaction between our community and school has served to enhance our educational programs. HKT Elementary received the Red Carpet Award last year and we continue to uphold the tenets of that award. HKT High School received the Palmetto Gold Award for closing the achievement gap.

Our academic focus for the year was "Literacy in the Classroom". The Academy of Reading, a computer literacy program based on brain research that helps children learn the skills needed to be fluent readers, was made available to targeted students. Teachers participated in several Balanced Literacy courses offered at our school. Ten HKT elementary, middle and high school teachers participated in the Literacy in the Content Area Team (LCAT) Grant which featured learning activities that teachers in all content areas could utilize in their classrooms.

To accomplish our goal of having our students become successful productive citizens, our curriculum includes an honors program; HSAP, Pass, and SAT prep courses, MGM, Jump Start, occupational, virtual, credit recovery, and a Middle College Program through OC Technical College. The Arts program continues to provide creative outlets for our students; performing concerts, musicals, and drama productions. Seven of our elementary students received invitations to participate in the Summer Gifted and Talented Arts program. We are an inclusion school, where targeted students are given individual assistance as needed. Our sports teams continue to instill leadership and character skills necessary to be good citizens. The members of the National Honor Society, and the Junior BETA Club provided funds to the Boys and Girls Club of Orangeburg, the American Red Cross, and the Leukemia and Lymphoma Society.

Members of the HKT family that support our students are the guidance department, Instructional Facilitator, Academic Coach, Curriculum Coordinator, PBIS Coordinator, and athletic coaches.

Hunter-Kinard-Tyler School's administration, faculty, and staff, along with School Improvement Council, will continue to look for innovative ways to improve academic achievement. We actively solicit and welcome your support in this effort.

Hezekiah Massey III, Principal
Patricia Dangerfield, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

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School Adequate Yearly Progress	NO
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This school met 9 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	R
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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	2.3%		4.4%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.3%	0.0%	No
Student attendance rate	99.6%	94.0%**	Yes

* Or greater than last year

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	305	99.3	57.4	30.9	11.7	58.5	70.3	82.4	No	Yes
Gender										
Male	134	99.3	61.7	26.7	11.7	55	67.1	78.7	N/A	N/A
Female	171	99.4	54.3	34	11.7	61.1	73.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	58	98.3	32.7	49	18.4	79.6	79.2	88.9	Yes	Yes
African American	239	99.6	62.4	27	10.6	54	61.1	72.9	No	Yes
Asian/Pacific Islander	1	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	61.1	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	29	96.6	N/AV	N/AV	N/AV	21.4	38.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	60.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	262	99.2	61	28.9	10	55.8	65.6	75.4	No	Yes

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

All Students	305	99.3	58.5	35.8	5.7	58.9	71.7	81.9	No	Yes
Gender										
Male	134	99.3	61.7	31.7	6.7	55	71.2	79.9	N/A	N/A
Female	171	99.4	56.2	38.9	4.9	61.7	72.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	58	98.3	42.9	42.9	14.3	71.4	81.1	88.9	No	Yes
African American	239	99.6	61.1	35	4	56.6	62.1	71.4	No	Yes
Asian/Pacific Islander	1	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	58.3	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	29	96.6	N/AV	N/AV	N/AV	14.3	37.6	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	56.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	262	99.2	61	34.1	4.8	55.8	66.1	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	212	98.6	70.1	27.3	2.6	29.9	55	68.6
Gender								
Male	93	97.9	63.4	30.5	6.1	36.6	58	68.3
Female	119	99.2	N/AV	N/AV	N/AV	25	51.8	68.9
Racial/Ethnic Group								
White	36	97.2	50	40	10	50	69.8	80.7
African American	168	98.8	73.9	24.8	1.3	26.1	40.6	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	39.1	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	91.3	90.5	4.8	4.8	9.5	27.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	35.7	60.7
Socio-Economic Status								
Subsidized meals	184	98.9	71.3	26.4	2.3	28.7	48.1	57.3

