



HUNTER-KINARD-TYLER HIGH

7066 Norway Road
Neeses, South Carolina

Grades	7-12 High School	
Enrollment	318 Students	
Principal	Hezakiah Massey	803-263-4832
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	Below Average	Average
2009	At-Risk	At-Risk
2008	Good	Excellent
2007	Below Average	Below Average
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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	15	5	13

* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	76.2%	66.0%	62.8%	65.0%	57.1%	62.7%
Passed 1 subtest (%)	15.9%	14.0%	18.6%	16.2%	21.2%	18.9%
Passed no subtests (%)	7.9%	20.0%	18.6%	19.3%	23.9%	20.5%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	87.5%	83.5%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	48	64	127	154
Number of Graduates in Cohort	35	46	83	102
Rate	72.9%	71.9%	61.5%	66.6%

*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	61.5%	58.5%
English 1	43.3%	51.2%
Physical Science	17.5%	35.2%
US History and the Constitution	33.9%	24.7%
All Tests	38.1%	41.6%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=318)				
Retention rate	2.6%	Down from 5.2%	5.3%	3.7%
Attendance rate	94.5%	Down from 95.6%	94.1%	95.4%
Eligible for gifted and talented	2.7%	Down from 5.6%	4.2%	12.4%
With disabilities other than speech	12.7%	Up from 11.6%	14.0%	12.8%
Older than usual for grade	11.3%	Up from 10.6%	14.2%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.0%	2.2%	1.1%
Enrolled in AP/IB programs	1.0%	Down from 4.2%	8.0%	13.1%
Successful on AP/IB exams	N/A	N/A	23.6%	50.4%
Eligible for LIFE Scholarship	40.4%	Up from 30.2%	26.4%	30.4%
Annual dropout rate	3.0%	Down from 4.7%	2.5%	3.1%
Career/technology students in co-curricular organizations	1.0%	Down from 4.5%	3.4%	2.2%
Enrollment in career/technology courses	156	Up from 130	273	424
Students participating in work-based experiences	9.6%	Up from 0.0%	8.5%	11.7%
Career/technology students attaining technical skills	70.9%	Down from 87.2%	75.0%	78.7%
Career/technology completers placed	87.5%	Down from 100.0%	96.8%	98.5%
Teachers (n=27)				
Teachers with advanced degrees	59.3%	Down from 60.0%	56.9%	60.4%
Continuing contract teachers	55.6%	Up from 45.7%	62.5%	76.6%
Teachers with emergency or provisional certificates	12.0%	Down from 20.0%	16.9%	6.5%
Teachers returning from previous year	72.3%	Down from 73.1%	78.7%	86.8%
Teacher attendance rate	91.7%	Down from 93.7%	96.2%	95.8%
Average teacher salary*	\$44,823	Down 3.5%	\$44,768	\$47,390
Professional development days/teacher	9.2 days	Down from 18.6 days	10.8 days	10.0 days
School				
Principal's years at school	0.0	Down from 1.0	3.0	4.0
Student-teacher ratio in core subjects	23.6 to 1	Up from 16.9 to 1	22.5 to 1	25.8 to 1
Prime instructional time	82.5%	Down from 89.3%	88.8%	90.1%
Dollars spent per pupil**	\$14,432	Up 6.5%	\$9,799	\$7,974
Percent of expenditures for teacher salaries**	45.4%	Down from 47.9%	52.6%	55.4%
Percent of expenditures for instruction**	51.8%	Down from 54.9%	59.5%	60.4%
Opportunities in the arts	Good	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	66.9%	Down from 74.7%	98.1%	96.0%
Character development program	Below Average	Down from Excellent	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

* 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

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	56	87.5%	168	38.1%	64	71.9%	No
Gender							
Male	30	90.0%	99	33.3%	34	76.5%	N/A
Female	26	84.6%	69	44.9%	30	66.7%	N/A
Racial/Ethnic Group							
White	N/A	N/A	22	63.6%	10	50.0%	N/A
African American	47	89.4%	146	34.2%	54	75.9%	N/A
Asian/Pacific Islander	N/A	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	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	16	18.8%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	43	86.0%	146	37.7%	49	69.4%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

The 2009-2010 school year was a memorable one at Hunter-Kinard-Tyler Middle/High School. We are exceptionally proud of our students, faculty, and staff. Also, we are pleased to uphold our duty as outlined in the Educational Accountability Act to notify the community of the outstanding things we have going on here at Hunter-Kinard-Tyler Middle/High School.

Hunter-Kinard-Tyler Middle/High School (HKT) is situated in a rural setting in an agricultural-based community. From our community, we have an active volunteer program that specifically provides assistance in reading and mathematics to our students. The cooperation and interaction between our community and school has served to greatly enhance our educational programs. In appreciation, HKT's School Improvement Council hosted its first dinner to honor our volunteers. Again, thank you to all of our volunteers.

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 students. All middle school students and numerous high school students participated in the program. HKT also participated in the S²MART Centers SC Content Literacy Seminars, sending one team from the high school (ELA, math, science, and social studies), and collaborating with the elementary school, sending a math and ELA person as part of the middle school team. The goal is for the teams to implement effective content literacy strategies in their own classrooms and develop school-wide professional development plans focused on content literacy.

Also, HKT hosted a Technology in the Classroom Night allowing the community to become familiar with and access Accelerated Math, Online Text books, USA Test Prep/ Virtual Learning, Compass Learning, Streaming Videos, and other teacher assisted programs. To better implement the computer-based instruction, an additional computer lab was set up on the H wing.

Among the schools accomplishments are the following: 85% HSAP passing rate, Spring 2009; 72.9% on-time graduation rate, 2009; 15 seniors qualifying for Life Scholarships; 15 Seniors qualifying for Hope Scholarships; and 11 Seniors enrolled in Middle College Program through O-C Technical College. Free after-school tutoring and additional computer-assisted test preparation is available for all middle and high school students, as well as transportation at the conclusion of the session. Our football team had its best record in almost 30 years. Our basketball teams were regional contenders and participated in the SCHSL playoffs. The 33 members of the National Honor Society provided funds to the Boys and Girls Club of Orangeburg, the American Red Cross, and the Leukemia and Lymphoma Society.

Hunter-Kinard-Tyler Middle/High School's administration, faculty, and staff, along with the involvement of the School Improvement Council, will continue to look for better ways to improve academic progress. We actively solicit and welcome your support in this effort.

Jonathan Francis, Jr. Principal

Patricia Dangerfield, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	40	29
Percent satisfied with learning environment	58.3%	82.5%	77.8%
Percent satisfied with social and physical environment	87.0%	82.1%	63.0%
Percent satisfied with school-home relations	52.2%	76.9%	72.4%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was 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

School Adequate Yearly Progress	NO
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This school met 9 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	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 Data

	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

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	43	100	24.4	39	26.8	9.8	53.7	55.5	65.9	No	Yes
Male	27	100	30.8	34.6	23.1	11.5	42.3	50	60.8	N/A	N/A
Female	16	100	13.3	46.7	33.3	6.7	73.3	61.7	71	N/A	N/A
White	4	I/S	I/S	I/S	I/S	I/S	I/S	65.9	77.5	I/S	I/S
African American	39	100	26.3	39.5	26.3	7.9	52.6	46.5	49.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.9	I/S	I/S
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	18.2	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	38	100	25	38.9	27.8	8.3	50	48.2	51.5	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	43	100	29.3	46.3	14.6	9.8	39	48.5	62.3	Yes	Yes
Male	27	100	30.8	46.2	19.2	3.8	42.3	47.9	61.7	N/A	N/A
Female	16	100	26.7	46.7	6.7	20	33.3	49.2	63	N/A	N/A
White	4	I/S	I/S	I/S	I/S	I/S	I/S	66.7	75	I/S	I/S
African American	39	100	31.6	47.4	10.5	10.5	34.2	32.6	44	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	62.5	I/S	I/S
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	18.2	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	38	100	30.6	52.8	8.3	8.3	33.3	38.7	48.1	Yes	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	43	95.3	85.4	7.3	7.3	0.0	7.3	N/A	N/A	N/A	N/A
Male	27	92.6	88.0	4.0	8.0	0.0	8.0	N/A	N/A	N/A	N/A
Female	16	100.0	81.3	12.5	6.3	0.0	6.3	N/A	N/A	N/A	N/A
White	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	39	94.9	89.2	2.7	8.1	0.0	8.1	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	38	94.7	86.1	8.3	5.6	0.0	5.6	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2009	50	100	23.9	47.8	21.7	6.5	47.8	53.6	61.8
	2010	43	100	24.4	39	26.8	9.8	53.7	55.5	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	50	100	30.4	37	21.7	10.9	41.3	51.6	62.7
	2010	43	100	29.3	46.3	14.6	9.8	39	48.5	62.3

* Adjusted to account for natural variation in performance.