



## Kingston Elementary

4580 Hwy. 472  
Conway, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	618 Students	
<b>Principal</b>	Mary J. Anderson	843-365-3777
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Average	Below Average
2007	Average	Below Average
2006	Average	At-Risk
2005	Good	Good

## 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

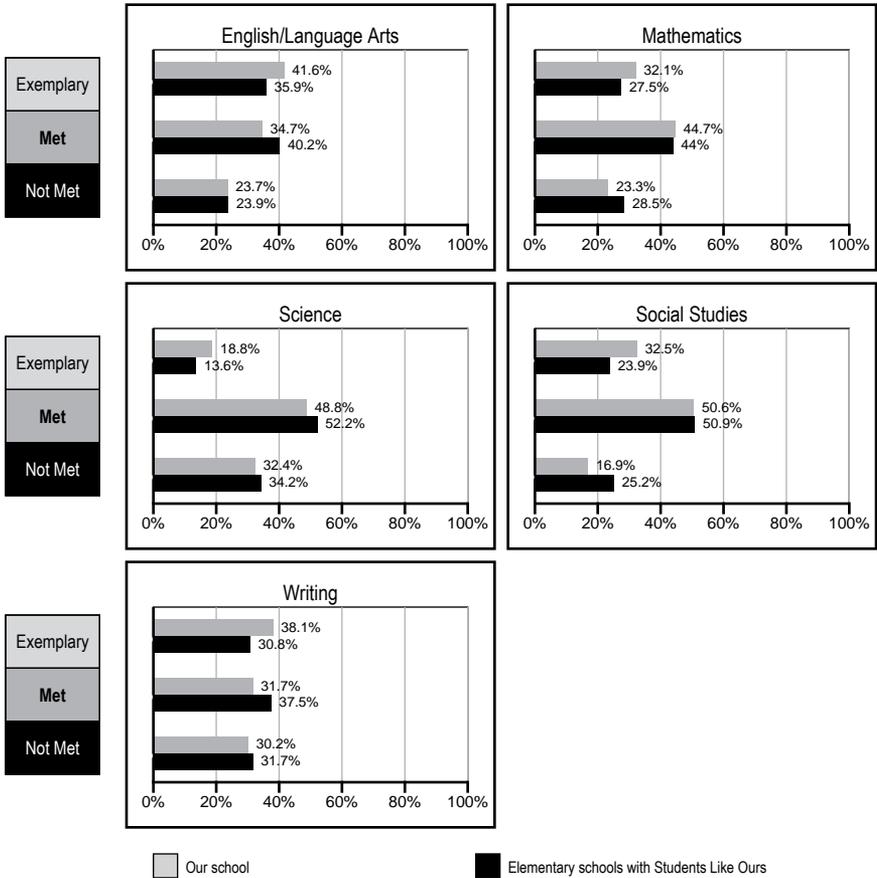
97.6%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
2	22	81	7	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
<b>Students (n=618)</b>				
First graders who attended full-day kindergarten	93.6%	Down from 100.0%	100.0%	100.0%
Retention rate	1.8%	Down from 2.1%	2.1%	1.9%
Attendance rate	95.0%	Down from 95.6%	96.2%	96.3%
Eligible for gifted and talented	15.3%	Down from 19.8%	9.4%	10.0%
With disabilities other than speech	11.2%	Up from 11.1%	9.3%	7.7%
Older than usual for grade	0.0%	Down from 0.2%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Down from 0.7%	0.0%	0.0%
<b>Teachers (n=43)</b>				
Teachers with advanced degrees	44.2%	Up from 43.9%	60.0%	59.4%
Continuing contract teachers	81.4%	Up from 80.5%	83.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 2.9%	0.0%	0.0%
Teachers returning from previous year	88.7%	Up from 86.6%	88.0%	85.9%
Teacher attendance rate	94.8%	Up from 92.9%	95.1%	95.1%
Average teacher salary*	\$48,799	Up 6.7%	\$47,419	\$47,149
Professional development days/teacher	20.0 days	Up from 17.0 days	11.6 days	11.1 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Down from 22.1 to 1	19.1 to 1	18.8 to 1
Prime instructional time	88.0%	Up from 87.6%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.6%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,014	Up 11.9%	\$7,357	\$7,458
Percent of expenditures for instruction**	66.9%	Down from 68.0%	68.0%	68.8%
Percent of expenditures for teacher salaries**	45.4%	Down from 63.5%	61.6%	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

Kingston Elementary's students are provided challenging and meaningful instruction through the skills of highly qualified teachers. The 2008-09 school year has been a successful one. Kindergarten students had 90 percent of students reading at or above the district goal. First grade ended the year with 83 percent of the students reading at or above the assigned text level. Second grade had 75 percent of students reading at or above the assigned text level. Increasing reading comprehension skills in grades 3-5 was a priority. Teachers participated in professional growth and collaborative planning activities with a focus on content vocabulary development, the use of lexiles, and integration of content material. Workstations were implemented to allow for independent reading time and fluency practice. The performance of students in mathematics continues to be higher than ELA. To ensure continuous growth, students work in team time groups for 45 minutes of daily math skills lessons. Additionally, our students participate in monthly writing prompts, use of technology, and tutorial sessions. Our mission is to provide all children opportunities to excel in academics and develop positive social behaviors. The PTO works collaboratively with the staff to provide parenting workshops and family activities. School Improvement Council worked to provide each classroom with at least one volunteer to tutor students in academic areas. Community and service related activities included Jump Rope for Heart, March of Dimes, CAP food drives, and HTC recycling. Fourth grade students received awards for recycling from the Solid Waste Authority. Students enjoyed enrichment of the arts through activities such as Fine Arts Day, May Day Play Day, Bingo for Books, and field day. The families and community members made events such as Grits for Grandparents, Muffins for Moms, Doughnuts for Dads, and Real Men Read a tremendous success. We will continue to strive for excellence and work to ensure all students reach their academic potential. Our achievements are due to the dedication of students, staff, parents, and community. The support of the community at large is appreciated in our quest to provide a quality learning experience for all students. Mary J. Anderson, Principal; Franklin Sanders, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	65	41
Percent satisfied with learning environment	91.1%	83.1%	92.7%
Percent satisfied with social and physical environment	97.8%	87.1%	87.5%
Percent satisfied with school-home relations	95.6%	87.3%	87.8%

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

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## School Adequate Yearly Progress

NO

This school met 20 out of 21 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.0%	94.0%*	Yes

\* Or greater than last year

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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 = 58.8% (Met or Exemplary)

All Students	277	99.6	23.2	34.6	42.2	89.4	86.5	82.8	Yes	Yes
<b>Gender</b>										
Male	147	99.3	27.5	30.4	42	84.8	83.4	79.3	N/A	N/A
Female	130	100	18.4	39.2	42.4	94.4	89.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	213	99.5	20.1	30.9	49	92.2	91	89.5	Yes	Yes
African American	47	100	39.5	44.2	16.3	74.4	74.8	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87	92.3	I/S	I/S
Hispanic	15	100	14.3	57.1	28.6	100	78.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	50	100	60.9	26.1	13	67.4	63.1	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	13	100	25	58.3	16.7	100	74.2	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	188	99.5	29.5	41.5	29	86.9	81.6	75.5	Yes	Yes

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

All Students	277	99.6	22.8	44.9	32.3	82.5	83.7	78.9	Yes	Yes
<b>Gender</b>										
Male	147	99.3	23.9	42	34.1	80.4	81.9	77	N/A	N/A
Female	130	100	21.6	48	30.4	84.8	85.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	213	99.5	18.6	45.6	35.8	84.8	89.2	87.2	Yes	Yes
African American	47	100	44.2	46.5	9.3	69.8	68	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	15	100	14.3	28.6	57.1	92.9	78.1	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.9	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	50	100	60.9	34.8	4.3	47.8	53.2	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	13	100	25	33.3	41.7	83.3	76	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	188	99.5	30.1	46.6	23.3	76.7	77.3	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
<b>Science</b>								
All Students	178	100	31.8	48.8	19.4	68.2	73.1	67.5
<b>Gender</b>								
Male	96	100	30.8	42.9	26.4	69.2	72.2	67
Female	82	100	32.9	55.7	11.4	67.1	73.9	68
<b>Racial/Ethnic Group</b>								
White	143	100	26.8	52.9	20.3	73.2	80.8	79.5
African American	26	100	66.7	20.8	12.5	33.3	51.8	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.1	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	60.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.9	71.2
<b>Disability Status</b>								
Disabled	33	100	71	25.8	3.2	29	40.3	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	57.3	59.6
<b>Socio-Economic Status</b>								
Subsided meals	112	100	41.5	45.3	13.2	58.5	64.3	55.1
<b>Social Studies</b>								
All Students	177	100	16.8	50.9	32.3	83.2	76.4	72.3
<b>Gender</b>								
Male	91	100	19	44	36.9	81	75.6	71.5
Female	86	100	14.5	57.8	27.7	85.5	77.3	73.2
<b>Racial/Ethnic Group</b>								
White	137	100	15.3	51.1	33.6	84.7	82.4	80.7
African American	30	100	26.9	50	23.1	73.1	59.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.7	88.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.5	72.2
<b>Disability Status</b>								
Disabled	34	100	46.7	50	3.3	53.3	47.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	68.3	67.9
<b>Socio-Economic Status</b>								
Subsided meals	119	100	21.6	53.2	25.2	78.4	68.7	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
<b>Writing</b>										
All Students	276	97.5	30.2	31.7	38.1	69.8	76.3	70.2	95	96
<b>Gender</b>										
Male	143	97.2	38.4	26.1	35.5	61.6	69.4	63.2	95.2	96
Female	133	97.7	21.3	37.8	40.9	78.7	83.3	77.5	94.8	96.1
<b>Racial/Ethnic Group</b>										
White	214	97.7	28.6	31.6	39.8	71.4	82.4	79.1	94.8	95.7
African American	46	95.7	41.9	37.2	20.9	58.1	59.4	57.6	95.5	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.1	86.2	92.8	97.2
Hispanic	14	100	14.3	21.4	64.3	85.7	67.7	62.6	96.9	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.3	68.7	N/A	95.4
<b>Disability Status</b>										
Disabled	49	95.9	73.9	23.9	2.2	26.1	34.2	26.1	94.1	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.6
<b>English Proficiency</b>										
Limited English Proficient	12	100	16.7	25	58.3	83.3	64.6	61.2	97.2	97.1
<b>Socio-Economic Status</b>										
Subsided meals	185	98.9	36.3	33.5	30.2	63.7	68.2	58.9	94.7	95.7

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	103	100	25.8	27.8	46.4	74.2
	4	78	100	20.3	36.5	43.2	79.7
	5	96	99	22.8	40.2	37	77.2
	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
<b>Mathematics</b>							
<b>2009</b>	3	103	100	27.8	44.3	27.8	72.2
	4	78	100	20.3	41.9	37.8	79.7
	5	96	99	19.6	47.8	32.6	80.4
	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
<b>Science</b>							
<b>2009</b>	3	51	100	30	52	18	70
	4	78	100	35.1	43.2	21.6	64.9
	5	49	100	28.3	54.3	17.4	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
<b>Social Studies</b>							
<b>2009</b>	3	52	100	25.5	46.8	27.7	74.5
	4	78	100	12.2	51.4	36.5	87.8
	5	47	100	15.2	54.3	30.4	84.8
	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
<b>Writing</b>							
<b>2009</b>	3	103	98.1	32.3	24.2	43.4	67.7
	4	78	96.2	20.3	41.9	37.8	79.7
	5	95	97.9	35.9	31.5	32.6	64.1
	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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