



SC Annual School Report Card Summary

S KILBOURNE ELEMENTARY

Richland 1

Grades: PK-5

Enrollment: 273

Principal: Sarah G. Smith

Superintendent: Dr. Percy A. Mack

Board Chair: Vince Ford

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	Average	Excellent	TBD	TBD	Met	N/A
2009	Average	Average	N/A	Gold	Met	N/A
2008	Below Average	At-Risk	N/A	N/A	Met	N/A

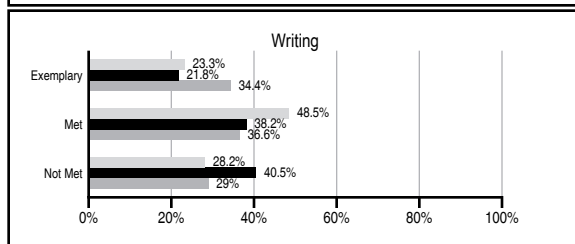
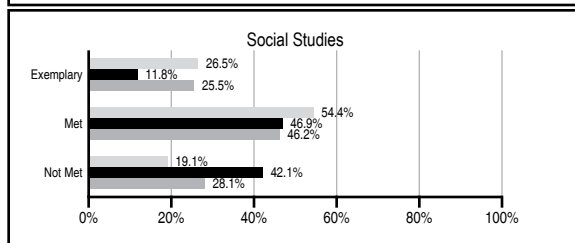
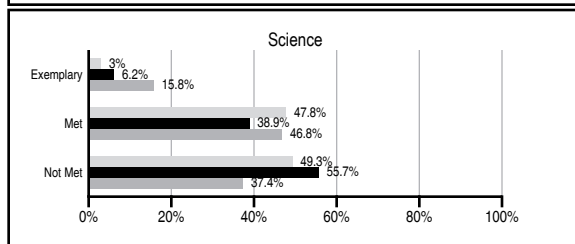
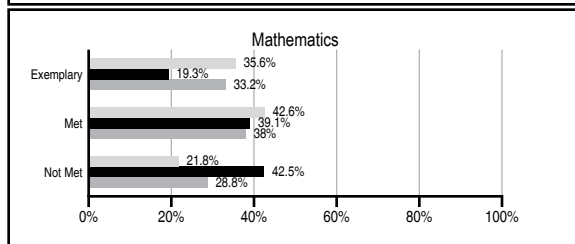
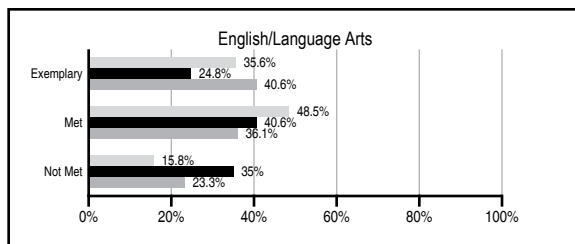
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	4	76	56	23

* Ratings are calculated with data available by 03/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

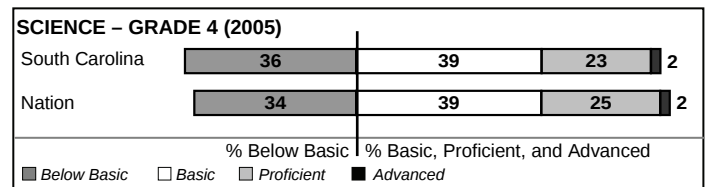
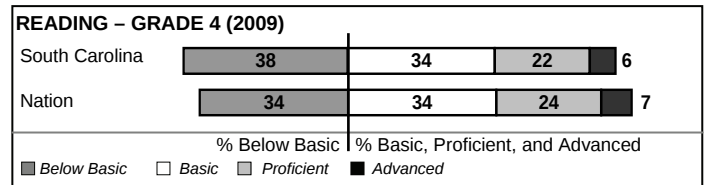
PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 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.

