

## KINGSTON ELEMENTARY

4580 Hwy. 472  
Conway, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	624 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 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Good</b>
2010	Good	Good
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

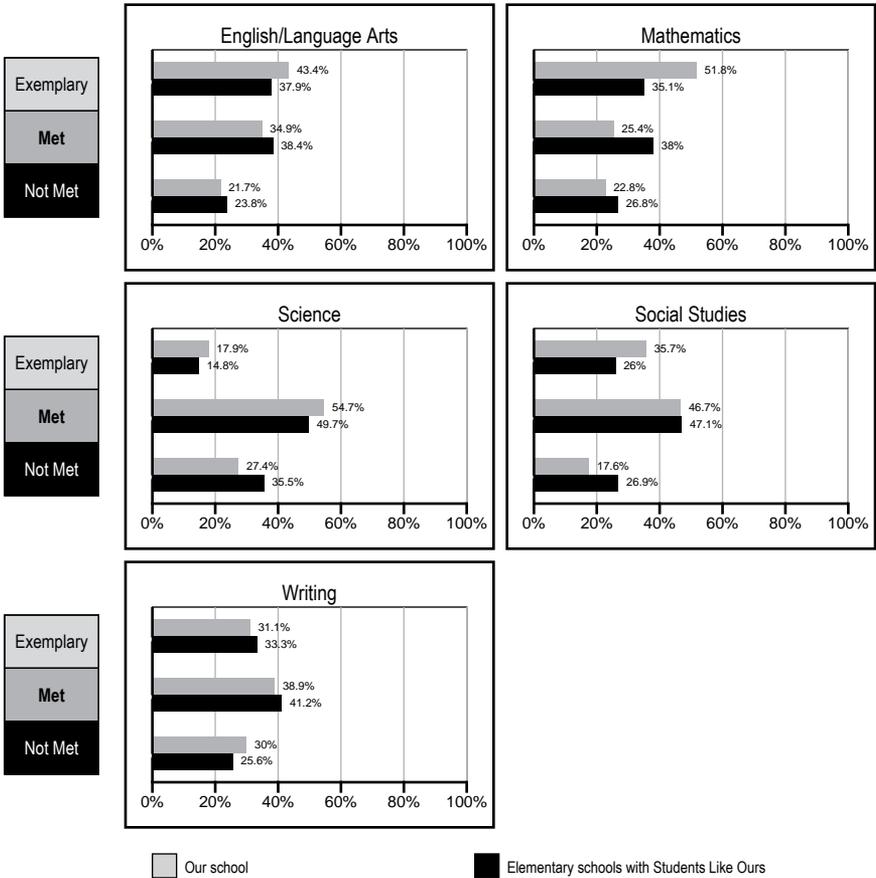
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
10	29	78	6	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
<b>Students (n=624)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	1.2%	1.1%
Attendance rate	95.0%	No Change	96.0%	96.2%
Served by gifted and talented program	21.3%	Up from 20.6%	12.7%	13.4%
With disabilities other than speech	6.2%	Down from 11.4%	4.7%	4.1%
Older than usual for grade	0.0%	Down from 0.2%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.6%	Up from 0.6%	0.0%	0.0%
<b>Teachers (n=37)</b>				
Teachers with advanced degrees	59.5%	Up from 50.0%	61.3%	62.5%
Continuing contract teachers	94.6%	Up from 81.0%	90.0%	88.2%
Teachers returning from previous year	91.1%	Up from 90.9%	88.1%	87.8%
Teacher attendance rate	95.2%	Up from 92.3%	95.0%	95.2%
Average teacher salary*	\$51,442	Up 7.6%	\$46,745	\$46,773
Professional development days/teacher	22.5 days	Up from 16.2 days	11.2 days	10.5 days
<b>School</b>				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	23.1 to 1	Up from 20.9 to 1	19.6 to 1	19.9 to 1
Prime instructional time	87.6%	Up from 85.4%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,189	Down 7.6%	\$7,423	\$7,447
Percent of expenditures for instruction**	66.9%	Down from 67.3%	67.9%	68.4%
Percent of expenditures for teacher salaries**	63.0%	Up from 62.1%	65.3%	65.8%

\* 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

Kingston Elementary is a community based rural school serving more than 600 students in child development through fifth grade. Our students are provided challenging and meaningful instruction through the skills of highly qualified teachers. The 2010-11 school year was a successful one. Increasing reading comprehension skills in grades three through five was a priority for the year as established by the instructional staff. We continued our efforts to enhance literacy instruction. As a result, 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. Continued staff development with the CORE reading consultant enhanced instructional efforts. DIBELS was used as a reading assessment for kindergarten and first grade. Ninety two percent of kindergarten students and seventy eight percent of first graders reached benchmark. Students in grades three through five received grade level reading instruction in a whole group model while small group instruction was provided for remediation or acceleration. Literacy workstations were refined to allow for independent reading time and fluency practice. The performance level of students in mathematics continues to be higher than ELA. To ensure continuous growth, students work in TEAM time groups for forty five minutes of daily math skills lessons. Additionally, our students participate in monthly writing prompts, integrated use of technology, and during school intervention sessions. Local school funds continue to support staff development activities for staff members and provide instructional materials for teachers and students.

The staff and school community share the mission 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. The parenting workshops, preschool storytime, and parenting events were well attended. School Improvement Council worked to increase the number of volunteers involved in school activities. Through these efforts, each classroom was provided 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 numerous awards for recycling efforts with the Solid Waste Authority. Students enjoyed enrichment of the arts through activities such as Fine Arts Day, May Day Play Day, Bingo for Books, Real Men Read, and field day. Author visits and musical performances were also highlights for the students. The families and community members made events such as Grits for Grandparents, Muffins for Moms, and Doughnuts for Dads a tremendous success.

Kingston Elementary parents and staff feel this is a safe school where their children are challenged academically and appreciated personally. We will continue to strive for excellence and work to ensure all students reach their academic potential. Achievements of Kingston Elementary are due to the dedication of its students, school 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	39	86	73
Percent satisfied with learning environment	92.3%	88.2%	95.9%
Percent satisfied with social and physical environment	97.4%	84.9%	94.5%
Percent satisfied with school-home relations	94.6%	89.5%	94.4%

\* 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 19 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

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.4%

	Our School	State Objective	Met State Objective
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

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	300	99.3	21.1	35.2	43.7	87	85.5	82.4	Yes	Yes
<b>Gender</b>										
Male	157	98.7	25.2	35.3	39.6	80.6	82.5	78.7	N/A	N/A
Female	143	100	16.8	35.1	48.1	93.9	88.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	214	99.1	14.3	36	49.7	93.1	90.1	88.9	Yes	Yes
African American	68	100	41.5	33.8	24.6	69.2	73.6	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.2	93	I/S	I/S
Hispanic	18	100	18.8	31.3	50	87.5	81.3	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.2	83	I/S	I/S
<b>Disability Status</b>										
Disabled	63	96.8	63	31.5	5.6	53.7	55.8	48.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	21.4	35.7	42.9	85.7	80.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	230	99.1	27	38.5	34.5	82.5	80.6	75.4	Yes	Yes

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

All Students	300	100	22.8	25.4	51.8	84.6	86	81.9	Yes	Yes
<b>Gender</b>										
Male	157	100	24.1	28.4	47.5	85.1	84.1	79.9	N/A	N/A
Female	143	100	21.4	22.1	56.5	84	88.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	214	100	18.3	20.9	60.7	89	90.8	88.9	Yes	Yes
African American	68	100	38.5	36.9	24.6	70.8	73.1	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.9	94.6	I/S	I/S
Hispanic	18	100	12.5	31.3	56.3	87.5	83.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	63	100	64.3	21.4	14.3	51.8	55.6	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	14.3	35.7	50	85.7	82.9	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	230	100	28.2	29.7	42.1	81.2	81.4	74.9	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	201	100	27.4	54.7	17.9	72.6	74.8	68.6
<b>Gender</b>								
Male	102	100	27.5	49.5	23.1	72.5	74.4	68.3
Female	99	100	27.3	60.2	12.5	72.7	75.2	68.9
<b>Racial/Ethnic Group</b>								
White	140	100	19.5	56.9	23.6	80.5	83	80.7
African American	48	100	46.7	51.1	2.2	53.3	53.8	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85	85.3
Hispanic	13	100	36.4	45.5	18.2	63.6	66.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	70.8
<b>Disability Status</b>								
Disabled	45	100	64.1	30.8	5.1	35.9	41.7	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	65.2	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	157	100	32.6	51.9	15.6	67.4	66.8	57.3
<b>Social Studies</b>								
All Students	201	99.5	17.6	46.7	35.7	82.4	77.8	72.5
<b>Gender</b>								
Male	106	100	20.8	38.5	40.6	79.2	77.5	72
Female	95	99	14	55.8	30.2	86	78.1	73.1
<b>Racial/Ethnic Group</b>								
White	146	99.3	11	48	40.9	89	83.7	81
African American	45	100	33.3	46.7	20	66.7	61.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.6	89
Hispanic	10	I/S	I/S	I/S	I/S	I/S	75.4	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.6	73.5
<b>Disability Status</b>								
Disabled	43	100	51.3	41	7.7	48.7	46	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	75.3	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	156	99.4	23.4	48.2	28.5	76.6	71	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
<b>Writing</b>										
All Students	94	100	30	38.9	31.1	70	76.6	73.2	95	95.8
<b>Gender</b>										
Male	51	100	33.3	37.5	29.2	66.7	71.3	67.2	95.3	95.8
Female	43	100	26.2	40.5	33.3	73.8	82.2	79.4	94.7	95.8
<b>Racial/Ethnic Group</b>										
White	67	100	23.4	39.1	37.5	76.6	82.2	81.5	94.7	95.5
African American	20	100	57.9	31.6	10.5	42.1	61	61.3	95.5	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88	87	90.4	96.7
Hispanic	7	I/S	I/S	I/S	I/S	I/S	71.7	66.7	96.7	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81	72.2	97.5	94.4
<b>Disability Status</b>										
Disabled	17	100	73.3	20	6.7	26.7	32.7	26	94.3	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.8
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	69.4	65.7	96.6	96.6
<b>Socio-Economic Status</b>										
Subsidized meals	72	100	36.8	41.2	22.1	63.2	69.2	63.2	94.8	95.5

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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>2010</b>	3	97	97.9	24.4	17.8	57.8	75.6
	4	97	99	24.7	37.6	37.6	75.3
	5	79	100	18.7	41.3	40	81.3
	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
<b>2011</b>	3	101	100	18.3	22.6	59.1	81.7
	4	102	98	23	37.9	39.1	77
	5	97	100	22.2	45.6	32.2	77.8
	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>Mathematics</b>							
<b>2010</b>	3	97	100	22.2	34.4	43.3	77.8
	4	97	100	19.4	36.6	44.1	80.6
	5	79	100	20	33.3	46.7	80
	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
<b>2011</b>	3	101	100	28	19.4	52.7	72
	4	102	100	19.1	25.8	55.1	80.9
	5	97	100	21.1	31.1	47.8	78.9
	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
<b>Science</b>							
<b>2010</b>	3	48	100	32.6	53.5	14	67.4
	4	97	100	28	57	15.1	72
	5	41	100	28.9	52.6	18.4	71.1
	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
<b>2011</b>	3	51	100	34	42.6	23.4	66
	4	102	100	24.7	64	11.2	75.3
	5	48	100	25.6	48.8	25.6	74.4
	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

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>Social Studies</b>							
<b>2010</b>	3	49	100	17	51.1	31.9	83
	4	97	100	24.7	47.3	28	75.3
	5	38	100	24.3	37.8	37.8	75.7
	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
<b>2011</b>	3	50	100	10.9	39.1	50	89.1
	4	102	99	20.2	49.4	30.3	79.8
	5	49	100	19.1	48.9	31.9	80.9
	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
<b>Writing</b>							
<b>2010</b>	3	94	100	23.6	32.6	43.8	76.4
	4	95	100	31.9	33	35.1	68.1
	5	79	100	16.9	39	44.2	83.1
	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
<b>2011</b>	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	94	100	30	38.9	31.1	70
	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

Abbreviations for Missing Data

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