Social Studies								
All Students	205	99	60.4	33.2	6.4	39.6	60.9	72.5
Gender								
Male	98	99	60.2	30.7	9.1	39.8	61.6	72
Female	107	99.1	60.6	35.4	4	39.4	60.1	73.1
Racial/Ethnic Group								
White	37	97.3	53.3	33.3	13.3	46.7	70.3	81
African American	163	99.4	62.1	32.7	5.2	37.9	50.5	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	55	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	19	94.7	N/AV	N/AV	N/AV	5.6	34.7	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	56.3	69.7
Socio-Economic Status								
Subsidized meals	172	98.8	62.6	33.1	4.3	37.4	56	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
Writing										
All Students	95	100	43.5	40.2	16.3	56.5	56.6	73.2	99.5	95.8
Gender										
Male	35	100	40.6	37.5	21.9	59.4	55.6	67.2	99.5	95.4
Female	60	100	45	41.7	13.3	55	57.6	79.4	99.6	96.2
Racial/Ethnic Group										
White	21	100	30	45	25	70	65.5	81.5	99.2	95
African American	74	100	47.2	38.9	13.9	52.8	47.4	61.3	99.6	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.9	94.8
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	36.4	66.7	98.4	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97.1
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	4.2	26	98.8	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	99.9	96.7
Socio-Economic Status										
Subsidized meals	81	100	47.4	42.3	10.3	52.6	50.8	63.2	99.5	95.8

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
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English/Language Arts

2010	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	0	N/A	N/A	N/A	N/A	N/A
	7	60	100	52.6	24.6	22.8	47.4
	8	46	100	66.7	23.8	9.5	33.3
2011	3	54	100	67.3	14.3	18.4	32.7
	4	58	96.6	55.8	30.8	13.5	44.2
	5	43	100	51.2	39.5	9.3	48.8
	6	45	100	57.1	28.6	14.3	42.9
	7	54	100	64.6	29.2	6.3	35.4
	8	51	100	47.9	43.8	8.3	52.1

Mathematics

2010	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	0	N/A	N/A	N/A	N/A	N/A
	7	60	100	61.4	35.1	3.5	38.6
	8	46	100	47.6	42.9	9.5	52.4
2011	3	54	100	65.3	30.6	4.1	34.7
	4	58	96.6	71.2	25	3.8	28.8
	5	43	100	55.8	39.5	4.7	44.2
	6	45	100	64.3	33.3	2.4	35.7
	7	54	100	56.3	37.5	6.3	43.8
	8	51	100	37.5	50	12.5	62.5

Science

2010	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	0	N/A	N/A	N/A	N/A	N/A
	7	60	100	52.6	40.4	7	47.4
	8	24	95.8	N/A	N/A	N/A	28.6
2011	3	28	96.4	N/AV	N/AV	N/AV	12
	4	58	96.6	N/AV	N/AV	N/AV	21.2
	5	23	100	N/AV	N/AV	N/AV	26.1
	6	24	100	69.6	26.1	4.3	30.4
	7	54	100	52.1	43.8	4.2	47.9
	8	25	100	65.2	26.1	8.7	34.8

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
Social Studies							
2010	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	0	N/A	N/A	N/A	N/A	N/A
	7	60	100	77.2	19.3	3.5	22.8
	8	22	95.5	55	35	10	45
2011	3	26	100	N/AV	N/AV	N/AV	4.3
	4	58	96.6	55.8	40.4	3.8	44.2
	5	20	100	50	40	10	50
	6	21	100	N/AV	N/AV	N/AV	47.4
	7	54	100	66.7	25	8.3	33.3
	8	26	100	40	44	16	60
Writing							
2010	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	60	98.3	50	37.5	12.5	50
	8	47	100	53.5	44.2	2.3	46.5
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	43	100	46.5	37.2	16.3	53.5
	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	52	100	40.8	42.9	16.3	59.2

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