



Minnie B Kennedy Middle

274 East Pine Log Road
Aiken, SC 29803

Grades	6-8 Middle School	
Enrollment	919 Students	
Principal	Ben Osborne	803-641-2470
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Good	Below Average
2005	Good	Below 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

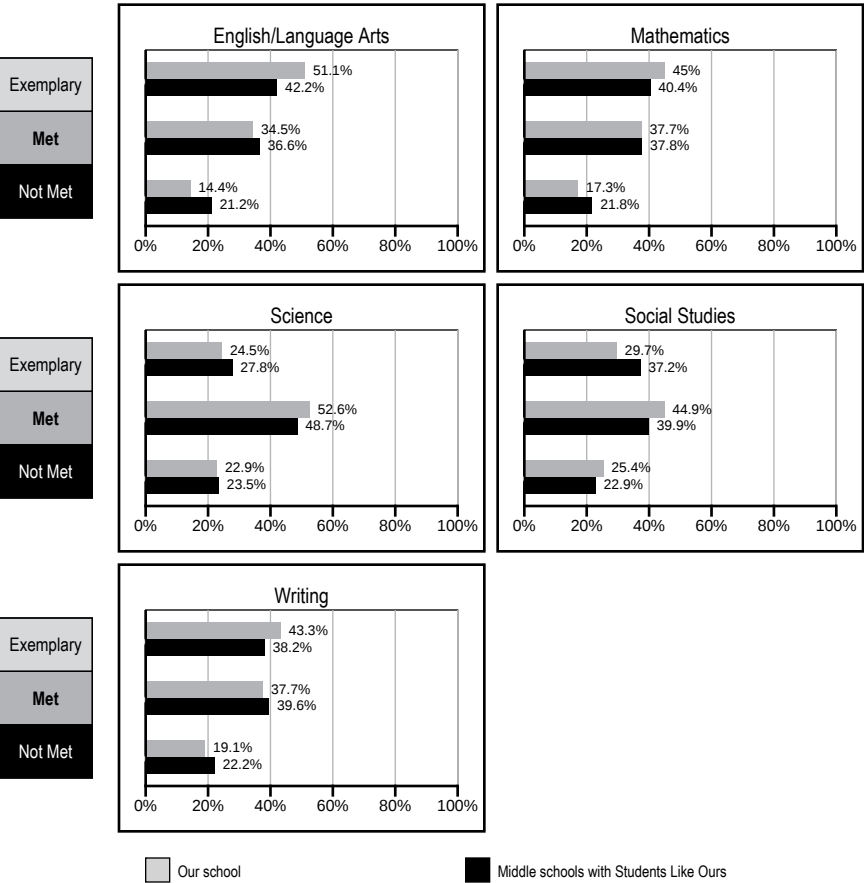
94.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	17	9	0	0

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

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	100.0%	99.3%
English 1	100.0%	93.7%
Physical Science	N/A	69.3%
US History and the Constitution	N/A	100.0%
All Subjects	100.0%	98.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=919)				
Students enrolled in high school credit courses (grades 7 & 8)	23.0%	Up from 22.5%	31.8%	21.6%
Retention rate	1.8%	Down from 2.3%	1.1%	1.2%
Attendance rate	96.0%	Up from 95.6%	96.3%	95.9%
Eligible for gifted and talented	27.6%	Down from 30.2%	24.1%	14.8%
With disabilities other than speech	6.4%	Up from 6.3%	10.2%	12.6%
Older than usual for grade	2.1%	Down from 3.7%	1.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.8%	0.6%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	53.8%	No Change	58.0%	56.9%
Continuing contract teachers	82.7%	Down from 86.5%	77.9%	72.7%
Teachers with emergency or provisional certificates	1.9%	Up from 0.0%	4.1%	5.3%
Teachers returning from previous year	92.6%	Up from 90.7%	84.8%	82.9%
Teacher attendance rate	95.1%	Up from 94.9%	95.1%	95.2%
Average teacher salary*	\$50,678	Up 5.4%	\$48,651	\$46,599
Professional development days/teacher	7.2 days	Up from 6.0 days	10.6 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	3.0
Student-teacher ratio in core subjects	27.2 to 1	Up from 24.9 to 1	21.5 to 1	20.1 to 1
Prime instructional time	90.1%	Up from 89.5%	90.6%	89.9%
Opportunities in the arts	Good	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	89.9%	Down from 98.0%	96.5%	97.8%
Character development program	Average	Up from Below Average	Good	Good
Dollars spent per pupil**	\$5,538	Up 7.3%	\$7,183	\$7,645
Percent of expenditures for instruction**	72.0%	Down from 72.6%	66.3%	63.4%
Percent of expenditures for teacher salaries**	57.6%	Down from 67.7%	61.2%	57.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Kennedy Middle School has approximately nine hundred and twenty-four students, of whom sixty-six percent are Caucasian and thirty-four percent are minority. Thirty-three percent are on either free or reduced lunch. The school has two self-contained special education classes, two resource classes, an English as Second Language class, and two hundred sixty-four students enrolled in the Gifted and Talented program.

Academically, the students have scored well above the state and district averages on all standardized tests. Students are heterogeneously grouped in grades six and seven and, because of high school credit course offerings, are homogeneously grouped in the eighth grade. All students are offered an advisor-advisee class, two periods of language arts and mathematics daily, and have science and social studies for two periods on alternating days. In addition, each student has a minimum of six exploratory course offerings yearly. To support the academic program, all students participate in Accelerated Reading, Accelerated Math, and the CAI (Computer Assisted Instruction) Lab. Students who are experiencing academic difficulties are offered tutoring through parent volunteers, Beta Club members, and an after school tutorial program.

A wide variety of extra curricular opportunities are provided for students through clubs, athletics, intramurals, and mini-courses, and students participate in a variety of service learning and character education activities. The KMS National Beta Club inducted 126 students this year, bringing our total membership to 349. Our undefeated Academic Team earned the 2009 District Championship. Our Serteen Club was named International Chapter of the Year for 2009. Our band produced two All State, fourteen Region, and twenty-one All Conference band members. Our football team was conference and county champions; our volleyball team was conference champions; our girls and boys basketball teams had 9-3 records; and our golf team was county champions and also undefeated. We also welcomed a new MoMD (moderate mental disability) class with six amazing students. In summary, Kennedy Middle School strives to ensure that every student achieves success.

Ben Osborne, Principal
Kerry Dunn, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	288	177
Percent satisfied with learning environment	91.2%	66.0%	72.0%
Percent satisfied with social and physical environment	100.0%	70.7%	72.6%
Percent satisfied with school-home relations	97.1%	83.3%	66.5%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 23 out of 25 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	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	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	920	99.8	16	37.2	46.8	89.5	85.7	82.8	Yes	Yes
Gender										
Male	469	99.8	17	35.8	47.2	87.3	83.2	79.3	N/A	N/A
Female	451	99.8	15	38.6	46.4	91.8	88.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	609	99.8	9.5	34.4	56.1	94.6	90.8	89.5	Yes	Yes
African American	249	99.6	32.6	44.8	22.6	77.4	78.1	73.7	Yes	Yes
Asian/Pacific Islander	22	100	13.6	27.3	59.1	86.4	91.3	92.3	I/S	I/S
Hispanic	33	100	15.6	34.4	50	87.5	77.9	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.2	82.5	I/S	I/S
Disability Status										
Disabled	58	96.6	71.4	22.4	6.1	32.7	51.2	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	48	100	19.1	36.2	44.7	83	76.2	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	301	99.3	29.4	42.6	27.9	80.1	79.5	75.5	Yes	Yes

