



White Knoll Elementary

132 White Knoll Way
West Columbia, South

Grades	PK-5 Elementary School	
Enrollment	800 Students	
Principal	Janet H. Malone	803-821-4500
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	Good	Good
2008	Average	At-Risk
2007	Average	At-Risk
2006	Good	At-Risk
2005	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 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

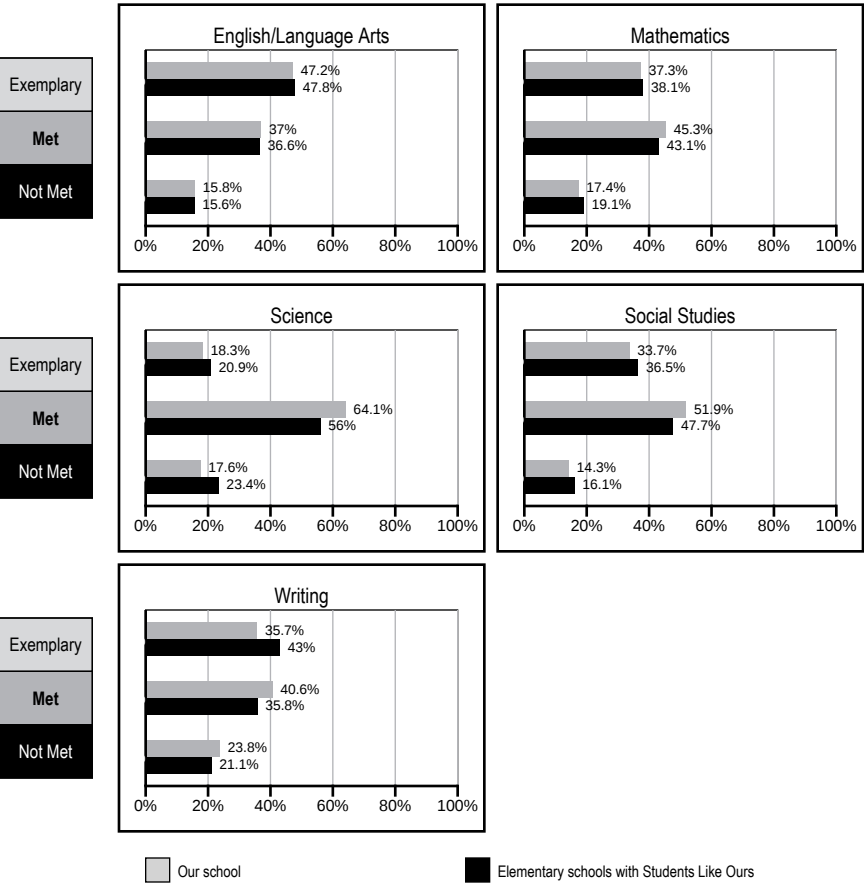
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	31	17	0	0

* Ratings are calculated with data available by 06/01/2010.

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=800)				
First graders who attended full-day kindergarten	100.0%	Up from 81.0%	100.0%	100.0%
Retention rate	1.2%	No Change	1.4%	1.9%
Attendance rate	96.2%	No Change	96.6%	96.3%
Eligible for gifted and talented	15.7%	Down from 16.4%	16.9%	10.0%
With disabilities other than speech	3.4%	Down from 4.0%	6.7%	7.7%
Older than usual for grade	0.0%	Down from 0.3%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	63.6%	Up from 62.3%	61.1%	59.4%
Continuing contract teachers	72.7%	Up from 67.9%	83.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.7%	Down from 85.2%	86.0%	85.9%
Teacher attendance rate	93.9%	Down from 94.4%	95.1%	95.1%
Average teacher salary*	\$46,498	Up 4.4%	\$48,430	\$47,149
Professional development days/teacher	11.2 days	Up from 9.5 days	10.7 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Down from 21.1 to 1	19.6 to 1	18.8 to 1
Prime instructional time	89.6%	Down from 89.7%	90.6%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,214	Up 3.2%	\$6,653	\$7,458
Percent of expenditures for instruction**	71.2%	Down from 73.1%	70.6%	68.8%
Percent of expenditures for teacher salaries**	52.8%	Down from 71.4%	63.9%	63.2%

* 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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Report of Principal and School Improvement Council

At White Knoll Elementary, our mission is to create a high-performance learning culture where a safe and nurturing environment, innovative teaching and challenging programs produce physical, emotional, social and academic excellence for all students.

Our rapidly changing population presents challenges. As we strive to accommodate students' needs, high levels of academic achievement continue to be a top priority at WKES.

Professional collaboration has been focused on overcoming barriers to help us reach our goals. Teachers collaborate weekly to develop common assessments and lessons and to analyze data. A full-time Literacy Coach supports our teachers by training them and helping them implement a balanced literacy program that highlights best practices in reading and writing instruction.

A full-time Mathematics Coach works closely with teachers and helps them use instruction to support conceptual learning in mathematics. Through our partnership with the University of South Carolina as a Professional Development School, teachers and administrators had the opportunity to receive on-site staff development with a mathematics instructor from USC.

We are proud to announce that WKES was one of the first two elementary schools in the state of South Carolina to receive national recognition for our School Guidance Program. The RAMP designation is awarded to schools that align with the criteria set in the American School Counselors Association National Model, and that are committed to delivering a comprehensive, data-driven school counseling program as part of an exemplary educational environment.

The WKES PTA continues to provide unlimited support for our school. Through their hard work and the support of parents and the community, we were able to purchase new playground equipment and to provide additional funds to the media center for the purchase of additional books.

