



HUNTER-KINARD-TYLER ELEMENTARY

7066 Norway Road
Neeses, South Carolina

Grades	PK-6 Elementary School	
Enrollment	364 Students	
Principal	Debra W. Norman	803-263-4441
Superintendent	Dr. Thomas Sparks	803-534-8081
Board Chair	Mr. Aaron Rudd	803-534-8081

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	At-Risk	At-Risk
2009	At-Risk	Below Average
2008	At-Risk	Average
2007	At-Risk	Good
2006	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 GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

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.

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

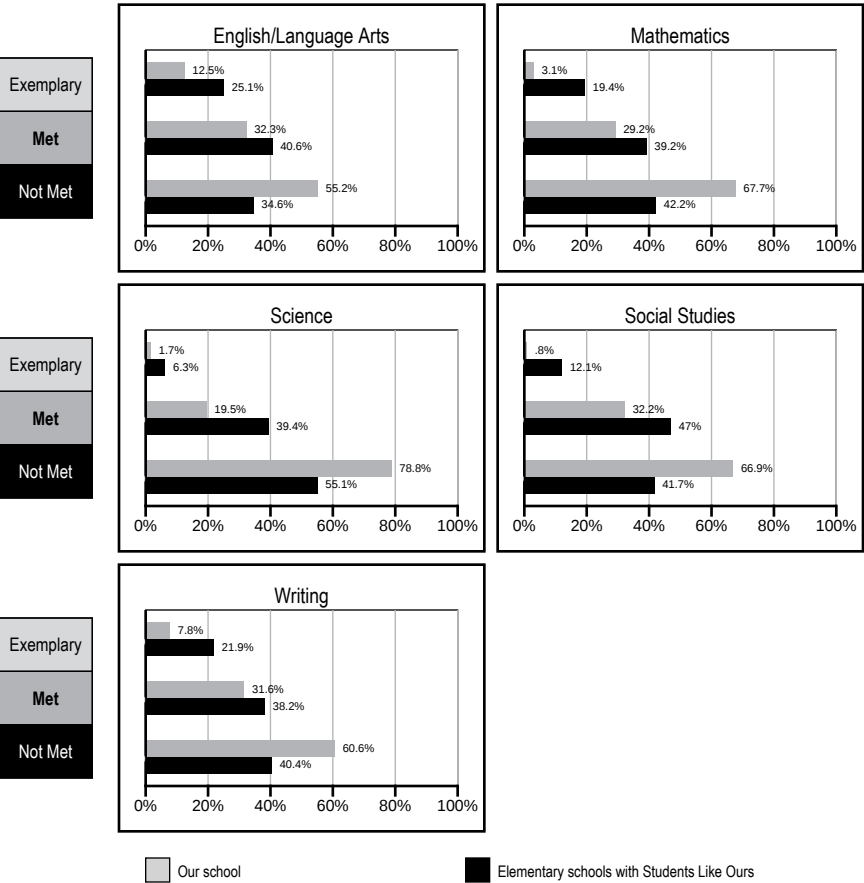
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	84	58	23

* Ratings are calculated with data available by 03/09/2011.

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=364)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.7%	Up from 1.9%	1.4%	1.2%
Attendance rate	95.5%	Down from 96.8%	95.9%	96.1%
Eligible for gifted and talented	3.0%	Up from 1.8%	4.6%	11.7%
With disabilities other than speech	5.2%	Up from 4.0%	8.4%	8.0%
Older than usual for grade	1.0%	Down from 1.5%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	76.9%	Up from 67.9%	60.0%	60.5%
Continuing contract teachers	88.5%	Up from 82.1%	78.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.5%	Up from 85.6%	83.2%	87.0%
Teacher attendance rate	92.8%	Up from 92.6%	95.4%	95.4%
Average teacher salary*	\$50,211	Up 0.3%	\$45,499	\$47,288
Professional development days/teacher	17.8 days	Up from 9.8 days	10.6 days	10.5 days
School				
Principal's years at school	11.0	Up from 10.0	3.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 18.5 to 1	17.2 to 1	19.2 to 1
Prime instructional time	86.5%	Down from 88.8%	90.4%	90.8%
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**	\$6,461	Up 2.2%	\$8,706	\$7,548
Percent of expenditures for instruction**	86.3%	Down from 86.4%	68.0%	68.7%
Percent of expenditures for teacher salaries**	82.2%	Up from 81.8%	62.4%	65.1%

* 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

Hunter-Kinard-Tyler Elementary School was named a Red Carpet School for 2009-2010! This year we took extra pride in ensuring that our campus was inviting to all visitors and that we warmly welcomed everyone to our school. We are excited about this honor.

