



## White Knoll Elementary

132 White Knoll Way  
West Columbia, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	839 Students	
<b>Principal</b>	Janet H. Malone	803-957-7700
<b>Superintendent</b>	Dr. Karen C. Woodward	803-951-8363
<b>Board Chair</b>	G. Edwin Harmon, Ph.D.	803-359-0844

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>At-Risk</b>
2007	Average	At-Risk
2006	Good	At-Risk
2005	Good	At-Risk
2004	Good	Average

## 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**

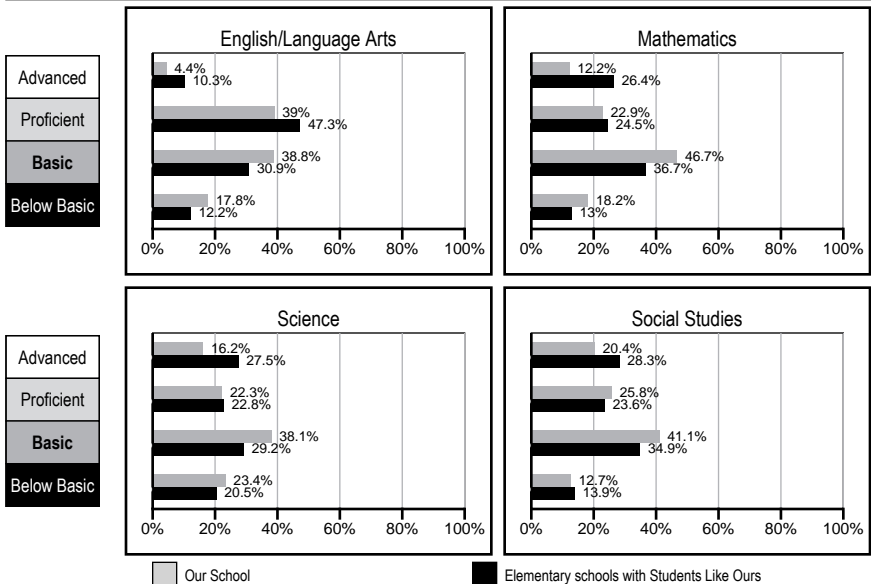
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.4%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
6	23	12	2	0

\* 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 | I/S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=839)</b>				
First graders who attended full-day kindergarten	81.0%	Down from 92.9%	100.0%	100.0%
Retention rate	1.2%	Down from 1.4%	1.6%	2.3%
Attendance rate	96.2%	Down from 96.3%	96.6%	96.3%
Eligible for gifted and talented	16.4%	Down from 17.7%	18.6%	10.4%
With disabilities other than speech	4.0%	Down from 5.3%	6.5%	7.5%
Older than usual for grade	0.3%	Down from 1.5%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	No Change	0.0%	0.0%
<b>Teachers (n=53)</b>				
Teachers with advanced degrees	62.3%	Down from 65.6%	60.6%	56.7%
Continuing contract teachers	67.9%	Down from 85.2%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.2%	Down from 89.4%	87.5%	86.4%
Teacher attendance rate	94.4%	Down from 94.5%	95.1%	94.9%
Average teacher salary	\$44,522	Up 0.7%	\$46,799	\$45,345
Professional development days/teacher	9.5 days	Down from 12.5 days	12.1 days	12.6 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 20.8 to 1	20.3 to 1	18.5 to 1
Prime instructional time	89.7%	Down from 90.1%	90.3%	89.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.8%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,021	Up 1.8%	\$6,689	\$7,052
Percent of expenditures for instruction*	73.1%	No Change	70.6%	69.1%
Percent of expenditures for teacher salaries*	71.4%	Down from 71.5%	66.8%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

White Knoll Elementary serves students in 4-year-old preschool through fifth grade. As faculty and staff, we accept the collective responsibility for the success of all students. We had an average of 840 students enrolled during the 2007–2008 school year. Our school also serves one class of preschool children with autism in order to meet the needs of some of the youngest learners within the district.

