

KINGSBURY ELEMENTARY

825 Kingsbury Road
Sumter, South Carolina

Grades	PK-5 Elementary School	
Enrollment	688 Students	
Principal	Phillip W. Jackson	803-775-6244
Superintendent	Mr. Randolph Bynum, Sr.	803-469-6900
Board Chair	Mr. Larry D. Addison	803-469-6900

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	Average	Below Average
2007	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 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

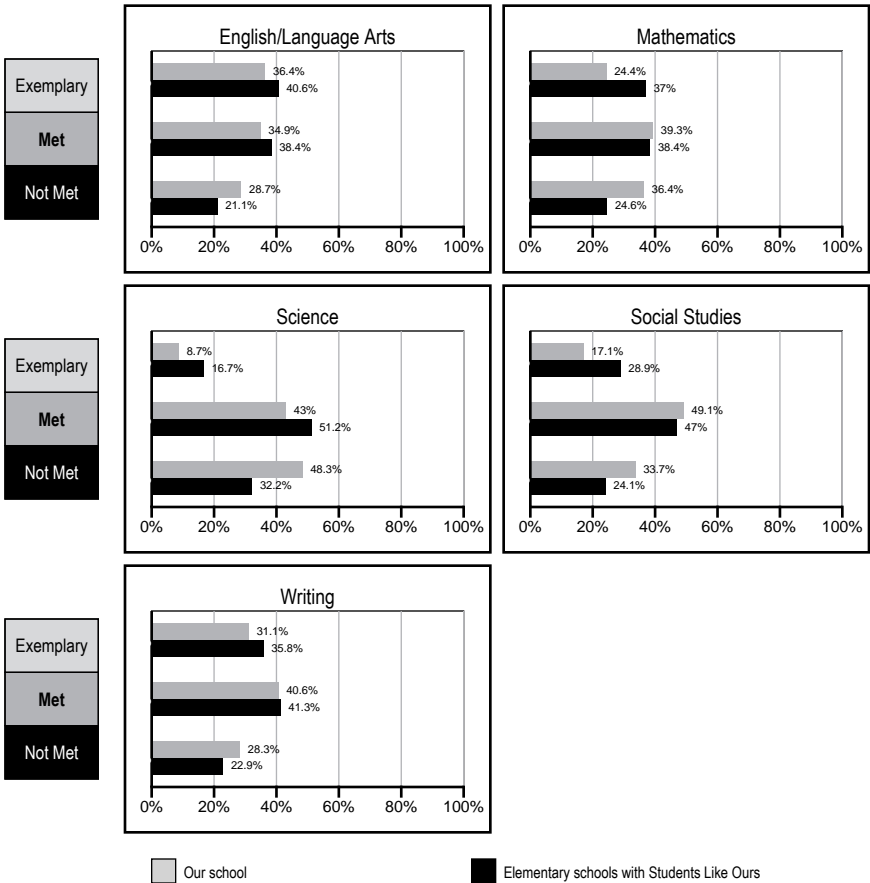
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	37	63	3	0

* 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=688)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Down from 1.9%	1.2%	1.1%
Attendance rate	96.2%	Down from 96.6%	96.0%	96.2%
Served by gifted and talented program	10.6%	Down from 10.8%	14.2%	13.4%
With disabilities other than speech	4.5%	Down from 7.1%	5.2%	4.1%
Older than usual for grade	0.3%	Up from 0.2%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	70.5%	Up from 68.8%	60.7%	62.5%
Continuing contract teachers	95.5%	Down from 95.8%	90.0%	88.2%
Teachers returning from previous year	93.0%	Down from 94.3%	88.3%	87.8%
Teacher attendance rate	95.0%	Up from 94.0%	95.1%	95.2%
Average teacher salary*	\$47,732	Up 3.5%	\$46,690	\$46,773
Professional development days/teacher	8.8 days	Up from 7.2 days	10.5 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 18.5 to 1	20.0 to 1	19.9 to 1
Prime instructional time	90.2%	Up from 89.8%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.0%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,978	Down 4.3%	\$7,234	\$7,447
Percent of expenditures for instruction**	72.1%	Down from 73.1%	68.1%	68.4%
Percent of expenditures for teacher salaries**	70.1%	Down from 72.0%	65.9%	65.8%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Kingsbury Elementary School's administrators and faculty continuously strive to provide a student centered learning environment. We are a data driven school, using a wide variety of student assessments and performance data to meet the individual needs of our students. In 2007, our school was the recipient of the SC Red Carpet Award for creating a family-friendly environment and providing excellent customer service. These qualities make Kingsbury a warm and exciting learning community for our students.

The 2010-2011 school year was another rewarding one at Kingsbury. We implemented a newly scheduled math block which targeted the improvement of student math skills with hands on manipulatives and intensive small group instruction. A model for guided reading was implemented school wide to improve student achievement in reading and writing. Kingsbury was once again successful in meeting 17 out of 17 objectives to make AYP (Adequate Yearly Progress). Our schoolwide mentoring program, which utilizes community volunteers to raise the performance of underachieving students, continues to expand and now serves over 60 families. Through effective implementation of our parent and volunteer involvement plan, our parent participation has significantly increased, as evidenced by PTA membership, attendance at school events and the number of parent and community volunteers. Our School Improvement Council has been instrumental in establishing volunteers who provide student incentives for achievement, improving the appearance of our school grounds and supporting teacher needs in the classroom.

