



S Kilbourne Elementary

1400 South Kilbourne
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	277 Students	
Principal	Sarah G. Smith	803-738-7215
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	Wendy Brawley	803-231-7556

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	Average	At-Risk
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

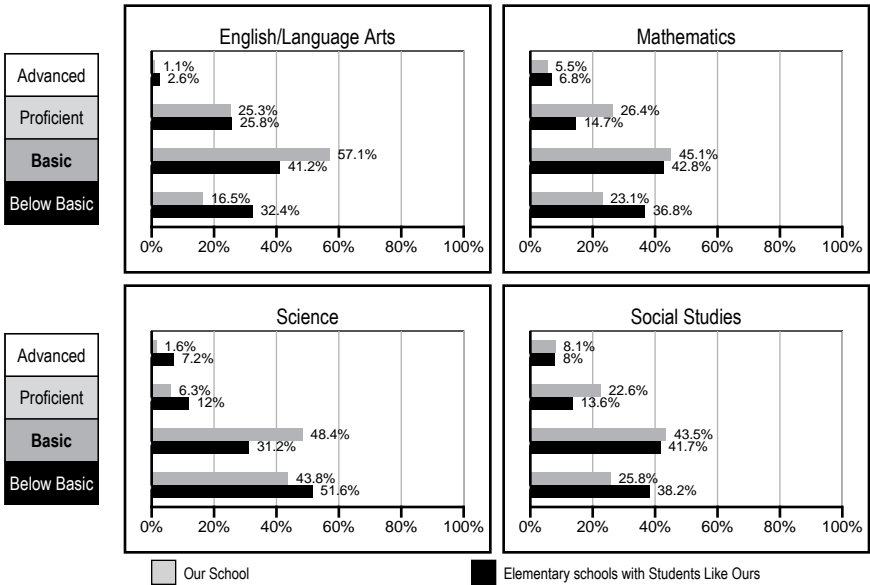
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	12	58	46

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=277)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Up from 1.6%	3.1%	2.3%
Attendance rate	96.2%	Up from 95.7%	96.0%	96.3%
Eligible for gifted and talented	6.3%	Down from 11.2%	2.8%	10.4%
With disabilities other than speech	2.0%	Down from 2.9%	7.8%	7.5%
Older than usual for grade	1.7%	Up from 1.0%	1.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	60.7%	Up from 57.1%	53.7%	56.7%
Continuing contract teachers	82.1%	Up from 78.6%	68.9%	77.3%
Teachers with emergency or provisional certificates	3.8%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	79.4%	Down from 85.0%	82.7%	86.4%
Teacher attendance rate	95.9%	Up from 94.8%	95.0%	94.9%
Average teacher salary	\$48,669	Up 9.8%	\$43,799	\$45,345
Professional development days/teacher	9.0 days	Down from 17.1 days	13.9 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	12.2 to 1	Down from 15.0 to 1	16.5 to 1	18.5 to 1
Prime instructional time	89.9%	Up from 87.7%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$8,949	Up 26.5%	\$8,206	\$7,052
Percent of expenditures for instruction*	79.5%	Up from 77.3%	68.5%	69.1%
Percent of expenditures for teacher salaries*	76.6%	Up from 74.1%	60.7%	64.2%

* 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

South Kilbourne Elementary School's top priority continues to be academic achievement. This year's vision, "The Power of the Dream," exemplifies our continued commitment to support the spirit of our community and provides for a quality education for all students. We have met our Adequate Yearly Progress (AYP) for six consecutive years by achieving 100% of the objectives as established in the No Child Left Behind Act of 2001. In addition, 100% of our certified staff members are identified as highly qualified teachers. Our staff and community recognize the importance of an environment that promotes intellectual, personal, and social growth by preparing our students for success in our ever-changing world. We continue to implement best practice professional development opportunities and continue to incorporate the most current and emerging technologies to support teaching and learning. Our staff continues to work toward 100% technology proficiency.

Title I funds provide opportunities for continuous staff development and assist in maintaining academic support through parenting workshops, home laptop computer assistance, after-school tutorials, and summer school enrichment. Parents are offered a variety of activities designed to provide information and to assist with the academic growth of their children. Our curriculum continues to be driven by the S.C. standards for instruction.

Our school has received additional new computers and two interactive SMART Boards that support teaching and learning. These educational tools were distributed to classrooms, the media center, and the computer lab. Our SuccessMaker Lab is furnished with twenty-five computers and has a full-time lab manager. Academic strategies for English language arts include small-group instruction, Accelerated Reader, writing across the curriculum, and two reading interventionists. Math academic strategies include hands-on manipulatives; flexible grouping; district, state, and local workshops; as well as an on-site math coach that help to educate and enhance the curriculum. Science and social studies academic strategies include the use of inquiry exploration through interactive investigations, presentations, and field studies. This year, additional support was provided through collaboration with USC, Midlands Reading Consortium, Midlands Technical College, and various community and faith organizations.

