

WHITE KNOLL HIGH

5643 Platt Springs Road
Lexington, South Carolina

| | | |
|-----------------------|-----------------------|--------------|
| Grades | 9-12 High School | |
| Enrollment | 1,918 Students | |
| Principal | Jo H. Mayer | 803-821-5200 |
| 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 | Excellent | Excellent |
| 2010 | Good | Average |
| 2009 | Average | Below Average |
| 2008 | Average | Below Average |
| 2007 | Good | 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>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 14 | 7 | 7 | 0 | 0 |

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

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

| Percent | Our High School | | | High Schools with Students Like Ours | | |
|------------------------|-----------------|-------|-------|--------------------------------------|-------|-------|
| | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 |
| Passed 2 subtests (%) | 84.8% | 81.3% | 84.6% | 81.0% | 80.0% | 82.7% |
| Passed 1 subtest (%) | 9.0% | 11.2% | 10.0% | 10.5% | 11.4% | 10.3% |
| Passed no subtests (%) | 6.2% | 7.5% | 5.4% | 8.4% | 8.7% | 7.0% |

HSAP Passage Rate by Spring 2011

| Percent | Our High School | High Schools with Students Like Ours |
|---------|-----------------|--------------------------------------|
| | 95.9% | 93.1% |

Four-Year Cohort Graduation Rate

| | Our High School | | High Schools with Students Like Ours | |
|--|-----------------|-------|--------------------------------------|-------|
| | 2010* | 2011 | 2010 | 2011 |
| Number of Students in Four-Year Cohort | 531 | 489 | 424 | 402 |
| Number of Graduates in Cohort | 405 | 408 | 315 | 307 |
| Rate | 76.3% | 83.4% | 72.3% | 77.1% |

*Used to calculate current AYP.

Five-Year Graduation Rate

| | Our High School | | High Schools with Students Like Ours | |
|-------------------------------|-----------------|-------|--------------------------------------|-------|
| | 2010 | 2011 | 2010 | 2011 |
| Number of Students in Cohort | N/A | 531 | N/A | 425 |
| Number of Graduates in Cohort | N/A | 417 | N/A | 323 |
| Rate | N/A | 78.5% | N/A | 76.7% |

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 | 85.6% | 79.0% |
| English 1 | 76.6% | 70.4% |
| Biology 1/Applied Biology 2 | 81.9% | 74.1% |
| Physical Science | 74.7% | 63.2% |
| US History and the Constitution | 59.9% | 55.2% |
| All Tests | 75.5% | 68.3% |

* 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=1,918) | | | | |
| Retention rate | 3.8% | Up from 3.3% | 2.4% | 3.4% |
| Attendance rate | 93.9% | Down from 94.8% | 94.6% | 95.0% |
| Served by gifted and talented program | 19.2% | Up from 19.0% | 16.8% | 12.4% |
| With disabilities other than speech | 5.9% | Down from 9.9% | 8.8% | 9.9% |
| Older than usual for grade | 6.0% | Down from 7.7% | 5.0% | 7.1% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.1% | Down from 0.3% | 0.8% | 0.9% |
| Enrolled in AP/IB programs | 12.5% | Down from 16.4% | 20.4% | 13.0% |
| Successful on AP/IB exams | 56.8% | Down from 62.2% | 56.4% | 51.7% |
| Eligible for LIFE Scholarship | 53.0% | Up from 27.0% | 35.4% | 30.1% |
| Annual dropout rate | 1.5% | Up from 1.0% | 2.6% | 2.5% |
| Career/technology students in co-curricular organizations | 17.9% | Up from 14.1% | 2.3% | 2.9% |
| Enrollment in career/technology courses | 1280 | Down from 1283 | 724 | 419 |
| Students participating in work-based experiences | 24.5% | Up from 20.2% | 11.1% | 7.2% |
| Career/technology students attaining technical skills | 0.0% | Down from 83.7% | 83.1% | 83.0% |
| Career/technology completers placed | 99.6% | Up from 99.5% | 99.0% | 98.4% |
| Teachers (n=134) | | | | |
| Teachers with advanced degrees | 67.9% | Up from 61.8% | 63.6% | 61.1% |
| Continuing contract teachers | 83.6% | Up from 74.8% | 83.2% | 80.6% |
| Teachers returning from previous year | 84.6% | Down from 85.0% | 88.2% | 86.5% |
| Teacher attendance rate | 95.7% | Up from 95.5% | 95.4% | 95.5% |
| Average teacher salary* | \$46,931 | Up 2.4% | \$48,159 | \$46,884 |
| Professional development days/teacher | 13.1 days | Up from 12.9 days | 11.3 days | 10.0 days |
| School | | | | |
| Principal's years at school | 6.0 | Up from 5.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 24.1 to 1 | Down from 25.3 to 1 | 29.9 to 1 | 26.5 to 1 |
| Prime instructional time | 88.1% | Down from 89.0% | 89.1% | 89.3% |
| Dollars spent per pupil** | \$6,904 | Down 2.6% | \$6,904 | \$7,804 |
| Percent of expenditures for teacher salaries** | 65.4% | Up from 60.9% | 60.8% | 58.0% |
| Percent of expenditures for instruction** | 67.0% | Up from 63.5% | 62.7% | 60.6% |
| Opportunities in the arts | Excellent | No Change | Excellent | Excellent |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 90.4% | Up from 70.8% | 96.6% | 97.3% |
| Character development program | Excellent | Up from Good | Good | Good |
| Modern language program assessment | N/A | N/A | Good | Good |
| Classical language program assessment | N/A | N/A | N/A | Good |