WKES is fully accredited by the Southern Association of Colleges and Schools (SACS). Our goals as outlined in the School Improvement Plan are to increase student achievement at the Proficient and Advanced levels on PACT, increase the use of technology for instruction, and promote social responsibility in all students.

Keeping up with a rapidly changing population challenges us and produces barriers to our success. As we focus on that changing student population's needs, we also focus on balanced literacy. Teachers were able to individualize their professional growth this past year by choosing from a variety of mini in-service sessions on Guided Reading, Writers' Workshop, Shared Reading, and Managing Student Conferences.

During the 2007–2008 school year, each classroom was equipped with a SMARTBoard interactive whiteboard, laptop, projector, and sound system. Our full-time Technology Integration Specialist provided training and a multitude of resources for the integration of technology in classroom instruction.

Because we are committed to the success of all students, WKES became one of the pilot schools for Response to Intervention. This year, our focus was to provide interventions based on our students' individual needs in the area of reading.

This past year has been an exciting year at WKES. We were recognized as a Red Carpet School for the third time. We received a grant that will provide funds for a full-time Mathematics Coach and specialized training in best practices in math. Our related arts team worked in collaboration with classroom teachers to host a school-wide International Festival. Students experienced music, dance, and art from around the world. As an educational community, we are very proud of our achievements.

We appreciate the continued support of the Lexington One Board of Trustees and administration, which provides quality educational programs and activities for all of our students. Our strong learning community ensures Winning with Knowledge and Excellence.

Janet H. Malone, Principal  
Steve Hatchell, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	38	136	50
Percent satisfied with learning environment	89.5%	82.8%	87.5%
Percent satisfied with social and physical environment	97.4%	82.4%	92.0%
Percent satisfied with school-home relations	97.4%	90.4%	80.0%

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

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School Adequate Yearly Progress

NO

This school met 18 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. 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	1.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%	Yes

\* Or greater than last year

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## 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
<b>English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)</b>											
All Students	433	99.8	17.6	38.9	39.1	4.4	55.7	57.1	48.2	Yes	Yes
<b>Gender</b>											
Male	203	99.5	23.4	40.4	35.1	1.1	46.3	50	41.7	N/A	N/A
Female	230	100	12.7	37.6	42.5	7.2	63.8	64.6	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	350	99.7	18.3	37.8	40.2	3.6	55.6	59.6	60	Yes	Yes
African American	50	100	19.1	55.3	25.5	0	38.3	37.8	31.7	Yes	Yes
Asian/Pacific Islander	14	100	7.1	28.6	50	14.3	85.7	75.4	70.4	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	39.7	38.4	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	61.5	47	I/S	I/S
<b>Disability Status</b>											
Disabled	49	100	69.8	20.9	9.3	0	9.3	17.3	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	41.7	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	134	99.3	25.8	38.3	31.7	4.2	48.3	38.7	34	Yes	Yes
<b>Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)</b>											
All Students	433	100	18	46.8	22.9	12.2	50	54.6	45.8	Yes	Yes
<b>Gender</b>											
Male	203	100	18	46.6	21.2	14.3	49.7	55.3	45.6	N/A	N/A
Female	230	100	18.1	47.1	24.4	10.4	50.2	53.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	350	100	17.4	45.8	24	12.9	52.1	57.7	59	Yes	Yes
African American	50	100	27.7	55.3	14.9	2.1	25.5	30.5	26.9	No	Yes
Asian/Pacific Islander	14	100	7.1	50	21.4	21.4	64.3	71.6	71.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	37.5	38.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	59	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	49	100	37.2	51.2	11.6	0	20.9	20.3	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	42	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	134	100	26.4	48.8	19	5.8	41.3	36.3	31.4	Yes	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
<b>Science</b>											
All Students	292	100	23.4	38.1	22.3	16.2	38.5	50.3	35.7	96.2	96.1
<b>Gender</b>											
Male	138	100	22.9	39.7	19.1	18.3	37.4	51.7	37.4	96.1	96.1
Female	154	100	23.8	36.7	25.2	14.3	39.5	48.7	33.8	96.2	96.1
<b>Racial/Ethnic Group</b>											
White	240	100	23	37	24.3	15.7	40	53.7	49.2	96.1	96.1
African American	34	100	31.3	53.1	9.4	6.3	15.6	25.1	17	97.2	96.1
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	65.8	58	96.8	96.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	31.9	24.9	94.5	95.9
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	65.2	37.4	97.2	94.8
<b>Disability Status</b>											
Disabled	35	100	50	40.6	3.1	6.3	9.4	20	14	95.7	95
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.1
<b>English Proficiency</b>											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	28.9	24.4	94.8	96.4
<b>Socio-Economic Status</b>											
Subsided meals	89	100	28	43.9	15.9	12.2	28	31.8	21.1	94.9	94.9
<b>Social Studies</b>											
All Students	288	100	12.7	41.1	25.8	20.4	46.2	47.1	34	96.2	96.1
<b>Gender</b>											
Male	131	100	16.5	38	25.6	19.8	45.5	52	36.6	96.1	96.1
Female	157	100	9.7	43.5	26	20.8	46.8	41.9	31.3	96.2	96.1
<b>Racial/Ethnic Group</b>											
White	231	100	11.7	39.9	26.9	21.5	48.4	49.4	44.5	96.1	96.1
African American	33	100	19.4	54.8	22.6	3.2	25.8	29.2	19.1	97.2	96.1
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	64.2	58.9	96.8	96.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	28	27.5	94.5	95.9
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	55.6	32.7	97.2	94.8
<b>Disability Status</b>											
Disabled	33	100	26.7	56.7	13.3	3.3	16.7	21.6	14.4	95.7	95
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.1
<b>English Proficiency</b>											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	30.5	27.3	94.8	96.4
<b>Socio-Economic Status</b>											
Subsided meals	88	100	21.5	45.6	25.3	7.6	32.9	28.2	21	94.9	94.9

\* 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*	
<b>English/Language Arts</b>									
<b>2007</b>	3	162	100	11	26.6	54.5	7.8	62.3	
	4	152	100	15.6	40.8	42.2	1.4	43.5	
	5	163	100	16.9	44.4	37.5	1.3	38.8	
	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
<b>2008</b>	3	144	99.3	10.8	34.6	46.2	8.5	54.6	
	4	147	100	22.4	36.4	38.5	2.8	41.3	
	5	142	100	19.1	45.6	33.1	2.2	35.3	
	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	
<b>Mathematics</b>									
<b>2007</b>	3	162	100	11	52.6	26	10.4	36.4	
	4	152	100	15.6	39.5	27.9	17	44.9	
	5	163	100	14.4	57.5	15	13.1	28.1	
	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
<b>2008</b>	3	144	100	19.8	43.5	21.4	15.3	36.6	
	4	147	100	11.9	45.5	27.3	15.4	42.7	
	5	142	100	22.8	51.5	19.9	5.9	25.7	
	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	
<b>Science</b>									
<b>2007</b>	3	82	100	20.3	39.2	25.3	15.2	40.5	
	4	152	100	21.1	35.4	23.8	19.7	43.5	
	5	85	100	41.6	27.3	15.6	15.6	31.2	
	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
<b>2008</b>	3	72	100	13.6	40.9	30.3	15.2	45.5	
	4	147	100	16.1	44.1	23.1	16.8	39.9	
	5	73	100	47.8	23.2	13	15.9	29	
	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	
<b>Social Studies</b>									
<b>2007</b>	3	80	100	9.3	44	25.3	21.3	46.7	
	4	152	100	11.6	42.9	26.5	19	45.6	
	5	86	100	23.4	42.9	20.8	13	33.8	
	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
<b>2008</b>	3	72	100	12.3	53.8	21.5	12.3	33.8	
	4	147	100	9.8	38.5	27.3	24.5	51.7	
	5	69	100	19.4	34.3	26.9	19.4	46.3	
	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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