Our parenting and family literacy programs provide activities and opportunities for parents of at-risk students to improve their educational understanding. Books and Breakfast and Smart Matters are monthly programs designed for parents to become more involved in the literacy growth and development of their children. In addition, core subject area family nights have provided learning opportunities and fellowship for our educational community.

Sarah G. Smith, Principal
Mrs. Latrice Green, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	25	24
Percent satisfied with learning environment	64.3%	96.0%	91.7%
Percent satisfied with social and physical environment	72.4%	88.0%	83.3%
Percent satisfied with school-home relations	34.5%	92.0%	87.5%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported /S–Insufficient Sample

School Adequate Yearly Progress

YES

This school met 13 out of 13 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. Sanction: Implement the restructuring plan.
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	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.8%	0.0%	No
Student attendance rate	96.2%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	108	99.1	15.6	57.8	25.6	1.1	52.2	41.2	48.2	Yes	Yes
Gender											
Male	52	100	15.9	65.9	15.9	2.3	40.9	35	41.7	N/A	N/A
Female	56	98.2	15.2	50	34.8	0	63	47.5	55	N/A	N/A
Racial/Ethnic Group											
White	6	I/S	I/S	I/S	I/S	I/S	I/S	73	60	I/S	I/S
African American	100	99	16.7	57.1	25	1.2	52.4	33.3	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	13	100	30.8	46.2	15.4	7.7	46.2	14.1	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	90	98.9	17.8	57.5	23.3	1.4	53.4	31.2	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	108	99.1	22.2	45.6	26.7	5.6	51.1	34.9	45.8	Yes	Yes
Gender											
Male	52	100	22.7	47.7	25	4.5	52.3	33.8	45.6	N/A	N/A
Female	56	98.2	21.7	43.5	28.3	6.5	50	35.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	6	I/S	I/S	I/S	I/S	I/S	I/S	71.2	59	I/S	I/S
African American	100	99	21.4	46.4	27.4	4.8	50	25.8	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	13	100	30.8	53.8	15.4	0	46.2	12.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	90	98.9	21.9	50.7	24.7	2.7	49.3	24.6	31.4	Yes	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	75	100	43.8	48.4	6.3	1.6	7.8	25.3	35.7	96.2	96.1
Gender											
Male	37	100	45.2	48.4	6.5	0	6.5	26	37.4	96.3	95.8
Female	38	100	42.4	48.5	6.1	3	9.1	24.6	33.8	96.1	96.3
Racial/Ethnic Group											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	96.1	96.3
African American	70	100	46.7	46.7	6.7	0	6.7	16.4	17	96.2	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	N/A	96
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	93.3	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	8.9	14	96.1	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	N/A	96.7
Socio-Economic Status											
Subsided meals	60	100	48	48	4	0	4	15.1	21.1	96.3	95.8
Social Studies											
All Students	76	100	25.8	43.5	22.6	8.1	30.6	27.2	34	96.2	96.1
Gender											
Male	37	100	26.7	43.3	20	10	30	28.1	36.6	96.3	95.8
Female	39	100	25	43.8	25	6.3	31.3	26.2	31.3	96.1	96.3
Racial/Ethnic Group											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	60.9	44.5	96.1	96.3
African American	71	100	27.6	41.4	22.4	8.6	31	18.2	19.1	96.2	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	N/A	96
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	93.3	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	9.7	14.4	96.1	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	N/A	96.7
Socio-Economic Status											
Subsided meals	63	100	22	44	24	10	34	16.8	21	96.3	95.8

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	37	100	34.4	31.3	34.4	0	34.4	
	4	24	100	10	55	35	0	35	
	5	44	97.7	21.6	54.1	21.6	2.7	24.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	41	100	8.6	51.4	37.1	2.9	40	
	4	43	100	14.3	62.9	22.9	0	22.9	
	5	24	95.8	30	60	10	0	10	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	37	100	34.4	50	9.4	6.3	15.6	
	4	24	100	15	45	30	10	40	
	5	44	100	21.1	44.7	26.3	7.9	34.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	41	100	28.6	51.4	20	0	20	
	4	43	100	20	45.7	25.7	8.6	34.3	
	5	24	95.8	15	35	40	10	50	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	18	100	64.7	23.5	5.9	5.9	11.8	
	4	24	100	35	50	10	5	15	
	5	22	100	57.9	36.8	0	5.3	5.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	21	100	33.3	66.7	0	0	0	
	4	43	100	42.9	42.9	11.4	2.9	14.3	
	5	11	100	63.6	36.4	0	0	0	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	19	100	20	80	0	0	0	
	4	24	100	15	40	25	20	45	
	5	22	100	31.6	47.4	15.8	5.3	21.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	20	100	0	58.8	35.3	5.9	41.2	
	4	43	100	31.4	42.9	20	5.7	25.7	
	5	13	100	50	20	10	20	30	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample