



Hunter-Kinard-Tyler Elementary School

7066 Norway Rd
Neeses, SC 29107

Grades	PK-6 Elementary School	
Enrollment	295 Students	
Principal	Francina Gerald	803-263-4441
Superintendent	Brenda Turner	803-534-8081
Board Chair	Peggy Tyler	803-534-8081

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	At-Risk	Excellent
2012	At-Risk	At-Risk
2011	N/A	N/A
2010	N/A	N/A
2009	N/A	N/A

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://www.eoc.sc.gov>

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

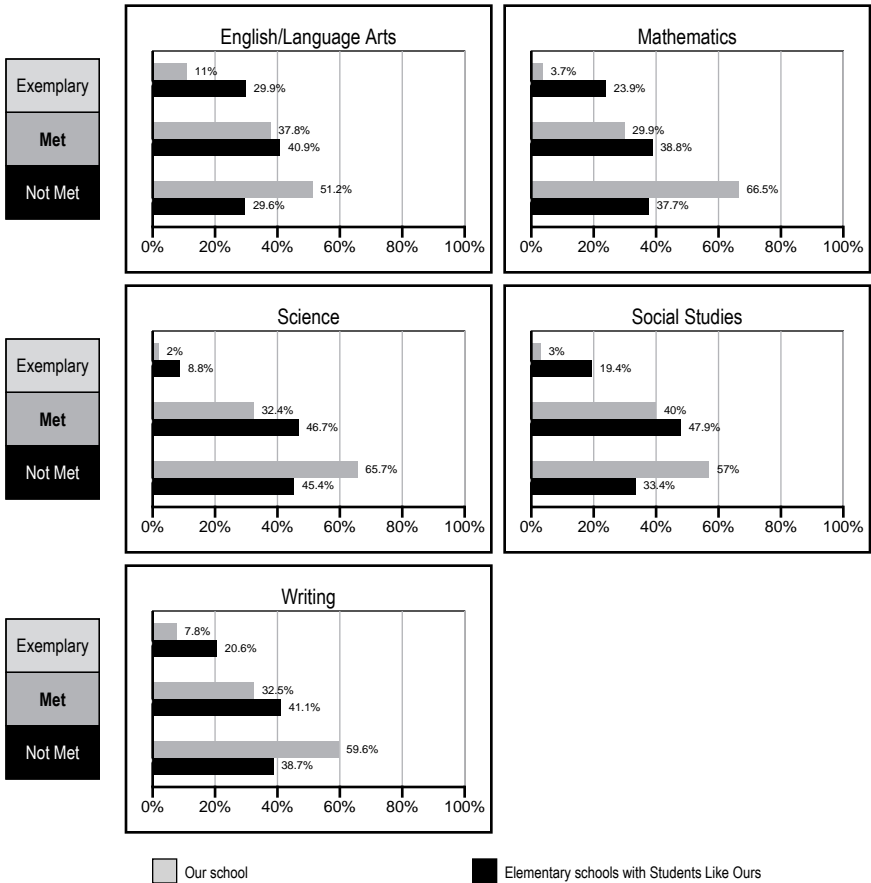
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	14	122	40	13

* Ratings are calculated with data available by 12/14/2013.

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=295)				
First graders who attended full-day kindergarten	100.0%	N/R	100.0%	100.0%
Retention rate	2.0%	Up from 0.0%	1.1%	0.9%
Attendance rate	96.2%	Down from 96.6%	95.9%	96.3%
Served by gifted and talented program	0.9%	N/A	3.3%	7.2%
With disabilities	16.1%	N/A	13.6%	12.4%
Older than usual for grade	3.3%	N/A	2.8%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	N/R	0.0%	0.0%
Teachers (n=21)				
Teachers with advanced degrees	61.9%	Up from 58.3%	60.6%	62.5%
Continuing contract teachers	85.7%	Up from 79.2%	77.8%	83.3%
Teachers returning from previous year	N/A	N/A	85.1%	88.3%
Teacher attendance rate	93.4%	Up from 92.8%	94.8%	95.0%
Average teacher salary*	\$47,792	Up 2.9%	\$46,380	\$48,193
Professional development days/teacher	11.4 days	Up from 3.1 days	10.5 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	N/R	18.4 to 1	20.1 to 1
Prime instructional time	87.6%	Up from 87.0%	89.5%	90.0%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.2%	N/R	100.0%	100.0%
Character development program	Good	N/R	Excellent	Excellent
Dollars spent per pupil**	\$5,847	N/A	\$8,013	\$7,364
Percent of expenditures for instruction**	84.0%	N/A	68.0%	68.0%
Percent of expenditures for teacher salaries**	78.0%	N/A	64.0%	66.0%

* 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

The 2012-13 school year was an exciting year at Hunter-Kinard-Tyler Elementary School. Our theme is to HKT Elementary... "Where We Are Building Strong Foundations". We are very proud of the hard work of our students, faculty and staff this year as there have been several notable improvements. We are continuing to uphold our duty as outlined in the Educational Accountability Act to notify the community of the outstanding initiatives we have implemented at Hunter-Kinard-Tyler Elementary School.

HKTE 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. HKTE worked with our Parenting Coordinator to host 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. Ministers' Breakfast, Church Visits and the development of a Student-Led School Newspaper were a few of the initiatives that came about as a result of community and school collaboration.