We feel very fortunate to have this wonderful support from our families and community. Working together, we will continue to provide an excellent education for all students.

Janet H. Malone, Principal
Jeff Rose, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	131	54
Percent satisfied with learning environment	98.1%	95.4%	88.7%
Percent satisfied with social and physical environment	100.0%	93.9%	92.6%
Percent satisfied with school-home relations	98.1%	94.7%	87.0%

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

School Adequate Yearly Progress

YES

This school met 17 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

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	0.2%	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	0.0%	0.0%	Yes
Student attendance rate	96.2%	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	407	100	15.8	37	47.2	92	88.8	82.8	Yes	Yes
Gender										
Male	200	100	17.6	37.8	44.7	91	86.3	79.3	N/A	N/A
Female	207	100	14.1	36.4	49.5	92.9	91.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	319	100	13.4	38.2	48.4	93.5	90.3	89.5	Yes	Yes
African American	58	100	28.8	40.4	30.8	86.5	77.7	73.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	95.4	92.3	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	81.9	76.5	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	91.7	82.5	I/S	I/S
Disability Status										
Disabled	30	100	58.6	24.1	17.2	65.5	54.1	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	18.2	27.3	54.5	81.8	82.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	142	100	23.6	39.4	37	87.4	79.9	75.5	Yes	Yes

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

All Students	407	100	17.4	45.3	37.3	90.4	85.7	78.9	Yes	Yes
Gender										
Male	200	100	19.7	41	39.4	89.9	85.1	77	N/A	N/A
Female	207	100	15.2	49.5	35.4	90.9	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	319	100	15.7	44.8	39.5	92.5	87.8	87.2	Yes	Yes
African American	58	100	28.8	53.8	17.3	80.8	69.9	66.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	93.2	93	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	78.2	76	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	85.4	79.5	I/S	I/S
Disability Status										
Disabled	30	100	44.8	48.3	6.9	72.4	53.2	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	18.2	18.2	63.6	81.8	80.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	142	100	29.1	43.3	27.6	85.8	74.2	70.2	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
Science								
All Students	272	99.3	17.6	64.1	18.3	82.4	80	67.5
Gender								
Male	131	99.2	14.3	64.3	21.4	85.7	80.3	67
Female	141	99.3	20.6	64	15.4	79.4	79.7	68
Racial/Ethnic Group								
White	216	99.1	12.9	67	20.1	87.1	82.7	79.5
African American	36	100	37.1	60	2.9	62.9	58.8	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.9	84.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	72.4	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	74.2	71.2
Disability Status								
Disabled	20	100	N/AV	N/AV	N/AV	68.4	46.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	73.7	59.6
Socio-Economic Status								
Subsided meals	93	98.9	23	66.7	10.3	77	65.2	55.1

Social Studies

All Students	272	98.5	14	52.1	33.9	86	82.4	72.3
Gender								
Male	139	97.1	11.7	50.8	37.5	88.3	82.3	71.5
Female	133	100	16.3	53.5	30.2	83.7	82.5	73.2
Racial/Ethnic Group								
White	207	98.1	13.1	51.8	35.2	86.9	83.8	80.7
African American	44	100	21.1	63.2	15.8	78.9	71	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.2	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	76.1	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	80.6	72.2
Disability Status								
Disabled	22	95.5	30	60	10	70	55.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	75.2	67.9
Socio-Economic Status								
Subsided meals	107	98.1	15.8	61.1	23.2	84.2	70.2	62.1

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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	401	99.5	23.4	40.8	35.8	76.6	77.3	70.2	96.2	96.1
Gender										
Male	197	99.5	29.4	43.3	27.3	70.6	71.1	63.2	96.3	96.1
Female	204	99.5	17.7	38.4	43.9	82.3	83.8	77.5	96.2	96.2
Racial/Ethnic Group										
White	311	99.7	23.4	42.2	34.3	76.6	79.7	79.1	96.2	96.1
African American	56	100	29.4	41.2	29.4	70.6	61	57.6	96.8	96.3
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	88.6	86.2	96.7	97.4
Hispanic	12	100	I/S	I/S	I/S	I/S	64.5	62.6	94.3	95.9
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	77.6	68.7	96.6	95
Disability Status										
Disabled	36	94.4	57.6	30.3	12.1	42.4	34.3	26.1	95.5	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	98.6
English Proficiency										
Limited English Proficient	12	100	18.2	27.3	54.5	81.8	64.7	61.2	95.3	96.6
Socio-Economic Status										
Subsidized meals	133	100	33.9	39.5	26.6	66.1	62	58.9	95.3	94.9

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
English/Language Arts							
2009	3	127	100	12.6	28.6	58.8	87.4
	4	137	100	20.1	37.3	42.5	79.9
	5	143	100	14.3	44.4	41.4	85.7
	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
Mathematics							
2009	3	127	100	15.1	36.1	48.7	84.9
	4	137	100	17.9	44	38.1	82.1
	5	143	100	18.8	54.9	26.3	81.2
	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							
2009	3	65	98.5	16.1	61.3	22.6	83.9
	4	137	100	17.9	64.9	17.2	82.1
	5	70	98.6	18.2	65.2	16.7	81.8
	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
Social Studies							
2009	3	62	98.4	12.3	36.8	50.9	87.7
	4	137	100	11.2	59	29.9	88.8
	5	73	95.9	21.2	51.5	27.3	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
Writing							
2009	3	126	98.4	16.2	33.3	50.4	83.8
	4	138	100	25.9	47.4	26.7	74.1
	5	137	100	27.1	40.6	32.3	72.9
	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

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