School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2018/19 to 2023/24
Upcoming School Year: 2023/24

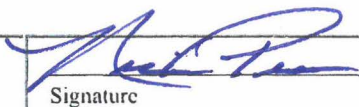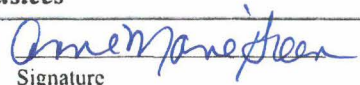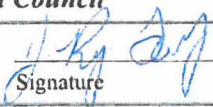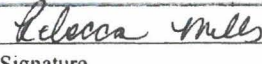|	
School Name:	White Knoll High
SIDN:	3201057
Plan Submission:	School utilizes Cognia
Grade Span:	9 To 12
District:	Lexington 01
Address 1:	5643 Platt Springs Road
Address 2:	
City:	Lexington, SC
Zip Code:	29073
School Renewal Plan Contact Person:	Nicholas Pearson
School Plan Contact Phone:	8038215200
School Plan E-mail Address:	npearson@lexington1.net
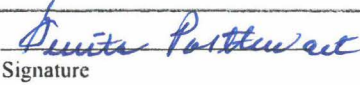
Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C Code Ann. ◆59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. ◆59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent◆s and school principal◆s signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

Superintendent		
Dr. Gerrita Postlewait Printed Name	*Gerrita Postlewait* Signature	4-11-23 Date
Principal		
Nicholas Pearson Printed Name	*[signature]* Signature	3/15/23 Date
Chairperson, District Board of Trustees		
Anne Marie Green Printed Name	*Anne Marie Green* Signature	4-11-23 Date
Chairperson, School Improvement Council		
Ryan Loguzzo Printed Name	*[signature]* Signature	03/15/2023 Date
School Read To Succeed Literacy Leadership Team Lead		
Rebecca Mills Printed Name	*Rebecca Mills* Signature	3/15/23 Date

Assurances for School Renewal Plan

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))	
N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
Yes	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
Yes	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
Yes	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.
A participant for each numbered position is required.

	Position	Name
1.	**Principal**	Nicholas Pearson
2.	**Teacher**	Susan Scott
3.	**Parent/Guardian**	Sheila Mathis
4.	**Community Member**	Justin Hydrick
5.	**Paraprofessional**	Elizabeth Timmerman
6.	**School Improvement Council Member**	Katherine Bernard
7.	**Read to Succeed Reading Coach**	NA
8.	**School Read To Succeed Literacy Leadership Team Lead**	Rebecca Mills
9.	**School Read To Succeed Literacy Leadership Team Member**	Kristy Rykard
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed	

District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

> Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:
http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/

District Waiver Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (*SBE Regulation 43-261*)	
2. Teachers teaching more than 1500 minutes (*SBE Regulation 43-205*)	
3. Teachers teaching more than 4 preps (*SBE Regulation 43-205*)	
4. High School Principal over two schools or grades more than 9-12 (*SBE Regulation 43-205*)	
5. Other (*Include the SBE Regulation number to be waived*)	Lexington County School District One received a waiver for SBE Regulations 43-231 (II), 43-232 (I), 43-234 (VI)(C)(1), 43-234 (II)(b), and 43-234 (VI)(C)(I) from the S.C. Department of Education to allow our students enrolled in Lexington District One Online Learning Academy or those taking part in the Graduation Alliance Partnership to have a flexible way to earn credits so they are not bound by seat time for grade-level promotion. This waiver affords our students throughout the system multiple pathways to accelerate learning or recover credits so they might progress on time with the requisite skills for success necessary for success in a career, the military, or school beyond the K-12 system.
6. Other (*Include the SBE Regulation number to be waived*)	

Table of Contents

Lexington District One Vision

Empower each child to design the future.

Lexington District One Mission

Our mission is to cultivate
a caring community
where ALL learners
are extraordinary communicators,
collaborators, creators and critical thinkers.

System Commitments

The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.

1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.

2. Teaching and learning develop power skills in all students.

3. Our schools are service-oriented centers of learning, committed to family and community partnerships.

4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.

