

KINARD ELEMENTARY

201 Pressly Street
Clover, SC 29710

Grades	PK-5 Elementary School	
Enrollment	348 Students	
Principal	Kathryne Weathers	803-222-3071
Superintendent	Marc. J. Sosne	803-810-8000
Board Chair	Franklin Pendleton	803-810-8000

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good
2010	Average	Average
2009	Good	Good
2008	Average	Average
2007	Good	Good

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

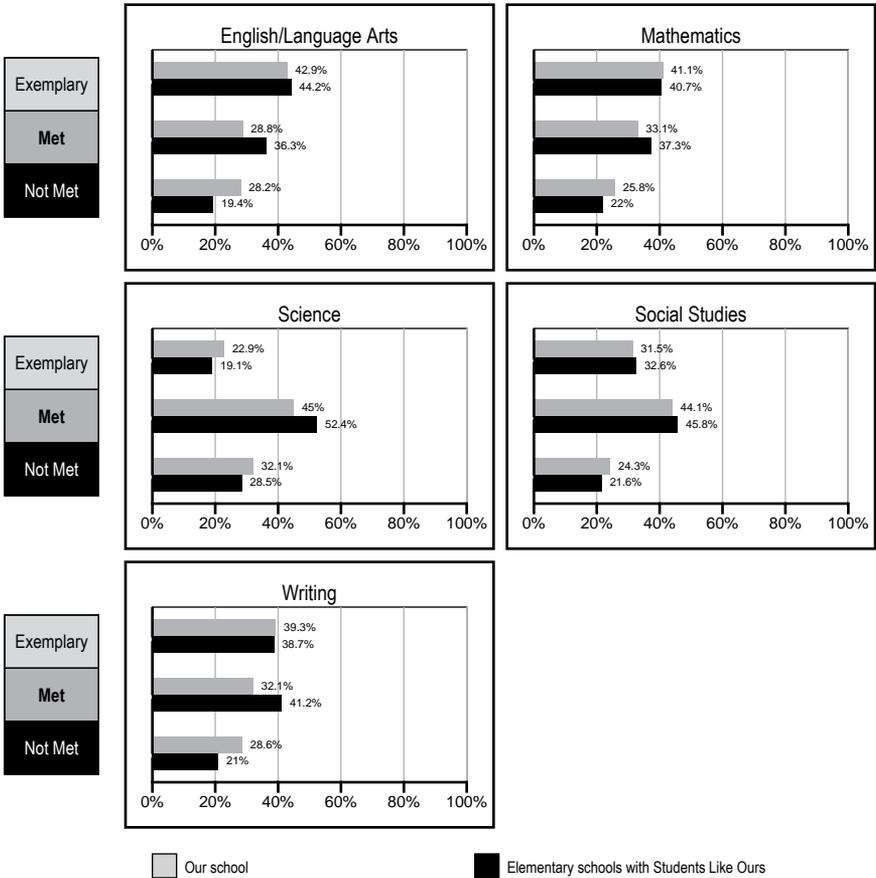
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
25	41	37	0	0

* Ratings are calculated with data available by 11/09/2011.

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=348)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Up from 0.0%	1.1%	1.1%
Attendance rate	96.5%	Up from 95.8%	96.1%	96.2%
Served by gifted and talented program	21.5%	Up from 15.2%	16.4%	13.4%
With disabilities other than speech	2.5%	Down from 8.6%	4.5%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	46.4%	Down from 53.3%	60.7%	62.5%
Continuing contract teachers	82.1%	Up from 73.3%	90.0%	88.2%
Teachers returning from previous year	70.0%	Down from 71.6%	88.4%	87.8%
Teacher attendance rate	95.2%	Down from 96.6%	95.3%	95.2%
Average teacher salary*	\$45,283	Down 5.4%	\$46,280	\$46,773
Professional development days/teacher	10.8 days	Up from 5.7 days	10.5 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	Up from 16.1 to 1	20.5 to 1	19.9 to 1
Prime instructional time	89.2%	Down from 90.8%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 95.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,455	Up 8.8%	\$6,826	\$7,447
Percent of expenditures for instruction**	69.5%	Down from 70.8%	68.3%	68.4%
Percent of expenditures for teacher salaries**	64.7%	Down from 66.3%	65.9%	65.8%

