

HUNTER-KINARD-TYLER HIGH

7066 Norway Road
Neeses, South Carolina

Grades	7-12 Middle 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	At-Risk	Below Average
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
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

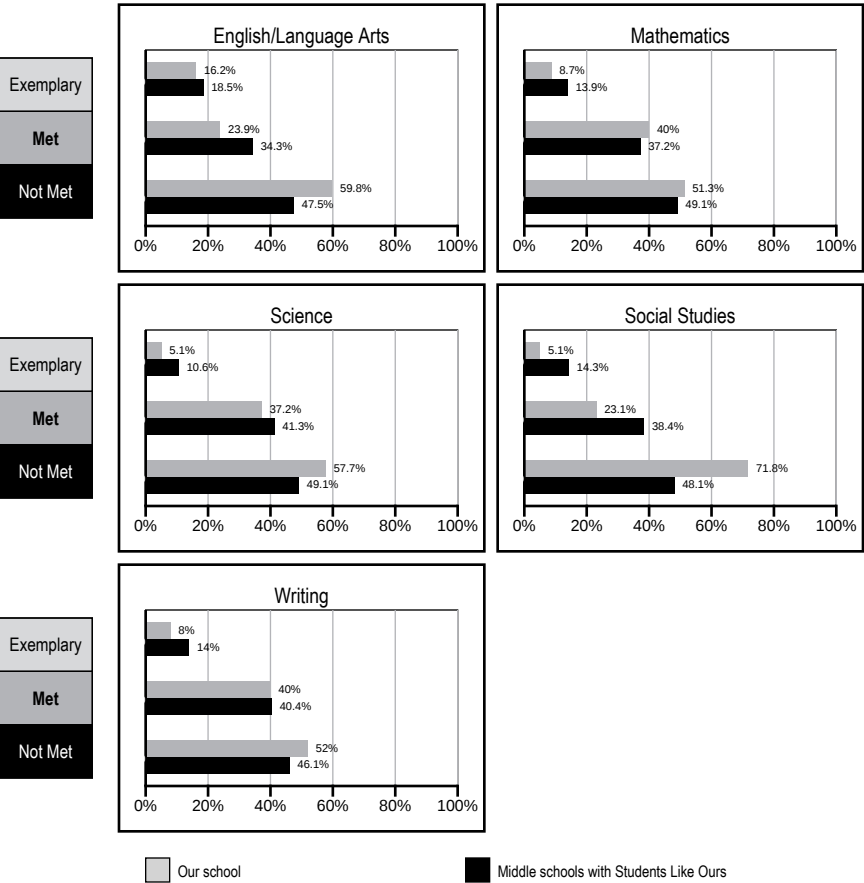
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	15	29	13

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

Palmetto Assessment of State Standards (PASS)



* 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	81.3%	90.4%
English 1	72.2%	86.5%
Physical Science	N/A	57.5%
US History and the Constitution	N/A	N/A
All Subjects	76.5%	88.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=318)				
Students enrolled in high school credit courses (grades 7 & 8)	14.7%	Down from 32.1%	13.4%	24.2%
Retention rate	2.6%	Down from 5.2%	1.1%	0.7%
Attendance rate	94.5%	Down from 95.6%	95.3%	95.9%
Eligible for gifted and talented	2.7%	Down from 5.6%	8.1%	16.4%
With disabilities other than speech	12.7%	Up from 11.6%	14.5%	12.0%
Older than usual for grade	11.3%	Up from 10.6%	4.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.0%	0.6%	0.5%
Annual dropout rate	0.9%	Up from 0.0%	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	59.3%	Down from 60.0%	57.7%	58.5%
Continuing contract teachers	55.6%	Up from 45.7%	66.2%	80.0%
Teachers with emergency or provisional certificates	12.0%	Down from 20.0%	12.3%	4.0%
Teachers returning from previous year	72.3%	Down from 73.1%	78.0%	84.6%
Teacher attendance rate	91.7%	Down from 93.7%	95.7%	95.4%
Average teacher salary*	\$44,823	Down 3.5%	\$44,451	\$46,561
Professional development days/teacher	9.2 days	Down from 18.6 days	10.9 days	10.2 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	18.7 to 1	21.1 to 1
Prime instructional time	82.5%	Down from 89.3%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	66.9%	Down from 74.7%	94.6%	98.1%
Character development program	Below Average	Down from Excellent	Good	Good
Dollars spent per pupil**	\$14,432	Up 6.5%	\$9,662	\$7,802
Percent of expenditures for instruction**	51.8%	Down from 54.9%	60.5%	63.8%
Percent of expenditures for teacher salaries**	45.4%	Down from 47.9%	55.9%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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	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.

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

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

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	94.5%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	106	100	58.6	24.2	17.2	56.6	74.6	83.5	No	Yes
Gender										
Male	51	100	69.6	15.2	15.2	50	72.6	80.1	N/A	N/A
Female	55	100	49.1	32.1	18.9	62.3	76.7	87	N/A	N/A
Racial/Ethnic Group										
White	30	100	48.1	37	14.8	70.4	81.9	89.6	I/S	I/S
African American	75	100	63.4	19.7	16.9	50.7	67.3	74.6	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	60	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	66.7	85.1	I/S	I/S
Disability Status										
Disabled	12	100	N/A	N/A	N/A	18.2	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	0	N/A	N/A	N/A	N/A	N/A	61.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	92	100	63.2	25.3	11.5	52.9	70.7	76.9	No	Yes

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

All Students	106	100	55.6	38.4	6.1	65.7	72.4	80.4	Yes	Yes
Gender										
Male	51	100	65.2	30.4	4.3	60.9	72.2	78.4	N/A	N/A
Female	55	100	47.2	45.3	7.5	69.8	72.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	30	100	37	59.3	3.7	74.1	81.6	87.8	I/S	I/S
African American	75	100	63.4	29.6	7	62	62.6	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	72	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	66.7	83.2	I/S	I/S
Disability Status										
Disabled	12	100	N/A	N/A	N/A	36.4	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	0	N/A	N/A	N/A	N/A	N/A	72.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	92	100	54	42.5	3.4	67.8	67.6	72.8	Yes	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

	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	84	98.8	57.7	37.2	5.1	42.3	55.5	67.3
Gender								
Male	39	97.4	57.1	37.1	5.7	42.9	59.4	66.9
Female	45	100	58.1	37.2	4.7	41.9	51.3	67.7
Racial/Ethnic Group								
White	26	100	39.1	52.2	8.7	60.9	68	79.6
African American	57	98.3	66.7	29.6	3.7	33.3	41.5	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	47.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	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	0	N/A	N/A	N/A	N/A	N/A	I/S	58.6
Socio-Economic Status								
Subsidized meals	73	100	60.9	36.2	2.9	39.1	48.5	55.4

Social Studies

All Students	82	98.8	71.4	23.4	5.2	28.6	54.6	70.9
Gender								
Male	36	100	72.7	21.2	6.1	27.3	57.8	70.1
Female	46	97.8	70.5	25	4.5	29.5	50.9	71.7
Racial/Ethnic Group								
White	23	100	59.1	36.4	4.5	40.9	65.7	79.2
African American	58	98.3	77.8	16.7	5.6	22.2	42.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	1	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	8	I/S	I/S	I/S	I/S	I/S	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	0	N/A	N/A	N/A	N/A	N/A	64.3	68
Socio-Economic Status								
Subsidized meals	70	98.6	75.8	22.7	1.5	24.2	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	107	99.1	51.5	40.4	8.1	48.5	54.4	72.1	94.9	95.2
Gender										
Male	51	98	58.7	32.6	8.7	41.3	48	65.2	94.8	94.8
Female	56	100	45.3	47.2	7.5	54.7	61.5	79.2	95.1	95.6
Racial/Ethnic Group										
White	30	96.7	46.2	42.3	11.5	53.8	62.8	80.8	92.7	94.8
African American	76	100	54.2	38.9	6.9	45.8	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	1	I/S	I/S	I/S	I/S	I/S	48.1	64.6	95.6	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	50	73.4	N/A	94.8
Disability Status										
Disabled	12	100	81.8	9.1	9.1	18.2	10.5	27.7	93.6	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	N/A	N/AV	N/A	N/A	N/A	N/A	42.1	63.7	N/A	96.3
Socio-Economic Status										
Subsidized meals	94	98.9	55.2	39.1	5.7	44.8	48.4	61.9	94.8	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	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	48	100	55.8	30.2	14	44.2
	8	60	100	56.9	37.9	5.2	43.1
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
Mathematics							
2009	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	48	100	60.5	37.2	2.3	39.5
	8	60	100	N/AV	N/AV	N/AV	36.2
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
Science							
2009	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	48	97.9	60.5	37.2	2.3	39.5
	8	29	100	N/AV	N/AV	N/AV	35.7
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

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	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	48	97.9	69.8	23.3	7	30.2
	8	31	100	43.3	53.3	3.3	56.7
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
Writing							
2009	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	54	100	47.8	39.1	13	52.2
	8	61	100	43.1	46.6	10.3	56.9
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

Abbreviations for Missing Data

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