[WKHS 2021-22 Report Card](#)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for White Knoll High School	Number of Students
All	2021-2022	All	All	16.7%		(5 / 30)
		ELL	Not ELL	17.2%		(5 / 29)
			ELL	0.0%		(0 / 1)
		Gender	Female	13.3%		(2 / 15)
			Male	20.0%		(3 / 15)
		InstrSetting	Not Special Ed	17.9%		(5 / 28)
			Special Ed	0.0%		(0 / 2)
		Race	Black / Latinx	0.0%		(0 / 11)
			White / Other	26.3%		(5 / 19)
	2020-2021	All	All	16.3%		(8 / 49)
		ELL	Not ELL	17.0%		(8 / 47)
			ELL	0.0%		(0 / 2)
		Gender	Female	19.2%		(5 / 26)
			Male	13.0%		(3 / 23)
		InstrSetting	Not Special Ed	18.6%		(8 / 43)
			Special Ed	0.0%		(0 / 6)
		Race	Black / Latinx	6.7%		(1 / 15)
			White / Other	20.6%		(7 / 34)
	2019-2020	All	All	11.5%		(15 / 130)
		ELL	Not ELL	11.9%		(14 / 118)
			ELL	8.3%		(1 / 12)
		Gender	Female	5.3%		(4 / 75)
			Male	20.0%		(11 / 55)
		InstrSetting	Not Special Ed	11.7%		(14 / 120)
			Special Ed	10.0%		(1 / 10)
		Race	Black / Latinx	0.0%		(0 / 42)
			White / Other	17.0%		(15 / 88)
	2018-2019	All	All	5.7%		(16 / 279)
		ELL	Not ELL	6.1%		(16 / 263)
			ELL	0.0%		(0 / 16)
		Gender	Female	4.9%		(7 / 143)
			Male	6.6%		(9 / 136)
		InstrSetting	Not Special Ed	6.1%		(16 / 261)
			Special Ed	0.0%		(0 / 18)
		Race	Black / Latinx	2.0%		(2 / 100)
			White / Other	7.8%		(14 / 179)
	2017-2018	All	All	8.7%		(20 / 231)
		ELL	Not ELL	8.8%		(20 / 226)
			ELL	0.0%		(0 / 5)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for White Knoll High School	Number of Students
All	2017-2018	Gender	Female	4.8%		(5 / 104)
			Male	11.8%		(15 / 127)
		InstrSetting	Not Special Ed	9.7%		(20 / 206)
			Special Ed	0.0%		(0 / 25)
		Race	Black / Latinx	4.1%		(3 / 74)
			White / Other	10.8%		(17 / 157)
	2016-2017	All	All	11.2%		(48 / 428)
		ELL	Not ELL	11.4%		(48 / 422)
			ELL	0.0%		(0 / 6)
		Gender	Female	10.4%		(23 / 221)
			Male	12.1%		(25 / 207)
		InstrSetting	Not Special Ed	12.2%		(48 / 394)
			Special Ed	0.0%		(0 / 34)
		Race	Black / Latinx	1.6%		(2 / 126)
			White / Other	15.2%		(46 / 302)
	2015-2016	All	All	10.8%		(45 / 418)
		ELL	Not ELL	11.1%		(45 / 406)
			ELL	0.0%		(0 / 12)
		Gender	Female	7.5%		(16 / 214)
			Male	14.2%		(29 / 204)
		InstrSetting	Not Special Ed	11.8%		(45 / 382)
			Special Ed	0.0%		(0 / 36)
		Race	Black / Latinx	2.6%		(3 / 114)
			White / Other	13.8%		(42 / 304)
	2014-2015	All	All	10.3%		(44 / 429)
		ELL	Not ELL	10.5%		(44 / 419)
			ELL	0.0%		(0 / 10)
		Gender	Female	10.1%		(23 / 228)
			Male	10.4%		(21 / 201)
		InstrSetting	Not Special Ed	10.8%		(44 / 409)
			Special Ed	0.0%		(0 / 20)
		Race	Black / Latinx	4.4%		(4 / 90)
			White / Other	11.8%		(40 / 339)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for White Knoll High School	Number of Students
English	2021-2022	All	All	26.7%		(8 / 30)
		ELL	Not ELL	27.6%		(8 / 29)
			ELL	0.0%		(0 / 1)
		Gender	Female	26.7%		(4 / 15)
			Male	26.7%		(4 / 15)
		InstrSetting	Not Special Ed	28.6%		(8 / 28)
			Special Ed	0.0%		(0 / 2)
		Race	Black / Latinx	0.0%		(0 / 11)
			White / Other	42.1%		(8 / 19)
	2020-2021	All	All	40.8%		(20 / 49)
		ELL	Not ELL	42.6%		(20 / 47)
			ELL	0.0%		(0 / 2)
		Gender	Female	46.2%		(12 / 26)
			Male	34.8%		(8 / 23)
		InstrSetting	Not Special Ed	46.5%		(20 / 43)
			Special Ed	0.0%		(0 / 6)
		Race	Black / Latinx	13.3%		(2 / 15)
			White / Other	52.9%		(18 / 34)
	2019-2020	All	All	45.4%		(59 / 130)
		ELL	Not ELL	47.5%		(56 / 118)
			ELL	25.0%		(3 / 12)
		Gender	Female	50.7%		(38 / 75)
			Male	38.2%		(21 / 55)
		InstrSetting	Not Special Ed	48.3%		(58 / 120)
			Special Ed	10.0%		(1 / 10)
		Race	Black / Latinx	11.9%		(5 / 42)
			White / Other	61.4%		(54 / 88)
	2018-2019	All	All	32.7%		(91 / 278)
		ELL	Not ELL	34.7%		(91 / 262)
			ELL	0.0%		(0 / 16)
		Gender	Female	38.7%		(55 / 142)
			Male	26.5%		(36 / 136)
		InstrSetting	Not Special Ed	34.6%		(90 / 260)
			Special Ed	5.6%		(1 / 18)
		Race	Black / Latinx	11.0%		(11 / 100)
			White / Other	44.9%		(80 / 178)
	2017-2018	All	All	28.6%		(66 / 231)
		ELL	Not ELL	29.2%		(66 / 226)
			ELL	0.0%		(0 / 5)
		Gender	Female	30.8%		(32 / 104)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for White Knoll High School	Number of Students
English	2017-2018	Gender	Male	26.8%		(34 / 127)
		InstrSetting	Not Special Ed	31.6%		(65 / 206)
			Special Ed	4.0%		(1 / 25)
		Race	Black / Latinx	18.9%		(14 / 74)
			White / Other	33.1%		(52 / 157)
	2016-2017	All	All	37.2%		(159 / 427)
		ELL	Not ELL	37.5%		(158 / 421)
			ELL	16.7%		(1 / 6)
		Gender	Female	39.5%		(87 / 220)
			Male	34.8%		(72 / 207)
		InstrSetting	Not Special Ed	40.2%		(158 / 393)
			Special Ed	2.9%		(1 / 34)
		Race	Black / Latinx	19.2%		(24 / 125)
			White / Other	44.7%		(135 / 302)
	2015-2016	All	All	34.5%		(144 / 417)
		ELL	Not ELL	35.6%		(144 / 405)
			ELL	0.0%		(0 / 12)
		Gender	Female	38.3%		(82 / 214)
			Male	30.5%		(62 / 203)
		InstrSetting	Not Special Ed	37.8%		(144 / 381)
			Special Ed	0.0%		(0 / 36)
		Race	Black / Latinx	13.2%		(15 / 114)
			White / Other	42.6%		(129 / 303)
	2014-2015	All	All	42.4%		(182 / 429)
		ELL	Not ELL	43.2%		(181 / 419)
			ELL	10.0%		(1 / 10)
		Gender	Female	45.6%		(104 / 228)
			Male	38.8%		(78 / 201)
		InstrSetting	Not Special Ed	44.3%		(181 / 409)
			Special Ed	5.0%		(1 / 20)
		Race	Black / Latinx	24.4%		(22 / 90)
			White / Other	47.2%		(160 / 339)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for White Knoll High School	Number of Students
Math	2021-2022	All	All	26.7%		(8 / 30)
		ELL	Not ELL	24.1%		(7 / 29)
			ELL	100.0%		(1 / 1)
		Gender	Female	20.0%		(3 / 15)
			Male	33.3%		(5 / 15)
		InstrSetting	Not Special Ed	28.6%		(8 / 28)
			Special Ed	0.0%		(0 / 2)
		Race	Black / Latinx	9.1%		(1 / 11)
			White / Other	36.8%		(7 / 19)
	2020-2021	All	All	24.5%		(12 / 49)
		ELL	Not ELL	25.5%		(12 / 47)
			ELL	0.0%		(0 / 2)
		Gender	Female	26.9%		(7 / 26)
			Male	21.7%		(5 / 23)
		InstrSetting	Not Special Ed	27.9%		(12 / 43)
			Special Ed	0.0%		(0 / 6)
		Race	Black / Latinx	6.7%		(1 / 15)
			White / Other	32.4%		(11 / 34)
	2019-2020	All	All	18.5%		(24 / 130)
		ELL	Not ELL	19.5%		(23 / 118)
			ELL	8.3%		(1 / 12)
		Gender	Female	13.3%		(10 / 75)
			Male	25.5%		(14 / 55)
		InstrSetting	Not Special Ed	19.2%		(23 / 120)
			Special Ed	10.0%		(1 / 10)
		Race	Black / Latinx	2.4%		(1 / 42)
			White / Other	26.1%		(23 / 88)
	2018-2019	All	All	11.9%		(33 / 278)
		ELL	Not ELL	12.2%		(32 / 262)
			ELL	6.3%		(1 / 16)
		Gender	Female	11.3%		(16 / 142)
			Male	12.5%		(17 / 136)
		InstrSetting	Not Special Ed	12.7%		(33 / 260)
			Special Ed	0.0%		(0 / 18)
		Race	Black / Latinx	7.0%		(7 / 100)
			White / Other	14.6%		(26 / 178)
	2017-2018	All	All	22.5%		(52 / 231)
		ELL	Not ELL	22.6%		(51 / 226)
			ELL	20.0%		(1 / 5)
		Gender	Female	12.5%		(13 / 104)
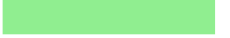
	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for White Knoll High School	Number of Students
Math	2017-2018	Gender	Male	30.7%		(39 / 127)
		InstrSetting	Not Special Ed	24.8%		(51 / 206)
			Special Ed	4.0%		(1 / 25)
		Race	Black / Latinx	10.8%		(8 / 74)
			White / Other	28.0%		(44 / 157)
	2016-2017	All	All	20.1%		(86 / 428)
		ELL	Not ELL	20.4%		(86 / 422)
			ELL	0.0%		(0 / 6)
		Gender	Female	17.6%		(39 / 221)
			Male	22.7%		(47 / 207)
		InstrSetting	Not Special Ed	21.8%		(86 / 394)
			Special Ed	0.0%		(0 / 34)
		Race	Black / Latinx	7.9%		(10 / 126)
			White / Other	25.2%		(76 / 302)
	2015-2016	All	All	19.7%		(82 / 417)
		ELL	Not ELL	20.0%		(81 / 405)
			ELL	8.3%		(1 / 12)
		Gender	Female	14.5%		(31 / 214)
			Male	25.1%		(51 / 203)
		InstrSetting	Not Special Ed	21.5%		(82 / 381)
			Special Ed	0.0%		(0 / 36)
		Race	Black / Latinx	8.8%		(10 / 114)
			White / Other	23.8%		(72 / 303)
	2014-2015	All	All	20.0%		(86 / 429)
		ELL	Not ELL	20.3%		(85 / 419)
			ELL	10.0%		(1 / 10)
		Gender	Female	15.4%		(35 / 228)
			Male	25.4%		(51 / 201)
		InstrSetting	Not Special Ed	21.0%		(86 / 409)
			Special Ed	0.0%		(0 / 20)
		Race	Black / Latinx	13.3%		(12 / 90)
			White / Other	21.8%		(74 / 339)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for White Knoll High School	Number of Students
Reading	2021-2022	All	All	30.0%		(9 / 30)
		ELL	Not ELL	31.0%		(9 / 29)
			ELL	0.0%		(0 / 1)
		Gender	Female	33.3%		(5 / 15)
			Male	26.7%		(4 / 15)
		InstrSetting	Not Special Ed	32.1%		(9 / 28)
			Special Ed	0.0%		(0 / 2)
		Race	Black / Latinx	0.0%		(0 / 11)
			White / Other	47.4%		(9 / 19)
	2020-2021	All	All	36.7%		(18 / 49)
		ELL	Not ELL	38.3%		(18 / 47)
			ELL	0.0%		(0 / 2)
		Gender	Female	38.5%		(10 / 26)
			Male	34.8%		(8 / 23)
		InstrSetting	Not Special Ed	39.5%		(17 / 43)
			Special Ed	16.7%		(1 / 6)
		Race	Black / Latinx	13.3%		(2 / 15)
			White / Other	47.1%		(16 / 34)
	2019-2020	All	All	38.5%		(50 / 130)
		ELL	Not ELL	40.7%		(48 / 118)
			ELL	16.7%		(2 / 12)
		Gender	Female	38.7%		(29 / 75)
			Male	38.2%		(21 / 55)
		InstrSetting	Not Special Ed	40.0%		(48 / 120)
			Special Ed	20.0%		(2 / 10)
		Race	Black / Latinx	19.0%		(8 / 42)
			White / Other	47.7%		(42 / 88)
	2018-2019	All	All	25.9%		(72 / 278)
		ELL	Not ELL	27.1%		(71 / 262)
			ELL	6.3%		(1 / 16)
		Gender	Female	30.3%		(43 / 142)
			Male	21.3%		(29 / 136)
		InstrSetting	Not Special Ed	27.3%		(71 / 260)
			Special Ed	5.6%		(1 / 18)
		Race	Black / Latinx	13.0%		(13 / 100)
			White / Other	33.1%		(59 / 178)
	2017-2018	All	All	19.0%		(44 / 231)
		ELL	Not ELL	19.5%		(44 / 226)
			ELL	0.0%		(0 / 5)
		Gender	Female	21.2%		(22 / 104)
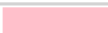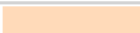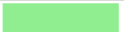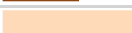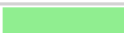
	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for White Knoll High School	Number of Students
Reading	2017-2018	Gender	Male	17.3%		(22 / 127)
		InstrSetting	Not Special Ed	20.9%		(43 / 206)
			Special Ed	4.0%		(1 / 25)
		Race	Black / Latinx	14.9%		(11 / 74)
			White / Other	21.0%		(33 / 157)
	2016-2017	All	All	24.8%		(106 / 427)
		ELL	Not ELL	24.9%		(105 / 421)
			ELL	16.7%		(1 / 6)
		Gender	Female	25.0%		(55 / 220)
			Male	24.6%		(51 / 207)
		InstrSetting	Not Special Ed	27.0%		(106 / 393)
			Special Ed	0.0%		(0 / 34)
		Race	Black / Latinx	10.4%		(13 / 125)
			White / Other	30.8%		(93 / 302)
	2015-2016	All	All	30.6%		(128 / 418)
		ELL	Not ELL	31.5%		(128 / 406)
			ELL	0.0%		(0 / 12)
		Gender	Female	32.2%		(69 / 214)
			Male	28.9%		(59 / 204)
		InstrSetting	Not Special Ed	33.2%		(127 / 382)
			Special Ed	2.8%		(1 / 36)
		Race	Black / Latinx	11.4%		(13 / 114)
			White / Other	37.8%		(115 / 304)
	2014-2015	All	All	28.0%		(120 / 429)
		ELL	Not ELL	28.6%		(120 / 419)
			ELL	0.0%		(0 / 10)
		Gender	Female	30.3%		(69 / 228)
			Male	25.4%		(51 / 201)
		InstrSetting	Not Special Ed	29.1%		(119 / 409)
			Special Ed	5.0%		(1 / 20)
		Race	Black / Latinx	16.7%		(15 / 90)
			White / Other	31.0%		(105 / 339)
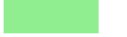
	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for White Knoll High School	Number of Students
Science	2021-2022	All	All	26.7%		(8 / 30)
		ELL	Not ELL	27.6%		(8 / 29)
			ELL	0.0%		(0 / 1)
		Gender	Female	13.3%		(2 / 15)
			Male	40.0%		(6 / 15)
		InstrSetting	Not Special Ed	28.6%		(8 / 28)
			Special Ed	0.0%		(0 / 2)
		Race	Black / Latinx	0.0%		(0 / 11)
			White / Other	42.1%		(8 / 19)
	2020-2021	All	All	28.6%		(14 / 49)
		ELL	Not ELL	29.8%		(14 / 47)
			ELL	0.0%		(0 / 2)
		Gender	Female	38.5%		(10 / 26)
			Male	17.4%		(4 / 23)
		InstrSetting	Not Special Ed	32.6%		(14 / 43)
			Special Ed	0.0%		(0 / 6)
		Race	Black / Latinx	6.7%		(1 / 15)
			White / Other	38.2%		(13 / 34)
	2019-2020	All	All	28.5%		(37 / 130)
		ELL	Not ELL	30.5%		(36 / 118)
			ELL	8.3%		(1 / 12)
		Gender	Female	22.7%		(17 / 75)
			Male	36.4%		(20 / 55)
		InstrSetting	Not Special Ed	30.0%		(36 / 120)
			Special Ed	10.0%		(1 / 10)
		Race	Black / Latinx	14.3%		(6 / 42)
			White / Other	35.2%		(31 / 88)
	2018-2019	All	All	18.6%		(52 / 279)
		ELL	Not ELL	19.8%		(52 / 263)
			ELL	0.0%		(0 / 16)
		Gender	Female	16.8%		(24 / 143)
			Male	20.6%		(28 / 136)
		InstrSetting	Not Special Ed	19.9%		(52 / 261)
			Special Ed	0.0%		(0 / 18)
		Race	Black / Latinx	8.0%		(8 / 100)
			White / Other	24.6%		(44 / 179)
	2017-2018	All	All	17.7%		(41 / 231)
		ELL	Not ELL	18.1%		(41 / 226)
			ELL	0.0%		(0 / 5)
		Gender	Female	12.5%		(13 / 104)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for White Knoll High School	Number of Students
Science	2017-2018	Gender	Male	22.0%		(28 / 127)
		InstrSetting	Not Special Ed	19.4%		(40 / 206)
			Special Ed	4.0%		(1 / 25)
		Race	Black / Latinx	10.8%		(8 / 74)
			White / Other	21.0%		(33 / 157)
	2016-2017	All	All	17.8%		(76 / 427)
		ELL	Not ELL	18.1%		(76 / 421)
			ELL	0.0%		(0 / 6)
		Gender	Female	19.5%		(43 / 220)
			Male	15.9%		(33 / 207)
		InstrSetting	Not Special Ed	19.3%		(76 / 393)
			Special Ed	0.0%		(0 / 34)
		Race	Black / Latinx	4.0%		(5 / 125)
			White / Other	23.5%		(71 / 302)
	2015-2016	All	All	21.8%		(91 / 417)
		ELL	Not ELL	22.5%		(91 / 405)
			ELL	0.0%		(0 / 12)
		Gender	Female	17.8%		(38 / 214)
			Male	26.1%		(53 / 203)
		InstrSetting	Not Special Ed	23.9%		(91 / 381)
			Special Ed	0.0%		(0 / 36)
		Race	Black / Latinx	7.9%		(9 / 114)
			White / Other	27.1%		(82 / 303)
	2014-2015	All	All	20.7%		(89 / 429)
		ELL	Not ELL	21.2%		(89 / 419)
			ELL	0.0%		(0 / 10)
		Gender	Female	22.4%		(51 / 228)
			Male	18.9%		(38 / 201)
		InstrSetting	Not Special Ed	21.3%		(87 / 409)
			Special Ed	10.0%		(2 / 20)
		Race	Black / Latinx	12.2%		(11 / 90)
			White / Other	23.0%		(78 / 339)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Bencharks on SAT for White Knoll High School	Number of Students
Evidence-Based Reading and Writing	21-22	All	All	74.4%		(157 / 211)
		ELL	Not ELL	75.0%		(153 / 204)
			ELL	57.1%		(4 / 7)
		Gender	Female	79.2%		(103 / 130)
			Male	66.7%		(54 / 81)
		InstrSetting	Not Special Ed	75.4%		(156 / 207)
			Special Ed	25.0%		(1 / 4)
		Race	Black / Latinx	56.9%		(41 / 72)
			White / Other	83.5%		(116 / 139)
	19-20	All	All	66.7%		(176 / 264)
		ELL	Not ELL	67.5%		(170 / 252)
			ELL	50.0%		(6 / 12)
		Gender	Female	63.9%		(94 / 147)
			Male	70.1%		(82 / 117)
		InstrSetting	Not Special Ed	68.9%		(175 / 254)
			Special Ed	10.0%		(1 / 10)
		Race	Black / Latinx	45.9%		(45 / 98)
			White / Other	78.9%		(131 / 166)
	18-19	All	All	68.6%		(205 / 299)
		ELL	Not ELL	69.6%		(201 / 289)
			ELL	40.0%		(4 / 10)
		Gender	Female	68.9%		(104 / 151)
			Male	68.2%		(101 / 148)
		InstrSetting	Not Special Ed	70.1%		(202 / 288)
			Special Ed	27.3%		(3 / 11)
		Race	Black / Latinx	60.0%		(60 / 100)
			White / Other	72.9%		(145 / 199)
	17-18	All	All	66.7%		(224 / 336)
		ELL	Not ELL	68.0%		(219 / 322)
			ELL	35.7%		(5 / 14)
		Gender	Female	64.9%		(126 / 194)
			Male	69.0%		(98 / 142)
		InstrSetting	Not Special Ed	68.4%		(221 / 323)
			Special Ed	23.1%		(3 / 13)
		Race	Black / Latinx	53.5%		(54 / 101)
			White / Other	72.3%		(170 / 235)
	16-17	All	All	68.3%		(138 / 202)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Bencharks on SAT for White Knoll High School	Number of Students
Evidence-Based Reading and Writing	16-17	ELL	Not ELL	69.0%		(140 / 203)
			ELL	75.0%		(3 / 4)
		Gender	Female	68.4%		(80 / 117)
			Male	68.2%		(58 / 85)
		InstrSetting	Not Special Ed	70.9%		(141 / 199)
			Special Ed	25.0%		(2 / 8)
		Race	Black / Latinx	46.0%		(29 / 63)
			White / Other	78.4%		(109 / 139)
	15-16	All	All	56.1%		(101 / 180)
		ELL	Not ELL	55.2%		(101 / 183)
			ELL	100.0%		(1 / 1)
		Gender	Female	50.9%		(58 / 114)
			Male	65.2%		(43 / 66)
		InstrSetting	Not Special Ed	57.0%		(102 / 179)
			Special Ed	0.0%		(0 / 5)
		Race	Black / Latinx	55.9%		(19 / 34)
			White / Other	56.2%		(82 / 146)
	14-15	All	All	50.9%		(111 / 218)
		ELL	Not ELL	51.6%		(111 / 215)
			ELL	28.6%		(2 / 7)
		Gender	Female	50.4%		(67 / 133)
			Male	51.8%		(44 / 85)
		InstrSetting	Not Special Ed	51.4%		(113 / 220)
			Special Ed	0.0%		(0 / 2)
		Race	Black / Latinx	33.3%		(17 / 51)
			White / Other	56.3%		(94 / 167)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for White Knoll High School	Number of Students
Math	21-22	All	All	40.8%		(86 / 211)
		ELL	Not ELL	40.7%		(83 / 204)
			ELL	42.9%		(3 / 7)
		Gender	Female	36.2%		(47 / 130)
			Male	48.1%		(39 / 81)
		InstrSetting	Not Special Ed	41.5%		(86 / 207)
			Special Ed	0.0%		(0 / 4)
		Race	Black / Latinx	27.8%		(20 / 72)
			White / Other	47.5%		(66 / 139)
	20-21	All	All	37.9%		(89 / 235)
		ELL	Not ELL	38.1%		(86 / 226)
			ELL	33.3%		(3 / 9)
		Gender	Female	35.4%		(45 / 127)
			Male	40.7%		(44 / 108)
		InstrSetting	Not Special Ed	39.2%		(87 / 222)
			Special Ed	15.4%		(2 / 13)
		Race	Black / Latinx	25.0%		(18 / 72)
			White / Other	43.6%		(71 / 163)
	19-20	All	All	42.4%		(112 / 264)
		ELL	Not ELL	43.3%		(109 / 252)
			ELL	25.0%		(3 / 12)
		Gender	Female	38.1%		(56 / 147)
			Male	47.9%		(56 / 117)
		InstrSetting	Not Special Ed	43.7%		(111 / 254)
			Special Ed	10.0%		(1 / 10)
		Race	Black / Latinx	25.5%		(25 / 98)
			White / Other	52.4%		(87 / 166)
	18-19	All	All	38.3%		(114 / 298)
		ELL	Not ELL	39.2%		(113 / 288)
			ELL	10.0%		(1 / 10)
		Gender	Female	28.5%		(43 / 151)
			Male	48.3%		(71 / 147)
		InstrSetting	Not Special Ed	39.4%		(113 / 287)
			Special Ed	9.1%		(1 / 11)
		Race	Black / Latinx	25.0%		(25 / 100)
			White / Other	44.9%		(89 / 198)
	17-18	All	All	37.2%		(125 / 336)
		ELL	Not ELL	38.5%		(124 / 322)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Bencharks on SAT for White Knoll High School	Number of Students
Math	17-18	ELL	ELL	7.1%		(1 / 14)
		Gender	Female	30.4%		(59 / 194)
			Male	46.5%		(66 / 142)
		InstrSetting	Not Special Ed	38.4%		(124 / 323)
			Special Ed	7.7%		(1 / 13)
		Race	Black / Latinx	25.7%		(26 / 101)
			White / Other	42.1%		(99 / 235)
	16-17	All	All	42.6%		(86 / 202)
		ELL	Not ELL	42.9%		(87 / 203)
			ELL	50.0%		(2 / 4)
		Gender	Female	34.2%		(40 / 117)
			Male	54.1%		(46 / 85)
		InstrSetting	Not Special Ed	44.2%		(88 / 199)
			Special Ed	12.5%		(1 / 8)
		Race	Black / Latinx	20.6%		(13 / 63)
			White / Other	52.5%		(73 / 139)
	15-16	All	All	28.9%		(52 / 180)
		ELL	Not ELL	28.4%		(52 / 183)
			ELL	100.0%		(1 / 1)
		Gender	Female	24.6%		(28 / 114)
			Male	36.4%		(24 / 66)
		InstrSetting	Not Special Ed	29.6%		(53 / 179)
			Special Ed	0.0%		(0 / 5)
		Race	Black / Latinx	17.6%		(6 / 34)
			White / Other	31.5%		(46 / 146)
	14-15	All	All	30.7%		(67 / 218)
		ELL	Not ELL	31.2%		(67 / 215)
			ELL	42.9%		(3 / 7)
		Gender	Female	25.6%		(34 / 133)
			Male	38.8%		(33 / 85)
		InstrSetting	Not Special Ed	31.8%		(70 / 220)
			Special Ed	0.0%		(0 / 2)
		Race	Black / Latinx	11.8%		(6 / 51)
			White / Other	36.5%		(61 / 167)

