



Kingsbury Elementary

825 Kingsbury Road
Sumter, South Carolina

Grades	PK-5 Elementary School	
Enrollment	664 Students	
Principal	Phillip W. Jackson	803-775-6244
Superintendent	Zona Jefferson, PhD	803-469-8536
Board Chair	Ms. Jo R. White	803-773-7663



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	Below Average
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

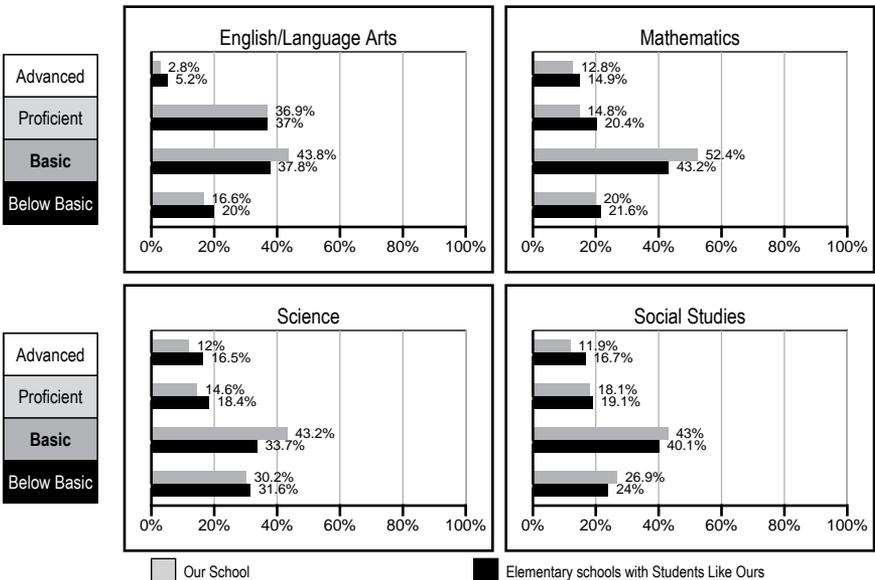
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	62	23	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=664)				
First graders who attended full-day kindergarten	100.0%	Up from 89.7%	100.0%	100.0%
Retention rate	2.6%	Down from 2.8%	2.4%	2.3%
Attendance rate	96.8%	Up from 96.5%	96.3%	96.3%
Eligible for gifted and talented	6.5%	Up from 6.0%	10.8%	10.4%
With disabilities other than speech	7.7%	No Change	8.7%	7.5%
Older than usual for grade	1.2%	Down from 1.7%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	66.0%	Up from 60.4%	57.7%	56.7%
Continuing contract teachers	86.0%	Down from 89.6%	80.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.2%	Up from 88.7%	87.8%	86.4%
Teacher attendance rate	93.7%	Down from 95.3%	95.0%	94.9%
Average teacher salary	\$44,487	Up 6.2%	\$45,465	\$45,345
Professional development days/teacher	10.4 days	Down from 11.6 days	12.6 days	12.6 days
School				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Up from 15.0 to 1	18.5 to 1	18.5 to 1
Prime instructional time	89.2%	Down from 90.9%	89.8%	89.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.7%	Down from 99.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,165	Up 5.9%	\$6,887	\$7,052
Percent of expenditures for instruction*	72.9%	Up from 71.6%	68.9%	69.1%
Percent of expenditures for teacher salaries*	67.6%	Up from 66.8%	64.9%	64.2%

* Prior year audited financial data are reported.

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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 with competent and caring teachers, hard-working 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 2007-2008 school year was a very rewarding one as Kingsbury successfully implemented the magnet school for inquiry. This is a student-centered active learning approach focusing on questioning, critical thinking and problem solving. We at Kingsbury believe in the concept "involve me and I'll understand" and are excited about the positive results of this program.

Several programs implemented by the faculty in the past that were effective will be continued. The Reading Renaissance and STAR Reading programs that encourage students to read independently at their level will be continued. Reading Recovery and Literacy lab will remain available to first grade students. Read 180 is being continued for the fourth and fifth grade to assist those students who may be struggling in reading and writing. The science lab teacher continues to assist with the math curriculum by incorporating math and science standards to give additional support to the classroom teacher. In 2007, an outdoor nature center was developed which offers students many rich and diverse hands on learning experiences. We have a 100% highly qualified staff.

Kingsbury's students traditionally perform well on the Palmetto Achievement Challenge Test (PACT). In 2007, our school met Adequate Yearly Progress (AYP) for the fourth consecutive year. Teachers continue to work with students to improve the PACT scores with after-school tutorial sessions and through small groups based on Measures of Academic Progress (MAP) testing. In 2007, Classworks Computer Software was added to our program. This individualized program enhances student achievement in the areas of Reading and Mathematics and has led to improved performance on standardized testing.

Kingsbury's students continue to be involved in service learning projects. Last year, we participated in the Salvation Army's food drive, a weekly recycling project, Jump Rope for Heart, Pennies for Patients and we partnered with Food Lion to provide toys for needy children.

