



White Knoll High

5643 Platt Springs Road
Lexington, SC 29073

Grades	9-12 High School	
Enrollment	1,905 Students	
Principal	Ryan Player	803-821-5200
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	Cynthia S. Smith	803-957-5095

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Good	Average
2009	Average	Below Average
2008	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 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://www.eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
24	5	1	0	0

* Ratings are calculated with data available by 11/14/2012.

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

Percent	Our High School			High Schools with Students Like Ours		
	2010	2011	2012	2010	2011	2012
Passed 2 subtests (%)	81.3%	84.6%	83.9%	80.0%	82.7%	84.2%
Passed 1 subtest (%)	11.2%	10.0%	9.6%	11.4%	10.3%	10.2%
Passed no subtests (%)	7.5%	5.4%	6.5%	8.7%	7.0%	6.4%

HSAP Passage Rate by Spring 2012

Percent	Our High School	High Schools with Students Like Ours
	97.0%	94.3%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2011*	2012	2011	2012
Number of Students in Four-Year Cohort	489	494	402	357
Number of Graduates in Cohort	408	415	307	284
Rate	83.4%	84.0%	77.1%	79.1%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2011	2012	2011	2012
Number of Students in Cohort	531	481	425	368
Number of Graduates in Cohort	417	415	323	291
Rate	78.5%	86.3%	76.7%	78.6%

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	87.4%	81.0%
English 1	75.4%	75.1%
Biology 1/Applied Biology 2	84.0%	80.4%
US History and the Constitution	60.4%	57.5%
All Tests	78.3%	73.0%

* 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=1,905)				
Retention rate	2.5%	Down from 3.8%	2.6%	3.0%
Attendance rate	94.3%	Up from 93.9%	95.7%	95.3%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	1.2%	0.9%
Enrolled in AP/IB programs	12.0%	Down from 12.5%	22.0%	13.4%
Successful on AP/IB exams	54.0%	Down from 56.8%	54.3%	50.9%
Eligible for LIFE Scholarship	58.1%	Up from 53.0%	36.8%	30.1%
Annual dropout rate	1.3%	Down from 1.5%	2.3%	2.3%
Career/technology students in co-curricular organizations	19.2%	Up from 17.9%	1.6%	2.7%
Enrollment in career/technology courses	1245	Down from 1280	690	395
Students participating in work-based experiences	18.9%	Down from 24.5%	9.3%	7.4%
Career/technology students attaining technical skills	85.0%	Up from 0.0%	84.6%	84.0%
Career/technology completers placed	99.6%	No Change	98.4%	98.4%
Teachers (n=125)				
Teachers with advanced degrees	69.6%	Up from 67.9%	66.7%	63.2%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	83.7%	Down from 84.6%	89.6%	86.6%
Teacher attendance rate	95.9%	Up from 95.7%	95.5%	95.2%
Average teacher salary*	\$47,879	Up 2.0%	\$48,880	\$47,326
Professional development days/teacher	12.1 days	Down from 13.1 days	10.3 days	9.7 days
School				
Principal's years at school	7.0	Up from 6.0	6.0	4.0
Student-teacher ratio in core subjects	26.3 to 1	Up from 24.1 to 1	29.2 to 1	27.1 to 1
Prime instructional time	89.3%	Up from 88.1%	89.4%	89.4%
Dollars spent per pupil**	\$7,527	Up 9.0%	\$7,125	\$7,708
Percent of expenditures for teacher salaries**	61.0%	Down from 65.4%	58.8%	57.1%
Percent of expenditures for instruction**	62.4%	Down from 67.0%	60.4%	59.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	90.7%	Up from 90.4%	98.4%	97.8%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
Classical language program assessment	N/A	N/A	Average	Average

* 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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Performance By Student Groups

