



Kingston Elementary School

4580 Highway 472
Conway, SC 29527

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 621 Students | |
| Principal | Mary J. Anderson | 843-365-3777 |
| Superintendent | Dr. Cynthia Elsberry | 843-488-6700 |
| Board Chair | Joe DeFeo | 843-222-5912 |

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------------|
| 2013 | Good | Below Average |
| 2012 | Good | Average |
| 2011 | Good | Good |
| 2010 | Good | Good |
| 2009 | Average | 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://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

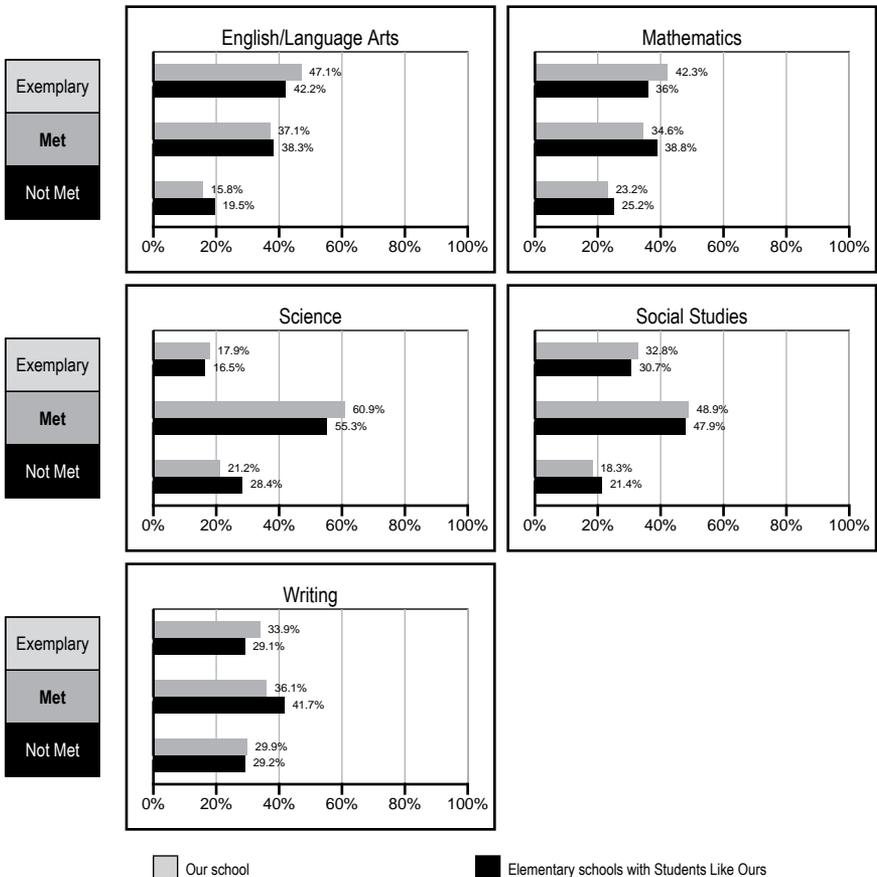
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 14 | 43 | 62 | 2 | 0 |

* Ratings are calculated with data available by 12/14/2013.

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=621) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 0.5% | Up from 0.3% | 1.3% | 0.9% |
| Attendance rate | 95.5% | Down from 95.6% | 96.1% | 96.3% |
| Served by gifted and talented program | 8.6% | N/A | 7.0% | 7.2% |
| With disabilities | 14.4% | N/A | 14.2% | 12.4% |
| Older than usual for grade | 1.2% | N/A | 2.3% | 1.9% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.8% | Down from 4.1% | 0.0% | 0.0% |
| Teachers (n=40) | | | | |
| Teachers with advanced degrees | 62.5% | Up from 61.5% | 61.5% | 62.5% |
| Continuing contract teachers | 80.0% | Down from 84.6% | 85.7% | 83.3% |
| Teachers returning from previous year | 90.8% | Up from 90.0% | 89.4% | 88.3% |
| Teacher attendance rate | 93.8% | Down from 94.3% | 94.6% | 95.0% |
| Average teacher salary* | \$53,105 | Up 2.7% | \$48,580 | \$48,193 |
| Professional development days/teacher | 21.5 days | Down from 24.9 days | 11.2 days | 11.0 days |
| School | | | | |
| Principal's years at school | 14.0 | Up from 13.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 23.0 to 1 | Down from 24.1 to 1 | 20.1 to 1 | 20.1 to 1 |
| Prime instructional time | 86.4% | Down from 87.1% | 89.5% | 90.0% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$8,684 | Up 0.6% | \$7,473 | \$7,364 |
| Percent of expenditures for instruction** | 66.0% | Down from 66.6% | 68.0% | 68.0% |
| Percent of expenditures for teacher salaries** | 62.0% | Up from 61.5% | 65.0% | 66.0% |

* 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

Kingston Elementary is a community based rural school serving approximately 650 students, Child Development through fifth grade. Our students are provided challenging and meaningful instruction through the skills of highly qualified teachers. The 2012-2013 school year has been 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. Reading intervention programs were continued to provide additional support. As a result, teachers participated in professional growth and collaborative planning activities with a focus on a core reading program, the use of lexiles, and integration of content material. Professional development was also provided to increase knowledge of Common Core Standards. Staff development with the CORE reading consultant enhanced instructional efforts. DIBELS Next was used as a reading assessment for kindergarten, first grade, and second grade. Ninety three percent of kindergarten students, seventy four percent of first grade students, and sixty eight percent of second grade students 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 thirty minutes of daily math skills lessons. Additionally, our students are active users of technology in order to develop skills needed in the 21st Century. 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 family activities. Family and community 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. K Kids, a kid's service club sponsored by the Kiwanis, was started this year. Fourth grade students received 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, and field day. 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. Together, we will help each student reach success.

Mary J. Anderson, Principal
Franklin Sanders, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 43 | 97 | 55 |
| Percent satisfied with learning environment | 95.3% | 82.5% | 92.7% |
| Percent satisfied with social and physical environment | 100% | 82.3% | 88.4% |
| Percent satisfied with school-home relations | 97.7% | 87.5% | 84.9% |

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

| | |
|--------------------------------------|-------------|
| Overall Weighted Points Total | 84.5 |
| Overall Grade Conversion | B |

| Index Score | Grade | Description |
|--------------|-------|---|
| 90-100 | A | Performance substantially exceeds the state's expectations. |
| 80-89.9 | B | Performance exceeds the state's expectations. |
| 70-79.9 | C | Performance meets the state's expectations. |
| 60-69.9 | D | Performance does not meet the state's expectations. |
| Less than 60 | F | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Kingston Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 1.6% | 2.3% |
| Classes in high poverty schools not taught by highly qualified teachers | 0.6% | 4.9% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 95.5% | 94.0%* | Yes |

* Or greater than last year

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Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| Grades 3-5 | | | | | | |
| All Students | 671.0 | 654.6 | 626.0 | 642.8 | 99.7 | 100.0 |
| Male | 663.3 | 649.0 | 626.1 | 640.6 | 99.4 | 100.0 |
| Female | 679.3 | 660.5 | 625.9 | 644.8 | 100.0 | 100.0 |
| White | 678.4 | 662.3 | 633.0 | 647.7 | 100.0 | 100.0 |
| African American | 642.7 | 619.8 | 594.9 | 624.2 | 98.4 | 100.0 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | 622.2 | 604.5 | 597.7 | 601.0 | 98.3 | 100.0 |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsidized meals | 665.7 | 646.5 | 624.5 | 634.6 | 99.5 | 100.0 |
| Annual Measurable Objective (AMO) | 635.0 | 635.0 | 635.0 | 635.0 | 95.0 | 95.0 |

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| | | | | |
|--------------------|--------------------|-------------------|------------------|-------------------------|
| 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 | | | | | | | |
| 2012 | 3 | 87 | 98.9 | 9.1 | 20.8 | 70.1 | 90.9 |
| | 4 | 97 | 99 | 18.9 | 37.8 | 43.3 | 81.1 |
| | 5 | 94 | 100 | 18.2 | 46.6 | 35.2 | 81.8 |
| | 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 |
| 2013 | 3 | 107 | 99.1 | 12.8 | 20.2 | 67 | 87.2 |
| | 4 | 98 | 100 | 18.4 | 41.4 | 40.2 | 81.6 |
| | 5 | 99 | 100 | 15.6 | 51.1 | 33.3 | 84.4 |
| | 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 |
| Mathematics | | | | | | | |
| 2012 | 3 | 87 | 98.9 | 19.5 | 32.5 | 48.1 | 80.5 |
| | 4 | 97 | 99 | 22.2 | 32.2 | 45.6 | 77.8 |
| | 5 | 94 | 100 | 26.1 | 28.4 | 45.5 | 73.9 |
| | 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 |
| 2013 | 3 | 107 | 100 | 29.5 | 25.3 | 45.3 | 70.5 |
| | 4 | 98 | 100 | 18.4 | 40.2 | 41.4 | 81.6 |
| | 5 | 99 | 100 | 21.1 | 38.9 | 40 | 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 |
| Science | | | | | | | |
| 2012 | 3 | 43 | 100 | 26.3 | 50 | 23.7 | 73.7 |
| | 4 | 97 | 99 | 23.3 | 63.3 | 13.3 | 76.7 |
| | 5 | 48 | 100 | 32.6 | 47.8 | 19.6 | 67.4 |
| | 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 |
| 2013 | 3 | 54 | 100 | 25.5 | 40.4 | 34 | 74.5 |
| | 4 | 98 | 100 | 19.5 | 67.8 | 12.6 | 80.5 |
| | 5 | 49 | 100 | 20 | 68.9 | 11.1 | 80 |
| | 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 | | | | | | | |
| 2012 | 3 | 44 | 97.7 | 15.4 | 48.7 | 35.9 | 84.6 |
| | 4 | 97 | 99 | 16.7 | 47.8 | 35.6 | 83.3 |
| | 5 | 46 | 100 | 31 | 33.3 | 35.7 | 69 |
| | 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 |
| 2013 | 3 | 53 | 100 | 20.8 | 43.8 | 35.4 | 79.2 |
| | 4 | 98 | 100 | 14.9 | 55.2 | 29.9 | 85.1 |
| | 5 | 50 | 100 | 22.2 | 42.2 | 35.6 | 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 |
| Writing | | | | | | | |
| 2012 | 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 | 95 | 100 | 29.2 | 34.8 | 36 | 70.8 |
| | 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 |
| 2013 | 3 | 108 | 99.1 | 29.2 | 25 | 45.8 | 70.8 |
| | 4 | 95 | 99 | 24.7 | 48.2 | 27.1 | 75.3 |
| | 5 | 97 | 99 | 33.3 | 37.8 | 28.9 | 66.7 |
| | 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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