



KINGSTREE ELEMENTARY

1503 Woodland Drive
Kingstree, South Carolina

Grades 4-6 Elementary School
Enrollment 478 Students
Principal Jennifer G. Gardner 843-355-7233
Superintendent Dr. Yvonne Jefferson-Barnes 843-355-5571
Board Chair Rev. Norman Gamble 843-244-1676

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Below Average
2009	Below Average	At-Risk
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	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 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

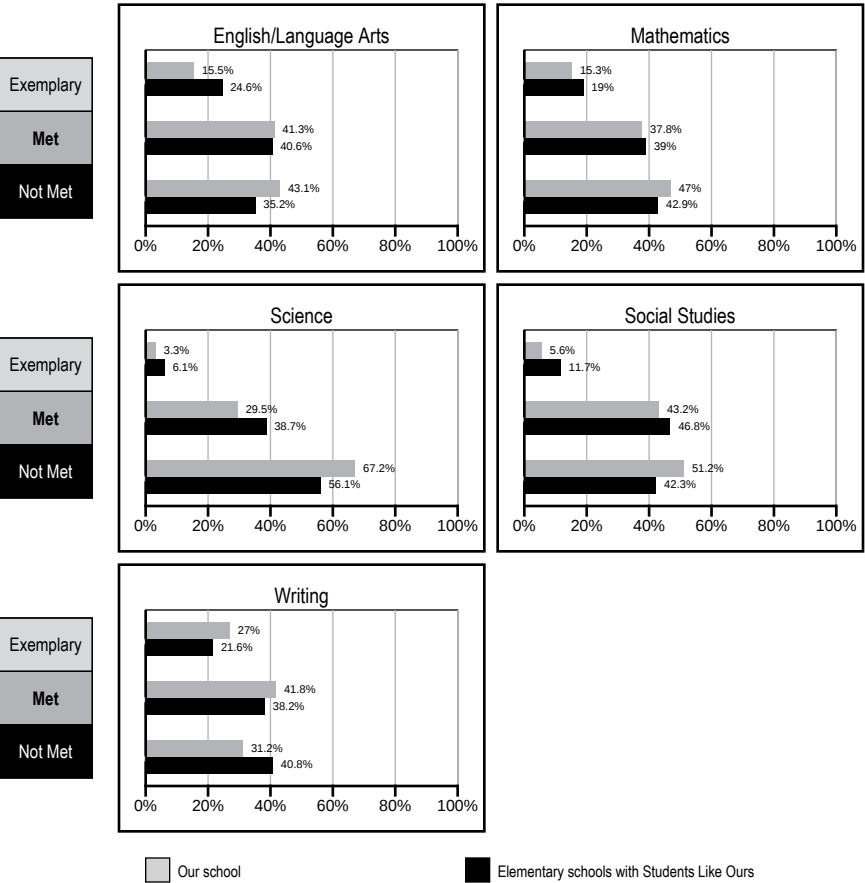
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	71	55	23

* Ratings are calculated with data available by 03/09/2011.

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=478)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.5%	Down from 3.5%	1.5%	1.2%
Attendance rate	97.9%	Up from 97.6%	95.9%	96.1%
Eligible for gifted and talented	8.2%	Up from 1.3%	4.3%	11.7%
With disabilities other than speech	16.4%	Up from 12.6%	8.3%	8.0%
Older than usual for grade	2.3%	Down from 5.1%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	44.4%	Down from 45.2%	60.0%	60.5%
Continuing contract teachers	55.6%	Up from 45.2%	78.6%	84.6%
Teachers with emergency or provisional certificates	5.6%	Down from 13.6%	0.0%	0.0%
Teachers returning from previous year	76.4%	Up from 75.0%	83.2%	87.0%
Teacher attendance rate	95.0%	Down from 97.4%	95.4%	95.4%
Average teacher salary*	\$39,821	Down 5.2%	\$45,499	\$47,288
Professional development days/teacher	13.0 days	Up from 12.2 days	10.6 days	10.5 days
School				
Principal's years at school	0.0	Down from 4.0	3.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Down from 20.5 to 1	17.1 to 1	19.2 to 1
Prime instructional time	92.5%	Down from 94.3%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	84.0%	Down from 97.2%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,020	Up 4.3%	\$8,744	\$7,548
Percent of expenditures for instruction**	68.1%	Down from 68.2%	68.2%	68.7%
Percent of expenditures for teacher salaries**	63.2%	Up from 61.9%	62.4%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Kingstree Elementary School (KES) was recognized during the 2009-2010 school year as a Red Carpet School. The past school year provided schoolwide improvements and restructuring efforts to increase student achievement and effective instructional practices. The KES theme "ROARing to Success" was embedded into our character education and Positive Behavioral Intervention Systems (PBIS) programs to hold students, faculty, and staff accountable for being "Respect, Open-Minded, Always Productive, and Responsible." In our efforts to continue to provide high-quality instruction and meet the needs of our diverse learners, students and teachers were provided exposure to advanced technology, explicit direct instruction, ongoing professional-development opportunities, team-building, collaboration, and networking.

