



## White Knoll Elementary

132 White Knoll Way  
West Columbia, South Carolina 29170

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	958 Students	
<b>Principal</b>	Jan Malone	803-957-7700
<b>Superintendent</b>	Dr. Karen C. Woodward	803-951-8363
<b>Board Chair</b>	Albert J. Dooley Jr.	803-359-0844

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# THE STATE OF SOUTH CAROLINA

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# 2007 ANNUAL SCHOOL

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# REPORT CARD

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### RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Improvement Rating
<b>2007</b>	<b>Average</b>	<b>Unsatisfactory</b>
2006	Good	Unsatisfactory
2005	Good	Unsatisfactory
2004	Good	Average
2003	Good	Below Average

### DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2006-07 whose 2005-06 test scores were located.

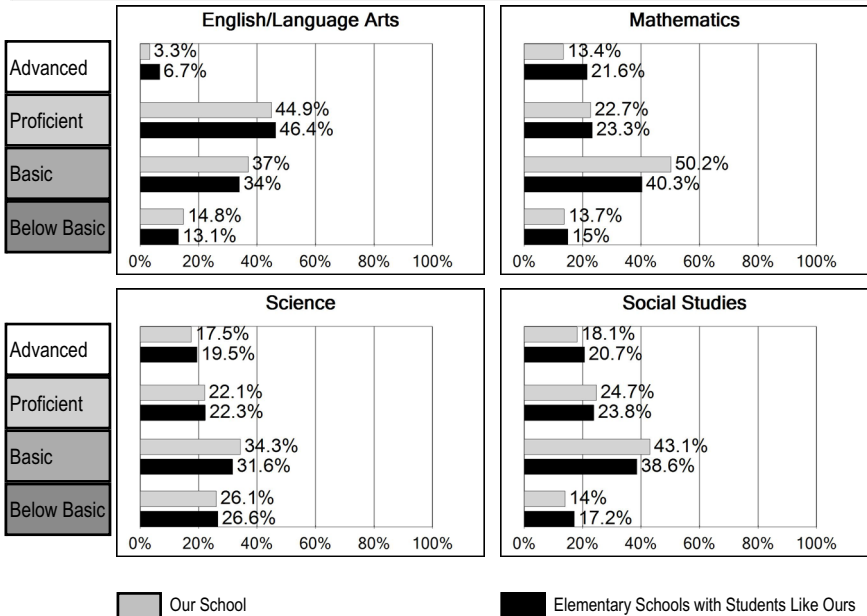
96.7%

**ABSOLUTE RATING OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	Unsatisfactory
2	35	22	0	0

\* Ratings are calculated with data available by September 30.

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**



\* Elementary Schools with Students Like Ours are elementary schools with Poverty Indices of no more than 5% above or below the index for this school.

**DEFINITION OF CRITICAL TERMS**

<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
<b>Proficient</b>	Well prepared to work at next grade level; met expectations
<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**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**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 958)</b>				
First graders who attended full-day kindergarten	92.9%	Down from 100.0%	100.0%	100.0%
Retention rate	1.4%	Down from 2.2%	1.7%	2.6%
Attendance rate	96.3%	Down from 97.1%	96.5%	96.2%
Eligible for gifted and talented	17.7%	Up from 17.1%	18.6%	10.4%
With disabilities other than speech	5.3%	Down from 5.6%	7.0%	7.1%
Older than usual for grade	1.5%	Up from 0.2%	0.6%	1.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	No change	0.0%	0.0%
<b>Teachers (n= 61)</b>				
Teachers with advanced degrees	65.6%	Up from 64.5%	60.5%	56.3%
Continuing contract teachers	85.2%		80.8%	79.8%
Teachers with emergency or provisional certificates	0.0%	Down from 1.7%	0.0%	0.0%
Teachers returning from previous year	89.4%	Up from 88.7%	88.5%	86.7%
Teacher attendance rate	94.5%	Up from 93.6%	95.3%	95.1%
Average teacher salary	\$44,226	Up 2.0%	\$45,338	\$43,872
Prof. development days/teacher	12.5 days	Down from 14.6 days	11.9 days	13.1 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 21.6 to 1	19.9 to 1	18.5 to 1
Prime instructional time	90.1%	Up from 89.4%	90.5%	89.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	99.9%	Up from 99.0%	100.0%	100.0%
Character development	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$5,917	Down 2.6%	\$6,326	\$6,753
Percent of expenditures for teacher salaries*	71.5%	Up from 66.2%	68.8%	65.3%
Percent of expenditures for instruction*	73.1%	Up from 68.7%	71.2%	69.3%

\* 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 mission, combined with our motto, "Winning with Excellence and Knowledge," reflects the high expectations for our school community.

Our theme of "Around the World-Our Passport to Learning" set the stage for an exciting 2006-07 school year. This year our students participated in the "Flags for Soldiers" program and raised \$1500 to purchase flags for American Soldiers. One of the flags flown during a mission in Iraq was sent back to WKE and is displayed in our school. Our fourth grade students studied famous American people and participated in our first "Night in the Living Museum." It was a huge success! In the spring of 2007, we had our first International Night and celebrated the "Cherry Blossom Festival."

This year, we continued our tradition of service within our community and around the world. Our school raised over \$9000 for Relay for Life, \$265 in sponsor donations for the American Heart Association and \$5000 for St. Jude's Children's Hospital. Our PTA raised over \$45,000 to support our students and staff. We are so proud of our school community!

During this past year, WKE participated in a five-year self-study evaluation process through the Southern Association of Colleges and Schools. The outside evaluation team was extremely complimentary of our district and all schools were accredited.

Academic standards and student achievement continue to be a top priority at WKE. Our focus for staff development has been to ensure that best practices in the area of literacy are implemented in all classrooms. Our Literacy Coach continues to work closely with students and staff. A .5 Interventionist was added to our staff to work with students who struggle in the areas of reading and math.

Next year we will focus our attention in two areas. We will continue to explore avenues for differentiation in the classroom to meet the needs of all students as we become a Response to Intervention Pilot school in our district. We will also implement a school-wide Positive Behavior Intervention Program to maximize student performance.

Janet H. Malone, Principal

Steve Hatchell, School Improvement Council Chairperson

### EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	62	123	52
Percent satisfied with learning environment	88.7%	77.5%	90.4%
Percent satisfied with social and physical environment	90.3%	73.3%	94.2%
Percent satisfied with school-home relations	93.5%	81.7%	86.5%

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

# NO CHILD LEFT BEHIND

## SCHOOL ADEQUATE YEARLY PROGRESS

**YES**

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate, 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.

## TEACHER QUALITY AND STUDENT ATTENDANCE

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	9.0%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance	96.3%	94.0%	Yes

\*or greater than last year

### Abbreviations for Missing Data

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

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced (Adj)*	District % Proficient and Advanced (Adj)*	State % Proficient and Advanced (Adj)*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>											
All Students	477	100.0	14.5	37.3	44.7	3.5	62.7	56.1	46.8	Yes	Yes
<b>Gender</b>											
Male	215	100.0	22.3	38.3	38.8	0.5	54.9	48.8	40.1	N/A	N/A
Female	262	100.0	8.2	36.5	49.4	5.9	69.0	63.8	53.8	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	398	100.0	14.4	35.9	46.1	3.7	63.6	58.6	58.7	Yes	Yes
African American	44	100.0	22.7	40.9	36.4	0.0	52.3	35.3	30.3	Yes	Yes
Asian/Pacific Islander	15	100.0	0.0	46.7	40.0	13.3	80.0	73.7	69.0	I/S	I/S
Hispanic	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	37.1	35.7	I/S	I/S
American Indian/Alaskan	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	58.3	45.8	I/S	I/S
<b>Disability Status</b>											
Disabled	63	100.0	44.1	30.5	22.0	3.4	33.9	18.7	15.9	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	26.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	40.2	33.1	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	142	100.0	20.7	43.7	34.1	1.5	48.1	37.0	32.3	Yes	Yes
<b>Mathematics – State Performance Objective = 36.7%</b>											
All Students	477	100.0	13.7	50.1	22.8	13.4	51.6	55.8	45.8	Yes	Yes
<b>Gender</b>											
Male	215	100.0	15.5	48.1	21.4	15.0	51.0	55.2	45.1	N/A	N/A
Female	262	100.0	12.2	51.8	23.9	12.2	52.2	56.4	46.6	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	398	100.0	11.3	50.8	23.3	14.7	54.5	58.7	59.2	Yes	Yes
African American	44	100.0	31.8	50.0	9.1	9.1	27.3	29.7	26.9	Yes	Yes
Asian/Pacific Islander	15	100.0	13.3	33.3	40.0	13.3	53.3	73.5	71.6	I/S	I/S
Hispanic	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	39.9	37.6	I/S	I/S
American Indian/Alaskan	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	55.6	45.7	I/S	I/S
<b>Disability Status</b>											
Disabled	63	100.0	28.8	45.8	18.6	6.8	44.1	23.2	17.2	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	26.8	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	42.0	37.0	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	142	100.0	21.5	52.6	17.8	8.1	40.7	38.0	31.3	Yes	Yes

\* Adj – Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced	District % Proficient and Advanced	State % Proficient and Advanced	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	319	100.0	26.1	34.3	22.1	17.5	39.6	48.0	33.0	96.3	96.1
<b>Gender</b>											
Male	137	100.0	24.0	32.6	23.3	20.2	43.4	50.0	34.0	96.1	96.0
Female	182	100.0	27.6	35.6	21.3	15.5	36.8	46.0	31.0	96.4	96.1
<b>Racial/Ethnic Group</b>											
White	266	100.0	23.5	33.9	24.3	18.3	42.6	51.0	45.0	96.2	96.0
African American	27	100.0	50.0	38.5	7.7	3.8	11.5	24.0	15.0	97.1	96.1
Asian/Pacific Islander	13	100.0	7.7	30.8	15.4	46.2	61.5	58.0	55.0	96.9	96.9
Hispanic	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	27.0	22.0	95.6	96.2
American Indian/Alaskan	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	53.0	33.0	N/A	94.6
<b>Disability Status</b>											
Disabled	41	100.0	45.5	33.3	9.1	12.1	21.2	52.0	36.0	96.6	96.2
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	11.0	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	28.0	21.0	N/A	96.6
<b>Socio-Economic Status</b>											
Subsidized meals	96	100.0	44.3	29.5	15.9	10.2	26.1	29.0	19.0	94.9	94.7
<b>Social Studies</b>											
All Students	318	100.0	14.0	43.1	24.7	18.1	42.8	45.0	30.0	96.3	96.1
<b>Gender</b>											
Male	156	100.0	12.2	41.5	26.5	19.7	46.3	48.0	32.0	96.1	96.0
Female	162	100.0	15.8	44.7	23.0	16.4	39.5	42.0	28.0	96.4	96.1
<b>Racial/Ethnic Group</b>											
White	268	100.0	14.0	41.2	25.6	19.2	44.8	47.0	40.0	96.2	96.0
African American	27	100.0	23.1	53.8	19.2	3.8	23.1	25.0	16.0	97.1	96.1
Asian/Pacific Islander	12	100.0	0.0	25.0	33.3	41.7	75.0	69.0	54.0	96.9	96.9
Hispanic	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	34.0	23.0	95.6	96.2
American Indian/Alaskan	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	40.0	31.0	N/A	94.6
<b>Disability Status</b>											
Disabled	48	100.0	23.7	44.7	18.4	13.2	31.6	20.0	14.0	94.2	94.8
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	16.0	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	37.0	23.0	N/A	96.6
<b>Socio-Economic Status</b>											
Subsidized meals	89	100.0	25.0	48.8	12.5	13.8	26.3	28.0	18.0	94.9	94.7

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient & Advanced
<b>English/Language Arts</b>								
<b>2006</b>	3	147	100.0	5.8	33.6	52.6	8.0	60.6
	4	163	98.8	9.7	36.4	45.5	8.4	53.9
	5	140	98.6	12.8	49.6	30.8	6.8	37.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	162	100.0	11.0	26.6	54.5	7.8	62.3
	4	152	100.0	15.6	40.8	42.2	1.4	43.5
	5	163	100.0	16.9	44.4	37.5	1.3	38.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2006</b>	3	147	100.0	8.8	44.5	38.7	8.0	46.7
	4	163	100.0	14.7	39.1	30.1	16.0	46.2
	5	140	100.0	11.9	47.4	23.7	17.0	40.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	162	100.0	11.0	52.6	26.0	10.4	36.4
	4	152	100.0	15.6	39.5	27.9	17.0	44.9
	5	163	100.0	14.4	57.5	15.0	13.1	28.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2006</b>	3	147	100.0	17.5	43.1	25.5	13.9	39.4
	4	163	99.4	19.4	36.1	27.1	17.4	44.5
	5	140	99.3	23.1	41.0	16.4	19.4	35.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	82	100.0	20.3	39.2	25.3	15.2	40.5
	4	152	100.0	21.1	35.4	23.8	19.7	43.5
	5	85	100.0	41.6	27.3	15.6	15.6	31.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2006</b>	3	147	100.0	5.1	43.8	34.3	16.8	51.1
	4	163	99.4	13.5	38.1	29.7	18.7	48.4
	5	140	99.3	18.7	50.0	16.4	14.9	31.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	80	100.0	9.3	44.0	25.3	21.3	46.7
	4	152	100.0	11.6	42.9	26.5	19.0	45.6
	5	86	100.0	23.4	42.9	20.8	13.0	33.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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