

WHITE KNOLL MIDDLE

116 White Knoll Way
W. Columbia, SC 29170

Grades	6-8 Middle School	
Enrollment	805 Students	
Principal	Dr. Nancy L. Turner	803-821-4300
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	Cynthia S. Smith	803-957-5095

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Excellent
2009	Average	Average
2008	Average	Average
2007	Average	At-Risk
2006	Average	Below 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 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.

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

Percent of students tested in 2009-10 whose 2008-09 test scores were located

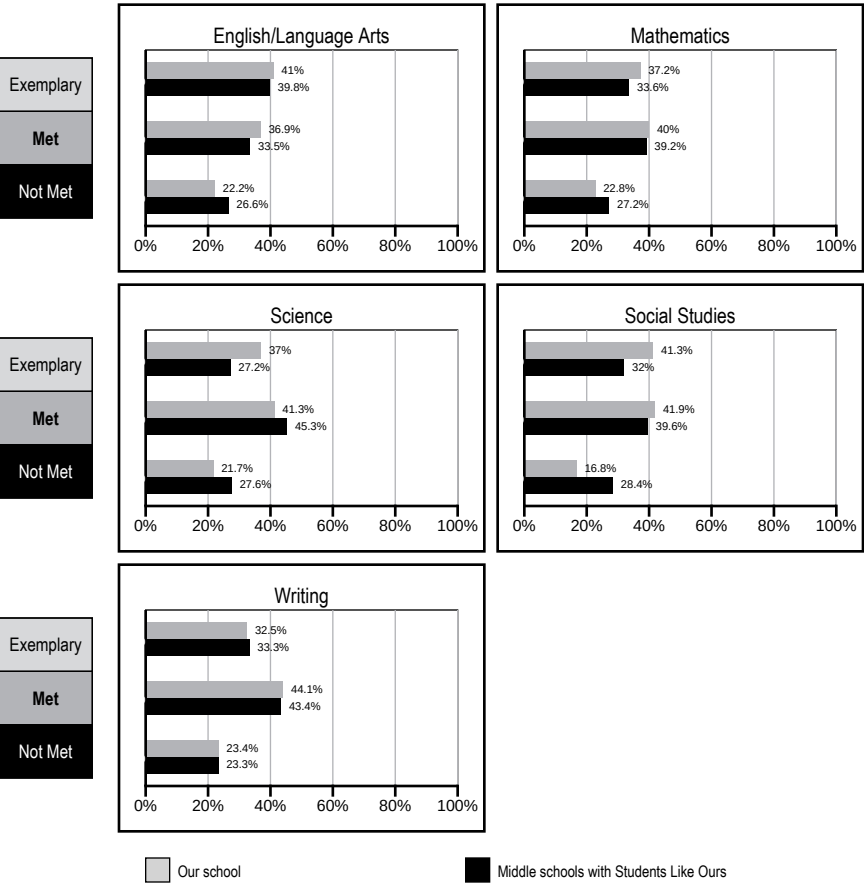
97.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	15	25	0	1

* Ratings are calculated with data available by 03/09/2011.

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%	98.4%
English 1	100.0%	96.9%
Physical Science	N/A	5.3%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=805)				
Students enrolled in high school credit courses (grades 7 & 8)	19.0%	Up from 16.3%	32.4%	24.2%
Retention rate	0.9%	Down from 1.6%	0.6%	0.7%
Attendance rate	95.5%	Down from 95.9%	96.0%	95.9%
Eligible for gifted and talented	19.9%	Up from 18.2%	19.9%	16.4%
With disabilities other than speech	12.3%	Up from 11.5%	11.1%	12.0%
Older than usual for grade	1.2%	Down from 1.9%	1.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.9%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=61)				
Teachers with advanced degrees	59.0%	Up from 56.1%	58.9%	58.5%
Continuing contract teachers	88.5%	Up from 71.2%	82.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 3.2%	4.3%	4.0%
Teachers returning from previous year	75.6%	Up from 72.0%	85.6%	84.6%
Teacher attendance rate	94.5%	Up from 94.4%	95.5%	95.4%
Average teacher salary*	\$47,726	Up 1.2%	\$46,562	\$46,561
Professional development days/teacher	9.2 days	Up from 4.4 days	10.2 days	10.2 days
School				
Principal's years at school	16.0	Up from 15.0	4.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 20.4 to 1	22.5 to 1	21.1 to 1
Prime instructional time	89.2%	Down from 89.4%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.0%	Down from 100.0%	98.6%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$8,416	Up 6.6%	\$7,220	\$7,802
Percent of expenditures for instruction**	63.2%	Down from 65.7%	63.2%	63.8%
Percent of expenditures for teacher salaries**	61.9%	Up from 50.2%	60.2%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2009–2010 year at White Knoll Middle School went by in a flash. We weathered the effects of a sagging economy. We worked hard to do even better with less. We know, however, that we will continue to face challenges in the 2010–2011 year due to cut-backs in staffing and programs as a result of reductions in state funding for public education.