At KES, all teachers were facilitators of an approved curriculum and implemented consistent pacing guides, supplements of support, assessments, thematic units, and research-based projects to provide students with the exposure needed to become productive citizens. Data-driven instruction allowed teachers and students to monitor progress, set realistic goals, and meet the requirements of No Child Left Behind through using diagnostic assessment measurements. Classrooms were equipped with up-to-date technologies.

Community members, volunteers, business partners, and other sponsors or organizations allowed us to accomplish many goals, making a strong community of learning possible for KES. This year, KES received the Santee Electric Bright Ideas Grant and the Project H.E.A.L. (Healthy Eating for Active Learning) Grant.

Students and teachers had access to on-site Academic Assistance, Literacy, and Math Instructional Coaches. The instructional coaches conducted professional-development workshops, provided hands-on activities, modeled effective instructional practices and conducted peer evaluations and collaborative conferencing to improve the "Total Teacher," bridge practice into theory, and assist in creating a strong, dynamic team of highly-qualified educators.

Parents were invited to participate in various workshops and seminars to increase parental partnerships. Students had the opportunity to join and participate in many clubs and organizations. Student incentives were awarded monthly to those who displayed positive behavior and exemplified the character traits of a "Jaguar," our school mascot. Students also received recognition for academic achievement and perfect attendance. Selected students participated in the new introductory Band Class. KES was also fortunate to have an Artist in Residence Dance Program.

Faculty, staff, and volunteers continue to contribute their expertise and time at KES to assist students in accelerating socially and academically, thus preparing them to be successful, lifelong learners, and productive citizens in today's global society. Together, we continue to make differences in the lives of children.

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

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	131	63
Percent satisfied with learning environment	84.6%	83.2%	91.9%
Percent satisfied with social and physical environment	96.2%	82.9%	85.2%
Percent satisfied with school-home relations	65.4%	85.4%	92.1%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 16 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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	11.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.6%	0.0%	No
Student attendance rate	97.9%	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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	469	99.2	43.4	41	15.6	74.2	74.7	83.5	Yes	Yes
Gender										
Male	238	99.2	46.9	39.8	13.3	67.3	70.2	80.1	N/A	N/A
Female	231	99.1	39.9	42.2	17.9	81.2	79.4	87	N/A	N/A
Racial/Ethnic Group										
White	15	86.7	I/S	I/S	I/S	I/S	78.4	89.6	I/S	I/S
African American	452	99.8	43.6	41.1	15.3	74.4	74.3	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	75	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	79	100	81.3	16	2.7	34.7	41.3	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	444	99.6	44.4	41.1	14.5	73.4	73.9	76.9	Yes	Yes

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

All Students	469	99.2	47.2	37.4	15.4	70.8	69.3	80.4	Yes	Yes
Gender										
Male	238	99.2	52.2	35.8	11.9	65.5	66.2	78.4	N/A	N/A
Female	231	99.1	42.2	39	18.8	76.2	72.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	15	86.7	I/S	I/S	I/S	I/S	68.9	87.8	I/S	I/S
African American	452	99.8	47.3	37.7	15.1	70.8	69.2	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	66.7	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	79	100	86.7	12	1.3	37.3	33.8	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	444	99.6	49.1	36.7	14.3	69.6	68.3	72.8	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	315	99.1	67	29.4	3.6	33	45.3	67.3
Gender								
Male	161	98.1	65.8	30.3	3.9	34.2	44.2	66.9
Female	154	100	68.2	28.5	3.3	31.8	46.4	67.7
Racial/Ethnic Group								
White	9	I/S	I/S	I/S	I/S	I/S	57.6	79.6
African American	306	99.4	67	29.6	3.4	33	44.3	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	54	98.2	94.1	3.9	2	5.9	19.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	58.6
Socio-Economic Status								
Subsidized meals	303	99.3	67.9	29	3.1	32.1	44.1	55.4

Social Studies

All Students	315	98.4	50.8	43.2	5.9	49.2	52.1	70.9
Gender								
Male	163	98.2	52.3	43.9	3.9	47.7	50.2	70.1
Female	152	98.7	49.3	42.6	8.1	50.7	54.1	71.7
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	58.4	79.2
African American	308	98.4	50.8	43.8	5.4	49.2	51.5	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	51	94.1	76.6	19.1	4.3	23.4	23	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	68
Socio-Economic Status								
Subsidized meals	295	98.3	52.3	43.2	4.6	47.7	50.7	60.8

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	464	98.7	31.1	41.9	27	68.9	64.9	72.1	97.9	96.4
Gender										
Male	235	98.3	38.3	41.9	19.8	61.7	57	65.2	97.7	96.3
Female	229	99.1	23.9	41.9	34.2	76.1	73.1	79.2	98	96.5
Racial/Ethnic Group										
White	16	87.5	I/S	I/S	I/S	I/S	61.4	80.8	94.9	93.4
African American	446	99.3	30.9	42	27	69.1	65.1	59.7	98	96.6
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	99.9	97.2
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.3	64.6	N/A	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	92.5
Disability Status										
Disabled	79	94.9	76.1	22.5	1.4	23.9	23	27.7	97.6	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.7	N/A	97.2
Socio-Economic Status										
Subsidized meals	440	99.3	32.3	41.3	26.4	67.7	63.8	61.9	97.9	96.4

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 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
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

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
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

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
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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
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
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
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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample