



White Knoll Middle

116 White Knoll Way
W. Columbia, SC 29170

Grades	6-8 Middle School	
Enrollment	791 Students	
Principal	Dr. Nancy L. Turner	803-957-4400
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	Average	Average
2008	Average	Average
2007	Average	At-Risk
2006	Average	Below Average
2005	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

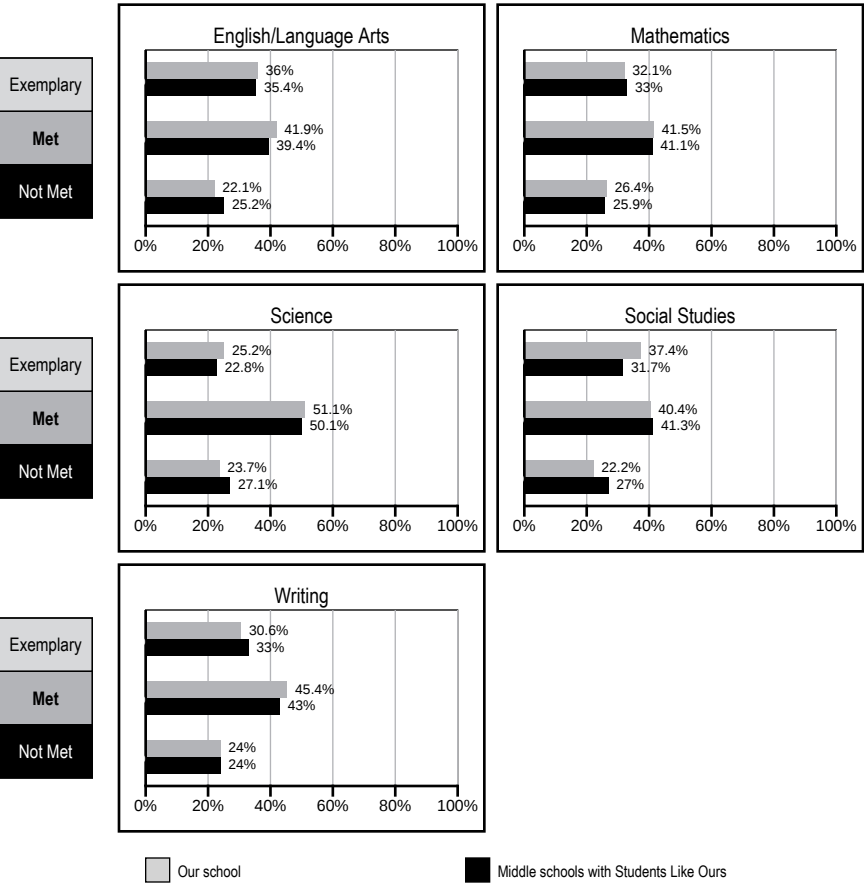
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	12	28	0	0

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

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%	98.3%
English 1	100.0%	98.0%
Physical Science	N/A	100.0%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	98.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=791)				
Students enrolled in high school credit courses (grades 7 & 8)	16.3%	Up from 16.1%	24.0%	21.6%
Retention rate	1.6%	Down from 2.0%	1.0%	1.2%
Attendance rate	95.9%	Up from 95.8%	96.0%	95.9%
Eligible for gifted and talented	18.2%	Down from 19.0%	19.6%	14.8%
With disabilities other than speech	11.5%	Up from 10.7%	11.4%	12.6%
Older than usual for grade	1.9%	Up from 1.6%	1.7%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.8%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=66)				
Teachers with advanced degrees	56.1%	Down from 65.8%	56.6%	56.9%
Continuing contract teachers	71.2%	Up from 61.8%	76.0%	72.7%
Teachers with emergency or provisional certificates	3.2%	Up from 1.6%	5.7%	5.3%
Teachers returning from previous year	72.0%	Down from 75.8%	85.3%	82.9%
Teacher attendance rate	94.4%	Down from 95.4%	95.3%	95.2%
Average teacher salary*	\$47,167	Up 6.0%	\$46,785	\$46,599
Professional development days/teacher	4.4 days	Down from 11.9 days	10.4 days	10.8 days
School				
Principal's years at school	15.0	Up from 14.0	3.0	3.0
Student-teacher ratio in core subjects	20.4 to 1	No Change	21.8 to 1	20.1 to 1
Prime instructional time	89.4%	Down from 90.4%	90.1%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.4%	99.0%	97.8%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$7,895	Up 32.0%	\$6,884	\$7,645
Percent of expenditures for instruction**	65.7%	Down from 66.7%	65.0%	63.4%
Percent of expenditures for teacher salaries**	50.2%	Down from 64.4%	57.2%	57.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

At WKMS, we were not immune to the effects of the challenges faced by our community members during the 2008–2009 school year.

Our families have been faced with job losses and reduction of income, and we have taken steps to ameliorate the effect on our students' learning and concentration with additional attention and sensitivity to circumstances.

This past year, WKMS had many reasons to be proud of our students, staff and faculty. Six WKMS teachers were awarded National Board Certification. All of our teams in grades 6 through 8 had at least 50 percent of their students meet or exceed MAP growth targets from fall to spring. WKMS was named a Palmetto Silver Award Winner based on student improvement and achievement. A WKMS teacher was named Lexington District One Teacher of the Year for 2008–2009. The WKMS principal was named SC Middle Level Principal of the Year and a National Distinguished Principal. Our volleyball team was the Central 8 Volleyball Champion for the second consecutive year. Four students made All-State Band while five made Region Band. Our band received the "Outstanding Performance Award" — the highest award given by the SC Band Directors' Association. Other students made Region and All-State Orchestra, and were accepted into the Tri-DAC summer program. The orchestra won superior ratings at music competitions in and out of state.

We hope to increase our emphasis on the concept of "coaching" students to "do" and "be" the best they can be at WKMS. The reality of our students' lives away from school too often creates barriers to their success at school. We will continue to reinforce making the right choices and planning for the future while we help students learn. As a professional learning community, WKMS has embraced the notion of "whatever it takes."

Although dormant in 2008–2009, the WKMS PTA plans to revitalize in the upcoming year, once again working with us to improve and encourage parent involvement with their students' education.

Nancy Turner, Principal
Sharon Small, SIC Chair

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	63	224	99
Percent satisfied with learning environment	88.9%	82.6%	83.5%
Percent satisfied with social and physical environment	96.8%	86.9%	78.6%
Percent satisfied with school-home relations	63.5%	86.4%	67.0%

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

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	0.2%		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	3.3%	0.0%	No
Student attendance rate	95.9%	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	773	99.7	23.1	43.6	33.3	83.7	88.8	82.8	Yes	Yes
Gender										
Male	397	99.5	27.3	44.2	28.4	79.1	86.3	79.3	N/A	N/A
Female	376	100	18.7	43	38.3	88.4	91.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	590	99.7	19.8	44.4	35.8	86.2	90.3	89.5	Yes	Yes
African American	115	100	44.3	36.8	18.9	68.9	77.7	73.7	Yes	Yes
Asian/Pacific Islander	18	100	N/AV	N/AV	N/AV	100	95.4	92.3	I/S	I/S
Hispanic	44	100	25.6	51.2	23.3	79.1	81.9	76.5	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	91.7	82.5	I/S	I/S
Disability Status										
Disabled	91	100	67.9	29.6	2.5	37	54.1	52	No	Yes
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	25	100	34.8	39.1	26.1	73.9	82.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	323	99.4	31.9	44	24.2	77.9	79.9	75.5	Yes	Yes

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

All Students	773	99.6	28	44.4	27.6	79.7	85.7	78.9	Yes	Yes
Gender										
Male	397	99.5	29.8	41.6	28.7	77.5	85.1	77	N/A	N/A
Female	376	99.7	26.2	47.2	26.5	82	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	590	99.7	24.2	45.5	30.3	82.5	87.8	87.2	Yes	Yes
African American	115	99.1	47.6	38.1	14.3	64.8	69.9	66.7	Yes	Yes
Asian/Pacific Islander	18	100	5.9	52.9	41.2	100	93.2	93	I/S	I/S
Hispanic	44	100	41.9	44.2	14	69.8	78.2	76	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	85.4	79.5	I/S	I/S
Disability Status										
Disabled	91	100	71.6	25.9	2.5	35.8	53.2	45.5	No	Yes
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	25	100	39.1	56.5	4.3	69.6	80.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	323	99.1	37.4	44.8	17.8	72.4	74.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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	526	99.4	22.9	51.6	25.5	77.1	80	67.5
Gender								
Male	254	100	27.5	46.3	26.2	72.5	80.3	67
Female	272	98.9	18.6	56.6	24.8	81.4	79.7	68
Racial/Ethnic Group								
White	401	99.8	20.2	52.1	27.7	79.8	82.7	79.5
African American	81	98.8	40	49.3	10.7	60	58.8	50.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	89.9	84.3
Hispanic	32	96.9	22.6	58.1	19.4	77.4	72.4	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	74.2	71.2
Disability Status								
Disabled	56	100	70.6	27.5	2	29.4	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	17	94.1	25	62.5	12.5	75	73.7	59.6
Socio-Economic Status								
Subsided meals	220	99.1	32	50.2	17.7	68	65.2	55.1

Social Studies

All Students	531	99.4	21.7	40.6	37.8	78.3	82.4	72.3
Gender								
Male	278	99.3	23.4	35.6	41	76.6	82.3	71.5
Female	253	99.6	19.8	45.9	34.3	80.2	82.5	73.2
Racial/Ethnic Group								
White	410	99.8	19.6	41.6	38.8	80.4	83.8	80.7
African American	70	98.6	33.3	39.7	27	66.7	71	60
Asian/Pacific Islander	13	100	N/AV	N/AV	N/AV	100	92.2	88.5
Hispanic	32	96.9	32.3	29	38.7	67.7	76.1	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	80.6	72.2
Disability Status								
Disabled	62	98.4	64.8	31.5	3.7	35.2	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	19	94.7	41.2	29.4	29.4	58.8	75.2	67.9
Socio-Economic Status								
Subsided meals	216	98.6	30.8	39.9	29.3	69.2	70.2	62.1

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 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	775	99.6	23.8	45.5	30.7	76.2	77.3	70.2	95.9	96.1
Gender										
Male	399	99.5	30.7	48.7	20.6	69.3	71.1	63.2	95.4	96.1
Female	376	99.7	16.7	42.2	41.1	83.3	83.8	77.5	96.4	96.2
Racial/Ethnic Group										
White	593	99.8	21.3	46.7	32	78.7	79.7	79.1	95.8	96.1
African American	113	98.2	39	41.9	19	61	61	57.6	96.6	96.3
Asian/Pacific Islander	18	100	5.9	23.5	70.6	94.1	88.6	86.2	97.9	97.4
Hispanic	46	100	29.5	45.5	25	70.5	64.5	62.6	95.5	95.9
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	77.6	68.7	94.4	95
Disability Status										
Disabled	94	100	75.3	23.5	1.2	24.7	34.3	26.1	95.9	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	25	100	34.8	43.5	21.7	65.2	64.7	61.2	96.6	96.6
Socio-Economic Status										
Subsidized meals	322	99.4	32.3	44.2	23.4	67.7	62	58.9	94.6	94.9

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
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
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
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
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

Abbreviations for Missing Data

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