



KINGSTREE ELEMENTARY

1503 Woodland Drive
Kingstree, South Carolina

Grades	3-5 Elementary School	
Enrollment	470 Students	
Principal	Jennifer G. Gardner	843-355-7233
Superintendent	Dr. Yvonne Jefferson-Barnes	843-355-5571
Board Chair	Mr. Kent Evans	843-355-5571

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

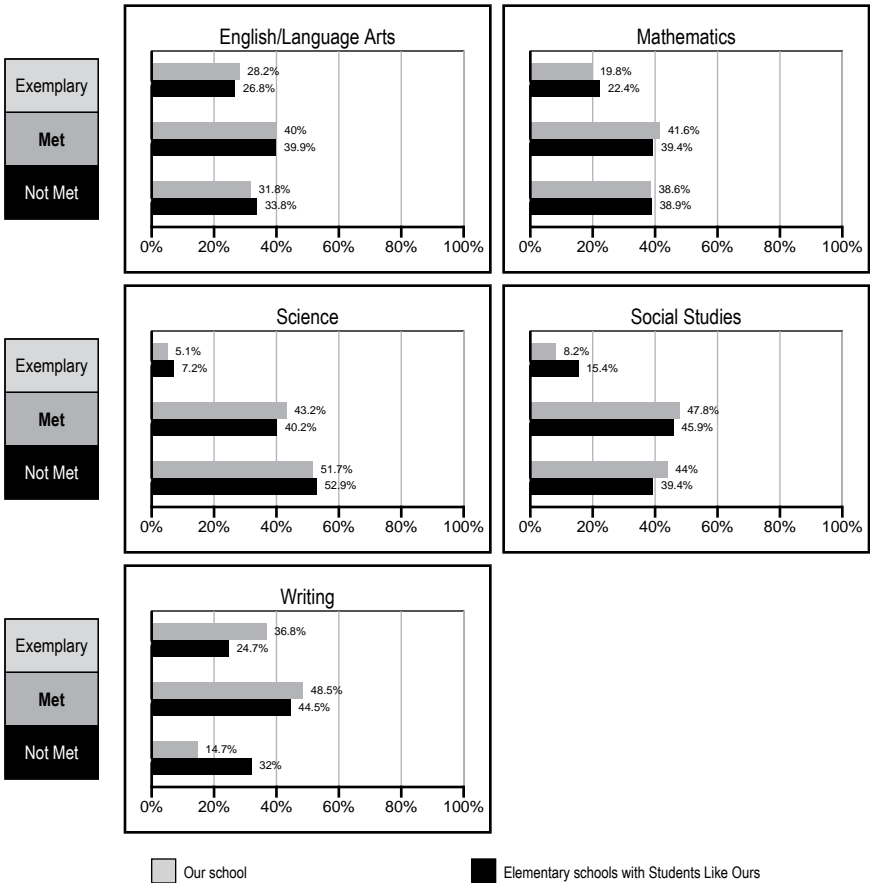
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.6%

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=470)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	Down from 1.5%	1.5%	1.1%
Attendance rate	98.0%	Up from 97.9%	96.2%	96.2%
Served by gifted and talented program	5.1%	Down from 8.2%	5.5%	13.4%
With disabilities other than speech	7.0%	Down from 16.4%	4.2%	4.1%
Older than usual for grade	0.6%	Down from 2.3%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	63.3%	Up from 44.4%	61.8%	62.5%
Continuing contract teachers	66.7%	Up from 55.6%	82.4%	88.2%
Teachers returning from previous year	76.4%	No Change	84.6%	87.8%
Teacher attendance rate	95.1%	Up from 95.0%	95.2%	95.2%
Average teacher salary*	\$43,365	Up 8.9%	\$45,168	\$46,773
Professional development days/teacher	11.0 days	Down from 13.0 days	10.6 days	10.5 days
School				
Principal's years at school	6.0	Up from 0.0	4.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 19.4 to 1	17.6 to 1	19.9 to 1
Prime instructional time	92.6%	Up from 92.5%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Up from 84.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,287	Up 3.8%	\$8,426	\$7,447
Percent of expenditures for instruction**	63.9%	Down from 68.1%	67.8%	68.4%
Percent of expenditures for teacher salaries**	58.6%	Down from 63.2%	64.2%	65.8%

* 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

Kingstree Elementary, a Red Carpet School, provides educational experiences that enhance students' academic and artistic abilities. The 2010-2011 school year was a productive, exciting, and new beginning for students, parents, faculty, staff, and community members. In past years, Kingstree Elementary served students in grades four through six. Our school currently serves students in third through fifth grade.

Through our collaborative efforts towards fostering mutual cooperation, emotional support, and personal growth, we were able to achieve what we could not have accomplished alone. With the implementation of Project C.A.R.E, a Content Area Reading Enrichment program specifically designed to address reading deficiencies, students received an additional 30 minute block of small group instruction. Teachers also implemented Math PALS (Peer Assisted Learning Strategies) to help improve students' math computational and problem solving skills.

Teachers benefited from continuous staff development. They met weekly to analyze data, share ideas, and plan effective lessons. With the implementation of the Explicit Direct Instructional (EDI) model, teachers delivered innovative, creative, standards-based instruction in all content areas. KES teachers focused on exactly what students were expected to learn, demonstrated the steps needed to accomplish the academic tasks, continuously checked for understanding, utilized common benchmark assessments, and provided guided and independent practice opportunities for all students.

Other new programs and initiatives also attributed to the success of KES students. Our male students enjoyed being a part of ManPower, an exclusive all boys club; this initiative was geared toward fostering good character, decision making, and problem solving skills for male students. In addition, students also participated in our Boy and Girl Scout programs, KES Performing Chorus, Positive Behavior Interventions and Support activities, Student Council, and Artistic and Academically Gifted and Talented Programs.

Improving home-to-school relations promoted school pride among our students. Our parenting liaison and PTA worked to provide parents opportunities to attend workshops, seminars, and school programs. Business leaders and community members volunteered in our classrooms, attended school appreciation luncheons, and provided services in support of our school. Volunteers continue to contribute their expertise and time to assist students in excelling socially and academically, thus preparing them to be successful, life-long learners and productive citizens in an ever-changing, global society.

Dr. Jennifer G. Gardner, Principal
Mrs. Yvette Cantey, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	144	98
Percent satisfied with learning environment	94.1%	96.5%	86.8%
Percent satisfied with social and physical environment	100.0%	95.0%	86.2%
Percent satisfied with school-home relations	91.2%	90.2%	88.3%

* 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 14 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

R

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	9.6%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.8%	0.0%	No
Student attendance rate	98.0%	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	468	100	31.3	39	29.7	81.2	71.2	82.4	Yes	Yes
Gender										
Male	252	100	36.7	39.2	24.1	77.1	65.4	78.7	N/A	N/A
Female	216	100	24.8	38.8	36.4	85.9	77.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	76.8	88.9	I/S	I/S
African American	461	100	31.2	39.2	29.6	81.2	70.7	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
Disability Status										
Disabled	53	100	62.7	13.7	23.5	51	35.6	48.1	Yes	Yes
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	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	436	100	32.7	38.4	28.9	80.7	70.2	75.4	Yes	Yes

