

## KNIGHTSVILLE ELEMENTARY

847 Orangeburg Road  
Summerville, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	1,035 Students	
<b>Principal</b>	Wally Baird	843-873-4851
<b>Superintendent</b>	Joseph R. Pye	843-873-2901
<b>Board Chair</b>	Frances Townsend	843-873-1341

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Good</b>
2010	Good	Good
2009	Good	Average
2008	Average	At-Risk
2007	Good	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 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

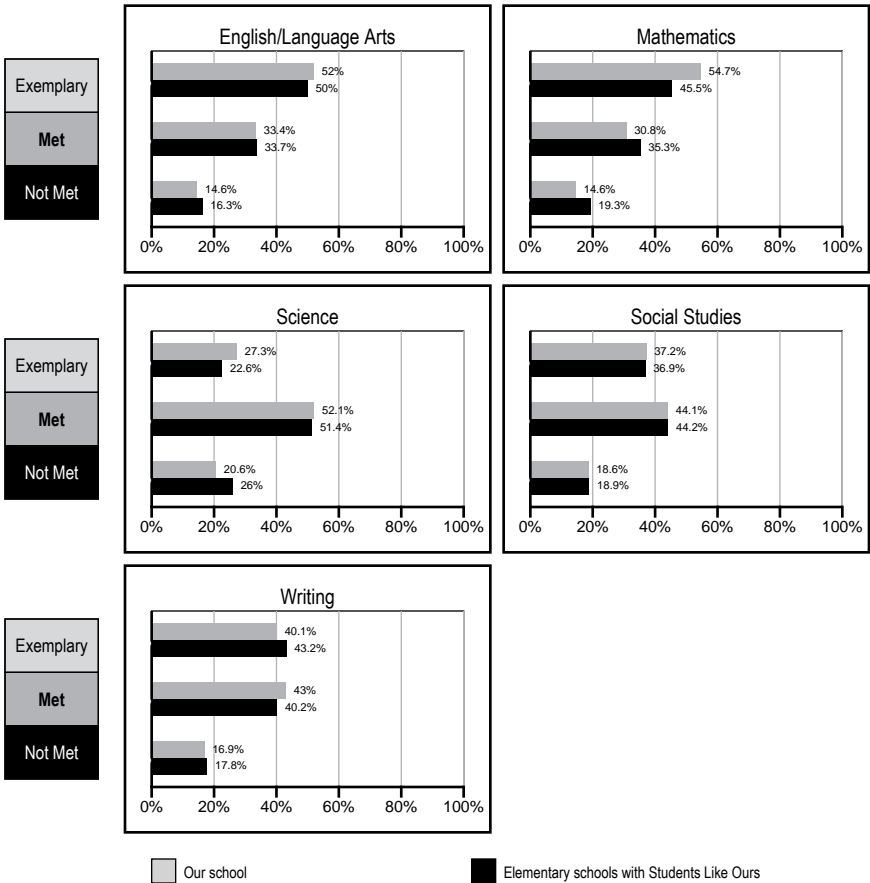
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
30	32	8	1	0

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

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary 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

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=1,035)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Down from 1.2%	0.8%	1.1%
Attendance rate	95.6%	Down from 95.8%	96.3%	96.2%
Served by gifted and talented program	16.0%	Up from 13.8%	20.1%	13.4%
With disabilities other than speech	2.1%	Down from 4.9%	3.4%	4.1%
Older than usual for grade	0.4%	Down from 0.5%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.1%	Down from 2.2%	0.0%	0.0%
<b>Teachers (n=63)</b>				
Teachers with advanced degrees	46.0%	Down from 49.2%	65.2%	62.5%
Continuing contract teachers	85.7%	Up from 80.3%	90.0%	88.2%
Teachers returning from previous year	85.5%	Up from 71.7%	90.0%	87.8%
Teacher attendance rate	94.9%	Up from 94.6%	95.0%	95.2%
Average teacher salary*	\$45,272	Up 2.1%	\$47,909	\$46,773
Professional development days/teacher	10.3 days	Down from 12.4 days	11.0 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 19.6 to 1	20.8 to 1	19.9 to 1
Prime instructional time	89.0%	Down from 89.2%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.1%	Up from 94.8%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,756	Down 9.6%	\$6,878	\$7,447
Percent of expenditures for instruction**	65.7%	Down from 66.3%	69.4%	68.4%
Percent of expenditures for teacher salaries**	63.7%	Up from 62.1%	67.0%	65.8%

