



THOMAS E. KERNS ELEMENTARY

6650 Frontage Road at
Greenville, South Carolina

Grades	K-5 Elementary School	
Enrollment	569 Students	
Principal	Judith E. Mulkey	864-355-1300
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

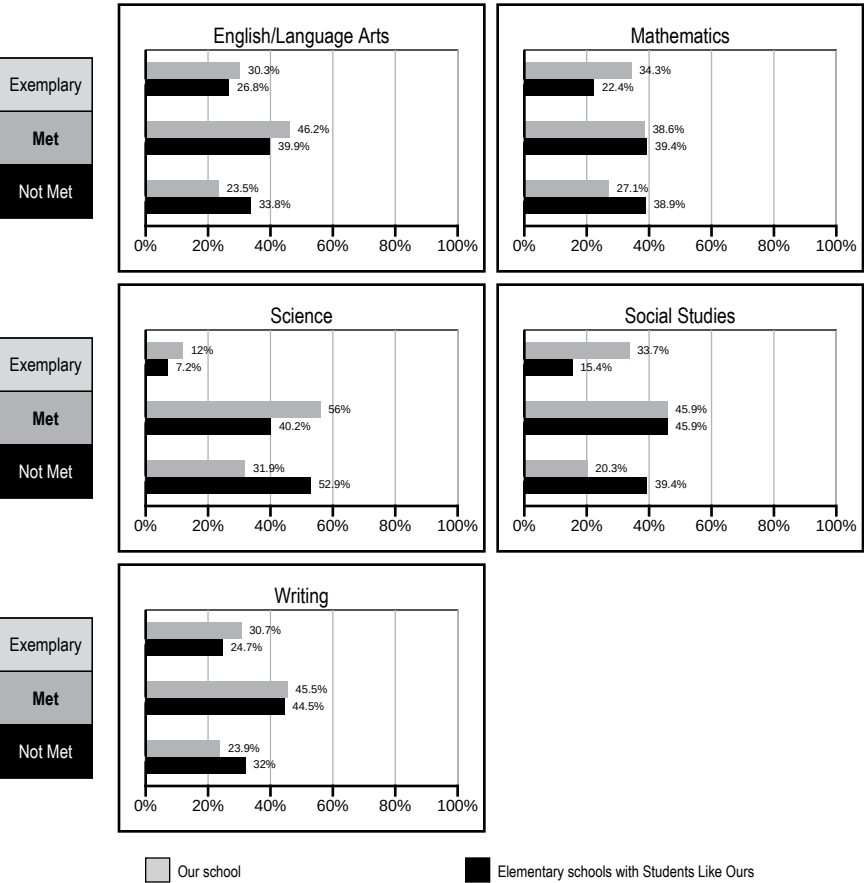
98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	8	90	51	23

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

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=569)				
First graders who attended full-day kindergarten	87.0%	Down from 95.4%	100.0%	100.0%
Retention rate	1.0%	Up from 0.7%	1.5%	1.1%
Attendance rate	96.2%	Down from 96.4%	96.2%	96.2%
Served by gifted and talented program	4.3%	Down from 5.5%	5.5%	13.4%
With disabilities other than speech	6.8%	Down from 10.8%	4.2%	4.1%
Older than usual for grade	0.5%	Up from 0.0%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	47.6%	Up from 43.2%	61.8%	62.5%
Continuing contract teachers	97.6%	Up from 90.9%	82.4%	88.2%
Teachers returning from previous year	93.4%	Up from 91.0%	84.6%	87.8%
Teacher attendance rate	95.8%	Down from 98.8%	95.2%	95.2%
Average teacher salary*	\$45,180	Up 1.9%	\$45,168	\$46,773
Professional development days/teacher	14.8 days	Up from 12.6 days	10.6 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Down from 18.4 to 1	17.6 to 1	19.9 to 1
Prime instructional time	92.2%	Down from 95.3%	90.3%	90.4%
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**	\$6,946	Down 8.0%	\$8,426	\$7,447
Percent of expenditures for instruction**	68.8%	Down from 72.8%	67.8%	68.4%
Percent of expenditures for teacher salaries**	67.3%	Down from 70.2%	64.2%	65.8%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Thomas E. Kerns Elementary is a state of the art facility which overlooks Interstate 85 at White Horse Road in Greenville, South Carolina and shares a campus with neighboring Southside High School. 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 through third 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) sponsors an annual "Every Minute Counts" Parent Involvement Blitz Week. This program is designed to focus attention on the importance of daily parent-child interaction. Classes with the most logged hours are rewarded.

In January 2010, a Nature Trail overlooking protected wetlands on our property was created as a Boy Scout Eagle Project from our partnering Boy Scout Troop 9. Students are able to observe seasonal changes and the environment around the school. Buncombe Street United Methodist Church has sponsored our school by donating school supplies and providing reward bags. Additionally, our school developed business partnerships with Kohls Department store, Famous Hair, and Camp Greenville.

