



## KINGSBURY ELEMENTARY

825 Kingsbury Road  
Sumter, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	655 Students	
<b>Principal</b>	Phillip W. Jackson	803-775-6244
<b>Superintendent</b>	Zona W. Jefferson, Ph.D.	803-469-8536
<b>Board Chair</b>	Mr. Greg L. Simonson	803-778-1886

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Average	Below Average
2007	Average	Below Average
2006	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 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

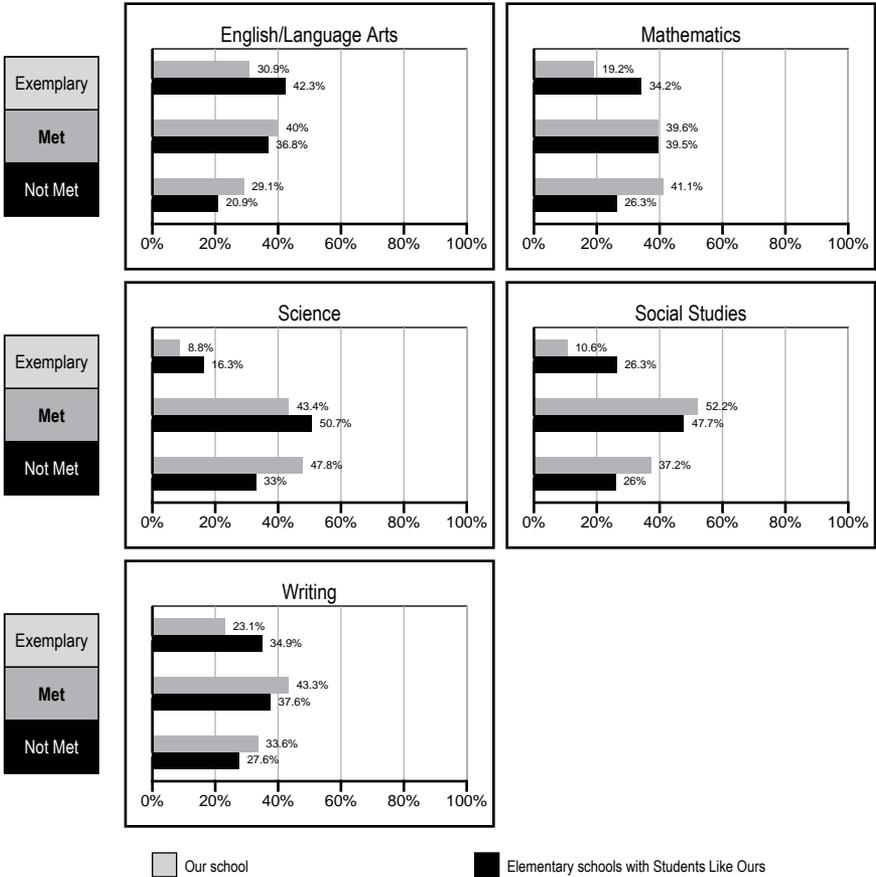
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
12	28	66	1	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
<b>Students (n=655)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	Down from 2.0%	1.1%	1.2%
Attendance rate	96.6%	No Change	96.0%	96.1%
Eligible for gifted and talented	10.8%	Down from 12.0%	12.7%	11.7%
With disabilities other than speech	7.1%	Down from 7.9%	8.5%	8.0%
Older than usual for grade	0.2%	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%
<b>Teachers (n=48)</b>				
Teachers with advanced degrees	68.8%	Up from 68.6%	58.8%	60.5%
Continuing contract teachers	95.8%	Down from 96.1%	84.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.3%	Down from 96.2%	87.4%	87.0%
Teacher attendance rate	94.0%	Down from 94.7%	95.5%	95.4%
Average teacher salary*	\$46,122	Down 0.7%	\$47,204	\$47,288
Professional development days/teacher	7.2 days	Up from 6.3 days	9.7 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 0.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 19.2 to 1	19.4 to 1	19.2 to 1
Prime instructional time	89.8%	Down from 90.3%	91.0%	90.8%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,288	Down 0.0%	\$7,269	\$7,548
Percent of expenditures for instruction**	73.1%	Up from 72.4%	67.8%	68.7%
Percent of expenditures for teacher salaries**	72.0%	Up from 68.7%	64.5%	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

Kingsbury Elementary School's administrative staff and faculty continue to strive to make Kingsbury a great learning community and a family-oriented school. We are blessed with a beautiful school facility, competent and caring teachers, hardworking students, and supportive and involved parents. In 2007, our school was the recipient of the S.C. Red Carpet Award for creating a family-friendly environment and providing excellent customer service. These qualities make Kingsbury a special learning community for our students.

The 2009-2010 school year was a very rewarding one at Kingsbury. Our school was successful in meeting 17 out of 17 objectives to make AYP (Adequate Yearly Progress). We expanded our schoolwide mentoring program, which utilized community volunteers to raise the performance of underachieving students. Technology improvements included the addition of Promethean Boards in every classroom, allowing successful interactive learning opportunities for all students. Through collaboration of school and community, Kingsbury initiated the development of an anti-bullying program. The school nature trail, outdoor classroom, and recycling plan were all implemented this year. Through effective implementation of our parent and volunteer involvement plan, our parent participation has increased significantly, as evidenced by our PTA membership and attendance at school events.

Several effective programs implemented by the faculty in the past will be continued. The Reading Renaissance and STAR Reading Programs that encourage students to read independently at their level will continue for fourth and fifth grade to assist struggling readers. The addition of a newly expanded web-based Accelerated Reader Program will provide new incentives and opportunities in the area of reading and will lead to increased student achievement. A newly-scheduled Math block will target the improvement of Math skills with hands-on manipulatives and intensive small group instruction. We have a 100% highly qualified staff.

Kingsbury's students traditionally perform well on the Palmetto Assessment of State Standards. Teachers continue to work with students to improve PASS scores through use of instructional software such as the Classworks Program and through small groups based on Measures of Academic Progress (MAP) testing. Our teachers have and will continue to engage in professional development activities related to math instruction, writing instruction, and the use of small groups for literacy.

Kingsbury's students continue to be involved in service-learning projects. Last year, we participated in the Salvation Army's food drive, Shower Shaw with Cookies, Jump Rope for Heart, and Pennies for Patients. The students also participated in a "Help for Haiti" project that raised over \$2,000.00 for the victims of the Haiti earthquake.

Phillip W. Jackson, Principal  
Sarah Dowd, School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	113	52
Percent satisfied with learning environment	95.9%	76.1%	93.8%
Percent satisfied with social and physical environment	100.0%	84.8%	95.9%
Percent satisfied with school-home relations	95.9%	88.4%	91.8%

\* 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

This school met 19 out of 19 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.3%	0.0%	No
Student attendance rate	96.6%	94.0%*	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	310	99.7	28	39.3	32.7	84.7	82.9	83.5	Yes	Yes
<b>Gender</b>										
Male	176	100	26.1	42.9	31.1	84.5	79.6	80.1	N/A	N/A
Female	134	99.3	30.7	34.2	35.1	85.1	86.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	109	100	15.8	42.1	42.1	91.6	93.3	89.6	Yes	Yes
African American	195	99.5	35.2	38.1	26.7	80.7	78.4	74.6	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.4	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	86.9	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	42	100	43.6	28.2	28.2	59	51.4	51.7	I/S	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	83.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	196	100	36.6	37.1	26.3	78.3	78.5	76.9	Yes	Yes

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

All Students	310	99.7	40	38.9	21.1	73.1	78.5	80.4	Yes	Yes
<b>Gender</b>										
Male	176	100	39.1	38.5	22.4	73.9	76.8	78.4	N/A	N/A
Female	134	99.3	41.2	39.5	19.3	71.9	80.3	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	109	100	27.4	34.7	37.9	81.1	91	87.8	Yes	Yes
African American	195	99.5	47.7	40.9	11.4	68.2	73	69.3	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.6	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.6	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	42	100	56.4	23.1	20.5	43.6	45.2	46.1	I/S	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	72	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	196	100	46.3	40	13.7	66.3	73.3	72.8	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
<b>Science</b>								
All Students	212	98.6	46.2	42.5	11.3	53.8	66.4	67.3
<b>Gender</b>								
Male	121	97.5	46.3	40.7	13	53.7	65.6	66.9
Female	91	100	46.2	44.9	9	53.8	67.2	67.7
<b>Racial/Ethnic Group</b>								
White	76	97.4	25.4	54	20.6	74.6	86.9	79.6
African American	133	99.3	57.9	36.4	5.8	42.1	57.7	49.7
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	82.6	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	62.8	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	33	90.9	77.8	3.7	18.5	22.2	34.5	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	52.4	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	134	99.3	60.8	30	9.2	39.2	58.7	55.4
<b>Social Studies</b>								
All Students	211	100	36	51.6	12.4	64	70.4	70.9
<b>Gender</b>								
Male	113	100	35.9	46.6	17.5	64.1	69.4	70.1
Female	98	100	36.1	57.8	6	63.9	71.6	71.7
<b>Racial/Ethnic Group</b>								
White	68	100	28.3	55	16.7	71.7	82.9	79.2
African American	138	100	39.8	50.4	9.8	60.2	65	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	79.2	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	72.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	26	100	56	28	16	44	40.2	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	62.1	68
<b>Socio-Economic Status</b>								
Subsidized meals	141	100	44	48	8	56	64	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
<b>Writing</b>										
All Students	310	95.5	32.8	43.8	23.4	67.2	66.7	72.1	96.6	95.8
<b>Gender</b>										
Male	175	93.1	37.1	45	17.9	62.9	60.1	65.2	96.6	95.6
Female	135	98.5	27.2	42.1	30.7	72.8	73.9	79.2	96.6	96
<b>Racial/Ethnic Group</b>										
White	109	93.6	24.4	40	35.6	75.6	82.7	80.8	96.3	95.6
African American	195	96.4	37.4	45.6	17	62.6	60	59.7	96.7	95.9
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.6	87	97.2	97.2
Hispanic	2	I/S	I/S	I/S	I/S	I/S	54.8	64.6	96.6	95.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.2
<b>Disability Status</b>										
Disabled	42	73.8	N/AV	N/AV	N/AV	21.4	17.6	27.7	95.9	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	98.1
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	44	63.7	98.3	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	196	95.9	40.8	40.8	18.3	59.2	58.5	61.9	96.3	95.4

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
<b>English/Language Arts</b>							
<b>2009</b>	3	109	100	23.5	35.7	40.8	76.5
	4	115	100	19.4	47.2	33.3	80.6
	5	92	100	25.3	40.7	34.1	74.7
	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>2010</b>	3	77	98.7	14.5	33.3	52.2	85.5
	4	114	100	36	33	31	64
	5	119	100	29.2	49.1	21.7	70.8
	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
<b>Mathematics</b>							
<b>2009</b>	3	109	100	35.7	35.7	28.6	64.3
	4	115	100	24.1	50.9	25	75.9
	5	92	100	39.6	41.8	18.7	60.4
	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>2010</b>	3	77	98.7	52.2	27.5	20.3	47.8
	4	114	100	40	38	22	60
	5	119	100	32.1	47.2	20.8	67.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	55	100	43.1	47.1	9.8	56.9
	4	115	100	35.2	50.9	13.9	64.8
	5	46	100	31.1	57.8	11.1	68.9
	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
<b>2010</b>	3	38	97.4	51.5	33.3	15.2	48.5
	4	114	99.1	49.5	40.4	10.1	50.5
	5	60	98.3	37	51.9	11.1	63
	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
<b>Social Studies</b>							
<b>2009</b>	3	55	100	29.2	50	20.8	70.8
	4	114	100	20.6	57	22.4	79.4
	5	46	100	37	39.1	23.9	63
	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>2010</b>	3	39	100	41.7	41.7	16.7	58.3
	4	113	100	35.4	55.6	9.1	64.6
	5	59	100	33.3	51	15.7	66.7
	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
<b>Writing</b>							
<b>2009</b>	3	108	97.2	38.5	28.1	33.3	61.5
	4	118	96.6	34.6	44.9	20.6	65.4
	5	98	96.9	30.9	44.7	24.5	69.1
	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>2010</b>	3	75	90.7	44.4	36.5	19	55.6
	4	115	97.4	28.3	44.4	27.3	71.7
	5	120	96.7	30.1	47.6	22.3	69.9
	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

Abbreviations for Missing Data

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