	Year	Group	Subgroup	%	Percent of students with Silver or higher on Ready to Work for White Knoll High School	Number of Students
Ready to Work	2020-2021	All	All	70.3%		(440 / 626)
		ELL	Not ELL	72.1%		(417 / 578)
			ELL	47.9%		(23 / 48)
		Gender	Female	72.1%		(225 / 312)
			Male	68.5%		(215 / 314)
		InstrSetting	Not Special Ed	75.8%		(425 / 561)
			Special Ed	23.1%		(15 / 65)
		Race	Black / Latinx	51.7%		(107 / 207)
			White / Other	79.5%		(333 / 419)
	2018-2019	All	All	68.8%		(315 / 458)
		ELL	Not ELL	70.0%		(299 / 427)
			ELL	51.6%		(16 / 31)
		Gender	Female	70.6%		(156 / 221)
			Male	67.1%		(159 / 237)
		InstrSetting	Not Special Ed	73.8%		(305 / 413)
			Special Ed	22.2%		(10 / 45)
		Race	Black / Latinx	53.9%		(82 / 152)
			White / Other	76.1%		(233 / 306)
	2017-2018	All	All	71.9%		(299 / 416)
		ELL	Not ELL	73.0%		(290 / 397)
			ELL	47.4%		(9 / 19)
		Gender	Female	70.7%		(147 / 208)
			Male	73.1%		(152 / 208)
		InstrSetting	Not Special Ed	78.1%		(289 / 370)
			Special Ed	21.7%		(10 / 46)
		Race	Black / Latinx	55.2%		(64 / 116)
			White / Other	78.3%		(235 / 300)

