

KINARD ELEMENTARY

201 Pressly Street
Clover, SC 29710

Grades	PK-5 Elementary School	
Enrollment	368 Students	
Principal	Kathryne Weathers	803-222-3071
Superintendent	Dr. Marc Sosne	803-810-8000
Board Chair	Franklin Pendleton	803-810-8000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Good	Good
2008	Average	Average
2007	Good	Good
2006	Good	Good

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

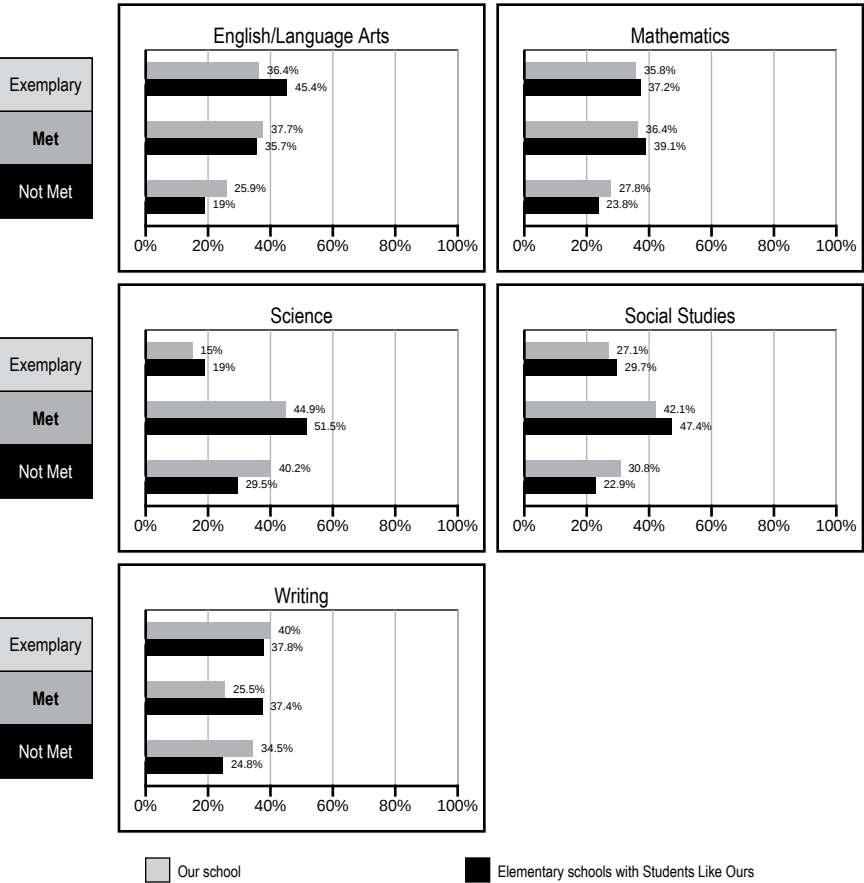
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	38	40	0	0

* Ratings are calculated with data available by 03/09/2011.

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
Students (n=368)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 1.8%	1.3%	1.2%
Attendance rate	95.8%	Down from 96.5%	96.1%	96.1%
Eligible for gifted and talented	15.2%	Up from 14.1%	15.2%	11.7%
With disabilities other than speech	8.6%	Up from 5.9%	8.1%	8.0%
Older than usual for grade	0.0%	No Change	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	53.3%	Down from 60.0%	60.0%	60.5%
Continuing contract teachers	73.3%	Up from 62.9%	87.5%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	71.6%	Down from 86.4%	87.9%	87.0%
Teacher attendance rate	96.6%	Up from 94.5%	95.5%	95.4%
Average teacher salary*	\$47,844	Up 0.1%	\$47,844	\$47,288
Professional development days/teacher	5.7 days	Down from 9.5 days	10.0 days	10.5 days
School				
Principal's years at school	1.0	Down from 5.0	4.5	4.0
Student-teacher ratio in core subjects	16.1 to 1	Up from 15.5 to 1	19.9 to 1	19.2 to 1
Prime instructional time	90.8%	Up from 89.0%	90.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.7%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,610	Up 1.2%	\$6,958	\$7,548
Percent of expenditures for instruction**	70.8%	Down from 71.0%	69.1%	68.7%
Percent of expenditures for teacher salaries**	66.3%	No Change	66.3%	65.1%

* 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

Kinard Elementary School serves students from pre-kindergarten to fifth grade and is committed to providing a comprehensive educational program that enables all students to experience academic achievement and personal growth.