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

All Students	468	100	37.9	40.8	21.3	73.4	67.7	81.9	No	Yes
Gender										
Male	252	100	40	39.2	20.8	70.6	63.9	79.9	N/A	N/A
Female	216	100	35.4	42.7	21.8	76.7	71.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	71.8	88.9	I/S	I/S
African American	461	100	37.7	41	21.3	73.5	67.3	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	80	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
Disability Status										
Disabled	53	100	60.8	19.6	19.6	47.1	29.6	47.3	Yes	Yes
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	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	436	100	39.4	39.9	20.8	72.3	66.8	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	313	99.4	50.7	42	7.3	49.3	46.3	68.6
Gender								
Male	170	98.8	49.4	43.3	7.3	50.6	47.1	68.3
Female	143	100	52.2	40.4	7.4	47.8	45.4	68.9
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	53.7	80.7
African American	309	100	50.7	41.9	7.4	49.3	45.7	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
Disability Status								
Disabled	39	97.4	73	5.4	21.6	27	22.4	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	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
Socio-Economic Status								
Subsidized meals	289	99.3	52.2	40.9	6.9	47.8	45	57.3
Social Studies								
All Students	309	100	43.1	47.5	9.4	56.9	49.6	72.5
Gender								
Male	172	100	47	42.3	10.7	53	48.8	72
Female	137	100	38.2	54.2	7.6	61.8	50.5	73.1
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	54.5	81
African American	304	100	43.2	47.3	9.5	56.8	49.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
Disability Status								
Disabled	37	100	64.9	24.3	10.8	35.1	29.7	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	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	69.7
Socio-Economic Status								
Subsidized meals	287	100	44.8	46.9	8.3	55.2	48.7	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	146	95.9	14.7	48.5	36.8	85.3	67.4	73.2	98	95.9
Gender										
Male	71	91.6	17.2	45.3	37.5	82.8	61.9	67.2	97.9	95.8
Female	75	100	12.5	51.4	36.1	87.5	73	79.4	98	96
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	65.9	81.5	97.7	92
African American	144	95.8	14.1	48.9	37	85.9	67.7	61.3	98	96.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	98.5	94.2
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	N/A	95.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	91.9
Disability Status										
Disabled	15	60	I/S	I/S	I/S	I/S	19.8	26	97.4	94.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	N/A	96.8
Socio-Economic Status										
Subsidized meals	137	96.4	15.6	49.2	35.2	84.4	66.5	63.2	97.9	95.9

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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	0	N/A	N/A	N/A	N/A	N/A
	4	166	99.4	46.3	34	19.8	53.7
	5	157	99.4	42.3	43	14.8	57.7
	6	146	98.6	41.3	47.1	11.6	58.7
	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	169	100	30.7	29.4	39.9	69.3
	4	153	100	36.7	40.8	22.4	63.3
	5	146	100	26.2	48.2	25.5	73.8
	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	0	N/A	N/A	N/A	N/A	N/A
	4	166	99.4	47.5	36.4	16	52.5
	5	157	99.4	45.6	39.6	14.8	54.4
	6	146	98.6	48.6	36.2	15.2	51.4
	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	169	100	57.7	28.2	14.1	42.3
	4	153	100	27.9	51.7	20.4	72.1
	5	146	100	25.5	44	30.5	74.5
	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	0	N/A	N/A	N/A	N/A	N/A
	4	165	100	63	32.7	4.3	37
	5	78	98.7	62.5	31.9	5.6	37.5
	6	72	97.2	N/A	N/A	N/A	18.8
	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	86	100	59.8	30.5	9.8	40.2
	4	153	100	46.3	48.3	5.4	53.7
	5	74	97.3	49.3	42.3	8.5	50.7
	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	0	N/A	N/A	N/A	N/A	N/A
	4	165	100	49.4	45.1	5.6	50.6
	5	78	98.7	63.2	32.9	3.9	36.8
	6	72	94.4	40	50.8	9.2	60
	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	85	100	45.8	38.6	15.7	54.2
	4	152	100	34.9	59.6	5.5	65.1
	5	72	100	57.1	32.9	10	42.9
	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
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	165	98.8	31.4	39	29.6	68.6
	5	156	99.4	28.9	39.6	31.5	71.1
	6	143	97.9	33.1	47.8	19.1	66.9
	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	146	95.9	14.7	48.5	36.8	85.3
	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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