2020 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

S KILBOURNE ELEMENTARY [Richland 1]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=273)				
Retention rate	0.0%	Down from 1.3%	1.5%	1.2%
Attendance rate	95.7%	Down from 96.5%	95.9%	96.1%
Eligible for gifted and talented	3.3%	Down from 4.0%	4.3%	11.7%
With disabilities other than speech	3.6%	Up from 2.7%	8.3%	8.0%
Older than usual for grade	0.5%	Down from 2.5%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	61.5%	Down from 66.7%	60.0%	60.5%
Continuing contract teachers	84.6%	Up from 83.3%	78.9%	84.6%
Teachers with emergency or provisional certificates	4.0%	Down from 4.2%	0.0%	0.0%
Teachers returning from previous year	78.2%	Down from 79.5%	83.2%	87.0%
Teacher attendance rate	94.7%	Up from 94.2%	95.4%	95.4%
Average teacher salary*	\$51,290	Up 1.5%	\$45,499	\$47,288
Classes not taught by highly qualified teachers	0.0%	Down from 0.9%	0.0%	0.0%
Professional development days/teacher	6.2 days	Down from 8.3 days	10.7 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Up from 17.1 to 1	17.2 to 1	19.2 to 1
Prime instructional time	89.5%	Up from 89.3%	90.4%	90.8%
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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,524	Up 1.4%	\$8,762	\$7,548
Percent of expenditures for instruction**	75.8%	Down from 77.5%	68.1%	68.7%
Percent of expenditures for teacher salaries**	72.4%	Down from 74.5%	62.5%	65.1%
% of AYP objectives met	100.0%	No Change	100.0%	100.0%

* Length of contract = 185+ days.
** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	29	38	34
Percent satisfied with learning environment	89.7%	89.5%	88.2%
Percent satisfied with social and physical environment	93.1%	89.5%	82.4%
Percent satisfied with school-home relations	65.5%	89.5%	91.2%

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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

South Kilbourne Elementary School is a Title One School located in the center of a thriving and established university neighborhood community. The area attracts a shifting, diverse mix of young professionals with growing families, students, short-term residents, and subsidized/public housing participants. With seven consecutive years of reaching Adequate Yearly Progress status under the federal law of “No Child Left Behind,” we can now proudly say that we are the recipients of S.C. State Board of Education’s Palmetto Silver Award for closing the achievement gap.

South Kilbourne’s administration and faculty continue to focus on teaching and learning for the whole child. We emphasize the importance of implementing positive emotional, intellectual, and physical fitness best practice strategies in order to develop individual learning experiences for children. We recognize the importance of including key community members in this process such as local faith and business partners, university student teachers, volunteers and mentors, as well as district and state cohorts. Our faculty continues to learn and grow professionally, through many educational and technology opportunities such as achieving proficient status with technology portfolios, workshops, graduate classes, and for some, completing the National Board Certification process.

School-wide best practice academic strategies continue to include an integrated literacy approach across the curriculum. Related Arts, support staff, and content area faculty members support the learning process. Starting from a very young age, we provide two Pre-Kindergarten classes, a full-time reading teacher and interventionist, as well as a fully-equipped computer lab that provides access to individualized tiered-instruction in ELA and Math. School-wide initiatives include small group instruction, thorough data analysis and “kid-tracking” strategies, and on-going professional development. Math academic strategies continue to include the utilization of manipulatives, flexible grouping, and on-going team planning and support that help enhance instructional delivery and student learning. Science and Social Studies strategies continue to include inquiry, exploration, and research through technology to stimulate and motivate the process of learning. With the installation of our new video conferencing unit, we hope to communicate and collaborate with scientists, mathematicians, readers, and writers in many different communities.

Teaching the whole child includes the implementation of many literacy and Arts-based programs such as Books and Breakfast, Book Fair, RIF, Dr. Seuss’ Birthday Celebration, Artists-in-Residence and other music-related events, Richland School District One Art Competition, Visual Literacy Festivals, Midlands Reading Consortium program, and many more. These programs are designed to involve and educate parents in the growth and development of their children and to encourage continued literacy-based learning at home. Our commitment for excellence continues and we will strive to exceed expectations to give every child, every chance . . . for success!

Sarah G. Smith, Principal

Mrs. Sharon Jenkins, School Improvement Council Chairperson