Several effective programs implemented in the past will be continued. The use of STAR reading and the web based Accelerated Reader Program will continue to provide new incentives and opportunities in the area of reading which will lead to increased student achievement. In 2010-2011 Kingsbury was selected by the S.C. Association of School Administrators as a pilot school for the Olweus Bullying Initiative. This program will be implemented in Fall 2011 and will enhance the safe caring environment in which our students thrive. We have 100% highly qualified staff.

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

The students of Kingsbury are involved in many service learning projects. Last year, we participated in the Salvation Army food drive, Shower Shaw with Cookies, Jump Rope for Heart and Pennies for Patients. The students also participated in a "Japan Relief Effort" which collected an abundance of supplies and necessities for the victims of the Japan tsunami.

Phillip W. Jackson, Principal

Maggie Gurtcheff, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	108	67
Percent satisfied with learning environment	93.5%	84.9%	87.7%
Percent satisfied with social and physical environment	97.8%	83.0%	84.8%
Percent satisfied with school-home relations	89.4%	89.8%	83.3%

* 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 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

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	3.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.4%	0.0%	No
Student attendance rate	96.2%	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 = 79.4% (Met or Exemplary)

All Students	305	99.7	27.6	34.6	37.8	80.8	79.8	82.4	Yes	Yes
Gender										
Male	174	100	31.1	34.8	34.1	78	75.9	78.7	N/A	N/A
Female	131	99.2	23	34.4	42.6	84.4	84	86.2	N/A	N/A
Racial/Ethnic Group										
White	105	100	15.8	26.7	57.4	88.1	91.4	88.9	Yes	Yes
African American	191	100	34.5	39	26.6	75.7	75.2	72.9	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	83.8	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69.6	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	40	100	55.3	15.8	28.9	42.1	44.9	48.1	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	58.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	202	100	35.5	34.9	29.6	73.7	75.1	75.4	No	Yes

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

All Students	305	100	35.7	38.8	25.5	71.3	79.1	81.9	No	Yes
Gender										
Male	174	100	34.8	35.4	29.9	68.9	77	79.9	N/A	N/A
Female	131	100	36.9	43.4	19.7	74.6	81.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	105	100	20.8	41.6	37.6	82.2	91.1	88.9	Yes	Yes
African American	191	100	45.2	37.3	17.5	64.4	74	71.4	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	86.5	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	79.7	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	40	100	57.9	23.7	18.4	31.6	43.2	47.3	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	71.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	202	100	43	37.1	19.9	63.4	74.3	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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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	192	100	46.4	42.5	11.2	53.6	65.3	68.6
Gender								
Male	116	100	47.7	42.2	10.1	52.3	63.9	68.3
Female	76	100	44.3	42.9	12.9	55.7	66.8	68.9
Racial/Ethnic Group								
White	64	100	23	54.1	23	77	85.4	80.7
African American	120	100	60.4	36	3.6	39.6	56.5	51.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	80	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	68.9	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	25	100	58.3	20.8	20.8	41.7	33.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	61.9	60.7
Socio-Economic Status								
Subsidized meals	128	100	55.1	39.8	5.1	44.9	57.9	57.3
Social Studies								
All Students	197	100	33	48.6	18.4	67	71	72.5
Gender								
Male	120	100	33	45.5	21.4	67	71.3	72
Female	77	100	32.9	53.4	13.7	67.1	70.7	73.1
Racial/Ethnic Group								
White	69	100	20.6	54.4	25	79.4	87.4	81
African American	124	100	41.6	44.2	14.2	58.4	64.3	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	76.9	89
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	71.4	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	31	100	40	43.3	16.7	60	45.7	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	55.9	69.7
Socio-Economic Status								
Subsidized meals	128	100	37.6	47.9	14.5	62.4	64.6	62.9

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	113	98.2	28.3	40.6	31.1	71.7	69	73.2	96.2	95.7
Gender										
Male	57	96.5	35.8	39.6	24.5	64.2	62.6	67.2	96.2	95.4
Female	56	100	20.8	41.5	37.7	79.2	76.2	79.4	96.3	95.9
Racial/Ethnic Group										
White	32	96.9	20.7	34.5	44.8	79.3	85.6	81.5	96.3	95.7
African American	78	98.7	32.4	43.2	24.3	67.6	62	61.3	96.2	95.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.7	87	95.4	96.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	53.6	66.7	98.4	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	97.4	97.1
Disability Status										
Disabled	12	83.3	I/S	I/S	I/S	I/S	15.9	26	94.8	94.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	42.9	65.7	99.6	96.8
Socio-Economic Status										
Subsidized meals	76	98.7	38	40.8	21.1	62	62.1	63.2	95.8	95.2

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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							
2010	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
2011	3	107	100	22.5	26.5	51	77.5
	4	83	100	29.9	39	31.2	70.1
	5	114	99.1	31.1	39.6	29.2	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
Mathematics							
2010	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
2011	3	107	100	44.1	30.4	25.5	55.9
	4	83	100	27.3	48.1	24.7	72.7
	5	114	100	34	40.6	25.5	66
	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							
2010	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
2011	3	53	100	52	38	10	48
	4	82	100	46.1	46.1	7.9	53.9
	5	56	100	42.3	42.3	15.4	57.7
	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

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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							
2010	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
2011	3	56	100	27.8	55.6	16.7	72.2
	4	83	100	24.7	54.5	20.8	75.3
	5	58	100	50	33.3	16.7	50
	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							
2010	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
2011	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	113	98.2	28.3	40.6	31.1	71.7
	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

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