



## Thomas E. Kerns Elementary

6650 Frontage Road at  
Greenville, SC 29605

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	614 Students	
<b>Principal</b>	Judith E. Mulkey	864-355-1300
<b>Superintendent</b>	Mr. Burke Royster	864-355-3100
<b>Board Chair</b>	Mr. Chuck Saylor	803-360-3527

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Average</b>	<b>Average</b>
2012	Average	Good
2011	Average	Average
2010	Average	Average
2009	Average	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 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://www.eoc.sc.gov>

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

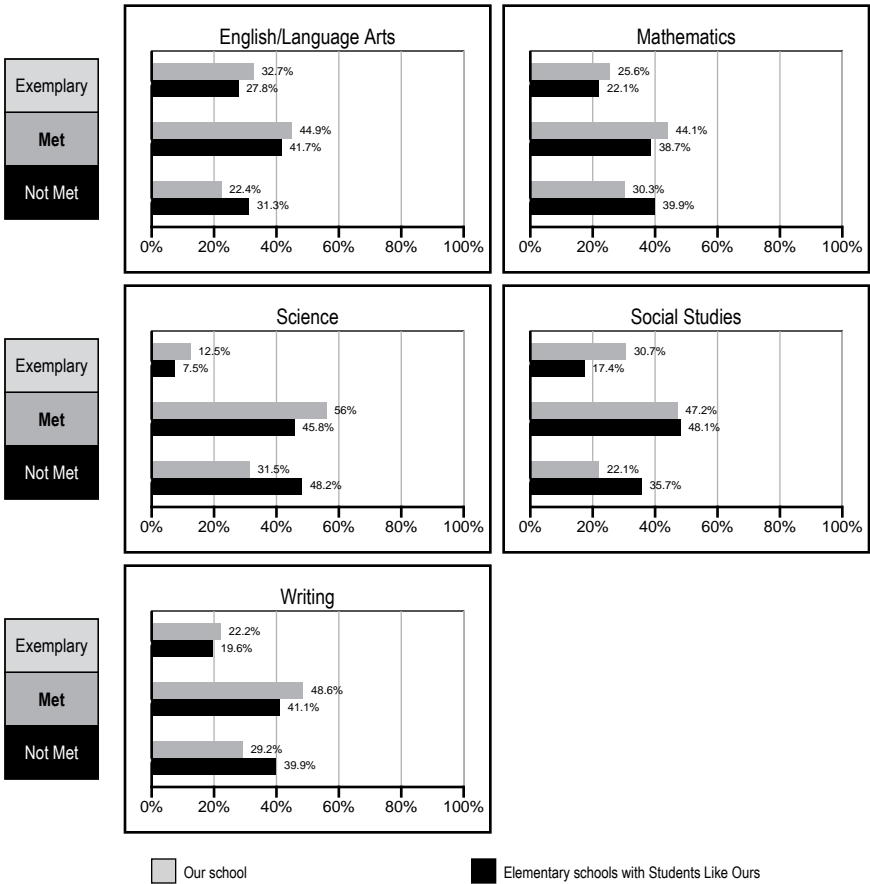
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 98.1%

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

Excellent	Good	Average	Below Average	At-Risk
1	11	92	44	15

\* Ratings are calculated with data available by 12/14/2013.

**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=614)</b>				
First graders who attended full-day kindergarten	91.9%	Up from 91.5%	100.0%	100.0%
Retention rate	1.3%	No Change	1.1%	0.9%
Attendance rate	96.3%	Down from 96.7%	95.9%	96.3%
Served by gifted and talented program	2.4%	N/A	2.6%	7.2%
With disabilities	17.2%	N/A	13.4%	12.4%
Older than usual for grade	2.7%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	47.8%	Down from 48.8%	60.7%	62.5%
Continuing contract teachers	71.7%	Down from 88.4%	75.9%	83.3%
Teachers returning from previous year	87.2%	Down from 90.0%	84.7%	88.3%
Teacher attendance rate	96.8%	Up from 93.6%	94.9%	95.0%
Average teacher salary*	\$44,832	Down 3.8%	\$46,183	\$48,193
Professional development days/teacher	16.7 days	Up from 15.7 days	10.4 days	11.0 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 18.6 to 1	18.0 to 1	20.1 to 1
Prime instructional time	91.6%	Up from 89.9%	89.6%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,857	Down 2.7%	\$8,297	\$7,364
Percent of expenditures for instruction**	71.0%	No Change	66.5%	68.0%
Percent of expenditures for teacher salaries**	69.0%	Down from 69.8%	64.0%	66.0%

\* 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 serves approximately 625 students in a beautiful facility overlooking Interstate 85 and White Horse Road, in Greenville, South Carolina. As a result of commitment to student achievement, safety, and responsibility, our school has achieved many awards such as the Palmetto Silver Award for outstanding student academic performance, Clean School Award, Safe Kids Upstate Award, United States Environmental Protection Agency's Energy Star Award, and we are recognized as one of three schools in the state as an Exemplar School of Positive Behavioral Intervention and Supports (PBIS).

The school designates its Title I funds to provide additional personnel, materials and opportunities to support educational achievement in literacy and math. Reduced class size, intervention assistance for kindergarten through third grade, staff development for teachers, and focused parenting sessions all support student achievement. Additionally, a full-time technology teacher is provided to instruct students in the technology standards. With this assistance, students apply computer skills to create projects and extend classroom learning.

During the 2011–2012 school year, Buncombe Street United Methodist Church began a mentoring program for identified students. Through weekly tutorial sessions, these mentors built caring and trusting relationships with our students. This partnership has expanded over the past two years to enhance our relationship with both the church and the students. Additional business partnerships continue with Kiwanis Club of Greenville, Famous Hair, Camp Greenville, and Welcome Baptist Church for the Good News Club.

Throughout the year, grade-level teachers observed model lessons both at Thomas E. Kerns and other schools in the upstate. Teachers continued to develop and enhance common assessments. Data from many sources such as tests, quizzes, Measures of Academic Progress (MAP), and Palmetto Assessment of State Standards (PASS) were carefully analyzed to monitor and adjust instruction based on identified academic needs. Parental involvement opportunities in activities such as Reading, Math, and Curriculum Nights provide strategies for helping the students at home. Regular parent training sessions were held to enhance parent knowledge and skills.

The social worker, nurse, mental health counselor, and school counselor provide additional support which assists in helping students to be successful. The entire staff of Thomas E. Kerns continues to encourage our students to put forth their best efforts daily and to set high goals for themselves.

Tamiko Gingles, SIC Chair  
Judith E. Mulkey, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	59	63
Percent satisfied with learning environment	97.8%	84.7%	85.8%
Percent satisfied with social and physical environment	97.8%	84.7%	82.5%
Percent satisfied with school-home relations	59.6%	83%	87.3%

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

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**ESEA/Federal Accountability Rating System**

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>82.8</b>
<b>Overall Grade Conversion</b>	<b>B</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

**Accountability Indicator for Title I Schools**

Thomas E. Kerns Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

**Teacher Quality and Student Attendance**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	1.1%	0.0%	No
Student attendance rate	96.3%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	649.4	638.1	615.3	641.2	100.0	100.0
Male	642.6	639.5	614.4	635.5	100.0	100.0
Female	656.0	636.7	616.1	647.3	100.0	100.0
White	664.1	668.2	629.9	663.1	100.0	100.0
African American	644.2	628.3	610.6	635.7	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	656.4	652.8	624.1	640.2	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	602.2	601.6	582.1	606.7	100.0	100.0
Limited English Proficient	654.7	650.2	624.5	640.7	100.0	100.0
Subsidized meals	648.8	637.6	615.1	642.0	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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>2012</b>	3	91	100	17.9	34.5	47.6	82.1
	4	93	100	20.7	46	33.3	79.3
	5	95	100	33	43.2	23.9	67
	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>2013</b>	3	105	100	21.4	34.7	43.9	78.6
	4	90	100	29.9	49.4	20.8	70.1
	5	83	100	16.5	53.2	30.4	83.5
	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
<b>Mathematics</b>							
<b>2012</b>	3	91	100	32.1	36.9	31	67.9
	4	93	100	17.2	55.2	27.6	82.8
	5	95	100	27.3	43.2	29.5	72.7
	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
<b>2013</b>	3	105	100	38.8	30.6	30.6	61.2
	4	90	100	27.3	57.1	15.6	72.7
	5	83	100	22.8	48.1	29.1	77.2
	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>2012</b>	3	45	100	42.9	38.1	19	57.1
	4	93	100	21.8	71.3	6.9	78.2
	5	48	100	27.3	45.5	27.3	72.7
	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
<b>2013</b>	3	51	100	44	44	12	56
	4	90	100	31.2	57.1	11.7	68.8
	5	43	100	17.1	68.3	14.6	82.9
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2012</b>	3	46	100	28.6	42.9	28.6	71.4
	4	93	100	17.2	43.7	39.1	82.8
	5	47	100	25	50	25	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
<b>2013</b>	3	54	100	22.4	53.1	24.5	77.6
	4	90	100	18.2	48.1	33.8	81.8
	5	40	100	31.6	36.8	31.6	68.4
	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
<b>Writing</b>							
<b>2012</b>	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	94	98.9	23	41.4	35.6	77
	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>2013</b>	3	106	100	30.3	52.5	17.2	69.7
	4	92	98.9	30.8	55.1	14.1	69.2
	5	86	97.7	24.4	38.5	37.2	75.6
	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

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