



South Kilbourne Elementary

1400 South Kilbourne
Columbia, SC 29205

Grades	PK-5 Elementary School	
Enrollment	206 Students	
Principal	Sarah G. Smith	803-738-7215
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Jamie Devine	803-231-7556

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Good	Average
2012	Good	Excellent
2011	Good	Excellent
2010	Average	Excellent
2009	Average	Average

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://www.eoc.sc.gov>

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

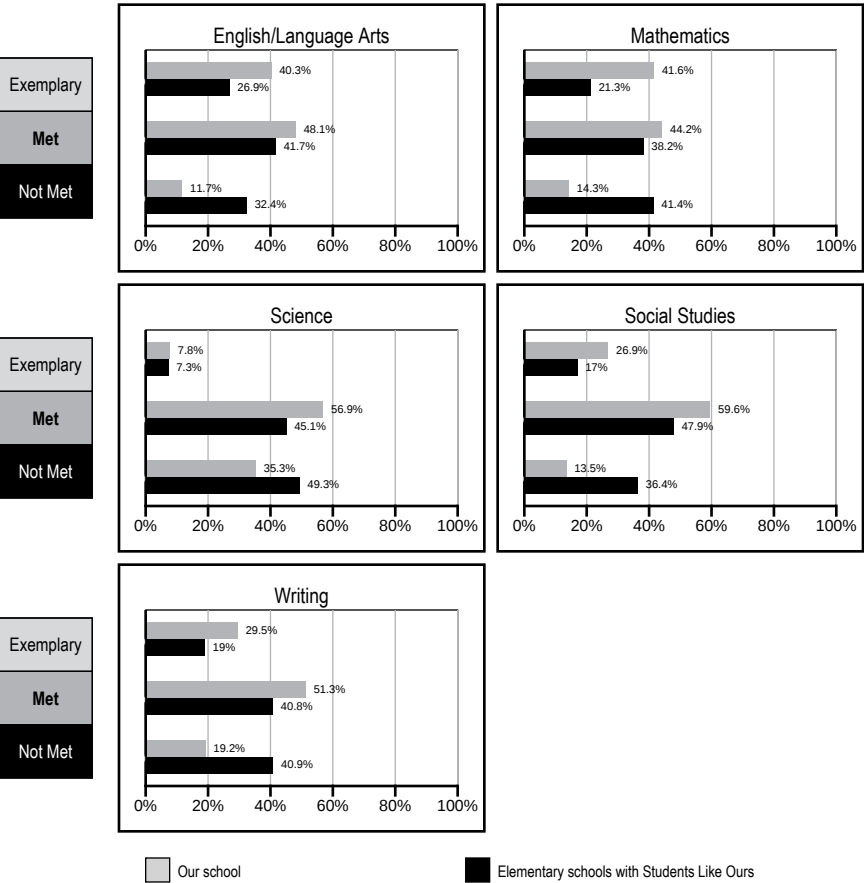
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 94.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	9	74	39	14

* Ratings are calculated with data available by 12/14/2013.

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=206)				
First graders who attended full-day kindergarten	100.0%	Up from 91.1%	100.0%	100.0%
Retention rate	1.9%	Up from 1.4%	1.1%	0.9%
Attendance rate	96.1%	Down from 96.6%	95.9%	96.3%
Served by gifted and talented program	2.3%	N/A	2.4%	7.2%
With disabilities	11.3%	N/A	13.5%	12.4%
Older than usual for grade	2.3%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Down from 2.0%	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	77.3%	Down from 77.8%	60.0%	62.5%
Continuing contract teachers	77.3%	Down from 94.4%	74.0%	83.3%
Teachers returning from previous year	83.7%	Up from 81.6%	84.5%	88.3%
Teacher attendance rate	94.9%	Up from 93.6%	94.9%	95.0%
Average teacher salary*	\$50,445	Down 3.4%	\$45,954	\$48,193
Professional development days/teacher	8.5 days	Up from 7.8 days	10.4 days	11.0 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Down from 19.9 to 1	17.8 to 1	20.1 to 1
Prime instructional time	89.7%	Up from 89.5%	89.6%	90.0%
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**	\$9,903	Up 0.3%	\$8,612	\$7,364
Percent of expenditures for instruction**	73.0%	Down from 76.3%	67.0%	68.0%
Percent of expenditures for teacher salaries**	70.0%	Down from 74.5%	64.0%	66.0%

* 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, a Title One school of excellence, continues to excel with student achievement. This year our school was presented with the prestigious National Blue Ribbon School of 2012! The process for receiving this award is very rigorous and difficult; one that very few schools can say they have achieved.

Along with the National Blue Ribbon Award, we have also received the South Carolina State Department of Education Palmetto Gold and Silver awards for closing the achievement gap, student performance improvement, and decreasing deficiencies across grade levels. We continue to strive for excellence and have reached the "No Child Left Behind" federal goals consecutively for ten years!

Our consistent track record of exceeding school, district, and state goals continue to be the driving force behind our success.

South Kilbourne Elementary is centrally located amongst a community of supporters including the South Kilbourne Neighborhood Association, local faith and business cohorts, and university partners. These partnerships strengthen our school climate and help build strong teams that support students' academic, social, and emotional needs. We have an abundance of special volunteers and mentors that provide a wealth of knowledge, books, incentives, and love for our students. In fact, the Midlands Reading Consortium through United Way most recently donated over 2000 books for our students!

The common core curriculum has been implemented across several states including South Carolina, and our district has provided many hours of training, professional development, and resources to help prepare for this educational transition. Our staff also provides an array of professional development workshops and presentations to others in the district and state. Although the shift to new standards may prove to be challenging, we will continue to deliver instructional practices that have been successful over the years. Our strength in analyzing data, rigorous lesson planning, and positive relationship building will continue as we move toward the next level of learning by developing college and career ready citizens.

An integrated literacy approach infused within our curriculum has made teaching and learning stimulating for our students and teachers. Project-based explorations coupled with hands-on experiences prove to help our students retain information and move them towards the next level of learning. Our continued implementation of successful practices such as small flexible grouping, intervention, differentiation, and conferencing across all content areas also help us determine specific academic needs to customize instruction for maximal growth potential.

Lastly, South Kilbourne Elementary staff takes pride in building strong and positive relationships with our students. We understand and respect the fact that our students want to achieve and want to be a part of an exemplary learning community. We will continue to provide our students with the high level of learning opportunities that they need to become contributing and successful citizens within our community, state, and nation.

Sarah G. Smith, Principal

Chandra Myers, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	30	29
Percent satisfied with learning environment	95.9%	93.3%	96.5%
Percent satisfied with social and physical environment	95.8%	90%	100%
Percent satisfied with school-home relations	79.2%	96.6%	96.4%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	97.8
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

South Kilbourne Elementary school has been designated as a:

- ☒ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.4%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	657.3	658.0	614.2	641.4	100.0	100.0
Male	653.8	661.3	616.3	645.1	100.0	100.0
Female	661.8	653.7	611.7	637.0	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	655.3	656.8	612.6	639.9	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	657.3	658.0	614.2	641.4	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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							
2012	3	31	100	10.7	39.3	50	89.3
	4	30	100	27.6	41.4	31	72.4
	5	24	100	18.2	54.5	27.3	81.8
	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
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	29	100	8	32	60	92
	4	32	100	19.2	53.8	26.9	80.8
	5	29	100	7.7	57.7	34.6	92.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	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							
2012	3	31	100	32.1	35.7	32.1	67.9
	4	30	100	20.7	37.9	41.4	79.3
	5	24	100	13.6	50	36.4	86.4
	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
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	29	100	20	24	56	80
	4	32	100	11.5	57.7	30.8	88.5
	5	29	100	11.5	50	38.5	88.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	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							
2012	3	16	100	N/AV	N/AV	N/AV	57.1
	4	30	100	41.4	55.2	3.4	58.6
	5	12	100	N/AV	N/AV	N/AV	54.5
	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
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	14	100	18.2	54.5	27.3	81.8
	4	32	100	N/AV	N/AV	N/AV	57.7
	5	15	100	35.7	57.1	7.1	64.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	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							
2012	3	15	100	21.4	42.9	35.7	78.6
	4	30	100	10.3	31	58.6	89.7
	5	12	100	N/AV	N/AV	N/AV	100
	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
2013	3	15	100	N/AV	N/AV	N/AV	100
	4	32	100	23.1	61.5	15.4	76.9
	5	14	100	8.3	58.3	33.3	91.7
	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
Writing							
2012	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	24	100	13.6	50	36.4	86.4
	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
2013	3	29	100	8	44	48	92
	4	31	100	30.8	57.7	11.5	69.2
	5	31	100	18.5	51.9	29.6	81.5
	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

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