	Year	Group	Subgroup	%	Percent of students with Silver or higher on WorkKeys White Knoll High School	Number of Students
WorkKeys	2021-2022	All	All	58.8%		(233 / 396)
		ELL	Not ELL	59.4%		(224 / 377)
			ELL	47.4%		(9 / 19)
		Gender	Female	64.7%		(134 / 207)
			Male	52.4%		(99 / 189)
		InstrSetting	Not Special Ed	64.5%		(231 / 358)
			Special Ed	5.3%		(2 / 38)
		Race	Black / Latinx	45.8%		(66 / 144)
			White / Other	66.3%		(167 / 252)
	2016-2017	All	All	66.8%		(290 / 434)
		ELL	Not ELL	67.1%		(287 / 428)
			ELL	50.0%		(3 / 6)
		Gender	Female	65.6%		(147 / 224)
			Male	68.1%		(143 / 210)
		InstrSetting	Not Special Ed	71.0%		(282 / 397)
			Special Ed	21.6%		(8 / 37)
		Race	Black / Latinx	49.2%		(62 / 126)
			White / Other	74.0%		(228 / 308)
	2015-2016	All	All	69.5%		(312 / 449)
		ELL	Not ELL	70.5%		(308 / 437)
			ELL	33.3%		(4 / 12)
		Gender	Female	66.8%		(151 / 226)
			Male	72.2%		(161 / 223)
		InstrSetting	Not Special Ed	74.8%		(306 / 409)
			Special Ed	15.0%		(6 / 40)
		Race	Black / Latinx	54.6%		(65 / 119)
			White / Other	74.8%		(247 / 330)
	2014-2015	All	All	72.5%		(337 / 465)
		ELL	Not ELL	73.2%		(334 / 456)
			ELL	33.3%		(3 / 9)
		Gender	Female	71.0%		(171 / 241)
			Male	74.1%		(166 / 224)
		InstrSetting	Not Special Ed	76.6%		(327 / 427)
			Special Ed	26.3%		(10 / 38)
		Race	Black / Latinx	52.0%		(51 / 98)
			White / Other	77.9%		(286 / 367)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for White Knoll High School	Number of Students
Algebra 1	21-22	All	All	41.0%		(247 / 603)
		ELL	ELL	15.0%		(6 / 40)
			Not ELL	42.8%		(241 / 563)
		Gender	Female	46.9%		(128 / 273)
			Male	36.1%		(119 / 330)
		InstrSetting	Not Special Ed	47.4%		(233 / 492)
			Special Ed	12.6%		(14 / 111)
		Race	Black / Latinx	37.1%		(115 / 310)
			White / Other	45.2%		(132 / 292)
	20-21	All	All	45.6%		(180 / 395)
		ELL	Not ELL	45.8%		(174 / 380)
			ELL	40.0%		(6 / 15)
		Gender	Female	52.6%		(101 / 192)
			Male	39.1%		(79 / 202)
		InstrSetting	Not Special Ed	51.0%		(171 / 335)
			Special Ed	15.0%		(9 / 60)
		Race	Black / Latinx	38.2%		(65 / 170)
			White / Other	51.3%		(115 / 224)
	18-19	All	All	69.4%		(304 / 438)
		ELL	Not ELL	71.6%		(293 / 409)
			ELL	37.9%		(11 / 29)
		Gender	Female	72.7%		(160 / 220)
			Male	66.1%		(144 / 218)
		InstrSetting	Not Special Ed	75.9%		(274 / 361)
			Special Ed	39.0%		(30 / 77)
		Race	Black / Latinx	58.7%		(105 / 179)
			White / Other	76.8%		(199 / 259)
	17-18	All	All	67.7%		(310 / 458)
		ELL	Not ELL	68.5%		(292 / 426)
			ELL	56.3%		(18 / 32)
		Gender	Female	72.5%		(158 / 218)
			Male	63.3%		(152 / 240)
		InstrSetting	Not Special Ed	74.5%		(287 / 385)
			Special Ed	31.5%		(23 / 73)
		Race	Black / Latinx	63.2%		(117 / 185)
			White / Other	70.7%		(193 / 273)
	16-17	All	All	73.4%		(314 / 428)
		ELL	Not ELL	73.8%		(302 / 409)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for White Knoll High School	Number of Students
Algebra 1	16-17	ELL	ELL	63.2%		(12 / 19)
		Gender	Female	78.1%		(168 / 215)
			Male	68.5%		(146 / 213)
		InstrSetting	Not Special Ed	78.2%		(287 / 367)
			Special Ed	44.3%		(27 / 61)
		Race	Black / Latinx	64.1%		(82 / 128)
			White / Other	77.3%		(232 / 300)
	15-16	All	All	85.5%		(307 / 359)
		ELL	Not ELL	85.7%		(300 / 350)
			ELL	77.8%		(7 / 9)
		Gender	Female	87.7%		(164 / 187)
			Male	83.1%		(143 / 172)
		InstrSetting	Not Special Ed	88.8%		(294 / 331)
			Special Ed	46.4%		(13 / 28)
		Race	Black / Latinx	80.6%		(75 / 93)
			White / Other	87.2%		(232 / 266)
	14-15	All	All	89.7%		(376 / 419)
		ELL	Not ELL	90.0%		(362 / 402)
			ELL	82.4%		(14 / 17)
		Gender	Female	89.7%		(183 / 204)
			Male	89.8%		(193 / 215)
		InstrSetting	Not Special Ed	91.7%		(341 / 372)
			Special Ed	74.5%		(35 / 47)
		Race	Black / Latinx	87.4%		(111 / 127)
			White / Other	90.8%		(265 / 292)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for White Knoll High School	Number of Students
Biology 1	21-22	All	All	48.4%		(299 / 618)
		ELL	ELL	14.8%		(4 / 27)
			Not ELL	49.9%		(295 / 591)
		Gender	Female	56.8%		(163 / 287)
			Male	41.1%		(136 / 331)
		InstrSetting	Not Special Ed	54.8%		(291 / 531)
			Special Ed	9.2%		(8 / 87)
		Race	Black / Latinx	38.8%		(108 / 278)
			White / Other	56.2%		(191 / 340)
	20-21	All	All	39.7%		(213 / 536)
		ELL	Not ELL	40.7%		(209 / 513)
			ELL	17.4%		(4 / 23)
		Gender	Female	40.4%		(113 / 280)
			Male	38.7%		(99 / 256)
		InstrSetting	Not Special Ed	43.8%		(208 / 475)
			Special Ed	8.2%		(5 / 61)
		Race	Black / Latinx	24.6%		(57 / 232)
			White / Other	51.0%		(155 / 304)
	18-19	All	All	70.1%		(349 / 498)
		ELL	Not ELL	71.8%		(342 / 476)
			ELL	31.8%		(7 / 22)
		Gender	Female	76.1%		(191 / 251)
			Male	64.0%		(158 / 247)
		InstrSetting	Not Special Ed	74.9%		(326 / 435)
			Special Ed	36.5%		(23 / 63)
		Race	Black / Latinx	54.9%		(101 / 184)
			White / Other	79.0%		(248 / 314)
	17-18	All	All	65.1%		(364 / 559)
		ELL	Not ELL	67.2%		(352 / 524)
			ELL	34.3%		(12 / 35)
		Gender	Female	63.5%		(181 / 285)
			Male	66.8%		(183 / 274)
		InstrSetting	Not Special Ed	72.2%		(343 / 475)
			Special Ed	25.0%		(21 / 84)
		Race	Black / Latinx	52.6%		(102 / 194)
			White / Other	72.2%		(262 / 363)
	16-17	All	All	76.2%		(414 / 543)
		ELL	Not ELL	77.5%		(403 / 520)
			ELL	47.8%		(11 / 23)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for White Knoll High School	Number of Students
Biology 1	16-17	Gender	Female	78.4%		(207 / 264)
			Male	74.2%		(207 / 279)
		InstrSetting	Not Special Ed	81.3%		(387 / 476)
			Special Ed	40.3%		(27 / 67)
		Race	Black / Latinx	65.0%		(115 / 177)
			White / Other	81.7%		(299 / 366)
	15-16	All	All	87.9%		(406 / 462)
		ELL	Not ELL	88.9%		(399 / 449)
			ELL	53.8%		(7 / 13)
		Gender	Female	89.9%		(204 / 227)
			Male	86.0%		(202 / 235)
		InstrSetting	Not Special Ed	90.7%		(388 / 428)
			Special Ed	52.9%		(18 / 34)
		Race	Black / Latinx	75.0%		(90 / 120)
			White / Other	92.4%		(316 / 342)
	14-15	All	All	79.6%		(441 / 554)
		ELL	Not ELL	80.1%		(431 / 538)
			ELL	62.5%		(10 / 16)
		Gender	Female	79.9%		(231 / 289)
			Male	79.2%		(210 / 265)
		InstrSetting	Not Special Ed	84.4%		(412 / 488)
			Special Ed	43.9%		(29 / 66)
		Race	Black / Latinx	66.2%		(96 / 145)
			White / Other	84.4%		(345 / 409)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for White Knoll High School	Number of Students
English 2	21-22	All	All	79.9%		(457 / 572)
		ELL	ELL	34.8%		(8 / 23)
			Not ELL	81.8%		(449 / 549)
		Gender	Female	86.6%		(239 / 276)
			Male	73.6%		(218 / 296)
		InstrSetting	Not Special Ed	86.4%		(426 / 493)
			Special Ed	39.2%		(31 / 79)
		Race	Black / Latinx	74.4%		(180 / 242)
			White / Other	83.9%		(277 / 330)
	20-21	All	All	84.7%		(447 / 528)
		ELL	Not ELL	85.5%		(437 / 511)
			ELL	58.8%		(10 / 17)
		Gender	Female	88.8%		(245 / 276)
			Male	80.2%		(202 / 252)
		InstrSetting	Not Special Ed	88.4%		(421 / 476)
			Special Ed	50.0%		(26 / 52)
		Race	Black / Latinx	78.7%		(155 / 197)
			White / Other	88.2%		(292 / 331)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for White Knoll High School	Number of Students
US History	21-22	All	All	57.9%		(165 / 285)
		ELL	ELL	10.0%		(1 / 10)
			Not ELL	59.6%		(164 / 275)
		Gender	Female	57.3%		(94 / 164)
			Male	58.7%		(71 / 121)
		InstrSetting	Not Special Ed	61.0%		(161 / 264)
			Special Ed	19.0%		(4 / 21)
		Race	Black / Latinx	50.0%		(54 / 108)
			White / Other	62.7%		(111 / 177)
	20-21	All	All	49.7%		(214 / 431)
		ELL	Not ELL	51.3%		(212 / 413)
			ELL	11.1%		(2 / 18)
		Gender	Female	44.1%		(97 / 220)
			Male	54.8%		(115 / 210)
		InstrSetting	Not Special Ed	52.4%		(199 / 380)
			Special Ed	29.4%		(15 / 51)
		Race	Black / Latinx	32.4%		(55 / 170)
			White / Other	60.4%		(157 / 260)
	18-19	All	All	80.6%		(361 / 448)
		ELL	Not ELL	82.4%		(347 / 421)
			ELL	51.9%		(14 / 27)
		Gender	Female	77.5%		(169 / 218)
			Male	83.5%		(192 / 230)
		InstrSetting	Not Special Ed	85.5%		(348 / 407)
			Special Ed	31.7%		(13 / 41)
		Race	Black / Latinx	74.4%		(119 / 160)
			White / Other	84.0%		(242 / 288)
	17-18	All	All	78.9%		(351 / 445)
		ELL	Not ELL	80.2%		(344 / 429)
			ELL	43.8%		(7 / 16)
		Gender	Female	75.2%		(173 / 230)
			Male	82.8%		(178 / 215)
		InstrSetting	Not Special Ed	84.1%		(339 / 403)
			Special Ed	28.6%		(12 / 42)
		Race	Black / Latinx	69.0%		(107 / 155)
			White / Other	84.4%		(244 / 289)
	16-17	All	All	73.6%		(337 / 458)
		ELL	Not ELL	74.8%		(336 / 449)
			ELL	11.1%		(1 / 9)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for White Knoll High School	Number of Students
US History	16-17	Gender	Female	69.5%		(164 / 236)
			Male	77.9%		(173 / 222)
		InstrSetting	Not Special Ed	77.1%		(324 / 420)
			Special Ed	34.2%		(13 / 38)
		Race	Black / Latinx	62.5%		(85 / 136)
			White / Other	78.3%		(252 / 322)
	15-16	All	All	77.2%		(346 / 448)
		ELL	Not ELL	77.9%		(342 / 439)
			ELL	44.4%		(4 / 9)
		Gender	Female	72.0%		(167 / 232)
			Male	82.9%		(179 / 216)
		InstrSetting	Not Special Ed	80.1%		(334 / 417)
			Special Ed	38.7%		(12 / 31)
		Race	Black / Latinx	67.5%		(81 / 120)
			White / Other	80.8%		(265 / 328)
	14-15	All	All	78.4%		(371 / 473)
		ELL	Not ELL	79.7%		(370 / 464)
			ELL	11.1%		(1 / 9)
		Gender	Female	75.9%		(189 / 249)
			Male	81.3%		(182 / 224)
		InstrSetting	Not Special Ed	80.2%		(356 / 444)
			Special Ed	51.7%		(15 / 29)
		Race	Black / Latinx	65.3%		(64 / 98)
			White / Other	81.9%		(307 / 375)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for White Knoll High School	Number of Students
English 1	18-19	All	All	73.1%		(285 / 390)
		ELL	Not ELL	74.9%		(271 / 362)
			ELL	50.0%		(14 / 28)
		Gender	Female	80.9%		(148 / 183)
			Male	66.0%		(136 / 206)
		InstrSetting	Not Special Ed	80.4%		(250 / 311)
			Special Ed	44.3%		(35 / 79)
		Race	Black / Latinx	66.7%		(108 / 162)
			White / Other	77.5%		(176 / 227)
	17-18	All	All	71.1%		(288 / 405)
		ELL	Not ELL	73.6%		(276 / 375)
			ELL	40.0%		(12 / 30)
		Gender	Female	77.0%		(147 / 191)
			Male	65.9%		(141 / 214)
		InstrSetting	Not Special Ed	77.8%		(260 / 334)
			Special Ed	39.4%		(28 / 71)
		Race	Black / Latinx	67.9%		(112 / 165)
			White / Other	73.6%		(176 / 239)
	16-17	All	All	68.0%		(264 / 388)
		ELL	Not ELL	69.4%		(252 / 363)
			ELL	48.0%		(12 / 25)
		Gender	Female	66.5%		(117 / 176)
			Male	69.3%		(147 / 212)
		InstrSetting	Not Special Ed	75.5%		(243 / 322)
			Special Ed	31.8%		(21 / 66)
		Race	Black / Latinx	61.5%		(80 / 130)
			White / Other	71.3%		(184 / 258)
	15-16	All	All	81.3%		(356 / 438)
		ELL	Not ELL	81.8%		(346 / 423)
			ELL	66.7%		(10 / 15)
		Gender	Female	81.3%		(169 / 208)
			Male	81.3%		(187 / 230)
		InstrSetting	Not Special Ed	85.9%		(342 / 398)
			Special Ed	35.0%		(14 / 40)
		Race	Black / Latinx	76.5%		(91 / 119)
			White / Other	83.1%		(265 / 319)
	14-15	All	All	68.9%		(281 / 408)
		ELL	Not ELL	69.6%		(275 / 395)
			ELL	46.2%		(6 / 13)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for White Knoll High School	Number of Students
English 1	14-15	Gender	Female	67.5%		(133 / 197)
			Male	70.1%		(148 / 211)
		InstrSetting	Not Special Ed	73.9%		(263 / 356)
			Special Ed	34.6%		(18 / 52)
		Race	Black / Latinx	56.3%		(72 / 128)
			White / Other	74.6%		(209 / 280)

	Year	Group	Subgroup	%	On Time Graduation Rate for White Knoll High School	Number of Students
GradRate	21-22	All	All	81.9%		(442 / 540)
		ELL	Not ELL	81.9%		(442 / 540)
		Gender	Female	88.7%		(236 / 266)
			Male	75.2%		(206 / 274)
		InstrSetting	Not Special Ed	84.7%		(393 / 464)
			Special Ed	64.5%		(49 / 76)
		Race	Black / Latinx	88.1%		(118 / 134)
			White / Other	79.8%		(324 / 406)
	20-21	All	All	85.9%		(444 / 517)
		ELL	Not ELL	85.9%		(444 / 517)
		Gender	Female	90.0%		(233 / 259)
			Male	81.8%		(211 / 258)
		InstrSetting	Not Special Ed	89.6%		(407 / 454)
			Special Ed	58.7%		(37 / 63)
		Race	Black / Latinx	85.8%		(103 / 120)
			White / Other	85.9%		(341 / 397)
	19-20	All	All	87.9%		(445 / 506)
		ELL	Not ELL	87.6%		(410 / 468)
			ELL	92.1%		(35 / 38)
		Gender	Female	91.5%		(214 / 234)
			Male	84.9%		(231 / 272)
		InstrSetting	Not Special Ed	92.2%		(411 / 446)
			Special Ed	56.7%		(34 / 60)
		Race	Black / Latinx	92.2%		(107 / 116)
			White / Other	86.7%		(338 / 390)
	18-19	All	All	86.6%		(402 / 464)
		ELL	Not ELL	86.5%		(383 / 443)
			ELL	90.5%		(19 / 21)
		Gender	Female	92.1%		(210 / 228)
			Male	81.4%		(192 / 236)
		InstrSetting	Not Special Ed	88.1%		(370 / 420)
			Special Ed	72.7%		(32 / 44)
		Race	Black / Latinx	87.4%		(83 / 95)
			White / Other	86.4%		(319 / 369)
	17-18	All	All	86.4%		(401 / 464)
		ELL	Not ELL	86.3%		(390 / 452)
			ELL	91.7%		(11 / 12)
		Gender	Female	90.9%		(211 / 232)
			Male	81.9%		(190 / 232)