* 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

Kinard Elementary School is located in the heart of Clover, SC and serves approximately 400 students from pre-kindergarten to fifth grade. Kinard is committed to providing an educational program that encourages academic success and personal growth to each student.

The academic program at Kinard Elementary provides each child with instruction appropriate to their individual needs. Teachers use common planning time to collaborate with one another in an effort to provide meaningful, purposeful instruction. Relevant connections are encouraged in lesson planning. Grade level field trips provide an opportunity for students to make these connections beyond the classroom. Additionally, teachers participate in professional development opportunities within the district and state. Kinard's literacy coach emphasizes research-based literacy practices through coaching and modeling. A 90-minute literacy block is utilized by all classroom teachers and teachers focus heavily on literacy skills through guided reading groups. Kinard strives for excellence with a standards-based curriculum program.

In order to give students the tools to develop essential life skills they will need for success in the 21st century, Kinard is embarking on The Leader in Me. This program is built on proven leadership skills found in Dr. Stephen Covey's best-selling book, *The 7 Habits of Highly Effective People*. This year, Kinard's leadership team has initiated the process by designing a new school logo, creating student portfolios, and encouraging student-led conferences. Students are expected to demonstrate leadership skills in all facets of their school day.

Parents continue to be a vital part of our students' success at Kinard. Monthly parent-nights are held for parents to enjoy meals while their child showcases his/her academic talents through performances. Traditional events remain the foundation of Kinard and families enjoy Santa's Secret Workshop, Veterans Day Celebration, Fine Arts Festival, and Jump Rope for Heart. Monthly family events including local Hardees nights and skate nights prove to be family-centered also. Love and Logic parenting classes continue to be offered each semester and these skills are a direct correlation with the discipline program enforced in the classroom. Kinard Elementary is committed to continuous improvement. We recognize that building relationships and immersing ourselves in our school community will help our students build a bridge between home and school. We pledge to deliver rigorous instruction to our students and focus on maintaining a positive culture in our school. Our ongoing goal is for our students to become lifelong learners and productive citizens in their community.

Respectfully submitted,

Tonya Long-Cotton, SIC chairperson
Kathryne S. Weathers, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	47	34
Percent satisfied with learning environment	78.6%	97.9%	91.2%
Percent satisfied with social and physical environment	85.7%	93.6%	94.1%
Percent satisfied with school-home relations	85.7%	95.7%	91.2%

* 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 13 out of 17 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	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	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

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*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	171	100	28.2	28.8	42.9	81	89.4	82.4	Yes	Yes
Gender										
Male	77	100	41.1	31.5	27.4	72.6	86.7	78.7	N/A	N/A
Female	94	100	17.8	26.7	55.6	87.8	92.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	116	100	20.7	27	52.3	82.9	90.7	88.9	Yes	Yes
African American	48	100	42.2	35.6	22.2	77.8	80	72.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90.9	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	88.3	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	83	I/S	I/S
Disability Status										
Disabled	26	100	73.1	19.2	7.7	38.5	50.8	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	87.2	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	111	100	38.8	29.1	32	73.8	81.2	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	171	100	25.8	33.1	41.1	83.4	90.8	81.9	Yes	Yes
Gender										
Male	77	100	28.8	38.4	32.9	78.1	88.8	79.9	N/A	N/A
Female	94	100	23.3	28.9	47.8	87.8	92.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	116	100	21.6	28.8	49.5	87.4	92	88.9	Yes	Yes
African American	48	100	37.8	42.2	20	73.3	82.9	71.4	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90.9	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	87.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	84.4	I/S	I/S
Disability Status										
Disabled	26	100	73.1	15.4	11.5	38.5	59.4	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	86	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	111	100	34	36.9	29.1	76.7	82.5	74.9	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