At WKMS we are proud of so much! Seven more of our staff earned National Board Teacher Certification. Our school nurse was selected as the District Nurse of the Year. Our Measure of Academic Progress results from fall and spring testing show students meeting and exceeding the district's expectation for their growth targets. Our science scores on district tests were consistently among the highest in the district in all three grades. Nineteen students earned Junior Scholar status, and three students were named Duke Tip Scholars.

At our annual Honor Hawk Program, six students were honored for making the A Honor Roll for all three years at WKMS. Nine were recognized for A Honor Roll for two consecutive years and five students were named for earning all A's this year. Almost a quarter of our students also achieved A/B Honor Roll throughout the entire year!

The performing arts program remains strong. The band, chorus and orchestra received accolades at state and regional festivals and competitions. Our dance program continues to grow in numbers and proficiency.

We have a clearly defined Response To Intervention Program that is fully operational and provides multi-sources of support for students academically and behaviorally. Students can clearly articulate the Positive Behavioral Expectations and our three primary rules for behavior: be safe, be responsible and be respectful. Our entire certified staff meets biweekly with small groups of students in our advisory program that we call the "War Hawk Advisory Team."

As we've come to expect, WKMS remains a leader in giving back to the community. Our students, staff, and parents generously support Lexington Interfaith Community Service, Relay For Life (American Cancer Society), Pasta for Pennies (Leukemia and Lymphoma Society), and United Way. In fact, our school won a Merit Award for contributions to United Way this year and the Department of Health and Environmental Control honored us with a recycling grant for "green efforts."

Our WKMS Parent Teacher Association was revitalized this year. We are looking forward to continued, increased involvement by our parents in the upcoming year. Students and staff appreciate the additional educational support and the unexpected treats this group provides.

Nancy Turner, Principal
Sharon Small, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	66	250	138
Percent satisfied with learning environment	89.4%	71.8%	89.1%
Percent satisfied with social and physical environment	95.5%	80.6%	89.1%
Percent satisfied with school-home relations	70.8%	83.5%	82.6%

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

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 Adequate Yearly Progress

NO

This school met 23 out of 25 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	0.6%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.8%	0.0%	No
Student attendance rate	95.5%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	799	99.6	23.8	36.8	39.3	84.9	89	83.5	Yes	Yes
Gender										
Male	388	99.2	31.5	35.9	32.6	79.6	86.2	80.1	N/A	N/A
Female	411	100	16.8	37.7	45.5	89.8	91.9	87	N/A	N/A
Racial/Ethnic Group										
White	591	99.7	20.5	37	42.5	87.5	90.7	89.6	Yes	Yes
African American	131	100	41.1	38.4	20.5	73.2	76.9	74.6	Yes	Yes
Asian/Pacific Islander	19	94.7	5.6	22.2	72.2	94.4	95.4	92.7	I/S	I/S
Hispanic	47	100	33.3	37.8	28.9	75.6	82.4	79.6	Yes	Yes
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	89.3	85.1	I/S	I/S
Disability Status										
Disabled	98	99	69.2	27.5	3.3	38.5	53.9	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	27	100	40.7	29.6	29.6	70.4	83.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	371	99.7	34.1	40	25.9	76.8	80.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	799	99.8	24.6	42.7	32.7	83.7	86.2	80.4	Yes	Yes
Gender										
Male	388	99.5	28.9	41.6	29.5	79.6	84.9	78.4	N/A	N/A
Female	411	100	20.6	43.8	35.6	87.5	87.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	591	99.8	21.2	43.1	35.7	85.5	88.2	87.8	Yes	Yes
African American	131	100	39.3	44.6	16.1	73.2	72	69.3	Yes	Yes
Asian/Pacific Islander	19	94.7	16.7	27.8	55.6	88.9	93.9	93.5	I/S	I/S
Hispanic	47	100	37.8	37.8	24.4	82.2	78.2	78.3	Yes	Yes
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	87.5	83.2	I/S	I/S
Disability Status										
Disabled	98	100	70.7	27.2	2.2	35.9	52.7	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	27	100	40.7	33.3	25.9	88.9	81.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	371	99.7	34.4	44.1	21.5	76.8	76.1	72.8	Yes	Yes

