



Killian Elementary

2621 Clemson Road
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	681 Students	
Principal	Eric L. Brown	803-699-2981
Superintendent	Dr. Stephen Hefner	803-787-1910
Board Chair	Stephen Shellenberg	803-736-5530

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

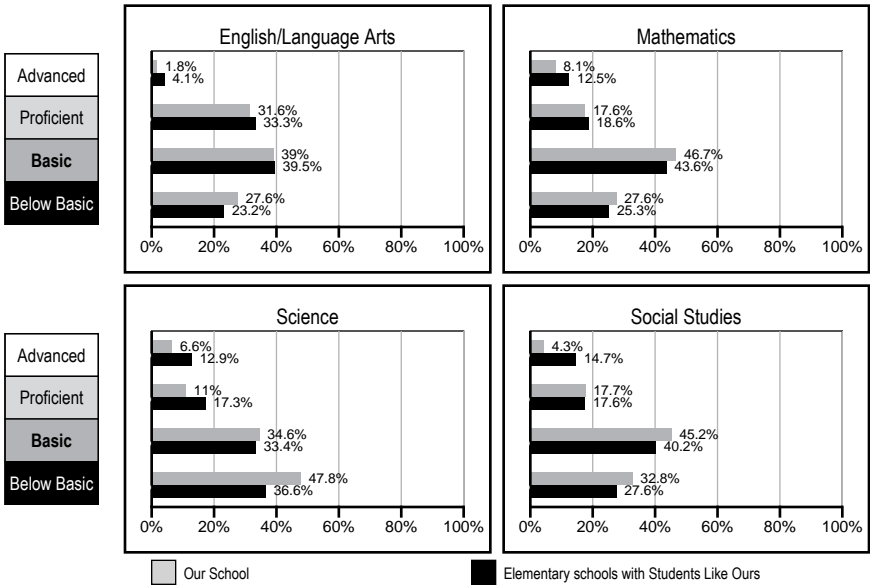
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 92.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	37	43	1

* 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 | /S-Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=681)				
First graders who attended full-day kindergarten	100.0%	Up from 96.8%	100.0%	100.0%
Retention rate	1.0%	Down from 1.4%	2.9%	2.3%
Attendance rate	96.3%	Down from 96.4%	96.1%	96.3%
Eligible for gifted and talented	3.6%	Down from 7.6%	9.2%	10.4%
With disabilities other than speech	6.0%	Up from 5.4%	8.8%	7.5%
Older than usual for grade	1.2%	Up from 0.0%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Up from 0.0%	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	85.4%	Up from 79.2%	57.4%	56.7%
Continuing contract teachers	52.1%	Down from 58.3%	80.0%	77.3%
Teachers with emergency or provisional certificates	2.9%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	74.7%	Up from 74.1%	86.9%	86.4%
Teacher attendance rate	96.1%	Down from 96.4%	94.7%	94.9%
Average teacher salary	\$46,780	Up 4.7%	\$45,391	\$45,345
Professional development days/teacher	4.3 days	Down from 18.1 days	12.9 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 18.7 to 1	18.5 to 1	18.5 to 1
Prime instructional time	91.2%	Up from 90.5%	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%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,460	Up 10.2%	\$6,959	\$7,052
Percent of expenditures for instruction*	74.1%	Up from 72.3%	68.7%	69.1%
Percent of expenditures for teacher salaries*	67.0%	Up from 64.3%	64.3%	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

The 2007-2008 school year has proven to be another great year at Killian Elementary. This year we added several new programs to help meet the needs of all of our students. The first addition was Genesis, which was developed to foster academic excellence for all of our students who needed more challenging academic experiences. Next, was SUCCESS, which was implemented in Third Grade to help ease the transition from the primary grades to the elementary grades, which historically has been difficult for many of our students. In addition, Renaissance was established and is second-to-none in terms of addressing our students' needs through the multiple intelligences and giving all of them the necessary resources to foster academic success. And last, but certainly not least, our SMART START program began in grades K-2 and its purpose was to increase the number of students who qualify for gifted and talented education.

Our teachers continued to build their capacity to become more effective with almost 80 percent of our faculty now having advanced degrees, more teachers than ever attended educational conferences and workshops and the teacher attendance rate is now over 96 percent (a new school record). Moreover, we were voted by The South Carolina Association of School Administrators and Carolina's First as a Palmetto's Finest Finalist School, received our second Red Carpet Award and was named a South Carolina Single Gender Initiative Award Winner.

Consequently, our students continued to soar to excellence as well. Eight of our students will attend Wake Forest University this summer as nominees for The National Young Scholars Program. Furthermore, this year we saw the largest numbers ever of students making the various Honor Rolls.

Finally, this year was one that saw our school continuing to fulfill our mission of building positive school and community relationships by forming new partnerships with The BOSE Corporation and State Farm Insurance. Our REACH Program has continued to bring in over 100 community volunteers each week. Because of our many successes, we have been featured on television numerous times and over 50 articles/editorials have been written about us in various state and community newspapers.

As this year comes to an end, I know with the continued support of our community and parents, Killian Elementary will continue to build a legacy of excellence!

