

S KILBOURNE ELEMENTARY

1400 South Kilbourne
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	249 Students	
Principal	Sarah G. Smith	803-738-7215
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Excellent*
2010	Average	Excellent
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	Below Average

* The School's 2011 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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

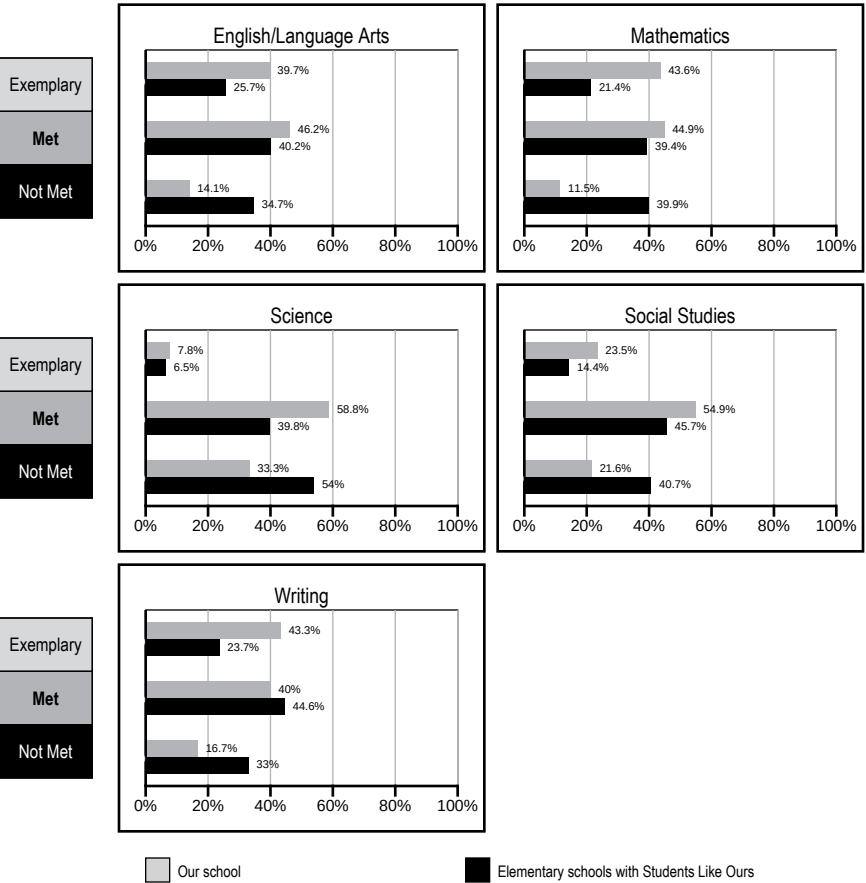
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	70	47	21

* Ratings are calculated with data available by 11/09/2011.

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=249)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.0%	Up from 0.0%	1.5%	1.1%
Attendance rate	96.2%	Up from 95.7%	96.0%	96.2%
Served by gifted and talented program	4.5%	Up from 3.3%	5.1%	13.4%
With disabilities other than speech	2.3%	Down from 3.6%	4.3%	4.1%
Older than usual for grade	0.0%	Down from 0.5%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.6%	Up from 0.0%	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	75.0%	Up from 61.5%	61.9%	62.5%
Continuing contract teachers	90.0%	Up from 84.6%	81.8%	88.2%
Teachers returning from previous year	79.7%	Up from 78.2%	84.6%	87.8%
Teacher attendance rate	94.7%	No Change	95.2%	95.2%
Average teacher salary*	\$51,816	Up 1.0%	\$45,188	\$46,773
Professional development days/teacher	7.4 days	Up from 6.2 days	10.6 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	11.9 to 1	Down from 17.7 to 1	17.5 to 1	19.9 to 1
Prime instructional time	89.7%	Up from 89.5%	90.1%	90.4%
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	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$9,784	Up 2.7%	\$8,793	\$7,447
Percent of expenditures for instruction**	75.9%	Up from 75.8%	67.6%	68.4%
Percent of expenditures for teacher salaries**	72.6%	Up from 72.4%	63.9%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

South Kilbourne Elementary School is recognized by the State Board of Education and the SC Department of Education for the Gold Award for outstanding student academic performance and the Silver Award for excellent results in closing the achievement gaps. As a Title One School located in the center of a thriving and established university neighborhood community, this area attracts a shifting, diverse mix of growing families. The school has met Adequate Yearly Progress (AYP) every year under the federal law of "No Child Left Behind."

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. Starting from a very young age, South Kilbourne Elementary provides 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 that enhances student learning. Science and Social Studies strategies continue to include inquiry, exploration, and research. Technology is also utilized to motivate student learning. The installation of a new video conferencing unit gives students the opportunity to communicate and collaborate with scientists, mathematicians, readers and writers in many different communities.

South Kilbourne Elementary believes in teaching the whole child. This includes the implementation of many literacy and arts-based programs such as Books and Breakfast, book fairs, class performances, fitness assessments, art club, and other music-related events. Through these programs, students learn to become physically and emotionally healthy, caring, responsible, and cooperative. South Kilbourne is committed to academic excellence and strives to exceed expectations to give every child a chance for success every day!

Sarah G. Smith, Principal
 Stacy Waters, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	34	25
Percent satisfied with learning environment	95.5%	88.2%	92.0%
Percent satisfied with social and physical environment	95.5%	79.4%	84.0%
Percent satisfied with school-home relations	50.0%	85.3%	80.0%

* 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
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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	
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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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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 = 79.4% (Met or Exemplary)

All Students	89	97.8	13	46.8	40.3	94.8	78.3	82.4	Yes	Yes
Gender										
Male	37	100	15.6	40.6	43.8	90.6	74.3	78.7	N/A	N/A
Female	52	96.2	11.1	51.1	37.8	97.8	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	92.8	88.9	I/S	I/S
African American	84	97.6	12.3	45.2	42.5	95.9	74.2	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.4	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	83.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	83	I/S	I/S
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	45.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	86	97.7	13.5	47.3	39.2	94.6	73.5	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	89	100	11.5	44.9	43.6	94.9	75.1	81.9	Yes	Yes
Gender										
Male	37	100	18.8	34.4	46.9	90.6	73.5	79.9	N/A	N/A
Female	52	100	6.5	52.2	41.3	97.8	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	92.1	88.9	I/S	I/S
African American	84	100	12.2	43.2	44.6	94.6	70.3	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	82.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	84.4	I/S	I/S
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	40.4	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	86	100	12	44	44	94.7	69.8	74.9	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

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	59	100	33.3	58.8	7.8	66.7	58.7	68.6
Gender								
Male	26	100	31.8	59.1	9.1	68.2	58.2	68.3
Female	33	100	34.5	58.6	6.9	65.5	59.2	68.9
Racial/Ethnic Group								
White	N/A	N/AV	I/S	I/S	I/S	I/S	87.8	80.7
African American	58	100	32	60	8	68	51	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.1	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	70.8
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	29.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	54.3	60.7
Socio-Economic Status								
Subsidized meals	57	100	34.7	57.1	8.2	65.3	50.1	57.3

Social Studies

All Students	56	100	21.6	54.9	23.5	78.4	64.7	72.5
Gender								
Male	21	100	21.1	52.6	26.3	78.9	63.6	72
Female	35	100	21.9	56.3	21.9	78.1	65.8	73.1
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	88.4	81
African American	51	100	19.1	55.3	25.5	80.9	58.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	71	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	73.5
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	33.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	65.7	69.7
Socio-Economic Status								
Subsidized meals	53	100	22.9	52.1	25	77.1	56.8	62.9

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	35	100	16.7	40	43.3	83.3	66.5	73.2	96.2	96.1
Gender										
Male	14	100	25	33.3	41.7	75	62	67.2	96.2	95.9
Female	21	100	11.1	44.4	44.4	88.9	71.2	79.4	96.2	96.3
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	87.8	81.5	97	96.2
African American	31	100	18.5	37	44.4	81.5	60.7	61.3	96.3	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	87	N/A	96.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	74.8	66.7	94.9	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	95.2	94.5
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	23.7	26	96	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	66.2	65.7	96.3	95.9
Socio-Economic Status										
Subsidized meals	34	100	17.2	41.4	41.4	82.8	59.1	63.2	96.2	95.9

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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							
2010	3	35	91.4	15.6	37.5	46.9	84.4
	4	38	97.4	14.7	55.9	29.4	85.3
	5	37	100	17.1	51.4	31.4	82.9
	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
2011	3	28	92.9	17.4	30.4	52.2	82.6
	4	26	100	8.3	58.3	33.3	91.7
	5	35	100	13.3	50	36.7	86.7
	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
Mathematics							
2010	3	35	100	37.5	21.9	40.6	62.5
	4	38	100	14.7	50	35.3	85.3
	5	37	100	14.3	54.3	31.4	85.7
	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
2011	3	28	100	25	25	50	75
	4	26	100	N/AV	N/AV	N/AV	100
	5	35	100	10	60	30	90
	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
Science							
2010	3	17	100	N/A	N/A	N/A	56.3
	4	38	100	52.9	41.2	5.9	47.1
	5	18	100	N/A	N/A	N/A	52.9
	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
2011	3	15	100	61.5	30.8	7.7	38.5
	4	26	100	20.8	70.8	8.3	79.2
	5	18	100	28.6	64.3	7.1	71.4
	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

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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							
2010	3	18	100	18.8	50	31.3	81.3
	4	38	100	14.7	55.9	29.4	85.3
	5	19	100	27.8	55.6	16.7	72.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	13	100	18.2	54.5	27.3	81.8
	4	26	100	8.3	58.3	33.3	91.7
	5	17	100	43.8	50	6.3	56.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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
Writing							
2010	3	36	100	38.2	47.1	14.7	61.8
	4	37	100	29.4	44.1	26.5	70.6
	5	38	97.4	14.7	55.9	29.4	85.3
	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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	35	100	16.7	40	43.3	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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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