

KENNEDY/LLOYD CHARTER SCHOOL

130 Avery Lane
Aiken, South Carolina

Grades	5-8 Middle School	
Enrollment	66 Students	
Principal	Keisha Lloyd-Kennedy	803-644-4824
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Ms. Rosemary B. English	803-648-1126

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	At-Risk	Below Average
2010	At-Risk	At-Risk
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk

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

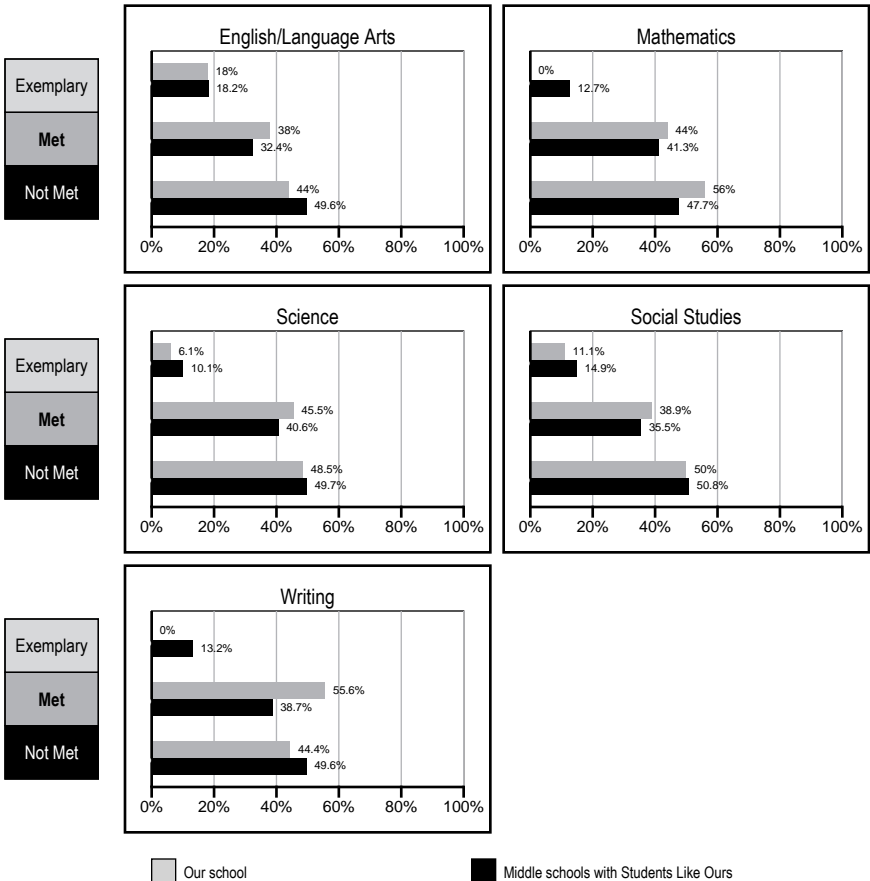
95.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	19	32	21

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

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%	90.0%
English 1	100.0%	87.8%
Biology 1/Applied Biology 2	N/A	36.8%
Physical Science	N/A	13.4%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	89.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=66)				
Students enrolled in high school credit courses (grades 7 & 8)	6.1%	Up from 0.0%	14.2%	24.5%
Retention rate	0.0%	No Change	1.0%	0.7%
Attendance rate	99.7%	Up from 99.4%	95.4%	95.9%
Served by gifted and talented program	3.3%	Down from 5.4%	7.2%	17.8%
With disabilities other than speech	3.4%	Down from 19.6%	11.1%	9.2%
Older than usual for grade	5.0%	Down from 7.7%	2.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.3%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=8)				
Teachers with advanced degrees	57.1%	Up from 40.0%	59.5%	60.0%
Continuing contract teachers	42.9%	Up from 20.0%	69.0%	82.6%
Teachers returning from previous year	66.7%	Down from 73.3%	80.2%	85.6%
Teacher attendance rate	100.0%	Up from 99.6%	95.3%	95.3%
Average teacher salary*	\$18,575	Down 15.5%	\$44,264	\$46,300
Professional development days/teacher	3.1 days	Down from 5.0 days	10.6 days	9.9 days
School				
Principal's years at school	9.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	7.1 to 1	Up from 5.3 to 1	19.0 to 1	21.5 to 1
Prime instructional time	99.7%	Up from 99.1%	89.5%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	94.2%	Down from 94.5%	97.5%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$8,302	Down 65.1%	\$9,685	\$7,634
Percent of expenditures for instruction**	56.0%	Down from 71.0%	61.6%	64.0%
Percent of expenditures for teacher salaries**	42.7%	Down from 57.6%	56.3%	61.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Due to the nature of our mission, the primary goals for all students are to focus on student achievement, improve student test scores, increase opportunities for student success and maintain a nurturing school culture. These goals are packaged into our World Class initiative which promotes a new outlook, new teaching standards and a positive learning environment. We understand change does not happen overnight, but with steady persistent progress. The key to positive student change is maintaining a positive outlook. In order to be successful in the classroom, we provide a daily example of what being positive "looks" like. Our benchmark for measuring the fulfillment of academic standards is evaluating each quarter on how well your students perform on standardized norm-based testing. Teacher job security is based, in part, on how well the students perform or improve on testing. All benchmark tests are controlled documents created to mirror the format of standardized tests. Student achievements are recognized quarterly and annually, as we believe there is always something to celebrate about a child. Our overall school environment is nurturing and our staff is trained to be compassionate to the needs of each student.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	5	52	17
Percent satisfied with learning environment	100.0%	70.6%	62.5%
Percent satisfied with social and physical environment	100.0%	69.2%	58.8%
Percent satisfied with school-home relations	100.0%	76.5%	68.8%

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

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No Child Left Behind

School Adequate Yearly Progress YES

This school met 9 out of 9 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 R-DELAY

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	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	30.4%	0.0%	No
Student attendance rate	99.7%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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	60	98.3	42.9	38.8	18.4	65.3	82.9	82.4	Yes	Yes
Gender										
Male	27	100	48	32	20	64	79.3	78.7	N/A	N/A
Female	33	97	37.5	45.8	16.7	66.7	86.9	86.2	N/A	N/A
Racial/Ethnic Group										
White	15	100	33.3	58.3	8.3	75	87.5	88.9	I/S	I/S
African American	44	97.7	47.2	30.6	22.2	61.1	75.5	72.9	I/S	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	81.2	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	95.7	83	I/S	I/S
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	43.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	44	97.7	51.4	29.7	18.9	59.5	76.8	75.4	I/S	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	60	96.7	N/AV	N/AV	N/AV	54.2	80.6	81.9	Yes	Yes
Gender										
Male	27	100	N/AV	N/AV	N/AV	52	79	79.9	N/A	N/A
Female	33	93.9	N/AV	N/AV	N/AV	56.5	82.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	15	100	N/AV	N/AV	N/AV	41.7	86	88.9	I/S	I/S
African American	44	95.5	N/AV	N/AV	N/AV	60	71.7	71.4	I/S	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.5	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	78.5	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.5	84.4	I/S	I/S
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	41.3	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	78.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	44	95.5	N/AV	N/AV	N/AV	52.8	73.6	74.9	I/S	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	38	100	48.5	45.5	6.1	51.5	64.8	68.6
Gender								
Male	17	100	56.3	31.3	12.5	43.8	65.1	68.3
Female	21	100	N/AV	N/AV	N/AV	58.8	64.4	68.9
Racial/Ethnic Group								
White	7	I/S	I/S	I/S	I/S	I/S	74.3	80.7
African American	30	100	53.8	38.5	7.7	46.2	49.3	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.6	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	59.8	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	70.8
Disability Status								
Disabled	3	I/S	I/S	I/S	I/S	I/S	28.2	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	58.9	60.7
Socio-Economic Status								
Subsidized meals	28	100	50	45.8	4.2	50	53.6	57.3
Social Studies								
All Students	42	97.6	48.6	40	11.4	51.4	66.7	72.5
Gender								
Male	20	100	47.4	42.1	10.5	52.6	67.1	72
Female	22	95.5	50	37.5	12.5	50	66.2	73.1
Racial/Ethnic Group								
White	12	100	I/S	I/S	I/S	I/S	72.6	81
African American	29	96.6	41.7	45.8	12.5	58.3	56.9	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	82.8	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	67	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	79.4	73.5
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	30.6	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	64.6	69.7
Socio-Economic Status								
Subsidized meals	31	96.8	51.9	40.7	7.4	48.1	57.8	62.9

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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	23	100	N/AV	N/AV	N/AV	55.6	76.1	73.2	99.7	95.9
Gender										
Male	13	100	N/AV	N/AV	N/AV	58.3	71.4	67.2	99.7	95.9
Female	10	I/S	I/S	I/S	I/S	I/S	81	79.4	99.7	96
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	82.3	81.5	99.5	95.8
African American	16	100	N/AV	N/AV	N/AV	53.8	66.3	61.3	99.8	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.6	87	99.9	96.6
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.9	66.7	N/A	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	72.2	N/A	95.6
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	24.3	26	99.9	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	96.2
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	68.6	65.7	99.9	96.4
Socio-Economic Status										
Subsidized meals	18	100	N/AV	N/AV	N/AV	46.2	66.2	63.2	99.7	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							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	8	I/S	I/S	I/S	I/S	I/S
	6	9	I/S	I/S	I/S	I/S	I/S
	7	15	100	66.7	25	8.3	33.3
	8	17	100	60	13.3	26.7	40
2011	3	6	I/S	I/S	I/S	I/S	I/S
	4	4	I/S	I/S	I/S	I/S	I/S
	5	8	I/S	I/S	I/S	I/S	I/S
	6	8	I/S	I/S	I/S	I/S	I/S
	7	16	100	46.7	20	33.3	53.3
	8	18	94.4	58.3	33.3	8.3	41.7
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	8	I/S	I/S	I/S	I/S	I/S
	6	9	I/S	I/S	I/S	I/S	I/S
	7	15	100	N/A	N/A	N/A	16.7
	8	17	100	46.7	46.7	6.7	53.3
2011	3	6	I/S	I/S	I/S	I/S	I/S
	4	4	I/S	I/S	I/S	I/S	I/S
	5	8	I/S	I/S	I/S	I/S	I/S
	6	8	I/S	I/S	I/S	I/S	I/S
	7	16	100	N/AV	N/AV	N/AV	40
	8	18	94.4	N/AV	N/AV	N/AV	25
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	4	I/S	I/S	I/S	I/S	I/S
	6	5	I/S	I/S	I/S	I/S	I/S
	7	15	100	N/A	N/A	N/A	25
	8	8	I/S	I/S	I/S	I/S	I/S
2011	3	3	I/S	I/S	I/S	I/S	I/S
	4	4	I/S	I/S	I/S	I/S	I/S
	5	4	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	7	16	100	53.3	40	6.7	46.7
	8	7	I/S	I/S	I/S	I/S	I/S

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	4	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	7	15	100	N/A	N/A	N/A	25
	8	9	I/S	I/S	I/S	I/S	I/S
2011	3	3	I/S	I/S	I/S	I/S	I/S
	4	4	I/S	I/S	I/S	I/S	I/S
	5	4	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	7	16	100	46.7	40	13.3	53.3
	8	11	90.9	I/S	I/S	I/S	I/S
Writing							
2010	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	8	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	16	100	76.9	15.4	7.7	23.1
	8	19	100	25	50	25	75
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	6	I/S	I/S	I/S	I/S	I/S
	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	17	100	N/AV	N/AV	N/AV	38.5

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