



## Thomas E. Kerns Elementary

6650 Frontage Road at  
Greenville, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	617 Students	
<b>Principal</b>	Judith E. Mulkey	864-355-1300
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	N/A	N/A
2005	N/A	N/A

## 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**

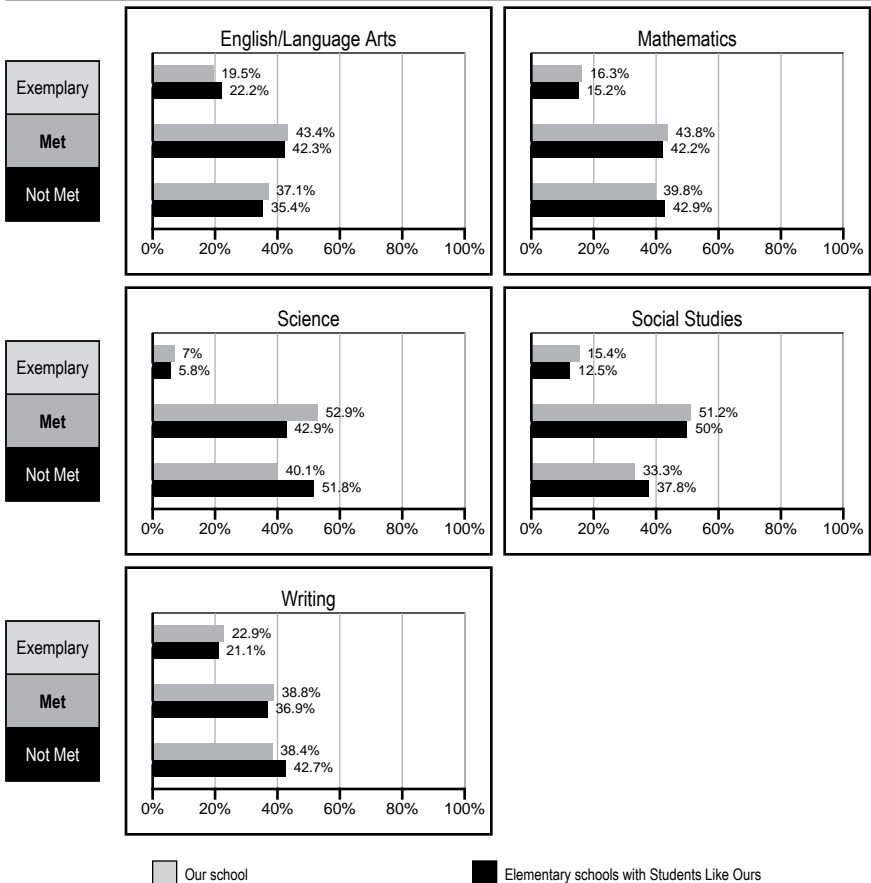
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 100%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
1	3	72	64	32

\* 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
<b>Students (n=617)</b>				
First graders who attended full-day kindergarten	94.2%	Up from 90.6%	100.0%	100.0%
Retention rate	1.7%	Up from 1.6%	2.5%	1.9%
Attendance rate	96.3%	Down from 96.4%	96.0%	96.3%
Eligible for gifted and talented	3.3%	Up from 2.4%	3.3%	10.0%
With disabilities other than speech	12.1%	Up from 11.3%	7.6%	7.7%
Older than usual for grade	0.2%	Down from 0.4%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=51)</b>				
Teachers with advanced degrees	41.2%	Up from 32.6%	57.1%	59.4%
Continuing contract teachers	76.5%	Up from 69.6%	71.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	82.1%	85.9%
Teacher attendance rate	94.7%	Down from 96.3%	95.2%	95.1%
Average teacher salary*	\$44,956	Up 3.7%	\$45,725	\$47,149
Professional development days/teacher	12.4 days	Down from 13.6 days	10.8 days	11.1 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Down from 18.0 to 1	16.8 to 1	18.8 to 1
Prime instructional time	90.8%	Down from 91.9%	90.1%	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 99.9%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,695	Up 3.8%	\$8,624	\$7,458
Percent of expenditures for instruction**	72.0%	Down from 72.5%	68.2%	68.8%
Percent of expenditures for teacher salaries**	69.1%	Up from 68.4%	62.0%	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

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. The staff of Thomas E. Kerns Elementary uses skills from studying Positive Based Behavior Supports (PBIS) to focus on school-wide positive discipline. 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. These funds provide reduced student to teacher ratios, intervention assistance in kindergarten and first grade, 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 its second annual "Every Minute Counts" Blitz Week. During one week, parents logged over 54,540 minutes of direct contact time with their children on schoolwork in the home or by volunteering in the building for the benefit of others. The SIC raised the bar of expectations from last year's goal of 45,600. Congratulations to all for the tremendous growth! Because of our parents' efforts, the students all received a special treat.

Additional accomplishments for the year 2008-09 include the donation of a play structure for our upper grade playground. To continue to enhance the focus on building healthy bodies, a set of fitness stations was installed as a Boy Scout Eagle project. Our fourth grade classes purchased two trees in honor of Arbor Day and planted them in the front lawn. The staff and students enjoyed many special events hosted by the school PTA.

Teachers at Thomas E. Kerns Elementary 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. Tests such as Measuring Academic Progress (MAP) are given to students three times a year and allow us to tailor to the educational needs of each child. The entire staff of Thomas E. Kerns Elementary strives to inspire all our students to be the best they can be.

Judith E. Mulkey, Principal  
Cynthia Betzer, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	88	68
Percent satisfied with learning environment	100.0%	88.6%	93.8%
Percent satisfied with social and physical environment	97.7%	93.2%	89.4%
Percent satisfied with school-home relations	85.7%	89.7%	86.4%

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

## Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 19 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

CSI

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.5%	0.0%	No
Student attendance rate	96.3%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

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

All Students	284	100	37.1	43.4	19.5	77.3	84	82.8	Yes	Yes
<b>Gender</b>										
Male	145	100	50	35.2	14.8	66.4	80.8	79.3	N/A	N/A
Female	139	100	23.6	52	24.4	88.6	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	65	100	28.8	35.6	35.6	83.1	89.5	89.5	Yes	Yes
African American	190	100	38.1	47.6	14.3	76.8	72.7	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	26	100	57.1	33.3	9.5	61.9	74.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	53	100	75	18.2	6.8	47.7	52.5	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	23	100	63.2	26.3	10.5	57.9	74.5	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	252	100	40.3	42.1	17.6	76	74.4	75.5	Yes	Yes

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

All Students	284	100	39.8	43.8	16.3	74.1	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	145	100	41.4	40.6	18	72.7	79.6	77	N/A	N/A
Female	139	100	38.2	47.2	14.6	75.6	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	65	100	37.3	33.9	28.8	78	87	87.2	Yes	Yes
African American	190	100	41.1	48.2	10.7	74.4	66.3	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	26	100	42.9	38.1	19	57.1	75.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	53	100	77.3	18.2	4.5	38.6	48.1	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	23	100	47.4	36.8	15.8	52.6	76.2	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	252	100	41.6	42.5	15.8	73.3	70.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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
<b>Science</b>								
All Students	181	100	40.1	52.9	7	59.9	71.3	67.5
<b>Gender</b>								
Male	98	100	43.5	52.9	3.5	56.5	70.8	67
Female	83	100	36.1	52.8	11.1	63.9	71.8	68
<b>Racial/Ethnic Group</b>								
White	43	100	24.3	56.8	18.9	75.7	79.5	79.5
African American	117	100	45.6	50.5	3.9	54.4	53	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	19	100	N/AV	N/AV	N/AV	53.3	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
<b>Disability Status</b>								
Disabled	35	100	75.9	20.7	3.4	24.1	39.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	16	100	N/AV	N/AV	N/AV	46.2	60.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	164	100	42.3	51.4	6.3	57.7	57.5	55.1
<b>Social Studies</b>								
All Students	181	100	33.3	51.2	15.4	66.7	75.7	72.3
<b>Gender</b>								
Male	90	100	34.6	46.9	18.5	65.4	75.1	71.5
Female	91	100	32.1	55.6	12.3	67.9	76.3	73.2
<b>Racial/Ethnic Group</b>								
White	46	100	25.6	48.8	25.6	74.4	81.7	80.7
African American	117	100	33.7	54.8	11.5	66.3	61.5	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	15	100	N/AV	N/AV	N/AV	41.7	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
<b>Disability Status</b>								
Disabled	25	100	N/AV	N/AV	N/AV	15	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	16	100	53.8	38.5	7.7	46.2	69	67.9
<b>Socio-Economic Status</b>								
Subsided meals	160	100	34.5	50	15.5	65.5	63.9	62.1

Abbreviations for Missing Data

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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
<b>Writing</b>										
All Students	289	100	38.4	38.8	22.9	61.6	72.9	70.2	96.3	96.5
<b>Gender</b>										
Male	147	100	48.9	30.5	20.6	51.1	66.4	63.2	96.4	96.4
Female	142	100	27.6	47.2	25.2	72.4	79.7	77.5	96.3	96.5
<b>Racial/Ethnic Group</b>										
White	68	100	36.7	38.3	25	63.3	80.5	79.1	94.7	96.3
African American	190	100	39.5	39	21.5	60.5	57.1	57.6	96.8	96.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.3	86.2	97.4	97.6
Hispanic	27	100	36.4	36.4	27.3	63.6	61.3	62.6	96.9	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.8	68.7	85.6	95.2
<b>Disability Status</b>										
Disabled	53	100	81.8	13.6	4.5	18.2	28.4	26.1	95.8	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
<b>English Proficiency</b>										
Limited English Proficient	23	100	40	40	20	60	60.5	61.2	97.1	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	257	100	41.2	39	19.7	58.8	58.8	58.9	96.2	95.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	108	100	28.9	37.8	33.3	71.1
	4	78	100	38.2	48.5	13.2	61.8
	5	98	100	44.1	45.2	10.8	55.9
	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
<b>Mathematics</b>							
<b>2009</b>	3	108	100	37.8	38.9	23.3	62.2
	4	78	100	30.9	51.5	17.6	69.1
	5	98	100	48.4	43	8.6	51.6
	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
<b>Science</b>							
<b>2009</b>	3	54	100	36.4	47.7	15.9	63.6
	4	78	100	35.3	58.8	5.9	64.7
	5	49	100	N/AV	N/AV	N/AV	48.9
	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
<b>Social Studies</b>							
<b>2009</b>	3	54	100	26.1	54.3	19.6	73.9
	4	78	100	25	58.8	16.2	75
	5	49	100	52.1	37.5	10.4	47.9
	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
<b>Writing</b>							
<b>2009</b>	3	109	100	30.8	27.5	41.8	69.2
	4	81	100	40.3	45.8	13.9	59.7
	5	99	100	44.2	44.2	11.6	55.8
	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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