Eric L. Brown, Principal
Pamela Donaldson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	98	74
Percent satisfied with learning environment	100.0%	77.3%	93.1%
Percent satisfied with social and physical environment	98.0%	81.4%	91.5%
Percent satisfied with school-home relations	98.0%	86.7%	84.3%

* 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 11 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

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	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable

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

All Students	298	100	27.6	39	31.6	1.8	44.5	54.9	48.2	No	Yes
Gender											
Male	162	100	36.6	35.2	28.2	0	36.6	47.6	41.7	N/A	N/A
Female	136	100	17.7	43.1	35.4	3.8	53.1	62.6	55	N/A	N/A
Racial/Ethnic Group											
White	16	100	21.4	28.6	50	0	57.1	75.1	60	I/S	I/S
African American	263	100	28.2	40.2	30.3	1.2	42.3	44.1	31.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	74.4	70.4	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	45.4	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	42	100	68.6	22.9	8.6	0	11.4	20.4	16	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	12	100	25	41.7	33.3	0	50	51.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	206	100	27.9	43.7	27.4	1.1	40.5	37.4	34	No	Yes

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

All Students	298	100	27.6	46.7	17.6	8.1	42.6	50	45.8	Yes	Yes
Gender											
Male	162	100	34.5	41.5	16.9	7	40.1	48.2	45.6	N/A	N/A
Female	136	100	20	52.3	18.5	9.2	45.4	51.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	16	100	21.4	28.6	7.1	42.9	64.3	73.9	59	I/S	I/S
African American	263	100	29	47.3	17.8	5.8	40.7	37	26.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	79.1	71.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	40.6	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	42	100	68.6	28.6	2.9	0	5.7	20.9	17.1	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	12	100	25	50	25	0	41.7	51.5	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	206	100	28.9	50	16.3	4.7	37.4	32.2	31.4	No	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	202	100	47.8	34.6	11	6.6	17.6	43	35.7	96.3	97.3
Gender											
Male	108	100	51.6	31.2	8.6	8.6	17.2	44.2	37.4	96	97.2
Female	94	100	43.8	38.2	13.5	4.5	18	41.8	33.8	96.7	97.5
Racial/Ethnic Group											
White	11	100	22.2	11.1	33.3	33.3	66.7	68.8	49.2	95.5	97.2
African American	176	100	48.1	37.5	8.8	5.6	14.4	29.1	17	96.5	97.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	65.2	58	95.9	98
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	37.1	24.9	95.2	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.5
Disability Status											
Disabled	31	100	80	16	4	0	4	18.6	14	95.4	96.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	43.8	24.4	96	97.2
Socio-Economic Status											
Subsidized meals	140	100	52	34.6	7.9	5.5	13.4	24.7	21.1	96.2	96.8
Social Studies											
All Students	199	100	32.8	45.2	17.7	4.3	22	42.9	34	96.3	97.3
Gender											
Male	114	100	28.8	46.2	20.2	4.8	25	44.7	36.6	96	97.2
Female	85	100	37.8	43.9	14.6	3.7	18.3	40.9	31.3	96.7	97.5
Racial/Ethnic Group											
White	11	100	27.3	27.3	45.5	0	45.5	62.5	44.5	95.5	97.2
African American	177	100	33.5	45.7	16.5	4.3	20.7	31.9	19.1	96.5	97.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	67.9	58.9	95.9	98
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	37.4	27.5	95.2	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.5
Disability Status											
Disabled	29	100	51.9	33.3	14.8	0	14.8	21.3	14.4	95.4	96.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	45.9	27.3	96	97.2
Socio-Economic Status											
Subsidized meals	135	100	35.9	46.1	14.8	3.1	18	25.3	21	96.2	96.8

* 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	93	98.9	15.9	42.7	39	2.4	41.5	
	4	91	100	20.5	45.8	32.5	1.2	33.7	
	5	103	100	23.6	44.9	30.3	1.1	31.5	
	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	94	100	19	34.5	41.7	4.8	46.4	
	4	103	100	33.3	31.3	34.4	1	35.4	
	5	101	100	29.3	51.1	19.6	0	19.6	
	6	N/A	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	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	93	98.9	40.2	57.3	2.4	0	2.4	
	4	91	100	27.7	47	21.7	3.6	25.3	
	5	103	100	29.2	46.1	16.9	7.9	24.7	
	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	94	100	28.6	48.8	15.5	7.1	22.6	
	4	103	100	21.9	44.8	22.9	10.4	33.3	
	5	101	100	32.6	46.7	14.1	6.5	20.7	
	6	N/A	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	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	44	100	73.2	24.4	2.4	0	2.4	
	4	91	100	47	34.9	16.9	1.2	18.1	
	5	51	100	43.2	31.8	15.9	9.1	25	
	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	47	100	40	45	12.5	2.5	15	
	4	103	100	45.8	35.4	13.5	5.2	18.8	
	5	52	100	58.7	23.9	4.3	13	17.4	
	6	N/A	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	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	48	100	29.3	51.2	19.5	0	19.5	
	4	91	100	32.5	47	16.9	3.6	20.5	
	5	52	100	44.4	35.6	11.1	8.9	20	
	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	47	100	22.7	38.6	29.5	9.1	38.6	
	4	103	100	32.3	46.9	17.7	3.1	20.8	
	5	49	100	43.5	47.8	6.5	2.2	8.7	
	6	N/A	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	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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