	Year	Group	Subgroup	%	On Time Graduation Rate for White Knoll High School	Number of Students
GradRate	17-18	InstrSetting	Not Special Ed	87.3%		(370 / 424)
			Special Ed	77.5%		(31 / 40)
		Race	Black / Latinx	84.3%		(91 / 108)
			White / Other	87.1%		(310 / 356)
	16-17	All	All	86.4%		(394 / 456)
		ELL	Not ELL	86.5%		(384 / 444)
			ELL	83.3%		(10 / 12)
		Gender	Female	89.2%		(206 / 231)
			Male	83.6%		(188 / 225)
		InstrSetting	Not Special Ed	90.5%		(373 / 412)
			Special Ed	47.7%		(21 / 44)
		Race	Black / Latinx	86.9%		(113 / 130)
			White / Other	86.2%		(281 / 326)
	15-16	All	All	85.4%		(428 / 501)
		ELL	Not ELL	85.9%		(422 / 491)
			ELL	60.0%		(6 / 10)
		Gender	Female	90.3%		(233 / 258)
			Male	80.2%		(195 / 243)
		InstrSetting	Not Special Ed	88.8%		(405 / 456)
			Special Ed	51.1%		(23 / 45)
		Race	Black / Latinx	78.3%		(101 / 129)
			White / Other	87.9%		(327 / 372)

Year	Status	Student Count	Stu Cnt
15-16			
	CC-LOCAL DOCUMENT RECIPIENT	9	1.8%
	GN-NON-GRADUATE	64	12.8%
	GY-GRADUATE	428	85.4%
16-17			
	CC-LOCAL DOCUMENT RECIPIENT	12	2.6%
	GN-NON-GRADUATE	50	11.0%
	GY-GRADUATE	394	86.4%
17-18			
	A1	4	0.9%
	CC	2	0.4%
	GN	57	12.3%
	GY	401	86.4%
18-19			
	CC	8	1.7%
	GN	54	11.6%
	GY	402	86.6%
19-20			
	CC	7	1.4%

19-20	GN		54	10.7%
	GY		445	87.9%
20-21				
	CC		17	3.3%
	GN		56	10.8%
	GY		444	85.9%
21-22				
	CC		13	2.4%
	GN		85	15.7%
	GY		442	81.9%
Total			3448	

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level White Knoll High School	Number of Students
Honors	21-22	All	All	37.6%		(857 / 2279)
		ELL	Not ELL	38.0%		(799 / 2103)
			ELL	33.0%		(58 / 176)
		Gender	Female	46.4%		(529 / 1139)
			Male	28.8%		(328 / 1140)
		InstrSetting	Not Special Ed	42.9%		(838 / 1954)
			Special Ed	5.8%		(19 / 325)
		Race	Black / Latinx	32.4%		(324 / 1000)
			White / Other	41.7%		(533 / 1279)
	20-21	All	All	41.1%		(906 / 2207)
		ELL	Not ELL	41.6%		(858 / 2064)
			ELL	33.6%		(48 / 143)
		Gender	Female	50.8%		(562 / 1107)
			Male	31.3%		(344 / 1100)
		InstrSetting	Not Special Ed	47.0%		(887 / 1889)
			Special Ed	6.0%		(19 / 318)
		Race	Black / Latinx	35.1%		(308 / 877)
			White / Other	45.0%		(598 / 1330)
	19-20	All	All	43.4%		(902 / 2077)
		ELL	Not ELL	43.5%		(841 / 1935)
			ELL	43.0%		(61 / 142)
		Gender	Female	51.1%		(525 / 1028)
			Male	35.9%		(377 / 1049)
		InstrSetting	Not Special Ed	49.7%		(887 / 1786)
			Special Ed	5.2%		(15 / 291)
		Race	Black / Latinx	37.3%		(292 / 782)
			White / Other	47.1%		(610 / 1295)
	18-19	All	All	42.4%		(867 / 2047)
		ELL	Not ELL	42.6%		(817 / 1919)
			ELL	39.1%		(50 / 128)
		Gender	Female	49.9%		(498 / 998)
			Male	35.2%		(369 / 1049)
		InstrSetting	Not Special Ed	48.3%		(855 / 1772)
			Special Ed	4.4%		(12 / 275)
		Race	Black / Latinx	34.0%		(251 / 739)
			White / Other	47.1%		(616 / 1308)
	17-18	All	All	42.9%		(849 / 1979)
		ELL	Not ELL	43.7%		(825 / 1887)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level White Knoll High School	Number of Students
Honors	17-18	ELL	ELL	26.1%		(24 / 92)
		Gender	Female	50.1%		(493 / 984)
			Male	35.8%		(356 / 995)
		InstrSetting	Not Special Ed	48.0%		(833 / 1735)
			Special Ed	6.6%		(16 / 244)
		Race	Black / Latinx	34.3%		(230 / 671)
			White / Other	47.3%		(619 / 1308)
	16-17	All	All	42.3%		(828 / 1958)
		ELL	Not ELL	43.0%		(814 / 1894)
			ELL	21.9%		(14 / 64)
		Gender	Female	49.5%		(476 / 961)
			Male	35.3%		(352 / 997)
		InstrSetting	Not Special Ed	47.2%		(817 / 1732)
			Special Ed	4.9%		(11 / 226)
		Race	Black / Latinx	34.0%		(193 / 567)
			White / Other	45.7%		(635 / 1391)
	15-16	All	All	34.1%		(686 / 2013)
		ELL	Not ELL	34.7%		(681 / 1961)
			ELL	9.6%		(5 / 52)
		Gender	Female	39.6%		(396 / 1000)
			Male	28.6%		(290 / 1013)
		InstrSetting	Not Special Ed	37.9%		(682 / 1800)
			Special Ed	1.9%		(4 / 213)
		Race	Black / Latinx	26.7%		(137 / 513)
			White / Other	36.6%		(549 / 1500)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level White Knoll High School	Number of Students
AP/IB	21-22	All	All	13.2%		(300 / 2279)
		ELL	Not ELL	13.1%		(275 / 2103)
			ELL	14.2%		(25 / 176)
		Gender	Female	16.5%		(188 / 1139)
			Male	9.8%		(112 / 1140)
		InstrSetting	Not Special Ed	15.1%		(296 / 1954)
			Special Ed	1.2%		(4 / 325)
		Race	Black / Latinx	10.8%		(108 / 1000)
			White / Other	15.0%		(192 / 1279)
	20-21	All	All	14.9%		(328 / 2207)
		ELL	Not ELL	14.9%		(308 / 2064)
			ELL	14.0%		(20 / 143)
		Gender	Female	17.1%		(189 / 1107)
			Male	12.6%		(139 / 1100)
		InstrSetting	Not Special Ed	17.3%		(326 / 1889)
			Special Ed	0.6%		(2 / 318)
		Race	Black / Latinx	10.0%		(88 / 877)
			White / Other	18.0%		(240 / 1330)
	19-20	All	All	14.8%		(307 / 2077)
		ELL	Not ELL	14.6%		(282 / 1935)
			ELL	17.6%		(25 / 142)
		Gender	Female	16.3%		(168 / 1028)
			Male	13.3%		(139 / 1049)
		InstrSetting	Not Special Ed	17.0%		(304 / 1786)
			Special Ed	1.0%		(3 / 291)
		Race	Black / Latinx	12.3%		(96 / 782)
			White / Other	16.3%		(211 / 1295)
	18-19	All	All	13.7%		(281 / 2047)
		ELL	Not ELL	14.2%		(273 / 1919)
			ELL	6.3%		(8 / 128)
		Gender	Female	14.7%		(147 / 998)
			Male	12.8%		(134 / 1049)
		InstrSetting	Not Special Ed	15.7%		(279 / 1772)
			Special Ed	0.7%		(2 / 275)
		Race	Black / Latinx	8.9%		(66 / 739)
			White / Other	16.4%		(215 / 1308)
	17-18	All	All	11.9%		(235 / 1979)
		ELL	Not ELL	12.3%		(232 / 1887)
			ELL	3.3%		(3 / 92)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level White Knoll High School	Number of Students
AP/IB	17-18	Gender	Female	13.6%		(134 / 984)
			Male	10.2%		(101 / 995)
		InstrSetting	Not Special Ed	13.5%		(235 / 1735)
			Special Ed	0.0%		(0 / 244)
		Race	Black / Latinx	9.5%		(64 / 671)
			White / Other	13.1%		(171 / 1308)
	16-17	All	All	8.6%		(169 / 1958)
		ELL	Not ELL	8.9%		(168 / 1894)
			ELL	1.6%		(1 / 64)
		Gender	Female	9.4%		(90 / 961)
			Male	7.9%		(79 / 997)
		InstrSetting	Not Special Ed	9.8%		(169 / 1732)
			Special Ed	0.0%		(0 / 226)
		Race	Black / Latinx	6.0%		(34 / 567)
			White / Other	9.7%		(135 / 1391)
	15-16	All	All	3.0%		(61 / 2013)
		ELL	Not ELL	3.1%		(61 / 1961)
			ELL	0.0%		(0 / 52)
		Gender	Female	3.2%		(32 / 1000)
			Male	2.9%		(29 / 1013)
		InstrSetting	Not Special Ed	3.4%		(61 / 1800)
			Special Ed	0.0%		(0 / 213)
		Race	Black / Latinx	1.6%		(8 / 513)
			White / Other	3.5%		(53 / 1500)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level White Knoll High School	Number of Students
Dual Credit	21-22	All	All	4.8%		(110 / 2279)
		ELL	Not ELL	5.1%		(107 / 2103)
			ELL	1.7%		(3 / 176)
		Gender	Female	7.0%		(80 / 1139)
			Male	2.6%		(30 / 1140)
		InstrSetting	Not Special Ed	5.6%		(110 / 1954)
			Special Ed	0.0%		(0 / 325)
		Race	Black / Latinx	3.6%		(36 / 1000)
			White / Other	5.8%		(74 / 1279)
	20-21	All	All	4.3%		(95 / 2207)
		ELL	Not ELL	4.4%		(90 / 2064)
			ELL	3.5%		(5 / 143)
		Gender	Female	6.1%		(67 / 1107)
			Male	2.5%		(28 / 1100)
		InstrSetting	Not Special Ed	5.0%		(95 / 1889)
			Special Ed	0.0%		(0 / 318)
		Race	Black / Latinx	2.6%		(23 / 877)
			White / Other	5.4%		(72 / 1330)
	19-20	All	All	3.8%		(78 / 2077)
		ELL	Not ELL	3.9%		(76 / 1935)
			ELL	1.4%		(2 / 142)
		Gender	Female	4.5%		(46 / 1028)
			Male	3.1%		(32 / 1049)
		InstrSetting	Not Special Ed	4.4%		(78 / 1786)
			Special Ed	0.0%		(0 / 291)
		Race	Black / Latinx	2.0%		(16 / 782)
			White / Other	4.8%		(62 / 1295)
	18-19	All	All	2.6%		(54 / 2047)
		ELL	Not ELL	2.8%		(54 / 1919)
			ELL	0.0%		(0 / 128)
		Gender	Female	3.5%		(35 / 998)
			Male	1.8%		(19 / 1049)
		InstrSetting	Not Special Ed	3.0%		(54 / 1772)
			Special Ed	0.0%		(0 / 275)
		Race	Black / Latinx	2.0%		(15 / 739)
			White / Other	3.0%		(39 / 1308)
	17-18	All	All	2.2%		(44 / 1979)
		ELL	Not ELL	2.3%		(44 / 1887)
			ELL	0.0%		(0 / 92)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level White Knoll High School	Number of Students
Dual Credit	17-18	Gender	Female	2.9%		(29 / 984)
			Male	1.5%		(15 / 995)
		InstrSetting	Not Special Ed	2.5%		(44 / 1735)
			Special Ed	0.0%		(0 / 244)
		Race	Black / Latinx	1.5%		(10 / 671)
			White / Other	2.6%		(34 / 1308)
	16-17	All	All	1.2%		(24 / 1958)
		ELL	Not ELL	1.3%		(24 / 1894)
			ELL	0.0%		(0 / 64)
		Gender	Female	1.4%		(13 / 961)
			Male	1.1%		(11 / 997)
		InstrSetting	Not Special Ed	1.4%		(24 / 1732)
			Special Ed	0.0%		(0 / 226)
		Race	Black / Latinx	0.2%		(1 / 567)
			White / Other	1.7%		(23 / 1391)
	15-16	All	All	1.2%		(24 / 2013)
		ELL	Not ELL	1.2%		(24 / 1961)
			ELL	0.0%		(0 / 52)
		Gender	Female	1.8%		(18 / 1000)
			Male	0.6%		(6 / 1013)
		InstrSetting	Not Special Ed	1.3%		(24 / 1800)
			Special Ed	0.0%		(0 / 213)
		Race	Black / Latinx	0.0%		(0 / 513)
			White / Other	1.6%		(24 / 1500)
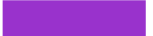
	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for White Knoll High School	Number of Students
Chronic Absences	21-22	All	All	40.2%		(922 / 2294)
		ELL	Not ELL	40.0%		(863 / 2159)
			ELL	43.7%		(59 / 135)
		Gender	Female	42.4%		(487 / 1149)
			Male	38.0%		(435 / 1145)
		InstrSetting	Not Special Ed	39.5%		(779 / 1972)
			Special Ed	44.4%		(143 / 322)
		Race	Black / Latinx	39.5%		(382 / 968)
			White / Other	40.7%		(540 / 1326)
	20-21	All	All	23.6%		(521 / 2208)
		ELL	Not ELL	22.8%		(476 / 2088)
			ELL	37.5%		(45 / 120)
		Gender	Female	22.9%		(254 / 1107)
			Male	24.3%		(267 / 1101)
		InstrSetting	Not Special Ed	21.5%		(406 / 1889)
			Special Ed	36.1%		(115 / 319)
		Race	Black / Latinx	23.7%		(208 / 878)
			White / Other	23.5%		(313 / 1330)
	19-20	All	All	20.3%		(421 / 2077)
		ELL	Not ELL	19.8%		(392 / 1984)
			ELL	31.2%		(29 / 93)
		Gender	Female	20.9%		(215 / 1028)
			Male	19.6%		(206 / 1049)
		InstrSetting	Not Special Ed	19.6%		(350 / 1786)
			Special Ed	24.4%		(71 / 291)
		Race	Black / Latinx	18.2%		(142 / 782)
			White / Other	21.5%		(279 / 1295)
	18-19	All	All	19.1%		(390 / 2047)
		ELL	Not ELL	18.8%		(364 / 1940)
			ELL	24.3%		(26 / 107)
		Gender	Female	18.4%		(184 / 998)
			Male	19.6%		(206 / 1049)
		InstrSetting	Not Special Ed	17.5%		(310 / 1772)
			Special Ed	29.1%		(80 / 275)
		Race	Black / Latinx	15.8%		(117 / 739)
			White / Other	20.9%		(273 / 1308)
	17-18	All	All	16.4%		(326 / 1983)
		ELL	Not ELL	17.2%		(329 / 1913)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for White Knoll High School	Number of Students
Chronic Absences	17-18	ELL	ELL	17.2%		(15 / 87)
		Gender	Female	15.1%		(149 / 986)
			Male	17.8%		(177 / 997)
		InstrSetting	Not Special Ed	13.5%		(234 / 1739)
			Special Ed	27.3%		(67 / 245)
		Race	Black / Latinx	15.8%		(106 / 672)
			White / Other	16.8%		(220 / 1311)
	16-17	All	All	16.1%		(317 / 1974)
		ELL	Not ELL	16.3%		(311 / 1910)
			ELL	9.4%		(6 / 64)
		Gender	Female	16.2%		(157 / 967)
			Male	15.9%		(160 / 1007)
		InstrSetting	Not Special Ed	15.0%		(263 / 1748)
			Special Ed	23.9%		(54 / 226)
		Race	Black / Latinx	15.4%		(88 / 571)
			White / Other	16.3%		(229 / 1403)
	15-16	All	All	10.7%		(217 / 2024)
		ELL	Not ELL	10.5%		(208 / 1972)
			ELL	17.3%		(9 / 52)
		Gender	Female	12.5%		(126 / 1008)
			Male	9.0%		(91 / 1016)
		InstrSetting	Not Special Ed	10.6%		(191 / 1810)
			Special Ed	12.1%		(26 / 214)
		Race	Black / Latinx	9.9%		(51 / 516)
			White / Other	11.0%		(166 / 1508)
	14-15	All	All	8.8%		(180 / 2041)
		ELL	Not ELL	8.7%		(174 / 1994)
			ELL	12.8%		(6 / 47)
		Gender	Female	9.1%		(93 / 1017)
			Male	8.5%		(87 / 1024)
		InstrSetting	Not Special Ed	8.2%		(149 / 1815)
			Special Ed	13.7%		(31 / 226)
		Race	Black / Latinx	8.9%		(45 / 507)
			White / Other	8.8%		(135 / 1534)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll High School	Number of Students
Referrals	21-22	All	All	37.3%		(855 / 2292)
		ELL	Not ELL	37.2%		(803 / 2157)
			ELL	38.5%		(52 / 135)
		Gender	Female	33.0%		(379 / 1149)
			Male	41.6%		(476 / 1143)
		InstrSetting	Not Special Ed	36.4%		(718 / 1972)
			Special Ed	42.8%		(137 / 320)
		Race	Black / Latinx	46.2%		(413 / 893)
			White / Other	31.6%		(442 / 1399)
	20-21	All	All	15.4%		(340 / 2207)
		ELL	Not ELL	15.1%		(316 / 2087)
			ELL	20.0%		(24 / 120)
		Gender	Female	11.3%		(125 / 1107)
			Male	19.5%		(215 / 1100)
		InstrSetting	Not Special Ed	14.1%		(267 / 1889)
			Special Ed	23.0%		(73 / 318)
		Race	Black / Latinx	17.5%		(135 / 773)
			White / Other	14.3%		(205 / 1434)
	19-20	All	All	29.0%		(602 / 2077)
		ELL	Not ELL	28.8%		(565 / 1960)
			ELL	31.6%		(37 / 117)
		Gender	Female	24.0%		(247 / 1028)
			Male	33.8%		(355 / 1049)
		InstrSetting	Not Special Ed	28.0%		(500 / 1786)
			Special Ed	35.1%		(102 / 291)
		Race	Black / Latinx	39.7%		(277 / 697)
			White / Other	23.6%		(325 / 1380)
	18-19	All	All	35.9%		(734 / 2047)
		ELL	Not ELL	35.1%		(675 / 1922)
			ELL	47.2%		(59 / 125)
		Gender	Female	30.0%		(299 / 998)
			Male	41.5%		(435 / 1049)
		InstrSetting	Not Special Ed	33.9%		(601 / 1772)
			Special Ed	48.4%		(133 / 275)
		Race	Black / Latinx	46.6%		(297 / 638)
			White / Other	31.0%		(437 / 1409)
	17-18	All	All	39.0%		(789 / 2021)
		ELL	Not ELL	39.1%		(751 / 1922)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll High School	Number of Students
Referrals	17-18	ELL	ELL	38.4%		(38 / 99)
		Gender	Female	33.2%		(334 / 1006)
			Male	44.8%		(455 / 1015)
		InstrSetting	Not Special Ed	36.9%		(650 / 1763)
			Special Ed	53.9%		(139 / 258)
		Race	Black / Latinx	51.7%		(307 / 594)
			White / Other	33.8%		(482 / 1427)
	16-17	All	All	38.4%		(759 / 1974)
		ELL	Not ELL	38.2%		(730 / 1910)
			ELL	45.3%		(29 / 64)
		Gender	Female	30.5%		(295 / 967)
			Male	46.1%		(464 / 1007)
		InstrSetting	Not Special Ed	37.4%		(654 / 1748)
			Special Ed	46.5%		(105 / 226)
		Race	Black / Latinx	50.7%		(289 / 570)
			White / Other	33.5%		(470 / 1404)
	15-16	All	All	37.4%		(757 / 2024)
		ELL	Not ELL	37.3%		(736 / 1972)
			ELL	40.4%		(21 / 52)
		Gender	Female	31.5%		(318 / 1008)
			Male	43.2%		(439 / 1016)
		InstrSetting	Not Special Ed	36.6%		(662 / 1810)
			Special Ed	44.4%		(95 / 214)
		Race	Black / Latinx	48.4%		(250 / 516)
			White / Other	33.6%		(507 / 1508)
	14-15	All	All	40.7%		(830 / 2041)
		ELL	Not ELL	40.7%		(811 / 1994)
			ELL	40.4%		(19 / 47)
		Gender	Female	36.8%		(374 / 1017)
			Male	44.5%		(456 / 1024)
		InstrSetting	Not Special Ed	39.1%		(710 / 1815)
			Special Ed	53.1%		(120 / 226)
		Race	Black / Latinx	51.9%		(263 / 507)
			White / Other	37.0%		(567 / 1534)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll High School	Number of Students
In School Suspensions	21-22	All	All	26.5%		(607 / 2292)
		ELL	Not ELL	26.1%		(564 / 2157)
			ELL	31.9%		(43 / 135)
		Gender	Female	23.0%		(264 / 1149)
			Male	30.0%		(343 / 1143)
		InstrSetting	Not Special Ed	25.4%		(500 / 1972)
			Special Ed	33.4%		(107 / 320)
		Race	Black / Latinx	35.2%		(314 / 893)
			White / Other	20.9%		(293 / 1399)
	20-21	All	All	9.4%		(207 / 2207)
		ELL	Not ELL	9.3%		(195 / 2087)
			ELL	10.0%		(12 / 120)
		Gender	Female	7.4%		(82 / 1107)
			Male	11.4%		(125 / 1100)
		InstrSetting	Not Special Ed	8.5%		(160 / 1889)
			Special Ed	14.8%		(47 / 318)
		Race	Black / Latinx	10.7%		(83 / 773)
			White / Other	8.6%		(124 / 1434)
	19-20	All	All	14.0%		(290 / 2077)
		ELL	Not ELL	13.6%		(267 / 1960)
			ELL	19.7%		(23 / 117)
		Gender	Female	9.0%		(93 / 1028)
			Male	18.8%		(197 / 1049)
		InstrSetting	Not Special Ed	12.9%		(230 / 1786)
			Special Ed	20.6%		(60 / 291)
		Race	Black / Latinx	21.7%		(151 / 697)
			White / Other	10.1%		(139 / 1380)
	18-19	All	All	17.4%		(357 / 2047)
		ELL	Not ELL	17.0%		(326 / 1922)
			ELL	24.8%		(31 / 125)
		Gender	Female	12.9%		(129 / 998)
			Male	21.7%		(228 / 1049)
		InstrSetting	Not Special Ed	15.9%		(282 / 1772)
			Special Ed	27.3%		(75 / 275)
		Race	Black / Latinx	24.9%		(159 / 638)
			White / Other	14.1%		(198 / 1409)
	17-18	All	All	18.4%		(372 / 2021)
		ELL	Not ELL	18.4%		(354 / 1922)
			ELL	18.2%		(18 / 99)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll High School	Number of Students
In School Suspensions	17-18	Gender	Female	12.7%		(128 / 1006)
			Male	24.0%		(244 / 1015)
		InstrSetting	Not Special Ed	16.4%		(290 / 1763)
			Special Ed	31.8%		(82 / 258)
		Race	Black / Latinx	26.9%		(160 / 594)
			White / Other	14.9%		(212 / 1427)
	16-17	All	All	17.3%		(341 / 1974)
		ELL	Not ELL	17.2%		(328 / 1910)
			ELL	20.3%		(13 / 64)
		Gender	Female	9.9%		(96 / 967)
			Male	24.3%		(245 / 1007)
		InstrSetting	Not Special Ed	16.1%		(281 / 1748)
			Special Ed	26.5%		(60 / 226)
		Race	Black / Latinx	28.1%		(160 / 570)
			White / Other	12.9%		(181 / 1404)
	15-16	All	All	17.2%		(348 / 2024)
		ELL	Not ELL	17.1%		(338 / 1972)
			ELL	19.2%		(10 / 52)
		Gender	Female	10.4%		(105 / 1008)
			Male	23.9%		(243 / 1016)
		InstrSetting	Not Special Ed	16.2%		(294 / 1810)
			Special Ed	25.2%		(54 / 214)
		Race	Black / Latinx	26.0%		(134 / 516)
			White / Other	14.2%		(214 / 1508)
	14-15	All	All	16.3%		(333 / 2041)
		ELL	Not ELL	16.2%		(323 / 1994)
			ELL	21.3%		(10 / 47)
		Gender	Female	12.2%		(124 / 1017)
			Male	20.4%		(209 / 1024)
		InstrSetting	Not Special Ed	14.9%		(271 / 1815)
			Special Ed	27.4%		(62 / 226)
		Race	Black / Latinx	26.0%		(132 / 507)
			White / Other	13.1%		(201 / 1534)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll High School	Number of Students
Out of School Suspensions	21-22	All	All	8.5%		(195 / 2292)
		ELL	Not ELL	8.8%		(190 / 2157)
			ELL	3.7%		(5 / 135)
		Gender	Female	5.7%		(66 / 1149)
			Male	11.3%		(129 / 1143)
		InstrSetting	Not Special Ed	7.4%		(146 / 1972)
			Special Ed	15.3%		(49 / 320)
		Race	Black / Latinx	11.1%		(99 / 893)
			White / Other	6.9%		(96 / 1399)
	20-21	All	All	1.9%		(42 / 2207)
		ELL	Not ELL	1.8%		(38 / 2087)
			ELL	3.3%		(4 / 120)
		Gender	Female	0.9%		(10 / 1107)
			Male	2.9%		(32 / 1100)
		InstrSetting	Not Special Ed	1.5%		(28 / 1889)
			Special Ed	4.4%		(14 / 318)
		Race	Black / Latinx	2.3%		(18 / 773)
			White / Other	1.7%		(24 / 1434)
	19-20	All	All	6.2%		(129 / 2077)
		ELL	Not ELL	6.2%		(122 / 1960)
			ELL	6.0%		(7 / 117)
		Gender	Female	3.2%		(33 / 1028)
			Male	9.2%		(96 / 1049)
		InstrSetting	Not Special Ed	5.7%		(101 / 1786)
			Special Ed	9.6%		(28 / 291)
		Race	Black / Latinx	7.9%		(55 / 697)
			White / Other	5.4%		(74 / 1380)
	18-19	All	All	9.2%		(188 / 2047)
		ELL	Not ELL	9.1%		(174 / 1922)
			ELL	11.2%		(14 / 125)
		Gender	Female	5.8%		(58 / 998)
			Male	12.4%		(130 / 1049)
		InstrSetting	Not Special Ed	8.2%		(146 / 1772)
			Special Ed	15.3%		(42 / 275)
		Race	Black / Latinx	10.3%		(66 / 638)
			White / Other	8.7%		(122 / 1409)
	17-18	All	All	11.2%		(227 / 2021)
		ELL	Not ELL	11.3%		(218 / 1922)
			ELL	9.1%		(9 / 99)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll High School	Number of Students
Out of School Suspensions	17-18	Gender	Female	6.9%		(69 / 1006)
			Male	15.6%		(158 / 1015)
		InstrSetting	Not Special Ed	9.5%		(168 / 1763)
			Special Ed	22.9%		(59 / 258)
		Race	Black / Latinx	15.8%		(94 / 594)
			White / Other	9.3%		(133 / 1427)
	16-17	All	All	8.8%		(173 / 1974)
		ELL	Not ELL	8.8%		(168 / 1910)
			ELL	7.8%		(5 / 64)
		Gender	Female	5.6%		(54 / 967)
			Male	11.8%		(119 / 1007)
		InstrSetting	Not Special Ed	8.1%		(141 / 1748)
			Special Ed	14.2%		(32 / 226)
		Race	Black / Latinx	14.0%		(80 / 570)
			White / Other	6.6%		(93 / 1404)
	15-16	All	All	9.3%		(189 / 2024)
		ELL	Not ELL	9.3%		(183 / 1972)
			ELL	11.5%		(6 / 52)
		Gender	Female	6.3%		(64 / 1008)
			Male	12.3%		(125 / 1016)
		InstrSetting	Not Special Ed	9.0%		(162 / 1810)
			Special Ed	12.6%		(27 / 214)
		Race	Black / Latinx	13.8%		(71 / 516)
			White / Other	7.8%		(118 / 1508)
	14-15	All	All	10.6%		(217 / 2041)
		ELL	Not ELL	10.7%		(214 / 1994)
			ELL	6.4%		(3 / 47)
		Gender	Female	7.6%		(77 / 1017)
			Male	13.7%		(140 / 1024)
		InstrSetting	Not Special Ed	9.4%		(171 / 1815)
			Special Ed	20.4%		(46 / 226)
		Race	Black / Latinx	16.6%		(84 / 507)
			White / Other	8.7%		(133 / 1534)