In an effort to achieve academic success for every student, our school's theme this year was "Restructuring: The Road to Academic Success." This theme permeated throughout the building to acknowledge that we made changes in many areas to improve student achievement.

Our Gifted and Talented Education program was expanded to allow more students to take advantage of higher-level thinking practices. We increased the number of students in our GT classes from 20 to 40 and we increased from 1 GT class to 2. Additionally, we increased from 1 subject (ELA) to all subjects (ELA, Math, Science, and Social Studies). Students used laptops to do most of their work. Students also completed many academic projects and conducted several class and school presentations.

To improve writing in all areas, we held quarterly school-wide writing assessments in grades 2-6 so that students would be prepared for the PASS Writing Assessment.

We used computers for assistance with instruction and assessment (Accelerated Reader, First in Math, Academy of Reading, MAP) to increase reading and mathematics proficiency and computer use. Several classes used mimeo boards for technology instruction.

We encourage our parents and community members to be actively involved in our children's lives. The school has several programs that permit them to work with our students. The Dynamic Dads organization was directed by volunteers in the school and sponsored various activities for students such as the Spring Dance for upper elementary students. Our School Improvement Council (SIC) assisted the school in planning activities for school improvement and community service. Once again, the SIC co-sponsored our Writing Expo and this year, and they sponsored our school beautification project. Our family nights are dedicated toward involving and familiarizing parents with activities that they can do with their children at home. These cover one of the core areas of reading, math, science, social studies, along with wellness and assistance with homework each night, with teachers presenting workshops on different grade levels and activities. A new program this year was Rocking Chair Readers, where parents, grandparents and other community members read to our students, allowed our students read to them, and they helped students learn to read.

At H-K-T Elementary, students are provided an opportunity to participate in a rigorous and relevant academic curriculum that will prepare them for secondary training, post-secondary training, and their chosen careers.

Kimberly Bonnett, SIC Chair

Debra W. Norman, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	45	35
Percent satisfied with learning environment	73.1%	86.7%	66.7%
Percent satisfied with social and physical environment	73.1%	81.8%	82.4%
Percent satisfied with school-home relations	57.7%	86.7%	66.7%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 10 out of 13 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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	206	100	55.2	32.3	12.5	63	74.6	83.5	Yes	Yes
Gender										
Male	96	100	53.3	35.6	11.1	61.1	72.6	80.1	N/A	N/A
Female	110	100	56.9	29.4	13.7	64.7	76.7	87	N/A	N/A
Racial/Ethnic Group										
White	32	100	52.2	13	34.8	82.6	81.9	89.6	I/S	I/S
African American	165	100	55.9	34.2	9.9	60.9	67.3	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	60	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	66.7	85.1	I/S	I/S
Disability Status										
Disabled	28	100	66.7	29.2	4.2	41.7	42	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	61.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	193	100	55.5	33	11.5	62.6	70.7	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	206	100	67.7	29.2	3.1	50.5	72.4	80.4	No	Yes
Gender										
Male	96	100	63.3	32.2	4.4	48.9	72.2	78.4	N/A	N/A
Female	110	100	71.6	26.5	2	52	72.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	32	100	47.8	43.5	8.7	69.6	81.6	87.8	I/S	I/S
African American	165	100	70.2	27.3	2.5	48.4	62.6	69.3	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	72	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	66.7	83.2	I/S	I/S
Disability Status										
Disabled	28	100	91.7	4.2	4.2	12.5	33.7	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	72.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	193	100	69.2	28	2.7	49.5	67.6	72.8	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	129	100	78.8	19.5	1.7	21.2	55.5	67.3
Gender								
Male	54	100	74	24	2	26	59.4	66.9
Female	75	100	82.4	16.2	1.5	17.6	51.3	67.7
Racial/Ethnic Group								
White	20	100	N/A	N/A	N/A	50	68	79.6
African American	104	100	82	16	2	18	41.5	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	47.1	59.4
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	14	100	N/A	N/A	N/A	N/A	23.7	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	121	100	80.4	17.9	1.8	19.6	48.5	55.4

Social Studies

All Students	131	98.5	66.7	32.5	0.8	33.3	54.6	70.9
Gender								
Male	62	96.8	63.2	35.1	1.8	36.8	57.8	70.1
Female	69	100	N/A	N/A	N/A	30.2	50.9	71.7
Racial/Ethnic Group								
White	22	95.5	42.9	50	7.1	57.1	65.7	79.2
African American	102	99	N/A	N/A	N/A	30.3	42.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	63.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	20	100	76.5	17.6	5.9	23.5	21.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	64.3	68
Socio-Economic Status								
Subsidized meals	121	98.4	67.9	31.3	0.9	32.1	48	60.8

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	205	98.5	60.2	31.9	7.9	39.8	54.4	72.1	95.5	95.2
Gender										
Male	95	96.8	64.8	30.7	4.5	35.2	48	65.2	94.8	94.8
Female	110	100	56.3	33	10.7	43.7	61.5	79.2	96	95.6
Racial/Ethnic Group										
White	30	96.7	43.5	39.1	17.4	56.5	62.8	80.8	94.3	94.8
African American	166	98.8	62.5	30.6	6.9	37.5	45.5	59.7	95.8	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	93.7
Hispanic	5	I/S	I/S	I/S	I/S	I/S	48.1	64.6	94.6	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	50	73.4	93.5	94.8
Disability Status										
Disabled	27	96.3	N/AV	N/AV	N/AV	4.2	10.5	27.7	94.9	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	42.1	63.7	97.4	96.3
Socio-Economic Status										
Subsidized meals	194	98.5	61.9	31.5	6.6	38.1	48.4	61.9	95.5	94.9

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	50	100	63	23.9	13	37
	4	48	100	65.9	20.5	13.6	34.1
	5	46	100	34.1	50	15.9	65.9
	6	65	100	47.5	44.3	8.2	52.5
	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
2010	3	54	100	52.9	29.4	17.6	47.1
	4	53	100	66	21.3	12.8	34
	5	46	100	54.8	38.1	7.1	45.2
	6	53	100	48.1	40.4	11.5	51.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	50	100	78.3	17.4	4.3	21.7
	4	48	100	61.4	34.1	4.5	38.6
	5	46	100	52.3	43.2	4.5	47.7
	6	65	100	34.4	54.1	11.5	65.6
	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
2010	3	54	100	78.4	15.7	5.9	21.6
	4	53	100	N/A	N/A	N/A	29.8
	5	46	100	76.2	21.4	2.4	23.8
	6	53	100	48.1	48.1	3.8	51.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	25	100	N/AV	N/AV	N/AV	16.7
	4	48	100	N/AV	N/AV	N/AV	34.1
	5	23	100	N/AV	N/AV	N/AV	36.4
	6	34	100	N/AV	N/AV	N/AV	61.3
	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
2010	3	27	100	84	12	4	16
	4	53	100	N/A	N/A	N/A	21.3
	5	23	100	N/A	N/A	N/A	14.3
	6	26	100	68	28	4	32
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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
Social Studies							
2009	3	25	100	68.2	27.3	4.5	31.8
	4	48	100	63.6	34.1	2.3	36.4
	5	23	100	50	40.9	9.1	50
	6	31	100	50	46.7	3.3	50
	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
2010	3	27	96.3	84	12	4	16
	4	53	100	N/A	N/A	N/A	38.3
	5	24	95.8	N/A	N/A	N/A	28.6
	6	27	100	N/A	N/A	N/A	44.4
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	50	100	55.3	19.1	25.5	44.7
	4	50	96	51.1	42.2	6.7	48.9
	5	46	100	38.6	45.5	15.9	61.4
	6	66	100	N/AV	N/AV	N/AV	54.8
	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
2010	3	52	98.1	62	28	10	38
	4	52	100	66	27.7	6.4	34
	5	48	95.8	66.7	28.6	4.8	33.3
	6	53	100	48.1	42.3	9.6	51.9
	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

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