	HSAP Passage Rate by Spring 2012		End of Course Tests Passage Rate		On-time Graduation Rate, 2012	
	n	%	t	%	n	%
All Students	435	97.0%	2204	78.3%	494	84.0%
Gender						
Male	210	96.2%	1137	77.7%	246	79.3%
Female	225	97.8%	1067	79.0%	248	88.7%
Racial/Ethnic Group						
White	323	97.5%	1643	80.5%	359	85.2%
African American	82	93.9%	391	69.3%	101	80.2%
Asian/Pacific Islander	N/A	N/A	37	91.9%	10	100.0%
Hispanic	18	100.0%	116	75.0%	19	78.9%
American Indian/Alaskan	N/A	N/A	17	70.6%	N/A	N/A
Disability Status						
Disabled	23	65.2%	152	38.2%	38	47.4%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	N/A	N/A	66	75.8%	N/A	N/A
Socio-Economic Status						
Subsidized meals	170	95.9%	947	71.4%	195	76.4%

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

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Report of Principal and School Improvement Council

In 2011-2012, every part of White Knoll High School campus life bolstered our vision of preparing our students to become successful global citizens. Focusing on excellence and innovation, we provided learning experiences to help them become self-directed, creative, collaborative, caring and multilingual.

The district's personal mobile computing initiative provided tremendous support of our mission. With the issuance of iPads to our students during the fall of 2011, we began the process of removing barriers caused by limited access to technology. Through the wise decision of the voters in our district, the 2008 bond referendum provided all of our students with personal mobile computing devices that enhance research and presentation capabilities.

We also expanded our 21st century learning environment with the opening of the Center for Public Health and Advanced Medical Studies on the WKHS campus, one of Lexington One's Centers for Advanced Study. Meeting the needs of more than 60 students from across the district, this center is a perfect example of self-directed, creative and collaborative learning. The students in the center focus on careers that require at least a four-year degree in the medical field. Their career goals include areas such as private practice medicine, medical specialties, advanced nursing, research and veterinary medicine. The three-year-long program of study offered at the center will prepare them well through rigorous coursework and hands-on experiences in the classroom and through internships and externships in local hospitals and labs. The affiliation of the curriculum with the nationally recognized program "Project Lead The Way," the leading provider of rigorous and innovative science, technology, engineering and mathematics curricula, will provide the students with opportunities to earn college credit for their work.

While we are excited to offer our students options such as advanced technology and access to our district's Centers for Advanced Study, we continue to face challenges, many of which are generated by economic stress across the United States. With more than half of our students experiencing economic distress of some sort, we have continued to garner praise for closing the achievement gap between our high-performing students and those who face more challenges due to race, ethnicity, disability or economic status. Another challenge that often arises from economic stress is a high level of transient students. Despite unusual turnover, we have experienced success in helping students overcome the difficulties caused by moving from place to place. Thankfully, we are blessed with an award-winning Guidance Department that prides itself on meeting the academic and emotional needs of our students through face-to-face counseling sessions, small groups and large group delivery of information on such topics as career readiness and transitioning to higher education.

Whether through academics, athletics, fine arts, or career and technology education, WKHS strives to prepare all our students as successful 21st century global citizens.

Principal Jo Mayer and SIC Co-Chairs Elizabeth Crawford and Ray Jaber

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	77	291	18
Percent satisfied with learning environment	94.8%	83.3%	88.9%
Percent satisfied with social and physical environment	100.0%	86.3%	88.9%
Percent satisfied with school-home relations	92.2%	86.2%	66.7%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	89.2
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

White Knoll High school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.5%	0.0%	No

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
Grades 9-12							
All Students	233	236	83	73	98.9	98.9	83.4
Male	229	235	84	74	98.8	98.8	79.3
Female	237	237	83	71	99.1	99.1	87.4
White	234	238	84	73	98.6	98.9	83.2
African American	227	225	78	70	100.0	98.7	86.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	73.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	197	200	N/A	N/A	100.0	97.0	56.1
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	228	228	79	71	100.0	99.4	73.2
Annual Measurable Objective (AMO)	223	220	76	71	95.0	95	73.1

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
English/Language Arts								
All Students	2011	467	98.9	11.4	22.3	33.4	33.0	70.9
	2012	465	98.9	7.0	30.3	40.2	22.5	70.6
Mathematics								
All Students	2011	467	98.7	8.6	31.8	29.5	30.0	70.5
	2012	465	98.9	13.0	26.5	29.6	30.9	72.6

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