



KINGSTON ELEMENTARY

4580 Hwy. 472
Conway, South Carolina

Grades	PK-5 Elementary School	
Enrollment	630 Students	
Principal	Mary J. Anderson	843-365-3777
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Average	Average
2008	Average	Below Average
2007	Average	Below Average
2006	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

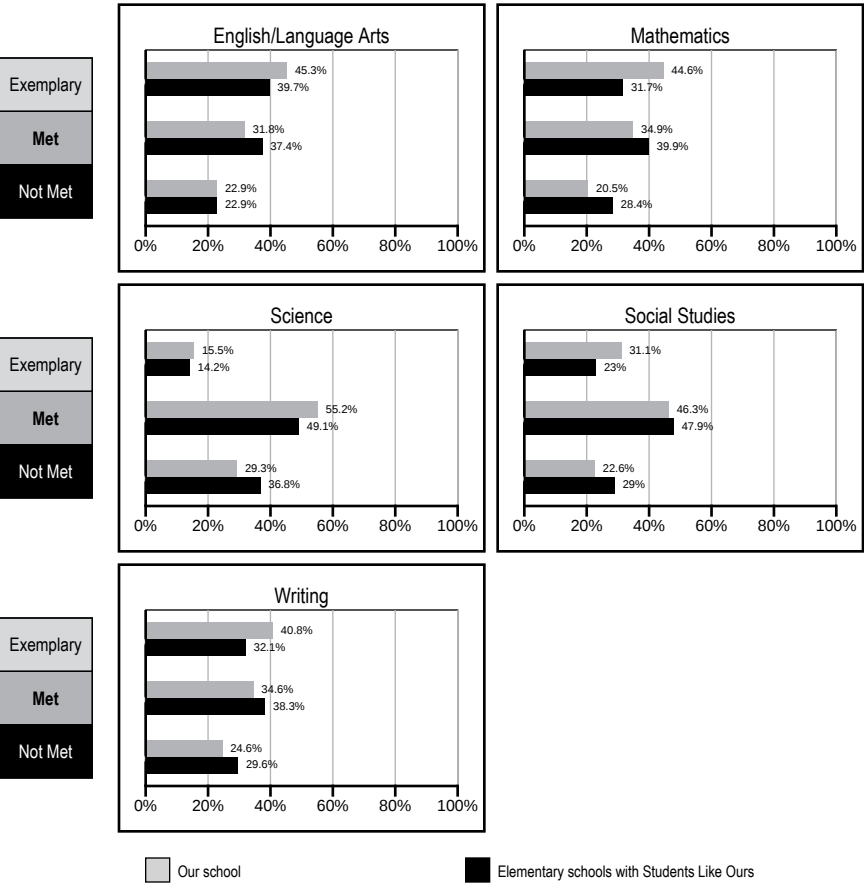
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	25	89	3	0

* 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=630)				
First graders who attended full-day kindergarten	100.0%	Up from 93.6%	100.0%	100.0%
Retention rate	0.0%	Down from 1.8%	1.2%	1.2%
Attendance rate	95.0%	No Change	95.9%	96.1%
Eligible for gifted and talented	20.6%	Up from 15.3%	11.6%	11.7%
With disabilities other than speech	11.4%	Up from 11.2%	8.8%	8.0%
Older than usual for grade	0.2%	Up from 0.0%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	No Change	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	50.0%	Up from 44.2%	60.6%	60.5%
Continuing contract teachers	81.0%	Down from 81.4%	86.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.9%	Up from 88.7%	88.8%	87.0%
Teacher attendance rate	92.3%	Down from 94.8%	95.3%	95.4%
Average teacher salary*	\$47,830	Down 2.0%	\$47,317	\$47,288
Professional development days/teacher	16.2 days	Down from 20.0 days	10.6 days	10.5 days
School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 19.6 to 1	19.1 to 1	19.2 to 1
Prime instructional time	85.4%	Down from 88.0%	90.2%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Up from 97.6%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,863	Down 1.7%	\$7,549	\$7,548
Percent of expenditures for instruction**	67.3%	Up from 66.9%	67.4%	68.7%
Percent of expenditures for teacher salaries**	62.1%	Up from 45.4%	64.2%	65.1%

* 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 is a community based rural school serving students in Child Development through fifth grade. Our students are provided challenging and meaningful instruction through the skills of highly qualified teachers. The 2009-2010 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. 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. Staff development with the CORE reading consultant enhanced instructional efforts. DIBELS was used as a reading assessment for kindergarten and first grade. Eighty nine 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 Active Parenting workshop and preschool storytime 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, 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.

Mary J. Anderson, Principal
Franklin Sanders, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	75	53
Percent satisfied with learning environment	95.5%	93.3%	92.2%
Percent satisfied with social and physical environment	93.2%	89.3%	88.5%
Percent satisfied with school-home relations	90.7%	93.3%	86.3%

* 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 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	
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	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	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

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	273	98.9	22.9	31.8	45.3	86.8	85.4	83.5	Yes	Yes
Gender										
Male	145	97.9	31.1	28.8	40.2	82.6	82	80.1	N/A	N/A
Female	128	100	14.3	34.9	50.8	91.3	88.8	87	N/A	N/A
Racial/Ethnic Group										
White	204	99	18.1	29.5	52.3	89.1	89.5	89.6	Yes	Yes
African American	48	97.9	48.9	35.6	15.6	73.3	73.7	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.7	92.7	I/S	I/S
Hispanic	17	100	12.5	43.8	43.8	93.8	82.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.5	85.1	I/S	I/S
Disability Status										
Disabled	57	94.7	74.5	16.4	9.1	47.3	58.2	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	17	100	12.5	50	37.5	93.8	80.6	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	208	98.6	28.4	34.5	37.1	83	80.5	76.9	Yes	Yes

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

All Students	273	100	20.5	34.9	44.6	85.7	84.2	80.4	Yes	Yes
Gender										
Male	145	100	24.2	32.6	43.2	81.8	82.2	78.4	N/A	N/A
Female	128	100	16.7	37.3	46	89.7	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	204	100	17.1	33.7	49.2	89.6	89.5	87.8	Yes	Yes
African American	48	100	40	37.8	22.2	66.7	69.8	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.1	93.5	I/S	I/S
Hispanic	17	100	12.5	37.5	50	87.5	78.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	82.7	83.2	I/S	I/S
Disability Status										
Disabled	57	100	61.8	30.9	7.3	52.7	53.9	46.1	No	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	17	100	12.5	43.8	43.8	87.5	78.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	208	100	27.3	36.6	36.1	80.9	78.5	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	186	100	29.3	55.2	15.5	70.7	71.8	67.3
Gender								
Male	97	100	27.6	55.2	17.2	72.4	71.7	66.9
Female	89	100	31	55.2	13.8	69	71.9	67.7
Racial/Ethnic Group								
White	139	100	24.6	56.2	19.2	75.4	80.4	79.6
African American	35	100	N/A	N/A	N/A	48.5	48.8	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.9	84.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	61.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	80	69.5
Disability Status								
Disabled	39	100	N/A	N/A	N/A	32.4	37.2	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	9	I/S	I/S	I/S	I/S	I/S	59.1	58.6
Socio-Economic Status								
Subsidized meals	146	100	35.6	52.6	11.9	64.4	63	55.4

Social Studies

All Students	184	100	22.6	46.3	31.1	77.4	75.3	70.9
Gender								
Male	100	100	25.8	39.8	34.4	74.2	74.2	70.1
Female	84	100	19	53.6	27.4	81	76.5	71.7
Racial/Ethnic Group								
White	135	100	19.2	46.2	34.6	80.8	80.5	79.2
African American	31	100	40	43.3	16.7	60	59.7	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.9	86.8
Hispanic	15	100	21.4	50	28.6	78.6	74	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	66	71.2
Disability Status								
Disabled	36	100	N/A	N/A	N/A	33.3	43.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	15	100	21.4	57.1	21.4	78.6	72.8	68
Socio-Economic Status								
Subsidized meals	140	100	27.6	47.8	24.6	72.4	68	60.8

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
Writing										
All Students	268	100	24.6	34.6	40.8	75.4	76.8	72.1	95	95.8
Gender										
Male	140	100	34.3	35.8	29.9	65.7	69.9	65.2	95	95.7
Female	128	100	14.3	33.3	52.4	85.7	83.9	79.2	95.1	95.8
Racial/Ethnic Group										
White	199	100	18.7	35.2	46.1	81.3	83.2	80.8	94.8	95.5
African American	49	100	48.9	34	17	51.1	59.2	59.7	95.8	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.2	87	94.4	96.9
Hispanic	16	100	18.8	31.3	50	81.3	69.7	64.6	96.8	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70.6	73.4	86.1	94.1
Disability Status										
Disabled	53	100	75.5	20.8	3.8	24.5	34.3	27.7	94.8	95.3
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	16	100	25	31.3	43.8	75	67.2	63.7	96.6	96.7
Socio-Economic Status										
Subsidized meals	203	100	30.8	39.5	29.7	69.2	68.9	61.9	94.9	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
English/Language Arts							
2009	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
2010	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
Mathematics							
2009	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
2010	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
Science							
2009	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
2010	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

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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							
2009	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
2010	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
Writing							
2009	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
2010	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

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