	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	100	32.1	45	22.9	67.9	83.6	68.6
Gender								
Male	52	100	40.8	44.9	14.3	59.2	81.6	68.3
Female	64	100	25	45	30	75	85.9	68.9
Racial/Ethnic Group								
White	76	100	20.8	45.8	33.3	79.2	86.4	80.7
African American	33	100	53.3	43.3	3.3	46.7	67.6	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	81.1	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	11	100	N/AV	N/AV	N/AV	45.5	44.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	70.7	60.7
Socio-Economic Status								
Subsidized meals	76	100	43.5	42	14.5	56.5	72.9	57.3
Social Studies								
All Students	116	100	24.3	44.1	31.5	75.7	84.9	72.5
Gender								
Male	49	100	28.9	44.4	26.7	71.1	84.6	72
Female	67	100	21.2	43.9	34.8	78.8	85.2	73.1
Racial/Ethnic Group								
White	77	100	24.7	35.6	39.7	75.3	86.4	81
African American	37	100	25	58.3	16.7	75	72.7	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.1	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	83.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	20	100	75	20	5	25	50.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	86.8	69.7
Socio-Economic Status								
Subsidized meals	76	100	32.4	45.1	22.5	67.6	73.5	62.9

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 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	56	100	28.6	32.1	39.3	71.4	83.6	73.2	96.5	96.4
Gender										
Male	30	100	30	40	30	70	78.7	67.2	96.4	96.4
Female	26	100	26.9	23.1	50	73.1	88.8	79.4	96.6	96.5
Racial/Ethnic Group										
White	41	100	24.4	34.1	41.5	75.6	85.2	81.5	96.1	96.3
African American	13	100	38.5	30.8	30.8	61.5	71	61.3	97.3	97
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	72.7	87	98.3	97.4
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	66.7	97.3	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.6
Disability Status										
Disabled	14	100	71.4	21.4	7.1	28.6	35.5	26	95.5	95.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	67.7	65.7	98.1	97.6
Socio-Economic Status										
Subsidized meals	32	100	31.3	40.6	28.1	68.8	73.8	63.2	96.1	95.7

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							
2010	3	65	100	21.7	30	48.3	78.3
	4	57	100	38.5	38.5	23.1	61.5
	5	51	100	18	46	36	82
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	54	100	26	12	62	74
	4	61	100	28.1	35.1	36.8	71.9
	5	56	100	30.4	37.5	32.1	69.6
	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							
2010	3	65	100	35	28.3	36.7	65
	4	57	100	26.9	38.5	34.6	73.1
	5	51	100	20	44	36	80
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	54	100	30	22	48	70
	4	61	100	26.3	47.4	26.3	73.7
	5	56	100	21.4	28.6	50	78.6
	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							
2010	3	32	100	46.7	26.7	26.7	53.3
	4	57	100	40.4	46.2	13.5	59.6
	5	26	100	32	64	4	68
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	27	100	29.2	37.5	33.3	70.8
	4	61	100	29.8	47.4	22.8	70.2
	5	28	100	39.3	46.4	14.3	60.7
	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

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							
2010	3	33	100	30	30	40	70
	4	57	100	38.5	44.2	17.3	61.5
	5	25	100	16	52	32	84
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	27	100	23.1	38.5	38.5	76.9
	4	61	100	24.6	47.4	28.1	75.4
	5	28	100	25	42.9	32.1	75
	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							
2010	3	66	100	40.3	17.7	41.9	59.7
	4	57	100	36.5	25	38.5	63.5
	5	52	100	25.5	35.3	39.2	74.5
	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
2011	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	56	100	28.6	32.1	39.3	71.4
	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

Abbreviations for Missing Data

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