



Kingsbury Elementary

825 Kingsbury Road
Sumter, South Carolina

Grades	PK-5 Elementary School	
Enrollment	670 Students	
Principal	Phillip W. Jackson	803-775-6244
Superintendent	Zona W. Jefferson, Ph. D.	803-469-8536
Board Chair	Mr. Greg L. Simonson	803-778-1886

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Below Average
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	Below 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 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 2008-09 whose 2007-08 test scores were located

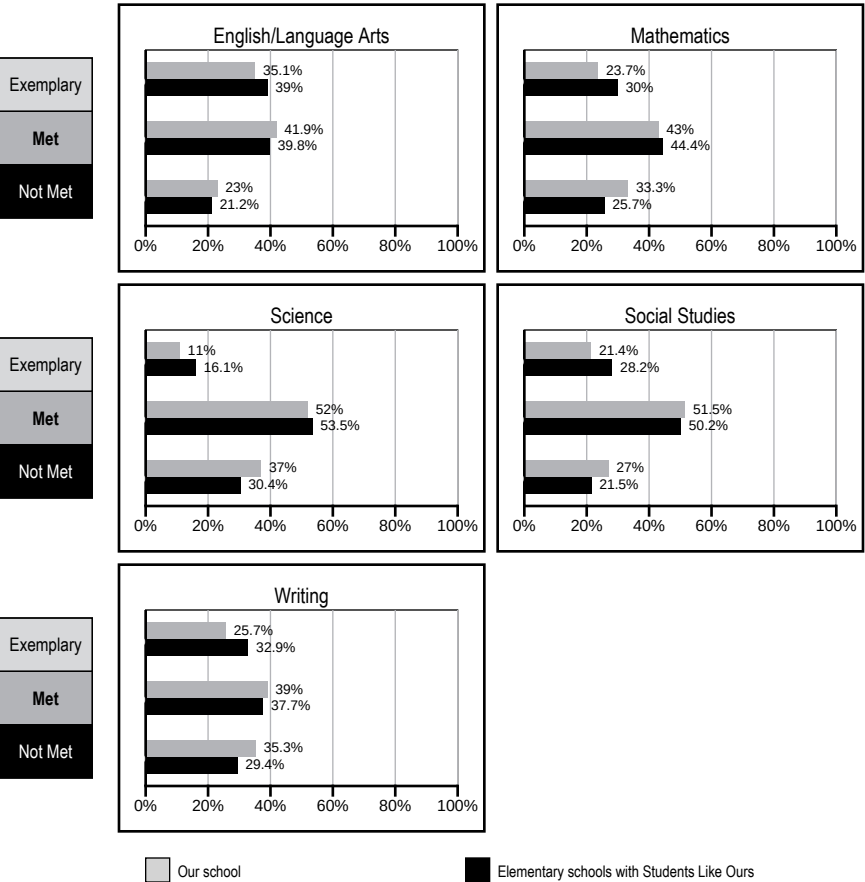
97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	28	67	2	0

* Ratings are calculated with data available by 06/01/2010.

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=670)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.0%	Down from 2.6%	2.0%	1.9%
Attendance rate	96.6%	Down from 96.8%	96.2%	96.3%
Eligible for gifted and talented	12.0%	Up from 6.5%	11.1%	10.0%
With disabilities other than speech	7.9%	Up from 7.7%	8.7%	7.7%
Older than usual for grade	0.2%	Down from 1.2%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	68.6%	Up from 66.0%	58.8%	59.4%
Continuing contract teachers	96.1%	Up from 86.0%	83.2%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	96.2%	Up from 93.2%	86.3%	85.9%
Teacher attendance rate	94.7%	Up from 93.7%	95.2%	95.1%
Average teacher salary*	\$46,460	Up 4.4%	\$47,262	\$47,149
Professional development days/teacher	6.3 days	Down from 10.4 days	11.8 days	11.1 days
School				
Principal's years at school	0.0	Down from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 17.1 to 1	19.1 to 1	18.8 to 1
Prime instructional time	90.3%	Up from 89.2%	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%	Up from 97.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,291	Up 1.8%	\$7,291	\$7,458
Percent of expenditures for instruction**	72.4%	Down from 72.9%	68.1%	68.8%
Percent of expenditures for teacher salaries**	68.7%	Up from 67.6%	63.5%	63.2%

* 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, 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 2008-2009 school year was a very rewarding one at Kingsbury. A school-wide mentoring program was implemented, utilizing staff and community volunteers, to raise the performance of underachieving students. Additionally, we are excited about the completion of our Nature Trail and school-wide recycling program which will provide wonderful hands-on learning experiences for our children. Through successful execution of our parent involvement plan, our PTA membership tripled this year.

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 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. We have a 100% highly qualified staff.

Kingsbury's students traditionally perform well on the Palmetto Achievement Challenge Test (PACT). Teachers continue to work with students to improve the PACT scores with afterschool tutorial sessions and through small groups based on Measures of Academic Progress (MAP) testing. Our teachers have continuously engaged in professional development activities related to writing instruction and using small groups for literacy instruction.

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, and we partnered with Food Lion to provide toys for needy children.

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

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	72	47
Percent satisfied with learning environment	100.0%	81.4%	85.1%
Percent satisfied with social and physical environment	100.0%	80.3%	80.9%
Percent satisfied with school-home relations	90.5%	88.9%	83.0%

* 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	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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	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	316	100	22.6	41.4	36	87.5	84.2	82.8	Yes	Yes
Gender										
Male	172	100	27.2	38.3	34.6	82.1	80.9	79.3	N/A	N/A
Female	144	100	17	45.2	37.8	94.1	87.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	118	100	10.1	32.1	57.8	93.6	93.9	89.5	Yes	Yes
African American	195	100	30.3	47	22.7	83.8	80.1	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.8	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	73.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	39	100	33.3	41.7	25	66.7	59.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	70	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	188	100	31.2	43.9	24.9	84.4	79.5	75.5	Yes	Yes

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

All Students	316	100	32.7	43.1	24.2	76.4	77.3	78.9	Yes	Yes
Gender										
Male	172	100	34.6	41.4	24.1	71.6	75.2	77	N/A	N/A
Female	144	100	30.4	45.2	24.4	82.2	79.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	118	100	13.8	42.2	44	88.1	91.3	87.2	Yes	Yes
African American	195	100	44.3	43.8	11.9	69.2	70.9	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.8	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	76.1	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	39	100	50	38.9	11.1	50	46.7	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	68	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	188	100	42.2	43.9	13.9	69.9	71	70.2	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
Science								
All Students	216	100	36.3	51.5	12.3	63.7	67.4	67.5
Gender								
Male	121	100	35.7	48.7	15.7	64.3	68.3	67
Female	95	100	37.1	55.1	7.9	62.9	66.5	68
Racial/Ethnic Group								
White	84	100	12.7	62	25.3	87.3	86.8	79.5
African American	131	100	51.6	44.4	4	48.4	58.2	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.3	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	75	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	25	100	62.5	20.8	16.7	37.5	34.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.2	59.6
Socio-Economic Status								
Subsided meals	121	100	49.1	43.6	7.3	50.9	58.8	55.1

Social Studies								
All Students	215	100	26.4	51.2	22.4	73.6	73.4	72.3
Gender								
Male	118	100	23.6	51.8	24.5	76.4	73.7	71.5
Female	97	100	29.7	50.5	19.8	70.3	73.2	73.2
Racial/Ethnic Group								
White	80	100	10.8	51.4	37.8	89.2	86.3	80.7
African American	132	100	36.3	50	13.7	63.7	67.3	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.5	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	75.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	23	100	42.9	38.1	19	57.1	45.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	67.9
Socio-Economic Status								
Subsided meals	127	100	35.3	50.9	13.8	64.7	66.4	62.1

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	324	96.9	34.7	39.4	25.9	65.3	66.6	70.2	96.6	95.9
Gender										
Male	178	95.5	43.1	36.3	20.6	56.9	59.4	63.2	96.4	95.7
Female	146	98.6	24.8	43.1	32.1	75.2	74.2	77.5	96.9	96.2
Racial/Ethnic Group										
White	123	96.8	20.9	40	39.1	79.1	84.2	79.1	96.4	95.8
African American	196	97.5	43.2	39.3	17.5	56.8	58.5	57.6	96.8	96
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.2	86.2	96.4	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.4	62.6	96.3	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	93.7
Disability Status										
Disabled	39	79.5	82.1	10.7	7.1	17.9	19.5	26.1	95.9	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	56.9	61.2	N/A	96.1
Socio-Economic Status										
Subsidized meals	191	97.4	44.8	36.8	18.4	55.2	57.6	58.9	96.4	95.6

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	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
Mathematics							
2009	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
Science							
2009	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
Social Studies							
2009	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
Writing							
2009	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

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