The academic program of Kinard Elementary is designed to challenge and provide each child with engaging instruction and opportunities to recognize and reach their fullest potential. Teachers are provided opportunities to collaborate among and across grade levels in order to provide relevant, meaningful instruction. While in the classroom, teachers deliver purposeful instruction that promotes responsibility, cooperation, and excellence. Outside the classroom, teachers participate in continuous district professional growth opportunities provided by content-related instructional supervisors. Through these meetings, continuity in program is emphasized, thereby strengthening the academic core of Clover School District.

Teachers empower students for the future through their innovative use of technology that is appropriately incorporated into daily instruction. Engaging instruction and continuous assessment drive education forward at Kinard. Students participate daily in "Eagle Enrichment" where, based on MAP data, students are instructed across grade levels in small groups in Language Arts and Math. MAP is administered three times per year and the groups are fluid based on scores. Student growth and creativity are core elements in our Activity classes. These developing talents and abilities are showcased throughout the year.

In order to further provide the best education possible to our students, our teachers receive ongoing, in-house professional development that keeps them abreast of best practices and in touch with our Kinard community. Parents are routinely invited to Parent Education Nights where students perform and work is displayed. Parents have opportunities to receive educational information at these events and are able to witness how their children interact with each other and their teachers.

Building responsible citizens for the future, Kinard Elementary incorporates character education into the daily lives of our students through our guidance department. Our "Blue Eagles" are students who have been caught showing good character and are recognized monthly. Additionally, "Students of the Month" are those students who are voted on by their grade levels and are recognized as displaying attributes of what it takes to be a good student. These students and their parents are invited to a surprise breakfast and are awarded a certificate from a local restaurant. Love and Logic has continued to be emphasized throughout Kinard and the community through staff and parent classes by our parent liaison.

Kinard Elementary is committed to continuous improvement in all areas. We pledge to deliver engaging instruction to our students, create a positive culture in our school, and interact positively with our community. We believe that it is through the building of positive relationships and an immersion into a highly, engaging educational environment that our students will be able to recognize what it takes to become a productive member of society.

Respectfully submitted,
Kathryne Weathers, Principal
Dawn Helms, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	51	33
Percent satisfied with learning environment	100.0%	88.2%	90.6%
Percent satisfied with social and physical environment	100.0%	92.0%	84.8%
Percent satisfied with school-home relations	96.4%	96.0%	93.8%

* 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	YES
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This school met 17 out of 17 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	
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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	1.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.2%	0.0%	No
Student attendance rate	95.8%	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	173	100	25.9	37.7	36.4	82.1	89.8	83.5	Yes	Yes
Gender										
Male	82	100	33.8	32.4	33.8	73	86.8	80.1	N/A	N/A
Female	90	100	18.4	42.5	39.1	90.8	93	87	N/A	N/A
Racial/Ethnic Group										
White	112	100	22.1	37.5	40.4	83.7	91.3	89.6	Yes	Yes
African American	52	100	26.5	42.9	30.6	83.7	80.4	74.6	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	81.4	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	79.2	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	100	85.1	I/S	I/S
Disability Status										
Disabled	32	100	85.7	10.7	3.6	28.6	52.8	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	79.5	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	101	100	35.8	40	24.2	75.8	80	76.9	Yes	Yes