Our academic focus was on training and implementation of Response to Intervention (RTI) in both reading and math. Several programs were used to provide Tier II and Tier III intervention for students. Wilson Foundations is based upon the Wilson Reading System® principles and serves as a prevention and intervention program to help reduce reading and spelling failure. HKTE fully implemented Foundations from 4K-2nd grades. During the 2013-2014 school year, Wilson Foundations will be fully implemented in 3rd grade.

Number Worlds was used as a supplement in math in grades 3-6 for struggling students. Number Worlds is an intensive intervention program that focuses on students who are one or more grade levels behind in elementary mathematics. Voyager -V-Math was used in 6th grade, along with Number Worlds, and TouchMath was made available to teachers in Kindergarten and 1st grade. The Sourcebook for Reading and Writing was used to provide intervention for Tier II and Tier III students in the area of ELA. Support was also provided for those students who demonstrated academic strengths using Michael Clay Thompson's Vocabulary Series along with the Gifted Curriculum from William and Mary. This provided these students an opportunity for acceleration and enrichment.

SCE&G and The SC Chamber of Commerce supported HKTE in providing a Homework Center for 2nd through 6th graders after school. Students were selected based on MAP and PASS scores. Students who received a Not Met on PASS but came close to receiving a Met and those who were close to grade level, as indicated by Fall MAP scores, were invited to the program. Students met with certified teachers for three days a week for two and a half hours each day. Students received assistance with homework, and time was provided for students to work through their own personal learning paths using Odyssey Compass Learning.

Members of the HKTE family who continue to support our students are members of the guidance department, Literacy and Math Interventionists and the PBIS Coordinator. Hunter-Kinard-Tyler Elementary School's administration, faculty and staff, along with the School Improvement Council, will continue to look for innovative ways to improve academic achievement. We welcome your support in this effort.

Francina Gerald, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	48	26
Percent satisfied with learning environment	66.7%	77.1%	76.9%
Percent satisfied with social and physical environment	72.7%	91.5%	80.8%
Percent satisfied with school-home relations	50%	87.5%	73.1%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	38.7
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Hunter-Kinard-Tyler Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.2%	0.0%	No
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	616.2	600.6	576.7	590.8	99.4	99.4
Male	614.6	599.6	575.2	590.4	98.7	98.7
Female	617.2	601.3	577.6	591.0	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	610.0	596.5	570.2	590.5	100.0	100.0
Asian/Pacific Islander	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
American Indian/Alaskan	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
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	612.2	596.9	573.0	588.1	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0
Grades 6-8						
All Students	625.9	602.4	582.6	616.1	99.4	99.4
Male	N/A	N/A	N/A	N/A	98.7	98.7
Female	N/A	N/A	N/A	N/A	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	622.1	597.7	579.3	614.1	100.0	100.0
Asian/Pacific Islander	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
American Indian/Alaskan	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
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	625.0	601.0	582.0	617.5	100.0	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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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							
2012	3	44	100	73.8	9.5	16.7	26.2
	4	51	98	60	35.6	4.4	40
	5	58	98.3	62.3	32.1	5.7	37.7
	6	45	100	51.2	31.7	17.1	48.8
	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
2013	3	36	100	47.1	29.4	23.5	52.9
	4	43	100	65.8	28.9	5.3	34.2
	5	47	97.9	53.5	39.5	7	46.5
	6	54	100	39.2	49	11.8	60.8
	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							
2012	3	44	100	73.8	23.8	2.4	26.2
	4	51	98	N/AV	N/AV	N/AV	28.9
	5	58	98.3	67.9	26.4	5.7	32.1
	6	45	100	48.8	43.9	7.3	51.2
	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
2013	3	36	100	70.6	23.5	5.9	29.4
	4	43	100	52.6	42.1	5.3	47.4
	5	47	97.9	74.4	23.3	2.3	25.6
	6	54	100	64.7	29.4	5.9	35.3
	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							
2012	3	22	100	N/AV	N/AV	N/AV	19
	4	51	98	68.9	28.9	2.2	31.1
	5	30	100	71.4	25	3.6	28.6
	6	23	95.7	N/AV	N/AV	N/AV	55
	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
2013	3	18	94.4	N/AV	N/AV	N/AV	29.4
	4	43	100	63.2	31.6	5.3	36.8
	5	24	100	N/AV	N/AV	N/AV	40.9
	6	28	100	N/AV	N/AV	N/AV	30.8
	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

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							
2012	3	22	100	N/AV	N/AV	N/AV	33.3
	4	51	98	N/AV	N/AV	N/AV	40
	5	27	100	80	16	4	20
	6	22	100	N/AV	N/AV	N/AV	71.4
	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
2013	3	18	100	58.8	35.3	5.9	41.2
	4	43	100	N/AV	N/AV	N/AV	39.5
	5	22	100	81	14.3	4.8	19
	6	26	100	28	68	4	72
	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							
2012	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	59	98.3	53.7	37	9.3	46.3
	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
2013	3	35	97.1	63.6	27.3	9.1	36.4
	4	45	93.3	60.5	31.6	7.9	39.5
	5	46	89.1	N/AV	N/AV	N/AV	35.9
	6	55	98.2	49	37.3	13.7	51
	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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