



Kingstree Elementary

1503 Woodland Drive
Kingstree, South Carolina

Grades	4-6 Elementary School	
Enrollment	468 Students	
Principal	Dr. Jennifer G. Gardner	843-355-7233
Superintendent	Linda B. Huell, Interim	843-355-5571
Board Chair	Rev. Norman Gamble	843-244-1676

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

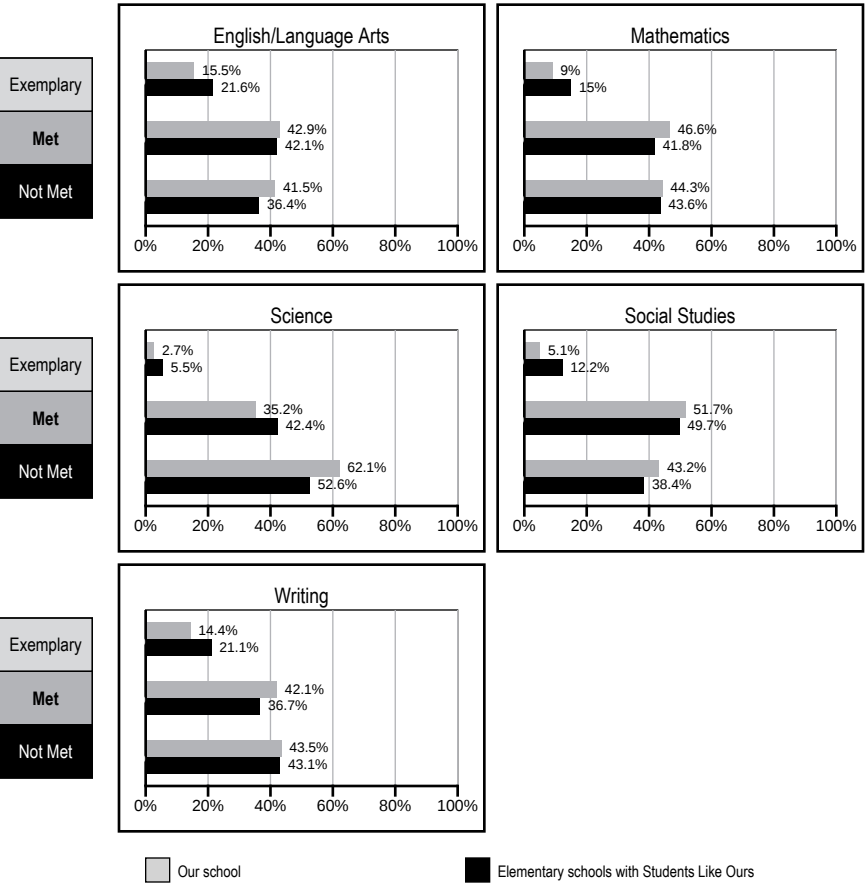
95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	58	53	31

* 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=468)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	3.5%	Up from 3.2%	2.5%	1.9%
Attendance rate	97.6%	Down from 98.0%	96.0%	96.3%
Eligible for gifted and talented	1.3%	Down from 2.3%	2.9%	10.0%
With disabilities other than speech	12.6%	Down from 17.6%	7.4%	7.7%
Older than usual for grade	5.1%	Up from 4.9%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 4.5%	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	45.2%	Down from 55.2%	57.1%	59.4%
Continuing contract teachers	45.2%	Down from 58.6%	71.0%	80.0%
Teachers with emergency or provisional certificates	13.6%	Down from 20.0%	0.0%	0.0%
Teachers returning from previous year	75.0%	Up from 71.4%	81.6%	85.9%
Teacher attendance rate	97.4%	Up from 93.0%	95.2%	95.1%
Average teacher salary*	\$42,002	Up 0.6%	\$45,854	\$47,149
Professional development days/teacher	12.2 days	Down from 17.5 days	10.7 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 22.1 to 1	16.5 to 1	18.8 to 1
Prime instructional time	94.3%	Up from 90.0%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.2%	Up from 94.8%	100.0%	100.0%
Character development program	Excellent	Up from Good	Good	Excellent
Dollars spent per pupil**	\$6,732	Up 1.7%	\$8,670	\$7,458
Percent of expenditures for instruction**	68.2%	Up from 65.7%	68.4%	68.8%
Percent of expenditures for teacher salaries**	61.9%	Up from 59.8%	61.9%	63.2%

* 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

The 2008-2009 school year brought about many changes and challenges for KES. The KES theme remained "W.I.L.D." This acronym for Working to Improve Learning Daily truly embodied the commitment, by the total faculty and staff, to assist our students in achieving academic success, to provide exposure to advanced technology and quality instruction, and to instill the concept of teamwork from a highly qualified team of dedicated teachers, paraprofessionals, and administrators.

With the adoption of a state approved curriculum as a resource, all teachers utilize a consistent pacing guide, nine week benchmarks, and plan vertically. By using a plethora of assessment data to drive instruction, such as MAP (Measures of Academic Progress) scores, the Dominie Assessment, Computer-Assisted Learning, Study Island, and others provide teachers with immediate diagnostic student information. In addition to the computer labs, every classroom is equipped with Promethean Boards which allow our students to experience interactive lessons. KES is also home to the Tanberg Monitor. This portal allows our students to engage in two-way, interactive dialogues with students on different campuses. All students have access to a Science Lab where they are able to conduct hands-on experiments. A single-gender initiative was implemented and piloted by the sixth grade team.

Many of our goals could not be accomplished without the support and contributions of volunteers, local business, and organizations such as The Kiwanis Club of Kingstree, Santee Electric Cooperative, Duke Endowment, and the 21st Century Communities Learning Centers.

Our teachers and students have access to fulltime, onsite Math and Literacy coaches, as well as district coaches. All KES faculty and staff are required to engage in district and staff development activities, conferences, workshops, training, and mentoring activities to ensure vertical alignment among grade levels. Parental involvement at KES is enhanced by our parent coordinator who organizes events such as Dad's Day Out, Grandparents Day Breakfast, Mom's Day Out, and monthly parenting workshops.

The students at Kingstree Elementary have the opportunity to join clubs and organizations. The students are also rewarded for displaying positive behavior through the PBIS system and are recognized for their academic achievements during awards day programs. The Fall Festival, Battle of the Books, K-Kids, the WKES Morning News Show, various Academic Bowls, Math Night, holiday programs, and the Science Fair are activities that students participate in throughout the year.

Kingstree Elementary School is committed to excellence and is proud to provide a safe and nurturing environment that challenges all of its students to grow and learn. Together, we continue to make differences in the lives of children.

Rev. James Lane, SIC Chairperson
Dr. Jennifer G. Gardner, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	156	106
Percent satisfied with learning environment	80.0%	77.4%	84.0%
Percent satisfied with social and physical environment	76.0%	78.2%	88.1%
Percent satisfied with school-home relations	48.0%	82.2%	81.2%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

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School Adequate Yearly Progress	NO
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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	R
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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	10.7%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	14.3%	0.0%	No
Student attendance rate	97.6%	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	451	100	42.1	42.3	15.6	73.7	76.3	82.8	Yes	Yes
Gender										
Male	223	100	47.7	38.9	13.4	66.2	71.8	79.3	N/A	N/A
Female	228	100	36.7	45.7	17.6	81	81.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	13	100	53.8	23.1	23.1	61.5	76.7	89.5	I/S	I/S
African American	434	100	42	42.5	15.4	73.9	76.2	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	87.5	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	69	100	67.2	25.4	7.5	46.3	46.5	52	No	Yes
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	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	417	100	43.5	43.5	13	73	75.5	75.5	Yes	Yes