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

All Students	173	100	27.8	36.4	35.8	82.7	91.2	80.4	Yes	Yes
Gender										
Male	82	100	31.1	39.2	29.7	79.7	89.5	78.4	N/A	N/A
Female	90	100	24.1	34.5	41.4	85.1	93.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	112	100	24	34.6	41.3	83.7	92.5	87.8	Yes	Yes
African American	52	100	32.7	42.9	24.5	79.6	82	69.3	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.3	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	87	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	92.3	83.2	I/S	I/S
Disability Status										
Disabled	32	100	78.6	14.3	7.1	32.1	56.6	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	87.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	101	100	38.9	36.8	24.2	74.7	83.8	72.8	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
Science								
All Students	115	100	40.2	44.9	15	59.8	82.9	67.3
Gender								
Male	56	100	44	46	10	56	82	66.9
Female	58	100	35.7	44.6	19.6	64.3	84	67.7
Racial/Ethnic Group								
White	82	100	30.3	51.3	18.4	69.7	85.8	79.6
African American	27	100	68	28	4	32	63.3	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	78.8	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	73.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	24	100	N/A	N/A	N/A	19	47.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	69.8	58.6
Socio-Economic Status								
Subsidized meals	65	100	53.3	40	6.7	46.7	70.1	55.4

Social Studies

All Students	115	100	30.8	42.1	27.1	69.2	81.5	70.9
Gender								
Male	58	100	29.4	45.1	25.5	70.6	80.6	70.1
Female	56	100	30.9	40	29.1	69.1	82.5	71.7
Racial/Ethnic Group								
White	73	100	26.5	41.2	32.4	73.5	82.8	79.2
African American	35	100	37.5	43.8	18.8	62.5	69.3	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.7	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	79.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	21	100	N/A	N/A	N/A	27.8	47	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	80.8	68
Socio-Economic Status								
Subsidized meals	69	100	35.9	43.8	20.3	64.1	68.1	60.8

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
Writing										
All Students	175	100	34.5	25.5	40	65.5	83.7	72.1	95.8	96.3
Gender										
Male	84	100	45.5	23.4	31.2	54.5	78.2	65.2	95.9	96.3
Female	91	100	25	27.3	47.7	75	89.5	79.2	95.8	96.4
Racial/Ethnic Group										
White	112	100	27.6	23.8	48.6	72.4	85.6	80.8	95.1	96.2
African American	53	100	46	30	24	54	68.9	59.7	97.3	97
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.4	87	97.7	97.9
Hispanic	5	I/S	I/S	I/S	I/S	I/S	84.4	64.6	97.5	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.4	N/A	94.4
Disability Status										
Disabled	33	100	N/AV	N/AV	N/AV	6.9	35.4	27.7	94.9	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	78.4	63.7	98.5	97.5
Socio-Economic Status										
Subsidized meals	101	100	45.4	27.8	26.8	54.6	69.2	61.9	95.9	95.5

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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							
2009	3	82	100	20.8	19.4	59.7	79.2
	4	76	100	21.6	33.8	44.6	78.4
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	65	100	21.7	30	48.3	78.3
	4	57	100	38.5	38.5	23.1	61.5
	5	51	100	18	46	36	82
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	82	100	29.2	23.6	47.2	70.8
	4	76	100	25.7	37.8	36.5	74.3
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	65	100	35	28.3	36.7	65
	4	57	100	26.9	38.5	34.6	73.1
	5	51	100	20	44	36	80
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	40	95	14.7	58.8	26.5	85.3
	4	76	100	27	44.6	28.4	73
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	32	100	46.7	26.7	26.7	53.3
	4	57	100	40.4	46.2	13.5	59.6
	5	26	100	32	64	4	68
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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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							
2009	3	42	100	18.4	36.8	44.7	81.6
	4	76	100	16.2	41.9	41.9	83.8
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	33	100	30	30	40	70
	4	57	100	38.5	44.2	17.3	61.5
	5	25	100	16	52	32	84
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	81	100	31.1	23	45.9	68.9
	4	74	100	20.3	36.5	43.2	79.7
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	66	100	40.3	17.7	41.9	59.7
	4	57	100	36.5	25	38.5	63.5
	5	52	100	25.5	35.3	39.2	74.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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