



## KILLIAN ELEMENTARY

2621 Clemson Road  
Columbia, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	639 Students	
<b>Principal</b>	Eric L. Brown	803-699-2981
<b>Superintendent</b>	Dr. Katie Brochu	803-787-1910
<b>Board Chair</b>	Bill Flemming, Jr., D.M.D.	803-261-1992

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Excellent*</b>
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Average	Good

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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

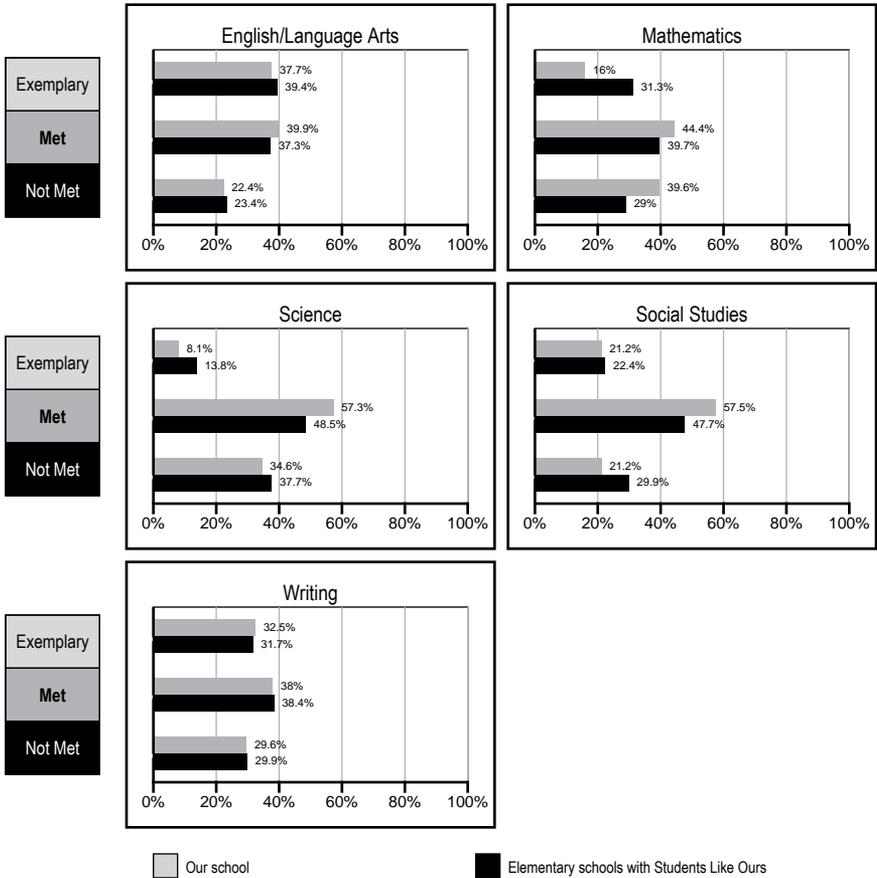
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
5	23	90	4	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
<b>Students (n=639)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.8%	1.2%	1.2%
Attendance rate	96.9%	No Change	95.9%	96.1%
Eligible for gifted and talented	5.3%	Up from 4.9%	11.1%	11.7%
With disabilities other than speech	4.8%	Up from 4.6%	8.8%	8.0%
Older than usual for grade	0.0%	Down from 0.4%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=52)</b>				
Teachers with advanced degrees	92.3%	Up from 90.0%	60.6%	60.5%
Continuing contract teachers	76.9%	Up from 72.0%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 4.3%	0.0%	0.0%
Teachers returning from previous year	83.5%	Up from 75.7%	88.9%	87.0%
Teacher attendance rate	96.9%	Up from 94.5%	95.1%	95.4%
Average teacher salary*	\$49,997	Up 1.2%	\$47,215	\$47,288
Professional development days/teacher	7.9 days	Up from 7.5 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	16.0 to 1	Down from 17.6 to 1	19.1 to 1	19.2 to 1
Prime instructional time	92.7%	Up from 89.9%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.4%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$8,402	Up 12.2%	\$7,549	\$7,548
Percent of expenditures for instruction**	71.5%	Down from 73.3%	67.4%	68.7%
Percent of expenditures for teacher salaries**	65.1%	Down from 65.8%	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

