

## White Knoll High

5643 Platt Springs Road  
Lexington, South Carolina

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,839 Students	
<b>Principal</b>	Jo H. Mayer	803-996-4507
<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>Below Average</b>
2007	Good	At-Risk
2006	Excellent	Good
2005	Excellent	Good
2004	Excellent	Excellent

## 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.

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

Excellent	Good	Average	Below Average	At-Risk
5	7	10	0	0

\* Ratings are calculated with data available by September 30.

**High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student**

Percent	Our High School			High Schools with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	85.2	83.4	85.7	82.1	83.0	86.0
Passed 1 subtest (%)	6.9	8.8	9.8	9.1	10.3	7.9
Passed no subtests (%)	7.9	7.7	4.5	9.7	7.5	6.1

**HSAP Passage Rate by Spring 2008**

Percent	Our High School	High Schools with Students Like Ours
	94.1%	95.2%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	383	397
Number of Diplomas	293	305
Rate	76.5%	77.4%

**End of Course Tests**

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	80.5	77.3
English 1	67.0	71.6
Physical Science	64.5	61.8
All Tests	70.1	70.2

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

## 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	High Schools with Students Like Ours	Median High School
<b>Students (n=1,839)</b>				
Retention rate	10.1%	Up from 8.4%	5.7%	6.1%
Attendance rate	95.2%	Down from 95.8%	95.4%	95.0%
Eligible for gifted and talented	11.3%	Down from 17.0%	11.9%	8.3%
With disabilities other than speech	12.1%	Up from 11.0%	10.2%	13.0%
Older than usual for grade	7.0%	Up from 2.9%	6.8%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Down from 1.3%	1.4%	1.5%
Enrolled in AP/IB programs	26.3%	Up from 12.9%	19.3%	11.4%
Successful on AP/IB exams	53.5%	N/A	63.1%	54.3%
Eligible for LIFE Scholarship	38.1%	Up from 27.6%	33.8%	30.5%
Annual dropout rate	0.9%	Down from 2.1%	3.3%	3.5%
Career/technology students in co-curricular organizations	15.3%	Up from 13.5%	2.2%	3.1%
Enrollment in career/technology courses	1235	Up from 1049	948	559
Students participating in work-based experiences	19.8%	Down from 27.4%	11.1%	10.6%
Career/technology students attaining technical skills	83.7%	Down from 84.0%	80.6%	79.6%
Career/technology completers placed	98.8%	Up from 98.3%	99.4%	98.5%
<b>Teachers (n=128)</b>				
Teachers with advanced degrees	57.0%	Up from 52.5%	59.6%	57.4%
Continuing contract teachers	62.5%	Down from 66.1%	71.2%	69.6%
Teachers with emergency or provisional certificates	8.7%	Down from 8.9%	7.0%	8.7%
Teachers returning from previous year	84.3%	Up from 84.0%	86.4%	85.0%
Teacher attendance rate	95.6%	Down from 95.8%	95.3%	95.4%
Average teacher salary	\$45,519	Up 4.5%	\$46,401	\$46,061
Professional development days/teacher	13.8 days	Up from 13.7 days	9.9 days	11.4 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	23.5 to 1	Up from 23.1 to 1	28.1 to 1	25.4 to 1
Prime instructional time	89.2%	Down from 89.9%	89.3%	89.1%
Dollars spent per pupil*	\$6,795	Down 3.9%	\$6,346	\$7,279
Percent of expenditures for teacher salaries*	63.2%	Down from 63.8%	57.3%	55.3%
Percent of expenditures for instruction*	66.5%	Down from 66.6%	62.1%	60.8%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	87.4%	Down from 89.7%	96.4%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	No Change	Good	Good
Modern Language Program Assessment	Good	N/A	Good	Good
Classical Language Program Assessment	Good	N/A	Average	Average

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	376	94.1%	1506	70.1%	383	76.5%	No
<b>Gender</b>							
Male	194	91.2%	797	72.3%	208	74.0%	N/A
Female	181	97.8%	709	67.7%	175	79.4%	N/A
<b>Racial/Ethnic Group</b>							
White	320	95.9%	1138	73.5%	312	79.2%	N/A
African American	36	80.6%	256	65.2%	47	59.6%	N/A
Asian/Pacific Islander	13	100.0%	14	64.3%	11	90.9%	N/A
Hispanic	N/A	N/A	67	47.8%	13	61.5%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	41	63.4%	161	38.5%	44	45.5%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	36	33.3%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	95	89.5%	525	62.1%	109	64.2%	N/A

\* n=number of students on which percentage is calculated. t=number of tests taken.

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**Report of Principal and School Improvement Council**

White Knoll High School students continued to learn and grow throughout 2007–2008. In June, 302 students graduated, receiving more than \$8.7 million in scholarships.

Several key programs and initiatives on our campus are designed to enhance education for our students. These efforts have included High Schools That Work, the Ninth Grade Academy, Curriculum Frameworks, weekly staff development for teachers, a school literacy program, senior projects, an advisor/advisee program called Pack Time, and a monthly student group meeting with the principal, called Pack Pulse, to keep her informed on school issues important to a variety of student groups. Our Department heads and School Improvement Council (named TE-PAIC for Timberwolves, Educators, Parents, Administrators, Industry, Community) meet regularly to address programmatic concerns and student and staff needs that arise.

We focused this year on developing a school culture that emphasized a sense of community among students, staff, and parents. A highlight of our year came from the efforts of a committee of school and community volunteers who worked together to name the field house in our new, on-campus stadium in honor of Lance Cpl. Joshua L. Torrence, a former student and Marine who was killed in Iraq. At one event, we hosted Senator John McCain and four New York City firefighters. The firefighters came to thank our community for buying them a fire truck after 9-11.

We continue to be challenged by the need to keep class size down in the face of rapid growth. As we grow, we are challenged to find "highly-qualified" teachers in the areas of mathematics, science, and foreign language.

WKHS teachers brought high honors to our campus this year. Science Department head, Tonya Lee, received the Presidential Award for Excellence in Math and Science. Science teacher Lisa Rose was named South Carolina Science Teacher of the Year. Jonny Thompson was named Outstanding Special Education Teacher by the National Association of Special Education Teachers. Bryan Butz was named our region's Athletic Director of the Year.

Schools from across the state and nation continue to visit WKHS to learn about our programs. WKHS remains dedicated to providing our students with the best opportunities possible.

Jo H. Mayer, Principal  
Ollie Davis and Tamekia Sanford, TE-PAIC Chairs

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	92	195	18
Percent satisfied with learning environment	91.3%	80.8%	94.4%
Percent satisfied with social and physical environment	94.6%	84.9%	88.2%
Percent satisfied with school-home relations	72.5%	86.4%	72.2%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was 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

N/A

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 Data

	Our School	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	6.9%	0.0%	No

Abbreviations for Missing Data

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**HSAP 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
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**English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)**

All Students	495	99.6	7.4	27	38.7	26.8	76	79.9	69.7	Yes	Yes
Male	252	99.2	9.5	32.6	39.7	18.2	69.8	75.1	64.6	N/A	N/A
Female	243	100	5.3	21.1	37.7	36	82.5	84.7	74.8	N/A	N/A
White	393	99.5	5.9	24.1	40.4	29.7	78.6	82.2	81.7	Yes	Yes
African American	78	100	13.3	42.7	32	12	66.7	65.6	53.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	94.4	83.1	I/S	I/S
Hispanic	17	100	20	26.7	40	13.3	53.3	61.7	59.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	67	97	25.4	52.4	15.9	6.3	36.5	33.5	25.2	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	38.9	47.3	I/S	I/S
Subsized meals	160	100	10.9	38.8	36.7	13.6	65.3	65.6	55.1	Yes	Yes

**Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)**

All Students	495	99.6	11.1	23.2	37.9	27.9	75.1	79.2	67.2	Yes	Yes
Male	252	99.2	12.8	24	36.8	26.4	71.9	77.7	66.3	N/A	N/A
Female	243	100	9.2	22.4	39	29.4	78.5	80.6	68	N/A	N/A
White	393	99.5	8	20.9	40.4	30.7	79.9	82.5	79.6	Yes	Yes
African American	78	100	25.3	36	25.3	13.3	50.7	51.7	49.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	100	88.9	I/S	I/S
Hispanic	17	100	13.3	26.7	40	20	73.3	70.8	60	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	67	97	41.3	30.2	25.4	3.2	41.3	44.5	23.8	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	42.1	54.9	I/S	I/S
Subsized meals	160	100	17.7	29.3	32.7	20.4	63.3	63.5	53.1	Yes	Yes

**Physical Science (End-of-Course Performance by Group)**

All Students	590	96.9	55.3	20.3	12.4	9.0	21.4	N/A	N/A	N/A	N/A
Male	305	98.4	56.4	19.0	11.5	11.5	23.0	N/A	N/A	N/A	N/A
Female	285	95.4	54.0	21.8	13.3	6.3	19.6	N/A	N/A	N/A	N/A
White	455	96.7	51.9	21.3	13.4	10.1	23.5	N/A	N/A	N/A	N/A
African American	99	99.0	66.7	19.2	10.1	3.0	13.1	N/A	N/A	N/A	N/A
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	28	96.4	75.0	7.1	3.6	10.7	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	60	95.0	90.0	1.7	1.7	1.7	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	16	93.8	81.3	12.5	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Subsized meals	203	95.6	68.0	16.7	6.9	3.9	10.8	N/A	N/A	N/A	N/A

\* 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

**Two-Year HSAP Trend Data**

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
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**English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)**

All Students	2007	474	98.5	10.2	22.6	32.4	34.8	77.1	81.1	70.7
	2008	495	99.6	7.4	27	38.7	26.8	76	79.9	69.7

**Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)**

All Students	2007	474	98.1	13.6	24.3	30.7	31.4	71.1	77.5	62.2
	2008	495	99.6	11.1	23.2	37.9	27.9	75.1	79.2	67.2

Abbreviations for Missing Data

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