

WHITE KNOLL ELEMENTARY

132 White Knoll Way
West Columbia, South

Grades	PK-5 Elementary School	
Enrollment	792 Students	
Principal	Jan Malone	803-821-4500
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	Cynthia S. Smith	803-957-5095

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Average
2010	Good	Average
2009	Good	Good
2008	Average	At-Risk
2007	Average	At-Risk

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

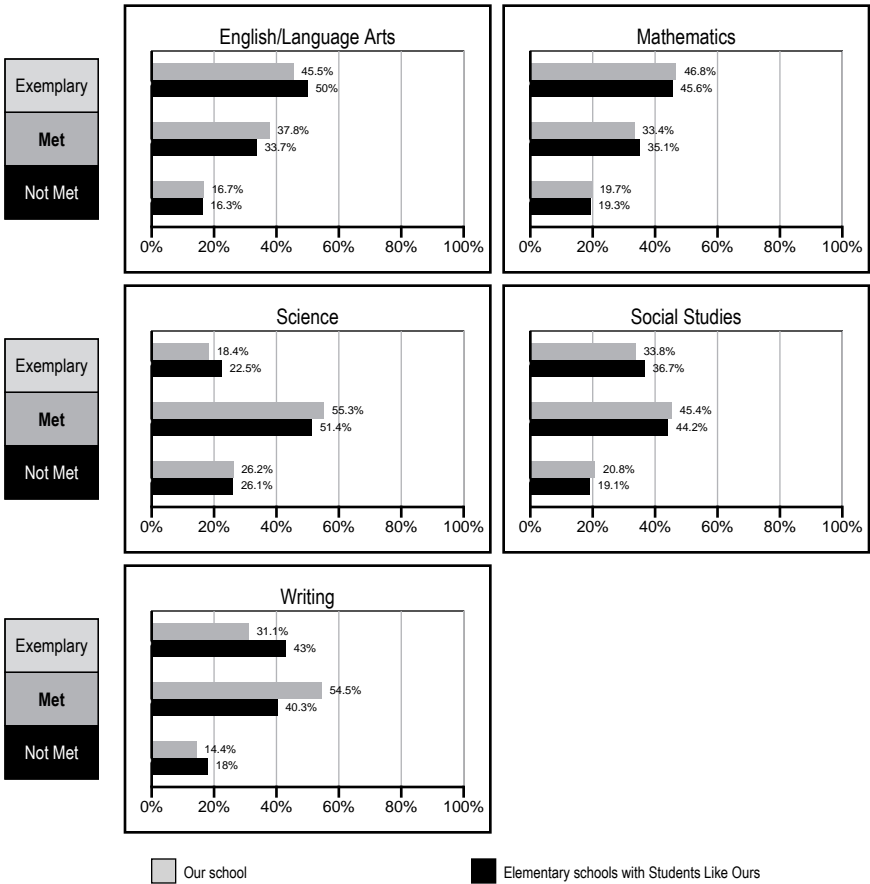
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.8%

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
Students (n=792)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.1%	Down from 0.3%	0.8%	1.1%
Attendance rate	95.8%	Down from 99.9%	96.3%	96.2%
Served by gifted and talented program	21.0%	Up from 18.6%	20.1%	13.4%
With disabilities other than speech	1.5%	Down from 5.1%	3.3%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	72.9%	Up from 69.2%	65.2%	62.5%
Continuing contract teachers	93.8%	Up from 88.5%	90.0%	88.2%
Teachers returning from previous year	88.3%	Up from 81.3%	90.0%	87.8%
Teacher attendance rate	94.7%	Up from 93.9%	95.0%	95.2%
Average teacher salary*	\$47,603	Up 1.1%	\$47,909	\$46,773
Professional development days/teacher	11.5 days	Up from 6.6 days	10.9 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	22.3 to 1	Down from 25.2 to 1	20.8 to 1	19.9 to 1
Prime instructional time	89.5%	Down from 93.1%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,875	Down 4.4%	\$6,869	\$7,447
Percent of expenditures for instruction**	67.8%	Down from 71.4%	69.4%	68.4%
Percent of expenditures for teacher salaries**	66.7%	Down from 70.3%	67.0%	65.8%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

White Knoll Elementary School is a community school committed to creating a high-performance learning culture where a safe and nurturing environment, innovative teaching and challenging programs produce physical, social and academic excellence for all students.

This has been an exciting and fast-paced year at White Knoll. Our school-wide theme this year has been "Today's Learners ~ Tomorrow's Leaders." We continue to focus on student learning while providing leadership opportunities for all students. Our focus as a Professional Learning Community guides our work to increase student achievement in reading, writing, mathematics, science and social studies. Professional Development was provided in the areas of writing, technology and engaging classroom strategies.

As we respond to the diverse learning needs of our students, we incorporate Ticket to Read, First in Math and specialized reading programs to enhance our core curriculum. Students have a personal login, which enables them to access Ticket to Read and First in Math at home. One of our fifth-grade students ranked first in the state among all students participating in First in Math and was ranked 11th among fifth-grade students and 200,000 participants in the nation. Our fifth-grade students participated in a 5:1 computing pilot as part of our ELA curriculum.

During the 2009-2010 school year, we completed renovations to our building. As part of our renovations, we named a new mascot to represent our school. We are now the White Knoll Timberwolf Cubs. Our cub's name is Warrior. We are both proud and excited to have this affiliation with the Timberwolves of White Knoll High.

We appreciate the support of the Board of Trustees, the Lexington One administration and our community. They are to be commended for their contributions to support our students and the instructional program at White Knoll.

Janet H. Malone, Principal
 Dan Hane, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	127	80
Percent satisfied with learning environment	98.0%	85.0%	87.0%
Percent satisfied with social and physical environment	100.0%	79.4%	87.3%
Percent satisfied with school-home relations	89.6%	88.9%	73.1%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 19 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. 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	0.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%**	Yes

* Or greater than last year

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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 = 79.4% (Met or Exemplary)

All Students	388	100	17.6	37.4	45	87.5	88	82.4	Yes	Yes
Gender										
Male	196	100	22.2	36.2	41.6	82.7	84.9	78.7	N/A	N/A
Female	192	100	13	38.6	48.4	92.4	91.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	294	100	14.5	37.9	47.5	89.7	90	88.9	Yes	Yes
African American	70	100	30.8	32.3	36.9	78.5	74.6	72.9	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	13	100	18.2	36.4	45.5	81.8	81.2	79.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	92	83	I/S	I/S
Disability Status										
Disabled	62	100	52.5	25.4	22	57.6	51.1	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	80.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	167	100	27.6	38.2	34.2	81.6	78.6	75.4	Yes	Yes

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

All Students	388	99.7	20.4	33.2	46.5	88.6	88	81.9	Yes	Yes
Gender										
Male	196	100	26.5	25.4	48.1	85.4	86.5	79.9	N/A	N/A
Female	192	99.5	14.2	41	44.8	91.8	89.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	294	100	16.7	33.7	49.6	90.4	89.8	88.9	Yes	Yes
African American	70	98.6	35.9	32.8	31.3	79.7	75.3	71.4	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	95.4	94.6	I/S	I/S
Hispanic	13	100	36.4	9.1	54.5	81.8	82	81.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	90	84.4	I/S	I/S
Disability Status										
Disabled	62	98.4	55.2	31	13.8	58.6	52.3	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	83.1	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	167	99.4	33.1	33.8	33.1	80.8	78.1	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	259	98.8	26.4	55.3	18.3	73.6	80.1	68.6
Gender								
Male	136	98.5	29	54.2	16.8	71	79.7	68.3
Female	123	99.2	23.5	56.5	20	76.5	80.5	68.9
Racial/Ethnic Group								
White	194	99.5	23	55.1	21.9	77	82.8	80.7
African American	46	97.8	N/AV	N/AV	N/AV	54.8	60.6	51.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.8	85.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	70.5	61.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	88.6	70.8
Disability Status								
Disabled	41	92.7	57.9	39.5	2.6	42.1	45.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	70.6	60.7
Socio-Economic Status								
Subsidized meals	120	98.3	38.2	51.8	10	61.8	66.5	57.3
Social Studies								
All Students	255	98.8	21.5	45	33.5	78.5	82.8	72.5
Gender								
Male	119	97.5	20.7	41.4	37.8	79.3	82.5	72
Female	136	100	22.1	48.1	29.8	77.9	83	73.1
Racial/Ethnic Group								
White	198	99.5	17.5	44.4	38.1	82.5	84.7	81
African American	43	95.4	38.5	38.5	23.1	61.5	69.4	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.1	89
Hispanic	8	I/S	I/S	I/S	I/S	I/S	74.5	69.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.9	73.5
Disability Status								
Disabled	40	100	56.4	30.8	12.8	43.6	49.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	76	69.7
Socio-Economic Status								
Subsidized meals	101	97	33.3	42.2	24.4	66.7	70.3	62.9

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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	136	100	14.4	54.5	31.1	85.6	79.6	73.2	95.8	95.7
Gender										
Male	70	100	14.7	60.3	25	85.3	74.1	67.2	95.6	95.7
Female	66	100	14.1	48.4	37.5	85.9	85.3	79.4	96.1	95.8
Racial/Ethnic Group										
White	103	100	15	51	34	85	81.6	81.5	95.7	95.7
African American	26	100	16	68	16	84	65.3	61.3	96.4	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93	87	96.1	96.6
Hispanic	3	I/S	I/S	I/S	I/S	I/S	68.2	66.7	95.3	95.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.9	72.2	96.5	94.9
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	30.7	26	95.1	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	69.7	65.7	94.8	96.3
Socio-Economic Status										
Subsidized meals	53	100	23.5	56.9	19.6	76.5	67.4	63.2	95	94.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	125	99.2	20.8	19.2	60	79.2
	4	138	100	18.2	47	34.8	81.8
	5	140	100	21.5	37.8	40.7	78.5
	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
2011	3	127	100	18.5	17.6	63.9	81.5
	4	126	100	20	47.5	32.5	80
	5	135	100	14.6	46.2	39.2	85.4
	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
Mathematics							
2010	3	125	100	25.8	29.2	45	74.2
	4	138	100	10.6	34.1	55.3	89.4
	5	140	100	25.2	36.3	38.5	74.8
	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
2011	3	127	100	32.8	21	46.2	67.2
	4	126	99.2	15.1	40.3	44.5	84.9
	5	135	100	13.8	37.7	48.5	86.2
	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
Science							
2010	3	63	100	27.1	47.5	25.4	72.9
	4	138	100	18.2	65.9	15.9	81.8
	5	70	100	28.4	55.2	16.4	71.6
	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
2011	3	64	98.4	37.7	36.1	26.2	62.3
	4	126	99.2	23.5	62.2	14.3	76.5
	5	69	98.6	21.2	60.6	18.2	78.8
	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

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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							
2010	3	62	100	21.3	42.6	36.1	78.7
	4	138	100	18.9	47.7	33.3	81.1
	5	70	100	39.7	47.1	13.2	60.3
	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
2011	3	63	96.8	17.2	29.3	53.4	82.8
	4	126	100	20	53.3	26.7	80
	5	66	98.5	28.1	43.8	28.1	71.9
	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
Writing							
2010	3	124	97.6	35.9	29.1	35	64.1
	4	136	100	18.2	50	31.8	81.8
	5	142	98.6	28.7	40.4	30.9	71.3
	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
2011	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	136	100	14.4	54.5	31.1	85.6
	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

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