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

All Students	920	99.8	19.6	41.6	38.8	87.2	81.6	78.9	Yes	Yes
Gender										
Male	469	99.8	19	39	42	86.2	80.6	77	N/A	N/A
Female	451	99.8	20.1	44.3	35.6	88.3	82.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	609	99.8	11.4	40.8	47.8	94.5	87.6	87.2	Yes	Yes
African American	249	99.6	40	45.2	14.8	70.4	71.7	66.7	Yes	Yes
Asian/Pacific Islander	22	100	13.6	18.2	68.2	86.4	93.8	93	I/S	I/S
Hispanic	33	100	15.6	46.9	37.5	87.5	78.7	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75	79.5	I/S	I/S
Disability Status										
Disabled	58	96.6	77.6	20.4	2	34.7	45.4	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	48	100	14.9	40.4	44.7	85.1	78.4	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	301	99.3	33.8	48.5	17.6	75.4	74.1	70.2	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	605	100	23	52.5	24.5	77	68.5	67.5
Gender								
Male	311	100	21.2	50.5	28.3	78.8	69.4	67
Female	294	100	24.8	54.6	20.6	75.2	67.6	68
Racial/Ethnic Group								
White	402	100	12	58.1	29.9	88	78.5	79.5
African American	162	100	51.3	37.3	11.3	48.7	52.3	50.3
Asian/Pacific Islander	15	100	20	40	40	80	92.5	84.3
Hispanic	21	100	23.8	66.7	9.5	76.2	61.3	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.2	71.2
Disability Status								
Disabled	39	100	73.5	20.6	5.9	26.5	34.9	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	30	100	29	54.8	16.1	71	61.3	59.6
Socio-Economic Status								
Subsided meals	195	100	41.1	48.9	10	58.9	56.9	55.1

Social Studies								
All Students	610	100	25.3	45	29.7	74.7	69	72.3
Gender								
Male	306	100	22.5	39.8	37.7	77.5	69.3	71.5
Female	304	100	28.2	50.2	21.6	71.8	68.8	73.2
Racial/Ethnic Group								
White	402	100	18.1	46.2	35.7	81.9	76.5	80.7
African American	164	100	44.7	42.8	12.5	55.3	56.7	60
Asian/Pacific Islander	16	100	12.5	43.8	43.8	87.5	88.5	88.5
Hispanic	23	100	31.8	27.3	40.9	68.2	62.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	72.2
Disability Status								
Disabled	36	100	N/AV	N/AV	N/AV	32.3	40.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	30	100	23.3	43.3	33.3	76.7	63.8	67.9
Socio-Economic Status								
Subsided meals	191	100	42.8	43.4	13.9	57.2	59	62.1

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	928	98.8	18.9	37.8	43.4	81.1	71.8	70.2	96	95.9
Gender										
Male	475	98.3	23.7	36.8	39.5	76.3	65.9	63.2	95.6	95.7
Female	453	99.3	13.9	38.7	47.3	86.1	78.1	77.5	96.4	96
Racial/Ethnic Group										
White	613	99.2	13.4	32.6	54	86.6	78.3	79.1	96.3	95.8
African American	252	97.6	32.6	50.6	16.7	67.4	61.4	57.6	95.1	95.9
Asian/Pacific Islander	22	100	13.6	27.3	59.1	86.4	84	86.2	98.9	97.7
Hispanic	33	100	21.9	40.6	37.5	78.1	65.9	62.6	97.2	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	60.9	68.7	87.6	96
Disability Status										
Disabled	56	89.3	N/AV	N/AV	N/AV	13	23	26.1	94.3	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	95
English Proficiency										
Limited English Proficient	48	100	23.4	29.8	46.8	76.6	64.9	61.2	97.8	96.4
Socio-Economic Status										
Subsidized meals	307	97.7	32.2	45.3	22.5	67.8	61.4	58.9	94.4	95.2

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	305	100	16.4	42.3	41.3	83.6
	7	299	100	14.1	35	50.9	85.9
	8	316	99.4	17.5	34.2	48.3	82.5
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	305	100	18.4	43.7	37.9	81.6
	7	299	100	15.2	43.8	41	84.8
	8	316	99.4	25	37.3	37.7	75
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	151	100	29.3	57.8	12.9	70.7
	7	298	100	17.4	51.1	31.6	82.6
	8	156	100	27.4	50	22.6	72.6
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	153	100	8.9	58.9	32.2	91.1
	7	299	100	37.5	38.9	23.7	62.5
	8	158	100	18.4	42.9	38.8	81.6
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	307	99.4	17.6	41.6	40.9	82.4
	7	301	99	16.5	38.2	45.3	83.5
	8	320	98.1	22.5	33.4	44	77.5

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample