



WHITE KNOLL MIDDLE

116 White Knoll Way
W. Columbia, SC 29170

Grades	6-8 Middle School	
Enrollment	790 Students	
Principal	Dr. Nancy L. Turner	803-957-4400
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	Cynthia S. Smith	803-957-5095

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

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

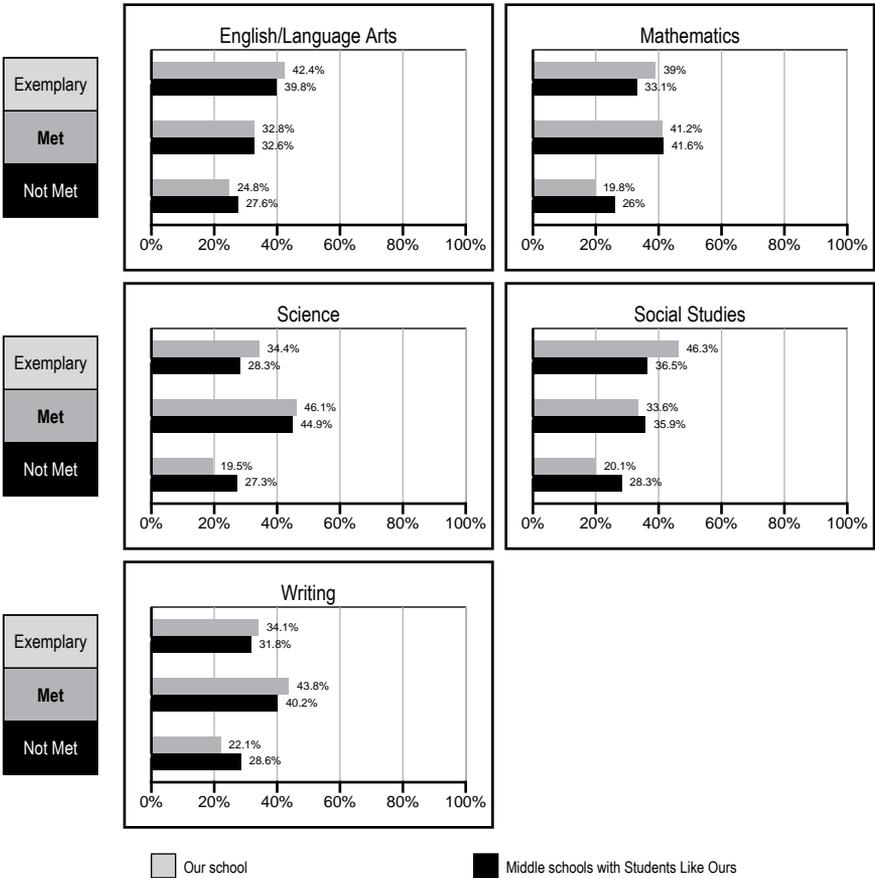
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	22	20	0	1

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

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	98.0%
English 1	100.0%	93.3%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	18.3%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	95.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=790)				
Students enrolled in high school credit courses (grades 7 & 8)	15.6%	Down from 19.0%	31.2%	24.5%
Retention rate	2.6%	Up from 0.9%	0.7%	0.7%
Attendance rate	95.2%	Down from 95.5%	96.1%	95.9%
Served by gifted and talented program	20.3%	Up from 19.9%	21.6%	17.8%
With disabilities other than speech	8.8%	Down from 12.3%	8.8%	9.2%
Older than usual for grade	1.2%	No Change	0.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	61.8%	Up from 59.0%	60.0%	60.0%
Continuing contract teachers	98.2%	Up from 88.5%	83.7%	82.6%
Teachers returning from previous year	85.4%	Up from 75.6%	85.9%	85.6%
Teacher attendance rate	96.3%	Up from 94.5%	95.5%	95.3%
Average teacher salary*	\$47,370	Down 0.7%	\$46,505	\$46,300
Professional development days/teacher	6.4 days	Down from 9.2 days	10.0 days	9.9 days
School				
Principal's years at school	17.0	Up from 16.0	4.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Down from 21.9 to 1	23.4 to 1	21.5 to 1
Prime instructional time	90.5%	Up from 89.2%	90.5%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.3%	Up from 92.0%	99.6%	98.1%
Character development program	Good	No Change	Excellent	Good
Dollars spent per pupil**	\$8,015	Down 4.8%	\$7,213	\$7,634
Percent of expenditures for instruction**	63.4%	Up from 63.2%	64.5%	64.0%
Percent of expenditures for teacher salaries**	62.1%	Up from 61.9%	61.6%	61.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

2010-2011 was another memorable school year at White Knoll Middle School. We continue to feel the effects of a struggling economy. Despite the challenges of cutbacks in staff and reduced funding, however, we see progress and remain optimistic as we do whatever it takes to produce 21st century learners.