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

\*\* 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

**Report of Principal and School Improvement Council**

Knightsville Elementary School is committed to making a difference in the life of every child, every day. This occurs through building relationships, rigorous instruction, and making learning relevant to every child. Our faculty, staff, parents, and students make KES an outstanding school. We are the proud recipients of the South Carolina Palmetto Silver Award. KES earned this honor because of the high achievement scores of our students. The school has been recognized as a Positive Behavior Interventions and Support (PBIS) Banner School for the supportive behavioral environment.

The school's mission and vision continues to develop as we grow and change together; however, our commitment to children and making a difference in their lives remains our focus. KES provides intensive instruction and customized strategies to meet the needs of all learners. School programs and initiatives are developed to provide a systematic structure of support. This is essential to meet the academic needs of all students.

Our KES families and community partners are instrumental in providing continued student success. They are involved in our school's Parent Resource Center, PTA, School Improvement Council, and Title One programs by volunteering many hours. This demonstrates their commitment to making a difference. Parents assist the school in providing extracurricular opportunities for enriching the lives of students. Some of the opportunities include Artsonia, Robotics, Sculpture Garden, Choral Programs, Dance Team, Drama Clubs, Garden Club, academic teams, talent shows, and many others.

Professional learning communities, data driven instruction and comprehensive programs will continue to support our student achievement benchmarks and goals. Through the diligence of an outstanding faculty, dedicated families, community members, and amazing students, KES is committed to assisting all children in reaching their full potential.

Wally Baird, Principal    Kerry Contrerez, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	66	115	73
Percent satisfied with learning environment	90.9%	85.1%	80.6%
Percent satisfied with social and physical environment	95.5%	87.8%	76.4%
Percent satisfied with school-home relations	87.9%	87.0%	74.3%

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

Abbreviations for Missing Data

No Child Left Behind

**School Adequate Yearly Progress** YES

This school met 21 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** CA-DELAY

**School Improvement Key**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%**	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	469	99.4	14.1	33.7	52.3	91.6	88.8	82.4	Yes	Yes
<b>Gender</b>										
Male	246	99.2	17.9	31.8	50.2	89.7	86	78.7	N/A	N/A
Female	223	99.6	9.7	35.7	54.6	93.9	91.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	301	99.3	13.6	29.3	57.1	93	92.7	88.9	Yes	Yes
African American	115	100	18.8	41.6	39.6	86.1	81.5	72.9	Yes	Yes
Asian/Pacific Islander	11	100	18.2	18.2	63.6	81.8	93.3	93	I/S	I/S
Hispanic	36	97.2	3.3	46.7	50	100	88	79.3	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	90.9	83	I/S	I/S
<b>Disability Status</b>										
Disabled	47	97.9	56.1	26.8	17.1	63.4	58.6	48.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	84	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	215	99.5	20.4	39.8	39.8	86	82.5	75.4	Yes	Yes

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

All Students	469	99.6	14.5	30.7	54.8	92.9	90.3	81.9	Yes	Yes
<b>Gender</b>										
Male	246	99.6	13.8	31.7	54.5	92.4	88.6	79.9	N/A	N/A
Female	223	99.6	15.3	29.6	55.1	93.4	91.9	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	301	99.7	12.8	26.3	60.9	93.8	94.6	88.9	Yes	Yes
African American	115	100	21.8	41.6	36.6	87.1	81.8	71.4	Yes	Yes
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	100	96.5	94.6	I/S	I/S
Hispanic	36	97.2	10	33.3	56.7	100	90.2	81.1	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	95.5	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	47	97.9	51.2	31.7	17.1	68.3	61.6	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	88.7	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	215	99.5	23.1	34.9	41.9	89.2	84.3	74.9	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

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	318	99.4	19.9	52.5	27.7	80.1	77.2	68.6
<b>Gender</b>								
Male	165	99.4	19.5	51	29.5	80.5	76.2	68.3
Female	153	99.4	20.3	54.1	25.6	79.7	78.3	68.9
<b>Racial/Ethnic Group</b>								
White	202	99.5	12.7	55.8	31.5	87.3	86.2	80.7
African American	82	100	37	45.2	17.8	63	60.8	51.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	91	85.3
Hispanic	22	95.5	23.5	64.7	11.8	76.5	71.8	61.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	83.6	70.8
<b>Disability Status</b>								
Disabled	33	97	53.6	42.9	3.6	46.4	43.9	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	59.2	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	142	99.3	30.8	55	14.2	69.2	65.5	57.3
<b>Social Studies</b>								
All Students	317	99.1	18.9	44	37.1	81.1	81.4	72.5
<b>Gender</b>								
Male	170	98.8	18.5	38.2	43.3	81.5	81.2	72
Female	147	99.3	19.4	50.7	29.9	80.6	81.6	73.1
<b>Racial/Ethnic Group</b>								
White	201	99	16.8	41.6	41.6	83.2	86.9	81
African American	78	100	26.1	47.8	26.1	73.9	70.6	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	91	89
Hispanic	25	96	9.5	57.1	33.3	90.5	78.6	69.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	91.5	73.5
<b>Disability Status</b>								
Disabled	35	97.1	46.9	50	3.1	53.1	49.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	69.1	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	151	99.3	30.9	43.4	25.7	69.1	71.6	62.9

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
<b>Writing</b>										
All Students	163	98.8	16.9	43	40.1	83.1	82.3	73.2	95.6	95.8
<b>Gender</b>										
Male	89	97.8	19.2	48.7	32.1	80.8	77.2	67.2	95.7	95.7
Female	74	100	14.1	35.9	50	85.9	87.4	79.4	95.6	95.8
<b>Racial/Ethnic Group</b>										
White	106	98.1	14.3	37.4	48.4	85.7	89.2	81.5	95.5	95.5
African American	39	100	26.5	50	23.5	73.5	71.1	61.3	95.8	96.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	84.8	87	95.9	96.8
Hispanic	12	100	9.1	63.6	27.3	90.9	78.8	66.7	95.9	95.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	87.5	72.2	95.2	94.9
<b>Disability Status</b>										
Disabled	14	85.7	I/S	I/S	I/S	I/S	34.9	26	94.4	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	66.2	65.7	97	96.1
<b>Socio-Economic Status</b>										
Subsidized meals	71	98.6	24.2	46.8	29	75.8	71.5	63.2	95	95.1

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	163	99.4	13.3	24	62.7	86.7
	4	155	99.4	18.3	38.7	43	81.7
	5	164	100	20	35.5	44.5	80
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	143	100	13.2	26.4	60.5	86.8
	4	166	99.4	15	32	52.9	85
	5	159	98.7	14	42.6	43.4	86
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2010</b>	3	163	100	24	27.3	48.7	76
	4	155	100	15.5	44.4	40.1	84.5
	5	164	100	22.6	41.3	36.1	77.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	143	100	17.1	20.2	62.8	82.9
	4	166	99.4	11.8	38.6	49.7	88.2
	5	159	99.4	15.3	32.1	52.6	84.7
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2010</b>	3	82	98.8	40	34.7	25.3	60
	4	155	99.4	22.7	58.9	18.4	77.3
	5	81	100	47.4	43.6	9	52.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	74	98.7	27	39.7	33.3	73
	4	166	99.4	14.4	58.8	26.8	85.6
	5	77	100	26.2	49.2	24.6	73.8
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	81	100	16	46.7	37.3	84
	4	154	99.4	15.7	49.3	35	84.3
	5	83	100	27.3	37.7	35.1	72.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	69	100	15.4	43.1	41.5	84.6
	4	165	100	16.3	46.4	37.3	83.7
	5	82	96.3	26.4	40.3	33.3	73.6
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2010</b>	3	162	99.4	19.9	26.5	53.6	80.1
	4	151	98.7	20.6	33.3	46.1	79.4
	5	162	99.4	20.1	33.1	46.8	79.9
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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	163	98.8	16.9	43	40.1	83.1
	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	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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