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

All Students	451	100	44.9	46.2	8.9	68.2	69.4	78.9	Yes	Yes
Gender										
Male	223	100	51.9	39.8	8.3	60.2	64.7	77	N/A	N/A
Female	228	100	38	52.5	9.5	76	74.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	13	100	61.5	23.1	15.4	38.5	64.7	87.2	I/S	I/S
African American	434	100	44.2	47.3	8.6	68.9	69.6	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	81.3	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	69	100	83.6	14.9	1.5	29.9	36.8	45.5	No	Yes
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	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	417	100	45.7	46.9	7.4	68.1	68.7	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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	309	99.4	62.5	34.9	2.7	37.5	48.4	67.5
Gender								
Male	142	99.3	60	37.9	2.1	40	49	67
Female	167	99.4	64.6	32.3	3.1	35.4	47.8	68
Racial/Ethnic Group								
White	10	I/S	I/S	I/S	I/S	I/S	58.6	79.5
African American	296	99.7	63	34.3	2.8	37	47.5	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	40	100	N/AV	N/AV	N/AV	17.9	23.6	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	I/S	59.6
Socio-Economic Status								
Subsided meals	288	99.7	64.4	33.8	1.8	35.6	47.3	55.1

Social Studies

All Students	308	99.7	43.2	51.7	5.1	56.8	56.4	72.3
Gender								
Male	157	100	50.7	44	5.3	49.3	55.2	71.5
Female	151	99.3	35.6	59.6	4.8	64.4	57.7	73.2
Racial/Ethnic Group								
White	9	I/S	I/S	I/S	I/S	I/S	59	80.7
African American	297	100	42.5	52.6	4.9	57.5	55.9	60
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	78.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	52	100	62	36	2	38	30.2	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	I/S	67.9
Socio-Economic Status								
Subsided meals	286	100	44.4	51.3	4.3	55.6	55.1	62.1

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	455	96.9	43.3	42.3	14.4	56.7	61.4	70.2	97.6	96.6
Gender										
Male	225	96.9	51.9	34.4	13.7	48.1	54.5	63.2	97.6	96.5
Female	230	97	34.9	50	15.1	65.1	68.5	77.5	97.7	96.6
Racial/Ethnic Group										
White	14	78.6	45.5	36.4	18.2	54.5	55.1	79.1	95.1	93.6
African American	437	97.5	43	42.5	14.4	57	61.9	57.6	97.8	96.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.2	96.7	97
Hispanic	2	I/S	I/S	I/S	I/S	I/S	50	62.6	96.1	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96.1
Disability Status										
Disabled	68	91.2	N/AV	N/AV	N/AV	18	20	26.1	97.4	95.2
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	I/S	61.2	N/A	98
Socio-Economic Status										
Subsidized meals	419	97.9	44.8	43.3	11.9	55.2	60.3	58.9	97.6	96.5

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	1	I/S	I/S	I/S	I/S	I/S
	4	165	100	45.7	41.4	13	54.3
	5	149	100	30.7	51.4	17.9	69.3
	6	136	100	49.3	34.3	16.4	50.7
	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	1	I/S	I/S	I/S	I/S	I/S
	4	165	100	41.4	48.1	10.5	58.6
	5	149	100	50	42.1	7.9	50
	6	136	100	43.3	48.5	8.2	56.7
	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	1	I/S	I/S	I/S	I/S	I/S
	4	165	98.8	60	36.9	3.1	40
	5	75	100	66.7	30.6	2.8	33.3
	6	68	100	63.2	35.3	1.5	36.8
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	165	99.4	37.9	56.5	5.6	62.1
	5	74	100	61.8	30.9	7.4	38.2
	6	69	100	37.3	61.2	1.5	62.7
	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	1	I/S	N/A	N/A	N/A	N/A
	4	165	98.8	51.3	34.4	14.4	48.8
	5	149	98	38.1	47.5	14.4	61.9
	6	140	94.3	38.9	46.6	14.5	61.1
	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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