

White Knoll High

5643 Platt Springs Road
Lexington, South Carolina

Grades	9-12 High School	
Enrollment	1,945 Students	
Principal	Jo H. Mayer	803-821-5200
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Average**	**Below Average**
2008	Average	Below Average
2007	Good	At-Risk
2006	Excellent	Good
2005	Excellent	Good

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 GOAL

By 2010, SC'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.

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

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	8	13	0	0

* Ratings are calculated with data available by 03/25/2010.

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

	Our High School			High Schools with Students Like Ours		
Percent	**2007**	**2008**	**2009**	**2007**	**2008**	**2009**
Passed 2 subtests (%)	83.4	85.7	84.8	83.0	86.0	81.0
Passed 1 subtest (%)	8.8	9.8	9.0	10.3	7.9	10.5
Passed no subtests (%)	7.7	4.5	6.2	7.5	6.1	8.4

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	95.9%	95.3%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	471	431
Number of Diplomas	364	325
Rate	77.3%	72.2%

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	80.4	74.6
English 1	74.1	69.1
Physical Science	70.2	62.1
US History and the Constitution	48.0	49.2
All Tests	67.9	63.4

* 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
Students (n=1,945)				
Retention rate	6.4%	Down from 10.1%	4.9%	4.8%
Attendance rate	95.1%	Down from 95.2%	95.8%	95.5%
Eligible for gifted and talented	10.9%	Down from 11.3%	13.2%	9.2%
With disabilities other than speech	10.0%	Down from 12.1%	10.2%	12.6%
Older than usual for grade	6.7%	Down from 7.0%	6.9%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Up from 0.9%	1.6%	1.2%
Enrolled in AP/IB programs	15.4%	Down from 26.3%	19.1%	13.2%
Successful on AP/IB exams	53.1%	Down from 53.5%	64.9%	55.6%
Eligible for LIFE Scholarship	25.9%	Down from 38.1%	32.2%	29.8%
Annual dropout rate	1.8%	Up from 0.9%	3.5%	3.5%
Career/technology students in co-curricular organizations	18.9%	Up from 15.3%	2.6%	3.0%
Enrollment in career/technology courses	1333	Up from 1235	962	523
Students participating in work-based experiences	18.0%	Down from 19.8%	17.7%	12.9%
Career/technology students attaining technical skills	83.4%	Down from 83.7%	79.3%	79.3%
Career/technology completers placed	98.7%	Down from 98.8%	99.6%	98.8%
Teachers (n=130)				
Teachers with advanced degrees	62.3%	Up from 57.0%	60.6%	58.6%
Continuing contract teachers	70.0%	Up from 62.5%	72.7%	71.6%
Teachers with emergency or provisional certificates	7.1%	Down from 8.7%	7.0%	8.1%
Teachers returning from previous year	84.3%	No Change	86.2%	85.0%
Teacher attendance rate	95.0%	Down from 95.6%	95.3%	95.5%
Average teacher salary*	$46,918	Up 3.1%	$47,989	$47,761
Professional development days/teacher	13.0 days	Down from 13.8 days	9.7 days	10.8 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	26.1 to 1	Up from 23.5 to 1	27.4 to 1	26.1 to 1
Prime instructional time	88.8%	Down from 89.2%	90.0%	89.8%
Dollars spent per pupil**	$6,724	Down 1.1%	$6,608	$7,883
Percent of expenditures for teacher salaries**	50.5%	Down from 63.2%	57.4%	54.1%
Percent of expenditures for instruction**	67.8%	Up from 66.5%	63.5%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	83.8%	Down from 87.4%	97.8%	95.8%
Character development program	Excellent	No Change	Excellent	Good
Modern language program assessment	N/A	N/A	Good	Average
Classical language program assessment	Good	No Change	Good	Good

* 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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Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	393	95.9%	1990	67.9%	471	77.3%	No
Gender							
Male	192	94.3%	1003	68.0%	237	69.6%	N/A
Female	201	97.5%	987	67.8%	234	85.0%	N/A
Racial/Ethnic Group							
White	315	97.8%	1499	70.4%	361	78.4%	N/A
African American	55	87.3%	359	58.5%	75	73.3%	N/A
Asian/Pacific Islander	N/A	N/A	25	88.0%	10	90.0%	N/A
Hispanic	12	91.7%	91	58.2%	22	72.7%	N/A
American Indian/Alaskan	N/A	N/A	11	54.5%	N/A	N/A	N/A
Disability Status							
Disabled	50	72.0%	170	36.5%	57	50.9%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	51	51.0%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	105	89.5%	740	61.6%	143	59.4%	N/A

NOTE: 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 completed the 2008–2009 school year with many successes and with significant challenges. Perhaps our biggest success in 2008–2009 was being named a Blue Ribbon Lighthouse School. This reinforces our goal to serve as a beacon of excellence for students, parents and staff. We facilitate alliances, use best practices and create a positive environment for change.

Our guidance department was honored as the first high school in South Carolina to earn "Recognized American School Counselor Association Model Program" status for being committed to delivering a comprehensive, data-driven school counseling program.

Instructionally, the High Schools That Work model drives WKHS as we strive to reach academic goals. We encourage all students to graduate with at least one career major. The restructuring of our ninth-grade academy allows us to include year-long classes in English I and Algebra I for students who need extra support. In order to increase our graduation rate and address our at-risk students' other needs, we used grant funds to employ a graduation coach. The grant also allows us to offer an after-school program called APEX, providing online academic assistance for students who need to recover lost credits. We use technology such as Classroom Performance Systems, Senteo™ interactive response systems and SMART Board™ interactive whiteboards to improve classroom performance.

Individual employees and students continued to excel. Teacher of the Year Jonny Thompson represented WKHS as one of the five finalists for District Teacher of the Year. Our Staff Member of the Year was discipline secretary Pam Walker. Three WKHS students graduated as National Merit Commended Students. One student graduated as a National Achievement Award Student. We had many All-State and All-Region students in both athletics and fine arts. We were the 2008 4A Lower State Band Champion. Several student groups represented WKHS in national competitions.

Although WKHS achieved much, we faced challenges as well. We strive to increase our graduation rate and standardized test scores for our students with special needs. We focus on the academic progress of students challenged by lower socio-economic status. We use APEX and other academic support systems to address these and other concerns. The staff of WKHS is dedicated to striving for excellence.

Throughout this year of achievements and challenges, our steadfast focus is on our role as community partner working to develop the tremendous talents of our young people. We look forward to a bright future together.

Jo Mayer, Principal
Angie Boatwright, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	107	279	11
Percent satisfied with learning environment	98.1%	80.2%	90.9%
Percent satisfied with social and physical environment	99.1%	84.1%	72.7%
Percent satisfied with school-home relations	89.5%	85.6%	90.9%

* 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 16 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. 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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.6%	0.0%	No

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White Knoll High											03/25/10-3201057
HSAP Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	461	99.6	10.1	34	32.4	23.4	69.8	72.3	61.8	Yes	Yes
Male	228	99.6	14.3	39.5	26.5	19.7	61	67.5	57.4	N/A	N/A
Female	233	99.6	5.9	28.5	38.5	27.1	78.7	77.2	66.1	N/A	N/A
White	364	100	8.8	31.1	35	25.1	72.3	75.7	74.3	Yes	Yes
African American	73	97.3	16.2	47.1	23.5	13.2	55.9	46	44.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	88.5	77.4	I/S	I/S
Hispanic	15	100	14.3	42.9	28.6	14.3	64.3	54.2	50.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	43	100	42.5	40	15	2.5	22.5	22.4	19.4	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	34.6	38.5	I/S	I/S
Subsized meals	141	98.6	14.4	47.7	23.5	14.4	55.3	54.5	45.6	No	Yes
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	461	99.1	10.2	27.6	28.5	33.7	73.1	76.4	62.7	Yes	Yes
Male	228	99.1	12.2	26.1	28.8	32.9	71.2	74.6	61.8	N/A	N/A
Female	233	99.1	8.2	29.1	28.2	34.5	75	78.1	63.6	N/A	N/A
White	364	99.7	8.8	24.6	28.6	38	76.5	79.2	75.1	Yes	Yes
African American	73	95.9	17.9	38.8	28.4	14.9	59.7	55.9	45.1	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	84.6	83.8	I/S	I/S
Hispanic	15	100	14.3	50	21.4	14.3	50	60.4	58.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	43	100	42.5	30	20	7.5	35	34.3	21.8	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	44	52.3	I/S	I/S
Subsized meals	141	97.9	16.8	35.1	27.5	20.6	60.3	61.5	47.9	No	Yes
Physical Science (End-of-Course Test performance by Group)											
All Students	458	97.6	50.0	23.1	13.5	10.9	24.5	N/A	N/A	N/A	N/A
Male	227	98.7	51.1	20.3	13.7	13.7	27.3	N/A	N/A	N/A	N/A
Female	231	96.5	48.9	26.0	13.4	8.2	21.6	N/A	N/A	N/A	N/A
White	362	98.1	47.0	24.0	14.6	12.4	27.1	N/A	N/A	N/A	N/A
African American	72	98.6	63.9	20.8	9.7	4.2	13.9	N/A	N/A	N/A	N/A
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	15	86.7	60.0	13.3	6.7	6.7	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	40	97.5	92.5	2.5	2.5	N/A	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	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	140	97.1	62.1	22.1	9.3	3.6	12.9	N/A	N/A	N/A	N/A

***** Adjusted to account for natural variation in performance.

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2008	495	99.6	7.4	27	38.7	26.8	76	79.9	69.7
	2009	461	99.6	10.1	34	32.4	23.4	69.8	72.3	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	495	99.6	11.1	23.2	37.9	27.9	75.1	79.2	67.2
	2009	461	99.1	10.2	27.6	28.5	33.7	73.1	76.4	62.7

* Adjusted to account for natural variation in performance.

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