We are proud of our accomplishments. WKMS received a Palmetto Gold Award for academic achievement and a Palmetto Silver Award for Closing the Achievement Gap on the Palmetto Assessment of State Standards. Our Measure of Academic Progress results show that more than 53 percent of our students (a benchmark established by our district) met and exceeded their growth targets in all areas at all grade levels. Nineteen of our eighth-graders earned Junior Scholar status, and two of our seventh-graders became Duke Talent Identification Program Scholars.

At our annual Honor Hawk Program, we honored two students for making the A Honor Roll throughout their years at WKMS, four for making the A Honor Roll for two consecutive years, and 13 for earning all As this year. Almost 20 percent of our students achieved A/B Honor Roll all year long!

Teachers developed and implemented common core assessments in all core classes at all grade levels this year. Our science scores on district tests were consistently among the highest in the district in all three grades. On the End-of-Course Algebra I Honors test, 35 percent of our students scored 100 percent and 73 percent made an A! One hundred percent of eighth-graders taking the English I Honors and Algebra I Honors end-of-course test passed.

Our performing arts program continues to thrive. The band won an overall rating of "excellent" at the SCBDA concert festival. Our combined chorus received "superior" and "excellent" ratings at the Fiesta-Val Williamsburg Music Showcase. Our orchestra and dance performances were outstanding and well attended. The drama productions in the fall and spring received "critical acclaim" from the audiences as well.

Our Robotics Team placed first in all five categories at regional competition. At their state conference, the S.C. Association of School Librarians awarded an Honorable Mention to a group of students from our media center for their banner, "The Hunger Game." Our Response to Intervention (RTI) program is running smoothly, providing multiple sources of support for students. Our advisory program is still going strong, providing an adult advisor/friend for every student.

More than a third of our teachers have earned National Board Certification. This year our executive secretary became the S.C. Office Professional of the Year.

WKMS represents our community at-large with its big heart. We give generously to the Lexington Interfaith Community Services, Relay For Life (American Cancer Society) and United Way. This year we ranked fourth in the state in fundraising for Pasta for Pennies (American Leukemia Society). Our Special Services staff provided food for the Ronald McDonald House the first Tuesday of each month. Teachers are planning fundraising strategies for a new project to support women's health next year!

The PTA worked the canteen for football and basketball games, and used the proceeds for staff appreciation and unexpected treats for students. Our School Improvement Council was a source of counsel and support. We hope to increase participation next year by adding ninth-grade student representatives to help us help students prepare and bridge the transition to high school.

Dr. Nancy L. Turner, Principal, and Edna Moore, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	63	227	134
Percent satisfied with learning environment	83.9%	73.4%	87.7%
Percent satisfied with social and physical environment	100.0%	78.9%	78.6%
Percent satisfied with school-home relations	75.0%	84.8%	78.1%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 17 out of 21 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. 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	0.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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	777	99.6	24.6	32.9	42.5	83.5	88	82.4	Yes	Yes
Gender										
Male	383	99.7	30.2	31.6	38.1	78.5	84.9	78.7	N/A	N/A
Female	394	99.5	19.2	34.1	46.7	88.3	91.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	582	99.7	21.3	33.7	45	85.8	90	88.9	Yes	Yes
African American	140	99.3	39.5	31.5	29	73.4	74.6	72.9	No	Yes
Asian/Pacific Islander	12	100	16.7	33.3	50	83.3	94.6	93	I/S	I/S
Hispanic	38	100	26.5	29.4	44.1	85.3	81.2	79.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	92	83	I/S	I/S
Disability Status										
Disabled	98	100	78	16.5	5.5	37.4	51.1	48.1	No	Yes
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	20	100	34.6	30.8	34.6	76.9	80.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	362	99.5	33	34.5	32.4	76.3	78.6	75.4	No	Yes

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

All Students	777	99.5	19.5	41.3	39.1	88.3	88	81.9	Yes	Yes
Gender										
Male	383	99.7	21.2	42.1	36.7	87	86.5	79.9	N/A	N/A
Female	394	99.2	17.9	40.6	41.4	89.6	89.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	582	99.5	17	39.4	43.7	90.6	89.8	88.9	Yes	Yes
African American	140	99.3	33.1	46	21	76.6	75.3	71.4	Yes	Yes
Asian/Pacific Islander	12	100	16.7	41.7	41.7	83.3	95.4	94.6	I/S	I/S
Hispanic	38	100	11.8	58.8	29.4	97.1	82	81.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	90	84.4	I/S	I/S
Disability Status										
Disabled	98	100	67	27.5	5.5	41.8	52.3	47.3	No	Yes
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	20	100	11.5	57.7	30.8	96.2	83.1	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	362	99.5	27.3	46.2	26.4	82	78.1	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	530	98.9	19	46.4	34.6	81	80.1	68.6
Gender								
Male	271	99.3	23.1	44.2	32.7	76.9	79.7	68.3
Female	259	98.5	14.8	48.6	36.6	85.2	80.5	68.9
Racial/Ethnic Group								
White	411	99.3	16.4	46.2	37.4	83.6	82.8	80.7
African American	92	97.8	30.4	48.1	21.5	69.6	60.6	51.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	89.8	85.3
Hispanic	17	100	31.3	43.8	25	68.8	70.5	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.6	70.8
Disability Status								
Disabled	69	97.1	61.9	28.6	9.5	38.1	45.3	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	10	I/S	33.3	41.7	25	66.7	70.6	60.7
Socio-Economic Status								
Subsidized meals	235	98.3	26	48.8	25.1	74	66.5	57.3
Social Studies								
All Students	534	98.9	19.6	33.8	46.6	80.4	82.8	72.5
Gender								
Male	250	98.4	21.3	29.1	49.6	78.7	82.5	72
Female	284	99.3	18.1	37.8	44.1	81.9	83	73.1
Racial/Ethnic Group								
White	396	99.5	19.1	33.4	47.5	80.9	84.7	81
African American	95	96.8	21.4	42.9	35.7	78.6	69.4	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	92.1	89
Hispanic	31	96.8	25	21.4	53.6	75	74.5	69.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	82.9	73.5
Disability Status								
Disabled	66	98.5	59.7	32.3	8.1	40.3	49.9	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	15	100	40	20	40	60	76	69.7
Socio-Economic Status								
Subsidized meals	247	98	28.8	36.3	35	71.2	70.3	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	240	99.6	21.8	44	34.2	78.2	79.6	73.2	95.2	95.7
Gender										
Male	118	99.2	29.9	45.8	24.3	70.1	74.1	67.2	94.9	95.7
Female	122	100	14.4	42.4	43.2	85.6	85.3	79.4	95.4	95.8
Racial/Ethnic Group										
White	178	99.4	20.2	39.9	39.9	79.8	81.6	81.5	95.1	95.7
African American	42	100	35.9	48.7	15.4	64.1	65.3	61.3	95.2	96
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93	87	97.5	96.6
Hispanic	13	100	N/AV	N/AV	N/AV	100	68.2	66.7	95.3	95.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.9	72.2	93.7	94.9
Disability Status										
Disabled	27	100	56.5	34.8	8.7	43.5	30.7	26	94.9	94.7
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	9	I/S	18.2	54.5	27.3	81.8	69.7	65.7	95.6	96.3
Socio-Economic Status										
Subsidized meals	113	100	26	47.1	26.9	74	67.4	63.2	94.3	94.8

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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	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	286	100	23.1	44.4	32.5	76.9
	7	235	98.7	22.5	31.5	45.9	77.5
	8	278	100	25.7	33.6	40.8	74.3
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	248	99.6	22.6	34.5	43	77.4
	7	287	99.3	28	31	41	72
	8	242	100	22.6	33.6	43.8	77.4
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	286	100	23.5	36.6	39.9	76.5
	7	235	99.2	25.6	43	31.4	74.4
	8	278	100	24.9	48.7	26.4	75.1
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	248	99.6	17.9	41.3	40.9	82.1
	7	287	99	21.7	35.6	42.7	78.3
	8	242	100	18.6	48.2	33.2	81.4
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	145	100	34.3	54.5	11.2	65.7
	7	233	100	12.5	43.3	44.2	87.5
	8	140	99.3	23.1	25.4	51.5	76.9
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	123	98.4	23.1	58.1	18.8	76.9
	7	287	98.6	21.1	48.5	30.5	78.9
	8	120	100	9.9	28.8	61.3	90.1

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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	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	141	98.6	8.3	57.9	33.8	91.7
	7	233	100	21	33.9	45.1	79
	8	138	100	18.5	39.2	42.3	81.5
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	125	97.6	16.9	39.8	43.2	83.1
	7	287	99	24	34.1	41.9	76
	8	122	100	12.2	27	60.9	87.8
Writing							
2010	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	283	98.2	24.2	39.6	36.2	75.8
	7	237	99.2	22.1	50	27.9	77.9
	8	276	99.6	22.2	44.4	33.5	77.8
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	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	240	99.6	21.8	44	34.2	78.2

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