Cindy Norman, School Improvement Council Chair and Phillip W. Jackson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	84	50
Percent satisfied with learning environment	93.9%	95.1%	92.0%
Percent satisfied with social and physical environment	100.0%	88.9%	92.0%
Percent satisfied with school-home relations	72.7%	85.2%	82.0%

* 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

NO

This school met 15 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

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. Sanction: Implement the restructuring plan.
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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	4.8%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.6%	0.0%	No
Student attendance rate	96.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	307	100	16.3	43.1	36.9	3.7	50.5	42.6	48.2	Yes	Yes
Gender											
Male	166	100	21.9	43.8	30.6	3.8	45	37.7	41.7	N/A	N/A
Female	141	100	9.6	42.2	44.4	3.7	57	47.7	55	N/A	N/A
Racial/Ethnic Group											
White	114	100	11.2	33.6	49.5	5.6	61.7	62.5	60	Yes	Yes
African American	185	100	19.4	48.9	28.9	2.8	43.3	33.2	31.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	78.1	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	33.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	33	100	40.6	34.4	15.6	9.4	31.3	14.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	34.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	177	100	20.3	48.3	29.1	2.3	44.2	31.7	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	307	100	19.7	52.2	14.9	13.2	40.3	37.9	45.8	Yes	Yes
Gender											
Male	166	100	22.5	48.8	15	13.8	41.3	38.3	45.6	N/A	N/A
Female	141	100	16.3	56.3	14.8	12.6	39.3	37.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	114	100	6.5	43.9	23.4	26.2	62.6	61	59	Yes	Yes
African American	185	100	27.8	57.8	8.9	5.6	26.1	26.6	26.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	87.5	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	32.1	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	33	100	40.6	34.4	12.5	12.5	31.3	17.5	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	34.6	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	177	100	23.8	58.7	10.5	7	28.5	25.9	31.4	No	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	203	100	29.7	42.6	14.9	12.8	27.7	30.6	35.7	96.8	96.1
Gender											
Male	111	100	29.6	42.6	13	14.8	27.8	32.7	37.4	96.8	95.9
Female	92	100	29.9	42.5	17.2	10.3	27.6	28.6	33.8	96.7	96.3
Racial/Ethnic Group											
White	75	100	12.7	39.4	22.5	25.4	47.9	54.7	49.2	96.4	96.1
African American	122	100	40.7	42.4	11	5.9	16.9	19.3	17	97	96
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	65.2	58	97.7	97.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	21.6	24.9	95.1	95.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	97.1
Disability Status											
Disabled	27	100	42.3	26.9	15.4	15.4	30.8	16.7	14	96.1	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	22.2	24.4	94.4	96
Socio-Economic Status											
Subsided meals	117	100	38.4	46.4	8.9	6.3	15.2	18.8	21.1	96.6	95.7
Social Studies											
All Students	203	100	26.5	42.9	18.4	12.2	30.6	28.7	34	96.8	96.1
Gender											
Male	107	100	27.5	39.2	19.6	13.7	33.3	32.2	36.6	96.8	95.9
Female	96	100	25.5	46.8	17	10.6	27.7	25.1	31.3	96.7	96.3
Racial/Ethnic Group											
White	75	100	16.9	35.2	31	16.9	47.9	49.3	44.5	96.4	96.1
African American	124	100	33.1	46.3	10.7	9.9	20.7	19.2	19.1	97	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	50	58.9	97.7	97.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	30	27.5	95.1	95.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	97.1
Disability Status											
Disabled	21	100	14.3	66.7	9.5	9.5	19	15.5	14.4	96.1	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	26.7	27.3	94.4	96
Socio-Economic Status											
Subsided meals	118	100	31	45.7	12.9	10.3	23.3	19.5	21	96.6	95.7

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	95	100	13.5	40.4	43.8	2.2	46.1	
	4	81	100	9.3	52	36	2.7	38.7	
	5	94	100	34.1	48.9	15.9	1.1	17	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	121	100	13.2	35.1	43.9	7.9	51.8	
	4	98	100	16.8	41.1	41.1	1.1	42.1	
	5	88	100	19.8	55.8	23.3	1.2	24.4	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	95	100	21.3	61.8	11.2	5.6	16.9	
	4	81	100	16	48	21.3	14.7	36	
	5	94	100	27.3	60.2	6.8	5.7	12.5	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	121	100	21.9	52.6	11.4	14	25.4	
	4	98	100	17.9	51.6	15.8	14.7	30.5	
	5	88	100	18.6	52.3	18.6	10.5	29.1	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	46	100	34.9	41.9	16.3	7	23.3	
	4	81	100	36.1	45.8	9.7	8.3	18.1	
	5	47	100	40.5	33.3	19	7.1	26.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	60	100	24.6	33.3	28.1	14	42.1	
	4	98	100	25.3	51.6	10.5	12.6	23.2	
	5	45	100	46.5	34.9	7	11.6	18.6	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	49	100	19.6	50	26.1	4.3	30.4	
	4	81	100	23.6	56.9	16.7	2.8	19.4	
	5	49	100	47.7	40.9	9.1	2.3	11.4	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	62	100	15.5	50	17.2	17.2	34.5	
	4	98	100	22.1	46.3	22.1	9.5	31.6	
	5	43	100	51.2	25.6	11.6	11.6	23.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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