



Kinard Elementary

201 Pressly Street
Clover, SC 29710

Grades	PK-4 Elementary School	
Enrollment	430 Students	
Principal	Kathy Weathers	803-222-3071
Superintendent	Dr. Marc Sosne	803-810-8000
Board Chair	Franklin Pendleton	803-810-8000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Good
2008	Average	Average
2007	Good	Good
2006	Good	Good
2005	Average	Average

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

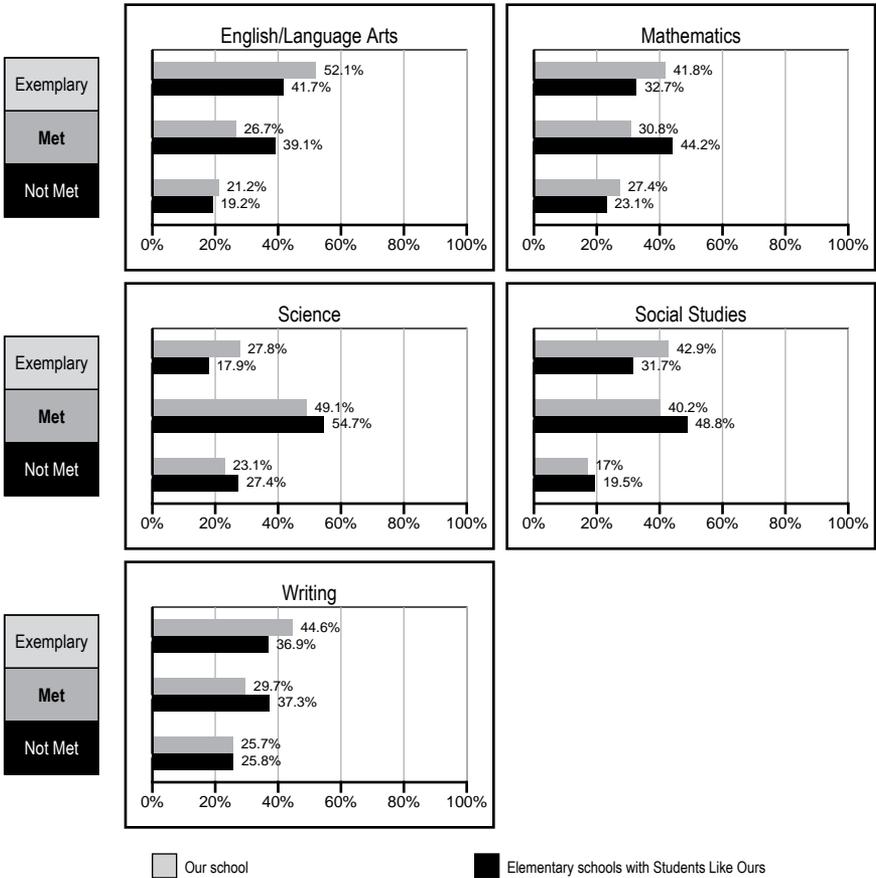
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	26	52	0	0

* Ratings are calculated with data available by 06/01/2010.

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=430)				
First graders who attended full-day kindergarten	100.0%	Up from 89.8%	100.0%	100.0%
Retention rate	1.8%	Up from 1.7%	1.8%	1.9%
Attendance rate	96.5%	Up from 96.4%	96.3%	96.3%
Eligible for gifted and talented	14.1%	Up from 11.9%	12.8%	10.0%
With disabilities other than speech	5.9%	Down from 7.0%	7.9%	7.7%
Older than usual for grade	0.0%	Down from 0.6%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.5%	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	60.0%	Up from 57.6%	58.4%	59.4%
Continuing contract teachers	62.9%	Down from 69.7%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.4%	Up from 79.6%	87.8%	85.9%
Teacher attendance rate	94.5%	Up from 94.4%	95.3%	95.1%
Average teacher salary*	\$47,777	Up 1.1%	\$46,979	\$47,149
Professional development days/teacher	9.5 days	Down from 12.1 days	10.0 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	15.5 to 1	Up from 15.3 to 1	19.2 to 1	18.8 to 1
Prime instructional time	89.0%	Up from 88.1%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	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**	\$9,493	Up 4.5%	\$6,860	\$7,458
Percent of expenditures for instruction**	71.0%	Up from 68.0%	69.9%	68.8%
Percent of expenditures for teacher salaries**	66.3%	Up from 63.5%	64.5%	63.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Kinard Elementary houses 444 students from pre-kindergarten through fourth grade. It is a rural school and is one of five elementary schools in York District #2. This year the staff has concentrated on staying focused on their beliefs as well as the core business of the school. Ongoing discussions have focused on staff engagement and supporting teachers as leaders and designers.

Building on the district's belief that all students have the ability to learn when immersed in a highly engaged environment, Kinard Elementary School strives for teaching excellence. The faculty and staff of Kinard are proud to offer a challenging curriculum in a student-centered, nurturing environment. Believing the focus of school is to promote student success through purposeful work, student performance on PASS continues to improve, with increasing numbers of students achieving at or above the basic level. Monitoring student progress through benchmark MAP testing and academic assistance opportunities further advances the academic gains of our students.

While student academic progress is key, the importance of character and a good work ethic is also emphasized. The STARS program recognizes students who display good character traits through monthly lunches with the administration. Our Lunch Buddy program pairs students with local citizens who serve as mentors to encourage good behavior and foster a healthy self-esteem.

Providing employees with encouragement, time, resources, and professional development is a priority of our district. Our faculty and staff realize the importance of continued growth and staff development. Many of our faculty members hold advanced degrees, and others are working toward completion of advanced degrees. Faculty members take part in many courses, seminars, and workshops to increase their knowledge and skill. Yearlong staff development at Kinard includes workshops on best practices in reading and math, writing, and data analysis.

The faculty and staff at Kinard realize that parental support and involvement are vital to a child's success in school. Parents take an active interest in their student's education through attendance at parenting workshops, student showcases, and PTO family night activities. We believe these endeavors form partnerships with parents and the community to share the responsibility for providing students a safe and supportive environment.

Georgia D. Westmoreland, Principal
Dawn Helms, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	69	35
Percent satisfied with learning environment	97.2%	92.6%	94.3%
Percent satisfied with social and physical environment	100.0%	88.4%	91.2%
Percent satisfied with school-home relations	94.4%	94.2%	88.6%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 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	1.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

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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	158	100	21.2	26.7	52.1	84.9	89.1	82.8	Yes	Yes
Gender										
Male	82	100	25.3	30.7	44	82.7	85.3	79.3	N/A	N/A
Female	76	100	16.9	22.5	60.6	87.3	93.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	113	100	17.6	20.6	61.8	88.2	90.7	89.5	Yes	Yes
African American	38	100	32.4	37.8	29.7	75.7	74.7	73.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	91.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	24	100	71.4	19	9.5	38.1	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	88.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	82	100	33.8	33.8	32.4	75.7	78	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	158	100	27.4	30.8	41.8	79.5	88.8	78.9	Yes	Yes
Gender										
Male	82	100	29.3	34.7	36	77.3	86.9	77	N/A	N/A
Female	76	100	25.4	26.8	47.9	81.7	90.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	113	100	15.7	34.3	50	87.3	90.2	87.2	Yes	Yes
African American	38	100	54.1	27	18.9	62.2	77.1	66.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	88.9	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	24	100	71.4	19	9.5	28.6	56.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	88.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	82	100	43.2	31.1	25.7	66.2	77.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	116	98.3	23.1	49.1	27.8	76.9	79.9	67.5
Gender								
Male	65	100	27.9	52.5	19.7	72.1	79.1	67
Female	51	96.1	17	44.7	38.3	83	80.7	68
Racial/Ethnic Group								
White	82	97.6	14.7	52	33.3	85.3	82.8	79.5
African American	29	100	42.9	42.9	14.3	57.1	57.5	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	78	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	16	100	N/AV	N/AV	N/AV	35.7	50.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	77.3	59.6
Socio-Economic Status								
Subsided meals	63	98.4	43.9	42.1	14	56.1	61.9	55.1
Social Studies								
All Students	118	100	17	40.2	42.9	83	83	72.3
Gender								
Male	59	100	23.6	43.6	32.7	76.4	81.6	71.5
Female	59	100	10.5	36.8	52.6	89.5	84.4	73.2
Racial/Ethnic Group								
White	82	100	13	31.2	55.8	87	84.2	80.7
African American	30	100	27.6	62.1	10.3	72.4	69.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	84	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	16	100	64.3	28.6	7.1	35.7	46.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	86.5	67.9
Socio-Economic Status								
Subsided meals	60	100	26.3	52.6	21.1	73.7	68.9	62.1

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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	155	100	25.7	29.7	44.6	74.3	81.5	70.2	96.5	96.2
Gender										
Male	79	100	30.3	36.8	32.9	69.7	75.2	63.2	96.4	96.2
Female	76	100	20.8	22.2	56.9	79.2	88.2	77.5	96.7	96.2
Racial/Ethnic Group										
White	110	100	18.4	32	49.5	81.6	83.3	79.1	96.1	96.1
African American	38	100	39.5	23.7	36.8	60.5	65.7	57.6	97.7	96.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.3	86.2	97.8	97.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	78.1	62.6	97.5	97
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	86.7	94.4
Disability Status										
Disabled	21	100	75	20	5	25	36.9	26.1	94.8	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	79.7	61.2	98.7	97.5
Socio-Economic Status										
Subsidized meals	81	100	38.2	31.6	30.3	61.8	67	58.9	96.3	95.4

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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							
2009	3	82	100	20.8	19.4	59.7	79.2
	4	76	100	21.6	33.8	44.6	78.4
	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	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							
2009	3	82	100	29.2	23.6	47.2	70.8
	4	76	100	25.7	37.8	36.5	74.3
	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	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							
2009	3	40	95	14.7	58.8	26.5	85.3
	4	76	100	27	44.6	28.4	73
	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	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
Social Studies							
2009	3	42	100	18.4	36.8	44.7	81.6
	4	76	100	16.2	41.9	41.9	83.8
	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	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							
2009	3	81	100	31.1	23	45.9	68.9
	4	74	100	20.3	36.5	43.2	79.7
	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	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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