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 two times a year and allow us to tailor to the educational needs of each child. In the 2009-2010 school year, Thomas E Kerns Elementary met Adequate Yearly Progress (AYP). 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 Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	96	67
Percent satisfied with learning environment	100.0%	88.4%	78.5%
Percent satisfied with social and physical environment	100.0%	75.8%	87.7%
Percent satisfied with school-home relations	63.6%	84.2%	72.7%

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

No Child Left Behind

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 18 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	CA
---------------------------	----

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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	282	100	23.5	46.2	30.3	85.7	84.1	82.4	Yes	Yes
Gender										
Male	155	100	26.4	47.1	26.4	82.9	80.8	78.7	N/A	N/A
Female	127	100	19.8	45	35.1	89.2	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	53	100	14.9	29.8	55.3	91.5	89.7	88.9	Yes	Yes
African American	180	100	22.1	54	23.9	86.5	72.2	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	93	I/S	I/S
Hispanic	49	100	39	34.1	26.8	75.6	79.2	79.3	No	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	83	I/S	I/S
Disability Status										
Disabled	39	100	N/AV	N/AV	N/AV	55.9	48.6	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	37	100	42.9	31.4	25.7	71.4	79.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	245	100	25.8	43.8	30.4	83.4	75.7	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	282	100	27.1	38.6	34.3	80.1	84.4	81.9	Yes	Yes
Gender										
Male	155	100	27.1	40.7	32.1	80	82.9	79.9	N/A	N/A
Female	127	100	27	36	36.9	80.2	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	53	100	19.1	36.2	44.7	89.4	89.4	88.9	Yes	Yes
African American	180	100	27	42.3	30.7	79.8	72	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.6	94.6	I/S	I/S
Hispanic	49	100	36.6	26.8	36.6	70.7	82.7	81.1	No	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.3	84.4	I/S	I/S
Disability Status										
Disabled	39	100	61.8	32.4	5.9	50	47.1	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	37	100	40	25.7	34.3	65.7	83.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	245	100	29	37.8	33.2	78.8	76.5	74.9	No	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	183	100	32.3	55.7	12	67.7	71.6	68.6
Gender								
Male	100	100	29.3	54.3	16.3	70.7	71.4	68.3
Female	83	100	36	57.3	6.7	64	71.9	68.9
Racial/Ethnic Group								
White	33	100	12.9	54.8	32.3	87.1	81	80.7
African American	115	100	37.1	58.1	4.8	62.9	52.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.1	85.3
Hispanic	35	100	35.5	48.4	16.1	64.5	61.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.8	70.8
Disability Status								
Disabled	22	100	N/AV	N/AV	N/AV	20	34.8	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	26	100	34.6	53.8	11.5	65.4	61.8	60.7
Socio-Economic Status								
Subsidized meals	157	100	33.3	53.5	13.2	66.7	58.4	57.3

Social Studies

All Students	194	100	20.3	45.9	33.7	79.7	76.1	72.5
Gender								
Male	111	100	22	47	31	78	75.9	72
Female	83	100	18.1	44.4	37.5	81.9	76.2	73.1
Racial/Ethnic Group								
White	36	100	10	30	60	90	82.8	81
African American	123	100	23.2	48.2	28.6	76.8	61.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.5	89
Hispanic	35	100	20	53.3	26.7	80	69.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75.5	73.5
Disability Status								
Disabled	27	100	47.8	43.5	8.7	52.2	41.9	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	27	100	23.1	57.7	19.2	76.9	70.5	69.7
Socio-Economic Status								
Subsidized meals	165	100	22.9	44.4	32.6	77.1	65.2	62.9

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	98	100	23.9	45.5	30.7	76.1	76	73.2	96.2	96.4
Gender										
Male	51	100	26.7	46.7	26.7	73.3	70.2	67.2	96.2	96.3
Female	47	100	20.9	44.2	34.9	79.1	82.1	79.4	96.2	96.4
Racial/Ethnic Group										
White	21	100	21.1	31.6	47.4	78.9	83.1	81.5	94.8	96.2
African American	66	100	18.3	56.7	25	81.7	62.2	61.3	96.5	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.3	87	98.5	97.6
Hispanic	11	100	I/S	I/S	I/S	I/S	64.3	66.7	96.5	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	N/A	95.8
Disability Status										
Disabled	16	100	N/AV	N/AV	N/AV	50	26.5	26	95.2	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	65.3	65.7	97	97.2
Socio-Economic Status										
Subsidized meals	87	100	25.6	46.2	28.2	74.4	63.7	63.2	96.2	95.9

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							
2010	3	95	100	17.2	33.3	49.4	82.8
	4	95	100	31.9	44	24.2	68.1
	5	84	98.8	31.6	45.6	22.8	68.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	87	100	19.7	28.9	51.3	80.3
	4	95	100	21.8	55.2	23	78.2
	5	100	100	28.4	52.3	19.3	71.6
	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
Mathematics							
2010	3	95	100	21.8	39.1	39.1	78.2
	4	95	100	29.7	46.2	24.2	70.3
	5	84	98.8	30.4	43	26.6	69.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	87	100	25	34.2	40.8	75
	4	95	100	24.1	40.2	35.6	75.9
	5	100	100	31.8	40.9	27.3	68.2
	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
Science							
2010	3	45	100	47.6	45.2	7.1	52.4
	4	95	100	39.6	49.5	11	60.4
	5	42	100	50	40.5	9.5	50
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	40	100	33.3	44.4	22.2	66.7
	4	95	100	31	62.1	6.9	69
	5	48	100	34.1	52.3	13.6	65.9
	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

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
Social Studies							
2010	3	50	100	6.7	53.3	40	93.3
	4	95	100	26.4	52.7	20.9	73.6
	5	41	100	35.1	51.4	13.5	64.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	47	100	22	36.6	41.5	78
	4	95	100	11.5	54	34.5	88.5
	5	52	100	36.4	38.6	25	63.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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
Writing							
2010	3	97	100	19.8	45.1	35.2	80.2
	4	93	100	31.5	44.6	23.9	68.5
	5	86	100	37.3	44.6	18.1	62.7
	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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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	98	100	23.9	45.5	30.7	76.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample