



Thomas E. Kerns Elementary

6650 Frontage Road at
Greenville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	643 Students	
Principal	Judith E. Mulkey	864-355-1300
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

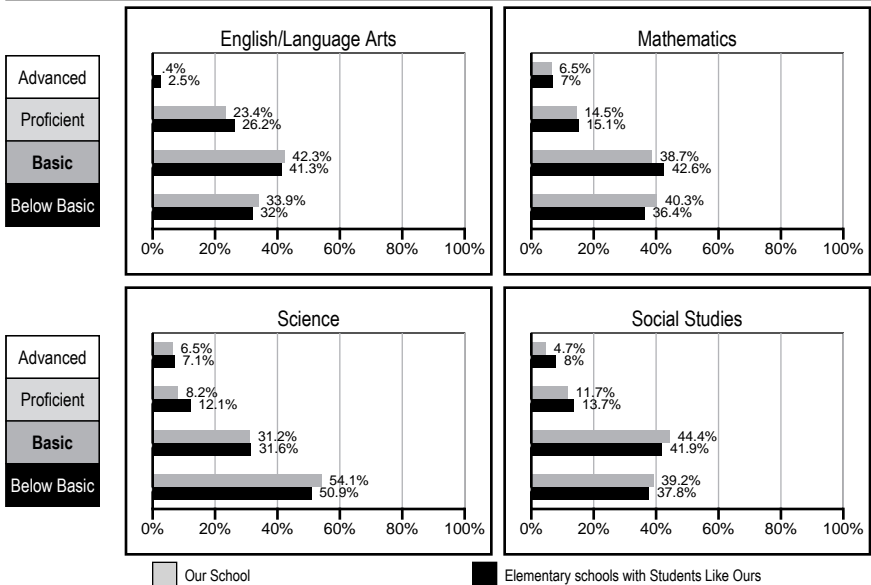
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	11	63	38

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=643)				
First graders who attended full-day kindergarten	90.6%	Down from 94.7%	100.0%	100.0%
Retention rate	1.6%	Down from 3.9%	3.1%	2.3%
Attendance rate	96.4%	Up from 96.3%	96.0%	96.3%
Eligible for gifted and talented	2.4%	Down from 4.1%	4.1%	10.4%
With disabilities other than speech	11.3%	Up from 9.7%	7.9%	7.5%
Older than usual for grade	0.4%	Down from 1.1%	1.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	32.6%	Down from 36.2%	54.4%	56.7%
Continuing contract teachers	69.6%	Up from 66.0%	70.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	83.6%	86.4%
Teacher attendance rate	96.3%	Down from 96.8%	94.9%	94.9%
Average teacher salary	\$43,369	Up 2.4%	\$43,876	\$45,345
Professional development days/teacher	13.6 days	Up from 13.3 days	13.2 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 17.4 to 1	16.8 to 1	18.5 to 1
Prime instructional time	91.9%	Down from 92.1%	89.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,447	N/A	\$7,854	\$7,052
Percent of expenditures for instruction*	72.5%	N/A	69.1%	69.1%
Percent of expenditures for teacher salaries*	68.4%	N/A	62.5%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Thomas E. Kerns Elementary opened in August 2006. The state-of-the-art facility overlooks Interstate 85 at White Horse Road in Greenville, South Carolina. In 2007, the staff of Thomas E. Kerns Elementary elected to focus on school-wide positive discipline. After studying multiple options, they decided to use Positive Based Behavior Supports (PBIS). Students and classes are recognized and rewarded for their appropriate choices through PBIS.

Title I funds are distributed in a school-wide program to enhance educational opportunities for the students in Math and Literacy. Additionally, these funds provide reduced student to teacher ratios, intervention assistance in kindergarten, staff development for teachers, and educational trainings for parents. Students are provided opportunities to advance their skills through regular class instruction, targeted small group instruction, and opportunities to work with specialists in Reading, Math, and Computer Technology.

In order to stress the importance of parental involvement with student learning, the School Improvement Council (SIC) sponsored the first "Every Minute Counts" Blitz Week. During one week, parents logged over 45,600 minutes of direct contact time with their children on schoolwork in the home setting or by volunteering in the building for the benefit of others. Because of our parents' efforts, the students all received a special treat. The SIC plans to continue this program anticipating increased interest and more parent participation next year.

Teachers at Thomas E. Kerns Elementary continue to strive to meet each student's individual needs. As a school, we continue to closely analyze our test scores and help students to set and meet growth goals. The entire staff of Thomas E. Kerns Elementary strives to inspire all our students to be the best they can be. As stated in our motto, Thomas E. Kerns is truly "A Great Place to Be."

Judith E. Mulkey, Principal
Jackie Brown, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	94	74
Percent satisfied with learning environment	87.2%	88.3%	86.3%
Percent satisfied with social and physical environment	94.9%	86.8%	76.7%
Percent satisfied with school-home relations	84.2%	94.6%	77.8%

* 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

NO

This school met 13 out of 21 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

Newly Identified

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. Sanction: Implement the restructuring plan.
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	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	282	99.7	33.6	42.5	23.5	0.4	34.4	52.4	48.2	No	Yes
Gender											
Male	151	99.3	43.9	40.2	15.2	0.8	27.3	46.1	41.7	N/A	N/A
Female	131	100	21.7	45.2	33	0	42.6	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	66	98.5	25.4	39	35.6	0	49.2	62.3	60	Yes	Yes
African American	184	100	35	44.2	20.9	0	31.3	31.7	31.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	27	100	45.5	45.5	9.1	0	13.6	36.7	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	47	100	78.6	19	2.4	0	4.8	20.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	28	100	47.8	39.1	8.7	4.3	17.4	36.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	243	99.6	34.9	42.6	22	0.5	32.1	34.3	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	282	100	40.3	38.7	14.5	6.5	27.8	49.5	45.8	No	Yes
Gender											
Male	151	100	44.4	34.6	12.8	8.3	27.1	49.9	45.6	N/A	N/A
Female	131	100	35.7	43.5	16.5	4.3	28.7	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	66	100	33.3	28.3	25	13.3	48.3	59.4	59	Yes	Yes
African American	184	100	41.1	43.6	11.7	3.7	21.5	27.2	26.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	27	100	54.5	36.4	9.1	0	13.6	37.4	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	47	100	78.6	16.7	4.8	0	4.8	20.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	28	100	52.2	34.8	8.7	4.3	17.4	38.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	243	100	43.3	38.1	12.9	5.7	25.2	32.2	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	193	100	54.1	31.2	8.2	6.5	14.7	39.3	35.7	96.4	96.5
Gender											
Male	108	100	53.6	28.9	10.3	7.2	17.5	41.6	37.4	96.3	96.4
Female	85	100	54.8	34.2	5.5	5.5	11	36.9	33.8	96.6	96.6
Racial/Ethnic Group											
White	41	100	32.4	40.5	13.5	13.5	27	49.7	49.2	95.3	96.4
African American	131	100	60.2	28.8	6.8	4.2	11	18.2	17	96.6	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	98.2	97.7
Hispanic	16	100	66.7	33.3	0	0	0	23.7	24.9	97.4	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	91.6	95.3
Disability Status											
Disabled	35	100	76.7	16.7	6.7	0	6.7	16.3	14	95.3	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
English Proficiency											
Limited English Proficient	18	100	64.3	28.6	7.1	0	7.1	22.6	24.4	97.3	97.2
Socio-Economic Status											
Subsided meals	167	100	56.3	31.9	6.9	4.9	11.8	21.3	21.1	96.3	95.8
Social Studies											
All Students	195	100	39.2	44.4	11.7	4.7	16.4	38.1	34	96.4	96.5
Gender											
Male	100	100	42	38.6	10.2	9.1	19.3	41	36.6	96.3	96.4
Female	95	100	36.1	50.6	13.3	0	13.3	35	31.3	96.6	96.6
Racial/Ethnic Group											
White	44	100	33.3	41	17.9	7.7	25.6	46.1	44.5	95.3	96.4
African American	129	100	38.6	47.4	10.5	3.5	14	20.5	19.1	96.6	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	98.2	97.7
Hispanic	19	100	56.3	37.5	6.3	0	6.3	27.7	27.5	97.4	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	91.6	95.3
Disability Status											
Disabled	37	100	66.7	30.3	0	3	3	17.1	14.4	95.3	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
English Proficiency											
Limited English Proficient	18	100	56.3	37.5	6.3	0	6.3	27.6	27.3	97.3	97.2
Socio-Economic Status											
Subsided meals	172	100	40.3	44.3	11.4	4	15.4	22.8	21	96.3	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	93	100	22.9	39.8	37.3	0	37.3
	4	98	100	30.6	48.2	21.2	0	21.2
	5	84	100	35.9	51.3	12.8	0	12.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	75	100	17.4	30.4	50.7	1.4	52.2
	4	106	99.1	44.6	43.5	12	0	12
	5	101	100	34.9	51.2	14	0	14
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	93	100	41	51.8	6	1.2	7.2
	4	98	100	36.5	43.5	17.6	2.4	20
	5	84	100	41	44.9	7.7	6.4	14.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	75	100	23.2	50.7	11.6	14.5	26.1
	4	106	100	54.8	29	11.8	4.3	16.1
	5	101	100	38.4	39.5	19.8	2.3	22.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	48	100	65.1	32.6	2.3	0	2.3
	4	98	100	61.2	30.6	7.1	1.2	8.2
	5	42	100	55.3	34.2	7.9	2.6	10.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	38	100	36.1	38.9	19.4	5.6	25
	4	106	100	59.1	29	5.4	6.5	11.8
	5	49	100	58.5	29.3	4.9	7.3	12.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	45	100	30	55	15	0	15
	4	98	100	43.5	40	11.8	4.7	16.5
	5	42	100	47.5	35	10	7.5	17.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	37	100	18.2	63.6	15.2	3	18.2
	4	106	100	35.5	46.2	11.8	6.5	18.3
	5	52	100	62.2	26.7	8.9	2.2	11.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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