Quite simply, at Killian Leadership Talent Development Elementary School, excellence is the expectation and we live it everyday! We pride ourselves on our warm, welcoming atmosphere where positive, personal relationships are the basis for everything we accomplish. Our halls are filled with banners promoting success and leadership, with affirmations of learning and personal best being an everyday expectation and foundation. Murals on our walls reflect the beauty and personality of our state and our community, with smiling faces and the reflections of our students welcoming all who come. Staff members routinely and sincerely refer to each other as part of our school family, and we live by the motto that first children must know that you love them before you can teach them.

Moreover, we believe like a fingerprint each child is unique in his or her own way. In their uniqueness, there are diverse needs and in order to meet the diverse needs of our student population, our school family provides a plethora of programs that are designed to meet individual instructional needs. The programs provide differentiated instruction and student learning outcomes are assessed using portfolios and projects etc. Due to the fact that our students have the capacity and desire to be creative, we provide many opportunities inside and outside of the classroom for students to develop creativity.

Consequently, having embraced our motto of EXCELLENCE, this year at Killian LTD has been the best in the school's history. We have accomplished this by providing many programs and initiatives that are designed to meet the specific needs of our student population, thereby affording us the opportunity to become a 2010 Palmetto's Finest School!

Eric L. Brown, Principal  
 Patrice Caldwell, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	91	76
Percent satisfied with learning environment	100.0%	76.9%	90.4%
Percent satisfied with social and physical environment	97.7%	77.8%	88.0%
Percent satisfied with school-home relations	81.8%	78.0%	80.8%

\* 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

YES

This school met 15 out of 15 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	2.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	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 = 58.8% (Met or Exemplary)**

All Students	286	100	22.4	39.9	37.7	88.1	85.9	83.5	Yes	Yes
<b>Gender</b>										
Male	142	100	30.6	38.8	30.6	82.1	82.7	80.1	N/A	N/A
Female	144	100	14.2	41	44.8	94	89.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	17	100	20	46.7	33.3	93.3	94	89.6	I/S	I/S
African American	250	100	23.4	39.6	37	87.7	81.9	74.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94	92.7	I/S	I/S
Hispanic	13	100	16.7	50	33.3	83.3	80.3	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	100	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	41	100	70.6	17.6	11.8	47.1	52.7	51.7	I/S	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	17	100	5.9	47.1	47.1	94.1	83.4	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	203	100	26.4	39.4	34.2	85.5	78.5	76.9	Yes	Yes

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

All Students	286	100	39.6	44.4	16	77.6	82.4	80.4	Yes	Yes
<b>Gender</b>										
Male	142	100	42.5	41.8	15.7	74.6	80	78.4	N/A	N/A
Female	144	100	36.6	47	16.4	80.6	84.9	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	17	100	20	60	20	86.7	93.2	87.8	I/S	I/S
African American	250	100	40.9	44.3	14.9	77.4	76.8	69.3	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	95.8	93.5	I/S	I/S
Hispanic	13	100	58.3	25	16.7	58.3	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	92.3	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	41	100	67.6	23.5	8.8	44.1	47.8	46.1	I/S	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	17	100	35.3	41.2	23.5	82.4	83.2	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	203	100	44	42	14	74.6	73.2	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	195	100	34.6	57.3	8.1	65.4	72.1	67.3
<b>Gender</b>								
Male	96	100	41.9	49.5	8.6	58.1	70.9	66.9
Female	99	100	27.2	65.2	7.6	72.8	73.3	67.7
<b>Racial/Ethnic Group</b>								
White	13	100	27.3	63.6	9.1	72.7	89.6	79.6
African American	169	100	35.4	57.8	6.8	64.6	63.1	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.2	84.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	65.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	28	100	62.5	33.3	4.2	37.5	35	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	11	100	27.3	54.5	18.2	72.7	70.5	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	140	100	39.3	54.8	5.9	60.7	58.6	55.4
<b>Social Studies</b>								
All Students	190	100	21.2	57.5	21.2	78.8	77.1	70.9
<b>Gender</b>								
Male	100	100	21.3	55.3	23.4	78.7	75.3	70.1
Female	90	100	21.2	60	18.8	78.8	79.1	71.7
<b>Racial/Ethnic Group</b>								
White	12	100	16.7	75	8.3	83.3	88.6	79.2
African American	165	100	22.6	55.5	21.9	77.4	71.1	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91	86.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	71.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	31	100	37	55.6	7.4	63	44.9	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	12	100	8.3	66.7	25	91.7	78.1	68
<b>Socio-Economic Status</b>								
Subsidized meals	136	100	23.8	55.4	20.8	76.2	66.2	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
<b>Writing</b>										
All Students	290	99.7	29.3	38.1	32.6	70.7	76.7	72.1	96.9	97
<b>Gender</b>										
Male	143	100	39.7	36.8	23.5	60.3	70.2	65.2	96.8	96.9
Female	147	99.3	19	39.4	41.6	81	83.4	79.2	97.1	97.1
<b>Racial/Ethnic Group</b>										
White	17	94.1	42.9	14.3	42.9	57.1	87.9	80.8	96.4	97.1
African American	250	100	27.4	40.9	31.6	72.6	71.3	59.7	97	96.9
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.8	87	98.7	97.9
Hispanic	14	100	53.8	23.1	23.1	46.2	66.4	64.6	95.6	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	73.4	N/A	96.5
<b>Disability Status</b>										
Disabled	39	100	73.5	14.7	11.8	26.5	32	27.7	96	96.1
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	96.4
<b>English Proficiency</b>										
Limited English Proficient	17	100	29.4	29.4	41.2	70.6	71.7	63.7	97	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	205	100	32.7	35.7	31.6	67.3	65.8	61.9	96.6	96.3

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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	119	100	33.3	25.5	41.2	66.7
	4	84	100	29.5	44.9	25.6	70.5
	5	97	100	19.8	57.1	23.1	80.2
	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>2010</b>	3	92	100	18.3	34.1	47.6	81.7
	4	99	100	24	37.5	38.5	76
	5	95	100	24.4	47.8	27.8	75.6
	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>Mathematics</b>							
<b>2009</b>	3	119	100	46.1	31.4	22.5	53.9
	4	84	100	28.2	50	21.8	71.8
	5	97	100	38.5	45.1	16.5	61.5
	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>2010</b>	3	92	100	41.5	41.5	17.1	58.5
	4	99	100	35.4	42.7	21.9	64.6
	5	95	100	42.2	48.9	8.9	57.8
	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>Science</b>							
<b>2009</b>	3	61	98.4	51	37.3	11.8	49
	4	84	100	38.5	57.7	3.8	61.5
	5	48	100	N/AV	N/AV	N/AV	60
	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>2010</b>	3	48	100	41.9	44.2	14	58.1
	4	99	100	33.3	62.5	4.2	66.7
	5	48	100	30.4	58.7	10.9	69.6
	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

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>2009</b>	3	58	98.3	26	50	24	74
	4	84	100	20.5	69.2	10.3	79.5
	5	49	100	41.3	54.3	4.3	58.7
	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>2010</b>	3	44	100	17.9	61.5	20.5	82.1
	4	99	100	16.7	56.3	27.1	83.3
	5	47	100	34.1	56.8	9.1	65.9
	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>Writing</b>							
<b>2009</b>	3	118	99.2	30.7	26.7	42.6	69.3
	4	84	100	32.9	48.1	19	67.1
	5	95	100	26.4	45.1	28.6	73.6
	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>2010</b>	3	93	100	31	42.9	26.2	69
	4	102	99	29.3	34.3	36.4	70.7
	5	95	100	27.8	37.8	34.4	72.2
	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

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