

# Hunter-Kinard-Tyler Elementary School

7066 Norway Rd  
Neeses, SC 29107



# South Carolina State Report Card

State and federal laws require public schools to release report cards to the public each year. This year, the report card has been updated to reflect changes in reporting directed by the SC Education Oversight Committee. Schools will not be rated for state accountability purposes until Fall 2017 when the state will transition to a single accountability system. The following reports student performance in school year 2014-15.

<b>Grades:</b>	PK-6 Elementary	<b>Principal:</b>	Francina Gerald
<b>Enrollment:</b>	324 students	<b>Superintendent:</b>	Dr. Tim Newman
<b>School Phone:</b>	803-263-4441	<b>Board Chair:</b>	Peggy Tyler
<b>School Website:</b>	<a href="http://hkte.orangeburg4.schoolfusion.us/?sessionid=be3ce947861661bbd2258e4fd282fdfe&amp;t">http://hkte.orangeburg4.schoolfusion.us/?sessionid=be3ce947861661bbd2258e4fd282fdfe&amp;t</a>		



## Profile of the SC Graduate

### World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences\*

### World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

### Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

\* 21st Century core courses in Social Sciences include History, Geography, Economics, Government and Civics.

## WORLD CLASS SKILLS & LIFE AND CAREER CHARACTERISTICS

*Our school is helping all students develop the world class skills and life and career characteristics of the Profile of the Graduate by ...*

Hunter-Kinard-Tyler Elementary School is helping all students develop the world class skills and life and career characteristics of the Profile of the South Carolina Graduate by providing a safe, caring, and academically challenging learning environment. We provide such an environment through the implementation of our school theme: "Excellence Everyday...NO EXCUSES". We demonstrate this vision by challenging our students with best practices to reach their full potential and by the continuous professional development of our teachers.

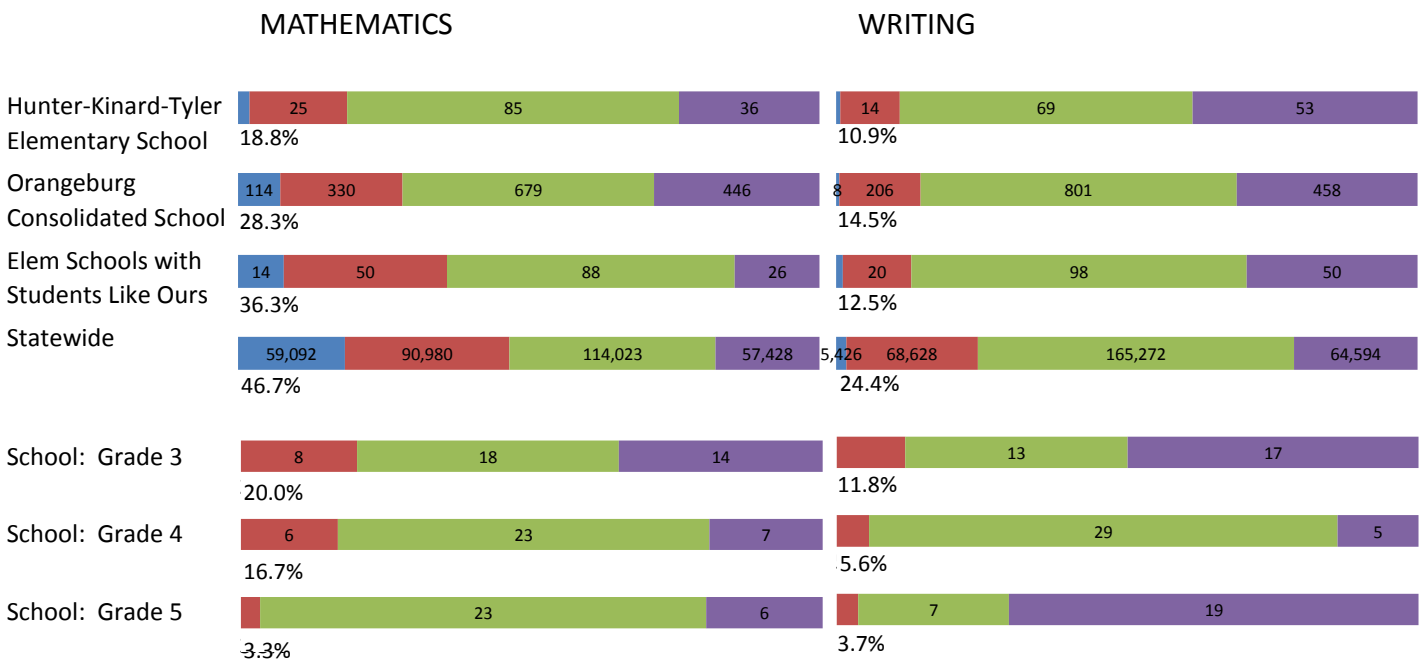
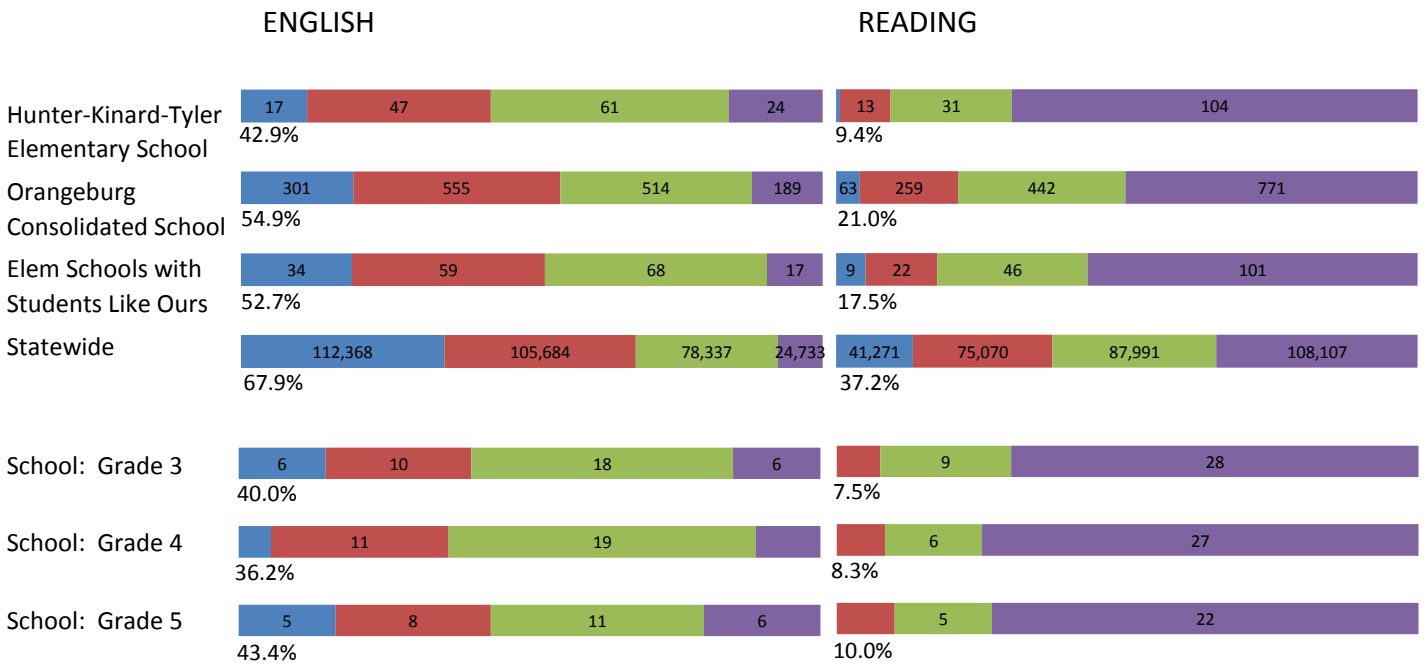
Our teachers are always seeking to learn new and effective ways to reach our students. As such, all HKTE teachers were provided a great deal of professional development in order to continue with the successful implementation of Explicit Direct Instruction, a research based, scientifically validated instructional framework, designed to effectively teach all students, in all grades, grade level content. ELA teachers participated in a summer course provided by Spalding Education International called Multisensory Instruction of Language Arts, Part 1. Several teachers attended workshops and conferences outside of school professional development. Response to Intervention (RTI) in both reading and math also continued to be a focus.

At Hunter-Kinard-Tyler Elementary School we also have various programs outside the academic world to focus on the development of the whole child. School-wide we have focused on helping our students to become leaders in whatever position in life they may currently occupy, whether it is as a student, friend, daughter or son or sibling. These skills will help to ensure success in life. This year we continued to use the Positive Behavior Interventions and Support (PBIS) program. We also employed a Leadership/Teacher Coach, who was responsible for providing professional development for teachers, as well as, instruction for students in the area of leadership. Additionally, our 4th-6th grade students had the opportunity to participate in mentoring programs after school. 'Boyz to Gents' has a focus of teaching life skills to boys while 'MGC4L' focused on life skills for the girls. Our guidance counselor taught monthly classroom guidance lessons using a College and Career Readiness Guidance Curriculum. Our newly employed Excellence Facilitator worked with students who needed assistance in making good behavioral decisions.

At Hunter-Kinard-Tyler Elementary we believe the school, family, and community must share the educational responsibility of our young. Thank you for all of your support in helping in the development of our future South Carolina graduates and world leaders! Ms. Almada Holiday, Chair of the School Improvement Council  
Ms. Francina Gerald, Principal

**KNOWLEDGE**

The ACT Aspire assessment was given to students in grades 3-8 in Spring 2015. Students were assessed in the subject areas of Reading, English, Mathematics and Writing



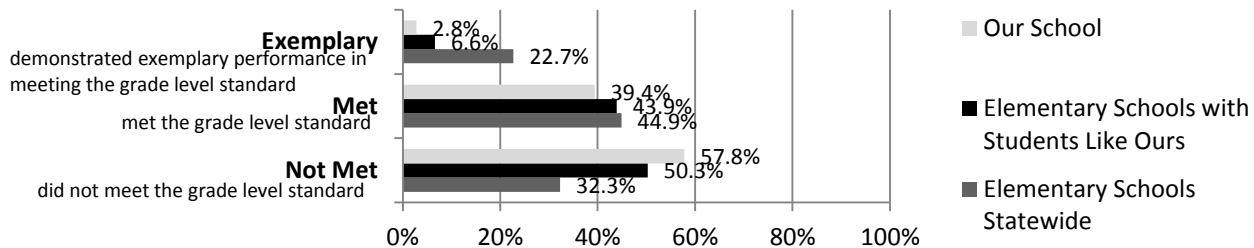
Abbreviations for Missing Data

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

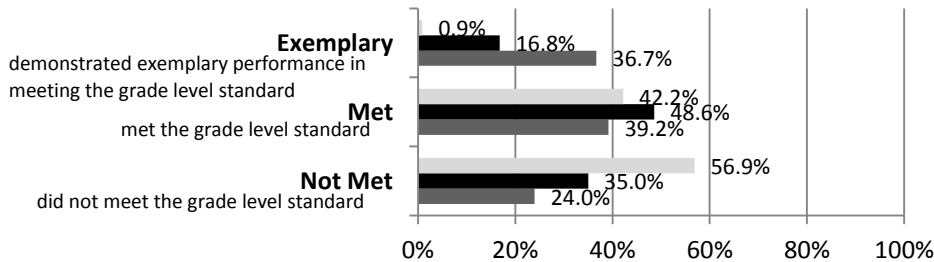
**KNOWLEDGE**

The SC Palmetto Assessment of State Standards (SCPASS) was given to students in grades 4 - 8 in Spring 2015. Students were assessed in the subject areas of Science and Social Studies.

**Science**



**Social Studies**



Science SCPASS	
Our School: Percent Met and Above for each grade level	
4th grade	5th grade
58.3	20.0
Social Studies SCPASS	
Our School: Percent Met and Above for each grade level	
4th grade	5th grade
69.4	13.3

Note: Results include SC-Alt assessment results.

Exemplary	"Exemplary": student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met": student met the grade level standard.
Not Met	"Not Met": student did not meet the grade level standard.

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.

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**OPPORTUNITIES****For students to meet the profile of the SC Graduate**

	Our School	Change from Last Year	Elementary Schools with students like ours
<b>Students (n = 324)</b>			
Percent of students participating in Medicaid, SNAP, or TANF; homeless, foster, or migrant students (poverty index)	91.8	Down from 96.1%	N/A
Attendance Rate	96.1	Down from 96.3%	95.2
With disabilities	18.7	Up from 16.8%	13.0
Out of school suspensions or expulsions for violent and/or criminal offenses	0.3	Down from 0.7%	0.0
Percentage of students served by gifted and talented programs	0.6	No change	3.1
Percentage of students retained	0.7	Down from 2.4%	1.5
<b>Teachers (n = 19)</b>			
Percentage of teachers with advanced degrees	47.4	Down from 61.1%	58.3
Percentage of teachers on continuing contract	63.2	Down from 66.7%	72.7
Teachers returning from previous year	74.3	N/A	82.8
Teacher attendance rate	91.9	Up from 91.0%	94.8
Average teacher salary*	\$44,846	Down 8.0%	\$46,256
Professional development days / teacher	5.1 days	Down from 18.2 days	10.6 days
Percentage of teacher vacancies for more than 9 weeks	5.0	N/A	1.8
<b>School</b>			
Principal's years at school	4.0	Up from 3.0	4.0
Student-teacher ratio in core subjects	2.6 to 1	Down from 17.6 to 1	18.9 to 1
Prime instructional time	86.9	Up from 85.4%	89.1
Opportunities in the arts	Good	No change	Good
Opportunities in foreign languages	Poor	N/A	Poor
AdvancEd (SACS) accreditation	Yes	No change	Yes
Parents attending conferences	100.0	Up from 94.5%	100.0
Character development program	Good	No change	Excellent
Avg. age of books / electronic media in the school library	13.0	N/A	15.6
Number of resources available per student in the school library media center	30.6	N/A	32.3
Bandwidth capacity per student	<25 Mbps	N/C	N/A
Percent of classrooms with wireless access	0-25%	N/C	N/A
District-issued learning devices per student	0.9	N/C	0.8
District-issued technology devices per teacher	1.3	N/C	2.1
Percentage of classes not taught by highly qualified teachers	4.6	Down from 9.6%	0.0
Dollars spent per pupil**	\$6,391	Up 3.2%	\$8,468
Percent of expenditures for instruction**	78.0	Up from 77.9%	64.8
Percent of expenditures for teachers' salaries**	79.2	Up from 78.6%	66.0

\* Includes current year teachers contracted for 190 days or more.

\*\* Prior year audited financial data are reported.

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**OPPORTUNITIES**

**Evaluations by Teachers, Students, and Parents**

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	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	22	40	18
Percent satisfied with learning environment	63.7	62.5	72.2
Percent satisfied with social and physical environment	68.2	74.4	66.7
Percent satisfied with school-home relations	43.4	76.9	66.6

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

**State Ratings History of School**

<b>Year</b>	<b>Absolute Rating</b>	<b>Growth Rating</b>
2014	At-Risk	Good
2013	At-Risk	Excellent
2012	At-Risk	At-Risk

Based on state law, schools will not be rated for state accountability purposes until Fall 2017.

**Additional Resources**

- SC State Content Standards
- [Family-Friendly Guides to the SC Content Standards](#)
- [2014-15 Accountability Manual](#)
- [Report Card Data Files](#)
- [ESEA Data Files](#)

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