* 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

Performance By Student Groups

| | HSAP Passage Rate by Spring 2011 | | End of Course Tests Passage Rate | | On-time Graduation Rate, 2010 For AYP | | Met AYP Objective |
|------------------------------|----------------------------------|--------|----------------------------------|-------|---------------------------------------|-------|-------------------|
| | n | % | t | % | n | % | |
| All Students | 411 | 95.9% | 2339 | 75.5% | 531 | 76.3% | No |
| Gender | | | | | | | |
| Male | 207 | 93.7% | 1204 | 76.7% | 271 | 73.1% | N/A |
| Female | 204 | 98.0% | 1108 | 73.8% | 260 | 79.6% | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | 335 | 95.5% | 1724 | 78.5% | 420 | 76.2% | N/A |
| African American | 56 | 96.4% | 436 | 62.2% | 86 | 75.6% | N/A |
| Asian/Pacific Islander | N/A | N/A | 21 | 90.5% | N/A | N/A | N/A |
| Hispanic | 11 | 100.0% | 106 | 73.6% | 17 | 82.4% | N/A |
| American Indian/Alaskan | N/A | N/A | 25 | 84.0% | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Disabled | 38 | 81.6% | 131 | 36.6% | 58 | 62.1% | 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 | 47 | 63.8% | N/A | N/A | N/A |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 111 | 91.9% | 945 | 66.9% | 175 | 65.1% | N/A |

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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

2010-2011 has been a year of great strides for White Knoll High School. Our students and staff continue to rise to the challenges of the 21st century.

Students select from more than 200 course offerings. More than half of our students enroll in fine arts classes, while 32% participate in athletics. We offer 48 career majors, each of which requires students to complete at least four credits in an area of concentration successfully. In 2011, 206 of our students earned at least one career major upon graduation. At the end of last school year, 65% of our graduates enrolled in higher education programs.

To promote continuous improvement, we have focused on several areas of need. One such area is U.S. History End-of-Course (EOC) test scores. Our U.S. History teachers worked in Professional Learning Communities analyzing student performance on benchmark tests. The result has been marked improvement in EOC scores. Another targeted need is the low number of and the scores of students enrolled in Advanced Placement courses. We continue to encourage students to enroll in these challenging courses, and we provide training for teachers as we work to improve instruction. A third concern is the 2009-2010 drop in the percentage of students qualifying for LIFE scholarships. To address this, we increased emphasis on teaching higher-order thinking skills, and teachers are focusing on common planning and common assessments. A fourth concern is the decline in parent attendance at student conferences. We have worked to improve communication between school and home to address this.

As a member of the High Schools That Work network, we set high expectations for our students and want our staff to use research-based best practices. Our entering freshmen enroll in our Ninth Grade Academy, designed to help them effectively transition from middle to high school. Before school actually starts, this process begins with Pack Prowl, which enables ninth graders to become familiar with the building, the staff and the culture in an environment that focuses totally on their needs.

Our dedicated and talented teachers employ a variety of tools and strategies: standards-based lessons; differentiated instruction; hands-on learning; school-to-work opportunities; innovative technology; and benchmark testing. They participate in weekly staff development sessions and collaborate in Professional Learning Communities established to improve our students' chances of being successful learners.

2010-2011 brought us many successes. A key contributor to our success is the strong community surrounding us. Our students are supported by loving parents, a network of extended family and friends, strong booster clubs, TE-PAIC and the School Improvement Council. Working together, the school and community enable our students to reach their potential.

Jo Mayer, Principal

Bill McCarter and Lesley Reeser, School Improvement Co-chairs

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | 113 | 336 | 80 |
| Percent satisfied with learning environment | 93.8% | 80.6% | 82.3% |
| Percent satisfied with social and physical environment | 95.6% | 84.1% | 71.8% |
| Percent satisfied with school-home relations | 92.0% | 85.3% | 67.9% |

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was 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 12 out of 17 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 | 0.4% | 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 |

Abbreviations for Missing Data

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 | 467 | 98.9 | 11.4 | 22.3 | 33.4 | 33.0 | 70.9 | 77.9 | 68.0 | No | Yes |
| Male | 245 | 98.4 | 14.0 | 25.3 | 34.1 | 26.6 | 66.8 | 74.2 | 63.1 | N/A | N/A |
| Female | 222 | 99.5 | 8.5 | 19.0 | 32.7 | 39.8 | 75.4 | 81.9 | 73.1 | N/A | N/A |
| White | 362 | 98.9 | 9.3 | 21.0 | 35.0 | 34.7 | 74.3 | 81.7 | 79.4 | Yes | Yes |
| African American | 75 | 98.7 | 20.0 | 31.4 | 25.7 | 22.9 | 54.3 | 52.3 | 51.7 | No | Yes |
| Asian/Pacific Islander | 8 | I/S | I/S | I/S | I/S | I/S | I/S | 83.3 | 83.2 | I/S | I/S |
| Hispanic | 20 | 100.0 | 22.2 | 11.1 | 44.4 | 22.2 | 66.7 | 63.4 | 62.8 | I/S | I/S |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 66.4 | I/S | I/S |
| Disabled | 35 | 97.1 | 60.6 | 36.4 | N/A | 3.0 | 6.1 | 24.5 | 22.8 | I/S | I/S |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | N/A | N/A |
| Limited English Proficient | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 46.9 | 45.1 | I/S | I/S |
| Subsidized meals | 191 | 97.9 | 16.3 | 27.9 | 30.8 | 25.0 | 59.3 | 60.7 | 54.7 | No | Yes |

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

| | | | | | | | | | | | |
|----------------------------|-----|-------|------|------|------|------|------|------|------|-----|-----|
| All Students | 467 | 98.7 | 8.6 | 31.8 | 29.5 | 30.0 | 70.5 | 76.8 | 62.3 | Yes | Yes |
| Male | 245 | 98.0 | 9.2 | 31.0 | 26.6 | 33.2 | 68.6 | 77.6 | 61.4 | N/A | N/A |
| Female | 222 | 99.5 | 8.1 | 32.7 | 32.7 | 26.5 | 72.5 | 76.0 | 63.2 | N/A | N/A |
| White | 362 | 98.6 | 6.7 | 28.9 | 31.5 | 32.9 | 73.2 | 80.4 | 75.3 | Yes | Yes |
| African American | 75 | 98.7 | 17.1 | 47.1 | 20.0 | 15.7 | 57.1 | 55.0 | 42.9 | Yes | Yes |
| Asian/Pacific Islander | 8 | I/S | I/S | I/S | I/S | I/S | I/S | 83.3 | 84.3 | I/S | I/S |
| Hispanic | 20 | 100.0 | 11.1 | 33.3 | 38.9 | 16.7 | 66.7 | 59.2 | 59.4 | I/S | I/S |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 64.1 | I/S | I/S |
| Disabled | 35 | 97.1 | 54.5 | 30.3 | 15.2 | N/A | 15.2 | 30.9 | 21.5 | I/S | I/S |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | N/A | N/A |
| Limited English Proficient | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 46.9 | 47.1 | I/S | I/S |
| Subsidized meals | 191 | 97.9 | 13.4 | 37.8 | 26.2 | 22.7 | 61.6 | 61.7 | 48.5 | No | Yes |

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

| | | | | | | | | | | | |
|----------------------------|-----|-------|------|------|------|------|------|-----|-----|-----|-----|
| All Students | 467 | 99.1 | 36.1 | 16.4 | 19.4 | 28.1 | 47.5 | N/A | N/A | N/A | N/A |
| Male | 245 | 98.4 | 34.9 | 17.8 | 17.8 | 29.5 | 47.3 | N/A | N/A | N/A | N/A |
| Female | 222 | 100.0 | 37.4 | 14.9 | 21.2 | 26.6 | 47.7 | N/A | N/A | N/A | N/A |
| White | 362 | 99.4 | 32.8 | 16.4 | 21.4 | 29.4 | 50.8 | N/A | N/A | N/A | N/A |
| African American | 75 | 97.3 | 50.7 | 16.4 | 13.7 | 19.2 | 32.9 | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander | 8 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Hispanic | 20 | 100.0 | 45.0 | 20.0 | 10.0 | 25.0 | 35.0 | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Disabled | 35 | 94.3 | 84.8 | 9.1 | 6.1 | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 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 |
| Subsidized meals | 191 | 99.0 | 49.7 | 13.8 | 13.2 | 23.3 | 36.5 | N/A | N/A | N/A | N/A |

* 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 or Advanced* | District % Proficient or Advanced* | State % Proficient or Advanced* |
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

| | | | | | | | | | | |
|--------------|------|-----|------|------|------|------|------|------|------|------|
| All Students | 2010 | 504 | 98.6 | 13.0 | 31.0 | 30.8 | 25.2 | 69.0 | 72.8 | 65.9 |
| | 2011 | 467 | 98.9 | 11.4 | 22.3 | 33.4 | 33.0 | 70.9 | 77.9 | 68.0 |

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

| | | | | | | | | | | |
|--------------|------|-----|------|------|------|------|------|------|------|------|
| All Students | 2010 | 504 | 98.6 | 12.8 | 30.6 | 31.2 | 25.4 | 67.1 | 75.2 | 62.3 |
| | 2011 | 467 | 98.7 | 8.6 | 31.8 | 29.5 | 30.0 | 70.5 | 76.8 | 62.3 |

* 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