* 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

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	518	99.8	21.3	41.5	37.2	78.7	80.7	67.3
Gender								
Male	248	99.6	23.7	38.8	37.5	76.3	80.2	66.9
Female	270	100	19.2	43.8	36.9	80.8	81.2	67.7
Racial/Ethnic Group								
White	383	100	17.8	40.2	42	82.2	83.4	79.6
African American	82	98.8	43.5	39.1	17.4	56.5	59.9	49.7
Asian/Pacific Islander	12	100	8.3	33.3	58.3	91.7	90.4	84.4
Hispanic	31	100	20	60	20	80	70	59.4
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	76.2	69.5
Disability Status								
Disabled	70	100	61.5	30.8	7.7	38.5	46.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	20	100	28.6	52.4	19	71.4	69.9	58.6
Socio-Economic Status								
Subsidized meals	255	99.6	30.6	41.4	28	69.4	68	55.4

Social Studies								
All Students	512	99.6	16.8	41.9	41.3	83.2	81.5	70.9
Gender								
Male	255	99.6	16.7	40.8	42.5	83.3	81.5	70.1
Female	257	99.6	17	42.9	40.1	83	81.4	71.7
Racial/Ethnic Group								
White	370	99.7	15.3	41.5	43.2	84.7	82.9	79.2
African American	90	98.9	25.6	46.2	28.2	74.4	68.5	58.4
Asian/Pacific Islander	16	100	6.3	12.5	81.3	93.8	91.3	86.8
Hispanic	30	100	17.9	50	32.1	82.1	78.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.9	71.2
Disability Status								
Disabled	60	98.3	51.9	46.3	1.9	48.1	49.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	18	100	16.7	50	33.3	83.3	79.2	68
Socio-Economic Status								
Subsidized meals	227	99.1	26.3	42.1	31.6	73.7	69.1	60.8

Abbreviations for Missing Data

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

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	796	99	22.9	44.4	32.8	77.1	79.4	72.1	95.5	97.1
Gender										
Male	389	97.9	29.8	47.4	22.9	70.2	73.4	65.2	95.2	97.1
Female	407	100	16.5	41.6	41.9	83.5	85.6	79.2	95.7	97.2
Racial/Ethnic Group										
White	592	99	21.5	44	34.6	78.5	81.6	80.8	95.4	97.1
African American	127	99.2	29.7	47.7	22.5	70.3	65.2	59.7	96.1	97.3
Asian/Pacific Islander	19	94.7	11.1	38.9	50	88.9	87.7	87	97.5	97.9
Hispanic	47	100	31.1	42.2	26.7	68.9	66.3	64.6	94.3	97.2
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	82.8	73.4	94.2	96.3
Disability Status										
Disabled	100	95	N/AV	N/AV	N/AV	22.8	35.6	27.7	94.1	96.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	27	100	37	37	25.9	63	67.1	63.7	95.7	97.8
Socio-Economic Status										
Subsidized meals	368	98.6	30.7	45.7	23.6	69.3	66.5	61.9	94.2	96.3

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	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	241	99.6	16.4	47.4	36.2	83.6
	7	286	100	24.2	40.7	35.2	75.8
	8	246	99.6	28.6	43.3	28.1	71.4
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

Mathematics

2009	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	241	99.2	22.1	48.5	29.4	77.9
	7	286	100	31.5	42.9	25.6	68.5
	8	246	99.6	29.9	42	28.1	70.1
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

Science

2009	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	119	98.3	21.7	60	18.3	78.3
	7	286	100	21.5	56.9	21.5	78.5
	8	121	99.2	27.4	30.1	42.5	72.6
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

Abbreviations for Missing Data

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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							
2009	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	121	98.4	8	50.4	41.6	92
	7	286	100	31	32.8	36.1	69
	8	124	99.2	12.9	49.1	37.9	87.1
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
Writing							
2009	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	244	99.6	19.1	46.4	34.5	80.9
	7	285	100	30.5	41.5	28	69.5
	8	246	99.2	20.6	49.4	30	79.4
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

Abbreviations for Missing Data

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