SCDE Survey Results

0 - 74.9% Red   75 - 84.9% Yellow   85% plus Green

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
CURRENT WORKING CONDITIONS							
I have sufficient space in my classroom to meet the educational needs of my students.	20-21			136	84.5%		
	18-19			127	89.7%		
	21-22						
My non-instructional duties do not interfere with my essential role of educating students.	21-22						
	20-21			136	80.9%		
	18-19			127	75.6%		
I have access to reliable communication technology, including phone, fax, and e-mail.	21-22			129	86.8%		
	20-21			136	99.2%		
	18-19			127	99.2%		
I feel supported by administrators at my school.	21-22			125	95.2%		
	20-21			136	90.5%		
	18-19			127	92.1%		
The faculty and staff at my school have a shared vision.	21-22			129	86.8%		
	20-21			136	89.0%		
	18-19			127	91.4%		
I am familiar with local, state, and national policies and how they affect teaching and learning.	21-22			130	77.7%		
	20-21			136	94.9%		
	18-19			127	94.5%		
Local, state, or national policies assist me in meeting the educational needs of my students.	21-22			132	82.5%		
	20-21			136	80.2%		
	18-19			127	69.3%		
The school leadership makes a sustained effort to address teacher concerns.	21-22			128	96.9%		
	20-21			136	86.1%		
	18-19			127	87.4%		
My decisions in areas such as instruction and student progress are supported.	21-22			132	82.5%		
	20-21			136	94.8%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My decisions in areas such as instruction and stude	18-19			127	96.1%		
Teachers at my school are encouraged to develop innovative solutions to problems.	21-22			128	96.9%		
	20-21			136	97.8%		
	18-19			127	98.4%		
I feel comfortable raising issues and concerns that are important to me.	21-22			132	82.5%		
	20-21			136	88.3%		
	18-19			127	91.4%		
Sufficient resources are available to allow teachers to take advantage of professional development activities.	21-22			131	87.0%		
	20-21			136	94.8%		
	18-19			127	90.5%		
My class sizes allow me to meet the educational needs of my students.	21-22			129	79.1%		
	20-21			136	75.0%		
	18-19			127	76.3%		
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	21-22			131	87.0%		
	20-21			136	96.3%		
	18-19			127	93.7%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
HOME-SCHOOL RELATIONS							
I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	21-22	1387	87.9%			28	71.5%
	20-21	148	80.4%	136	74.3%	365	60.5%
	18-19	323	79.9%	127	80.3%	147	63.3%
My parent knows what I am expected to learn in school.	21-22	1439	83.2%			42	50.0%
	20-21	148	75.6%			366	57.7%
	18-19	323	74.9%			147	66.0%
My parent knows how well I am doing in school.	21-22	1449	92.9%				
	20-21	148	87.2%				
	18-19	323	84.6%				
My school informs parents about school programs and activities.	21-22	1417	83.8%	120	82.5%		
	20-21	148	75.0%	136	89.0%		
	18-19	323	84.5%	127	92.9%		
Parents at my school know their children's homework assignments.	21-22	1369	63.5%	122	51.7%		
	20-21	148	52.7%	136	62.5%		
	18-19	323	51.7%	127	71.6%		
My parent helps me with my homework when I need it.	21-22	1379	73.9%				
	20-21	148	66.9%				
	18-19	323	66.8%				
Parents are welcomed at my school.	21-22	1358	90.8%				
	20-21	148	82.4%				
	18-19	323	87.3%				
Parents volunteer and participate in activities at my school.	21-22	1283	70.5%	95	41.1%		
	20-21	147	59.2%	136	38.2%		
	18-19	323	71.8%	127	49.6%		
My child's teachers contact me to say good things about my child.	21-22					43	41.9%
	20-21					368	73.6%
	18-19					148	42.6%
My child's teachers tell me how I can help my child learn.	21-22					43	34.9%
	20-21					356	34.9%
	18-19					149	44.3%

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My child's teachers invite me to visit my child's classrooms during the school day.	21-22					42	78.6%
	20-21					363	40.0%
	18-19					145	26.2%
My child's school returns my phone calls or e-mails promptly.	21-22					41	70.7%
	20-21					364	78.0%
	18-19					144	72.2%
Parents are involved in school decisions.	21-22			133	90.9%		
	20-21			136	78.6%	363	74.1%
	18-19			127	82.7%	145	64.8%
My child's school considers changes based on what parents say.	21-22					39	84.6%
	20-21					367	39.5%
	18-19					145	57.3%
My child's school schedules activities at times that I can attend.	21-22					39	84.6%
	20-21					367	68.9%
	18-19					149	69.8%
My child's school treats all students fairly.	21-22					36	88.9%
	20-21					365	81.9%
	18-19					147	56.4%
The principal at my child's school is available and welcoming.	21-22					38	76.3%
	20-21					365	55.9%
	18-19					146	71.9%
Parents at my school are aware of school policies.	21-22			118	75.5%		
	20-21			136	85.3%		
	18-19			127	88.9%		
Parents at my school understand the school's instructional programs.	21-22			119	69.8%		
	20-21			136	78.7%		
	18-19			127	85.0%		
Parents at my school support instructional decisions regarding their children.	21-22			117	74.4%		
	20-21			136	83.1%		
	18-19			127	81.1%		
Parents attend conferences requested by teachers at my school.	21-22			125	61.6%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
Parents attend conferences requested by teachers at my school.	20-21			136	75.0%		
	18-19			127	78.0%		
Parents at my school cooperate regarding discipline problems.	21-22			118	66.1%		
	20-21			136	75.7%		
	18-19			127	79.5%		
Parents attend school meetings and other school events.	21-22			114	63.2%		
	20-21			136	72.0%		
	18-19			127	76.3%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
LEARNING ENVIRONMENT							
I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	21-22	1420	75.7%	131	79.4%	45	71.2%
	20-21	149	71.1%	136	91.2%	368	64.7%
	18-19	323	69.6%	127	92.1%	146	77.4%
My classes are challenging (not too easy; they make me think).	21-22	1479	80.3%	129	93.8%	45	80.0%
	20-21	149	82.5%	136	98.5%	368	80.5%
	18-19	323	74.7%	127	95.3%	148	86.5%
My teachers want me to understand what I am learning, not just remember facts.	21-22	1471	84.3%	125	95.2%		
	20-21	149	83.3%	136	95.5%		
	18-19	323	82.9%	127	97.6%		
My teachers expect students to learn.	21-22	1488	94.2%	130	95.4%	44	81.8%
	20-21	148	93.2%	136	94.8%	368	78.0%
	18-19	323	90.8%	127	92.2%	148	83.7%
My teachers expect students to behave.	21-22	1488	95.9%				
	20-21	147	95.2%				
	18-19	322	93.4%				
My teachers spend enough time helping me learn.	21-22	1461	84.3%	130	94.6%		
	20-21	149	76.5%	136	94.8%		
	18-19	323	76.2%	127	92.1%		
My teachers help students when they do not understand something.	21-22	1471	89.2%	129	89.9%	44	68.1%
	20-21	148	83.8%	136	93.4%	367	69.5%
	18-19	323	83.9%	127	96.9%	147	76.9%
My teachers do a good job teaching me mathematics.	21-22	1454	84.9%				
	20-21	149	75.2%				
	18-19	322	73.6%				
My teachers do a good job teaching me English language arts.	21-22	1463	92.9%				
	20-21	149	89.3%				
	18-19	323	82.4%				
My teachers give tests on what I learn in class.	21-22	1483	93.8%				
	20-21	149	93.2%				
	18-19	323	88.2%				

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My teachers give homework assignments that help me learn better.	21-22	1402	71.8%			40	80.0%
	20-21	149	65.1%			368	71.5%
	18-19	322	67.7%			147	76.8%
My classes are interesting and fun.	21-22	1442	70.4%				
	20-21	148	55.4%				
	18-19	323	60.0%				
Students at my school believe they can do good work.	21-22	1353	66.0%				
	20-21	149	65.1%				
	18-19	322	55.6%				
My teachers praise students when they do good work.	21-22	1403	75.1%				
	20-21	148	69.6%				
	18-19	323	70.9%				
Work done by students can be seen on the walls of my school.	21-22	1436	86.3%				
	20-21	149	71.8%				
	18-19	323	85.8%				
The textbooks and workbooks I use at my school really help me to learn.	21-22	1323	54.4%				
	20-21	149	47.0%				
	18-19	323	45.2%				
The media center at my school has a good selection of books.	21-22	1323	90.0%	125	99.2%		
	20-21	148	89.9%	136	98.5%		
	18-19	322	79.8%	127	98.4%		
I use computers and other technology at my school to help me learn.	21-22	1469	94.4%	132	94.7%		
	20-21	149	94.0%	136	96.4%		
	18-19	323	82.6%	127	88.2%		
Teachers at my school effectively implement the State Curriculum Standards.	21-22			128	98.4%		
	20-21			136	99.3%		
	18-19			126	98.4%		
Student assessment information is effectively used by teachers to plan instruction.	21-22			128	90.6%		
	20-21			136	95.6%		
	18-19			127	93.7%		
My school offers effective programs for students with disabilities.	21-22			127	98.5%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My school offers effective programs for students with disabilities.	20-21			136	99.2%		
	18-19			127	97.6%		
Instructional strategies are used to meet the needs of academically gifted students.	21-22			127	94.5%		
	20-21			136	97.1%		
	18-19			127	95.3%		
The level of teacher and staff morale is high at my school.	21-22			132	53.1%		
	20-21			136	72.0%		
	18-19			127	74.8%		
Teachers respect each other at my school.	21-22			133	86.5%		
	20-21			136	91.9%		
	18-19			127	96.0%		
Teachers at my school are recognized and appreciated for good work.	21-22			132	81.8%		
	20-21			136	87.5%		
	18-19			127	92.1%		
Students at my school are motivated and interested in learning.	21-22			131	46.5%		
	20-21			136	71.4%		
	18-19			127	70.1%		
There are sufficient materials and supplies available for classroom and instructional use.	21-22			132	94.0%		
	20-21			136	94.9%		
	18-19			127	90.5%		
Our school has sufficient computers for instructional use.	21-22			133	100.0%		
	20-21			136	99.3%		
	18-19			127	89.0%		
There are relevant professional development opportunities offered to teachers at my school.	21-22			131	93.9%		
	20-21			136	93.4%		
	18-19			127	86.6%		
The school administration communicates clear instructional goals for the school.	21-22			131	84.0%		
	20-21			136	94.1%		
	18-19			127	97.6%		
The school administration sets high standards for students.	21-22			132	62.1%		
	20-21			136	83.1%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The school administration sets high standards for s	18-19			127	88.9%		
The school administration has high expectations for teacher performance.	21-22			131	90.9%		
	20-21			136	96.4%		
	18-19			126	98.4%		
The school administration provides effective instructional leadership.	21-22			129	89.2%		
	20-21			136	93.4%		
	18-19			127	91.3%		
Student assessment information is used to set goals and plan programs for my school.	21-22			124	93.5%		
	20-21			136	95.6%		
	18-19			127	96.9%		
Teacher evaluation at my school focuses on instructional improvement.	21-22			121	95.9%		
	20-21			136	94.9%		
	18-19			127	96.1%		
School administrators visit classrooms to observe instruction.	21-22			126	80.2%		
	20-21			136	90.5%		
	18-19			127	84.3%		
The school administration arranges for collaborative planning and decision making.	21-22			128	89.1%		
	20-21			136	95.6%		
	18-19			127	96.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
SOCIAL AND PHYSICAL ENVIRONMENT							
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	21-22	1391	73.1%	129	75.2%	41	63.4%
	20-21	148	79.0%	136	91.9%	323	80.2%
	18-19	323	78.3%	127	93.7%	147	72.1%
The grounds around my school are kept clean.	21-22	1444	69.9%	132	82.6%		
	20-21	148	78.4%	136	91.2%		
	18-19	323	81.4%	127	95.3%		
The hallways at my school are kept clean.	21-22	1459	78.6%	132	80.3%	36	88.9%
	20-21	148	91.2%	136	94.9%	365	70.2%
	18-19	323	86.1%	127	98.5%	148	81.7%
The bathrooms at my school are kept clean.	21-22	1430	44.5%	129	79.9%		
	20-21	148	59.4%	136	96.3%		
	18-19	323	58.5%	127	95.2%		
Broken things at my school get fixed.	21-22	1387	65.5%	133	85.0%		
	20-21	148	74.3%	136	91.2%		
	18-19	323	69.0%	127	90.5%		
There is enough room for students to learn at my school.	21-22	1433	90.1%	132	95.4%		
	20-21	148	87.2%	136	86.7%		
	18-19	323	81.1%	127	88.2%		
Students at my school behave well in class.	21-22	1405	58.1%	130	64.6%		
	20-21	148	69.6%	136	92.7%	365	78.6%
	18-19	323	56.7%	127	81.1%	148	48.0%
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21-22	1390	45.1%	130	64.6%		
	20-21	148	60.8%	136	78.7%		
	18-19	323	47.7%	127	74.8%		
Students at my school know the rules and what happens when students break the rules.	21-22	1413	80.8%	130	47.6%		
	20-21	148	81.8%	136	67.6%		
	18-19	323	79.6%	127	59.1%		
The rules about how students should behave in my school are fair.	21-22	1400	79.3%	126	79.3%		
	20-21	148	79.0%	136	86.0%		
	18-19	323	75.6%	127	80.3%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The rules for behavior are enforced at my school.	21-22	1399	81.7%	132	34.9%		
	20-21	148	86.4%	136	70.6%		
	18-19	323	83.6%	127	59.1%		
I feel safe at my school before and after school hours.	21-22	1383	74.9%	132	92.4%		
	20-21	148	87.2%	136	99.3%		
	18-19	323	83.6%	126	93.7%		
I feel safe at my school during the school day.	21-22	1396	67.8%	132	88.7%	42	54.8%
	20-21	148	87.8%	136	98.5%	366	38.8%
	18-19	323	83.9%	127	94.5%	146	78.1%
I feel safe going to or coming from my school.	21-22	1410	84.5%	131	93.9%		
	20-21	148	92.6%	136	99.2%		
	18-19	323	85.5%	127	97.6%		
Students from different backgrounds get along well at my school.	21-22	1392	78.6%	129	86.0%		
	20-21	148	82.4%	136	94.1%		
	18-19	323	76.8%	127	90.6%		
Teachers and students get along well with each other at my school.	21-22	1421	82.2%	132	94.0%		
	20-21	148	87.1%	136	95.6%		
	18-19	323	80.8%	127	95.3%		
Teachers work together to help students at my school.	21-22	1389	86.4%	128	94.5%		
	20-21	148	81.1%	136	99.2%		
	18-19	322	77.9%	127	94.5%		
**I have seen or know of another student being bullied.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	1347	52.6%	130	11.5%		
	20-21	149	46.4%	136	13.3%		
	18-19	323	56.7%	127	13.4%		
**I have been bullied at the school during the school day.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	1389	26.4%				
	20-21	149	25.5%				
	18-19	322	30.1%				
**I have bullied another student at my school.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	1407	15.4%	127	15.8%		
	20-21	149	11.4%	136	11.8%		
	18-19	323	20.4%	127	25.2%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
**I have been bullied while going to or from school.	**(Denotes reverse coded questions) 0 - 14.9% Green		15 - 24.9% Yellow		25% plus Red		
	21-22	1389	19.8%				
	20-21	149	16.1%				
	18-19	323	22.6%				
**I have been bullied by someone from my school using a computer, a cell phone or other electronic devices.	**(Denotes reverse coded questions) 0 - 14.9% Green		15 - 24.9% Yellow		25% plus Red		
	21-22	1395	22.1%				
	20-21	149	22.9%				
	18-19	322	28.6%				
Adults at my school prevent bullying from happening.	21-22	1296	60.9%	131	89.3%	38	47.4%
	20-21	148	55.4%	136	93.4%	365	41.3%
	18-19	323	55.7%	127	85.8%	148	52.7%
I can always go to adults at my school if I am being bullied.	21-22	1333	72.5%				
	20-21	149	65.1%				
	18-19	323	67.2%				
An adult at my school has talked to me about bullying.	21-22	1337	53.6%				
	20-21	149	49.0%				
	18-19	321	55.7%				
My child's teachers care about my child as an individual.	21-22					37	67.6%
	20-21					366	74.3%
	18-19					146	76.0%
My child's school has an anti-bullying program to prevent or deal with bullying.	21-22					37	67.6%
	20-21					366	70.2%
	18-19					147	55.1%
The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	21-22						
	20-21					324	80.9%
	18-19					149	84.6%
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	21-22						
	20-21					324	84.2%
	18-19					149	87.9%
I recommend that all parents/guardians attend IGP conferences with their children.	21-22						
	20-21						
	18-19					148	85.1%

Executive Summary of Needs Assessment Data Findings

School Name: White Knoll High School

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data:
http://ed.sc.gov/data/report-cards/state-report-cards/

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

Student Achievement High School (9 - 12) Student	In White Knoll High School's constant focus on improvement the school has embarked on a journey to pursue National Blue Ribbon School status. Our instructional team has analyzed the initial data gathered in a survey of our stakeholders and has determined four areas that the school needs to focus on in an effort to obtain Blue Ribbon status. Those areas are: Instruction, Data Analysis, Culture and Communication. Focus groups will be formed to analyze the data related to each focus area and then develop an action plan to enhance the improvement of each focus area. These four focus areas will mesh with the school's Work Plan which focuses on our Academic goal related to the performance of students being served with special education services and our goal related to student attendance and avoidance referrals. Data contained in the district's dashboard indicates that the following areas continue to be areas for improvement: On-Time Graduation Rate, Percentage of Students On-Track for Graduation at each grade level, student performance on End of Course tests, College and Career Readiness. Additionally, achievement gaps in End of Course assessments results continue to be an area for improvement.

Executive Summary of Needs Assessment Data Findings

Target Area	2021-2022 SY	Goal
On Time Grad	81.8%	83.8%
9th Grade On Track	85	87.0%
10th Grade On Track	84.3	86.3%
11th Grade On Track	85.7	87.7%
English % C+	60.0%	67.5%
Algebra % C+	13.5%	14.6%
Biology % C+	32.2%	33.2%
US History % C+	36.5%	38.5.%
% of students meeting English/Critical Reading and Math College and Career Ready Benchmarks on SAT or ACT or scoring Silver or higher on the WIN Work Place Readiness Assessment will increase	75.5%	77.5%
% of students proficient in all power skill domains on the WIN assessment will increase	58.8%	71.0%
Algebra EOC Gap All/Special Education Students	35.1%	32.1%

Improvement continues in the following areas: Enrollment in higher level courses i.e Honors, Advanced Placement and Dual Enrollment. In addition Dual Enrollment Course offerings have increased from 20 in 2022-2023 SY to 22 for the 2023-2024 SY.

Teacher/Administrator Quality	All teachers are certified to teach the subjects they are currently teaching or are enrolled in PACE or an alternative certification program. All administrators are certified in school administration by the South Carolina Board of Education. A thorough analysis of Blue Ribbon Survey data indicates that the following focus areas need to be addressed in order to meet our

Executive Summary of Needs Assessment Data Findings

Work Plan goals: Instruction, Data Analysis, Culture and Communication.

Faculty and Staff Learning Targets are as follows:
I can…
  ● Regularly implement instruction and assessment methods that are differentiated by content, process and/or product
  ● Provide personalize opportunities to accommodate individual student needs
  ● Can consistently use student performance data to monitor and adjust instruction
  ● Establish and maintain healthy and supportive relationships with an among all students
  School Leader Learning Targets and Actions are as follows:
  ● Consistently monitor and assess instruction and assessment through weekly plans and learning walks
  ● Give kind, helpful, specific feedback about weekly plans, instruction and assessment
  ● Develop cycles of professional learning that addresses personalize learning and developing healthy and supportive relationships between teachers and their students
  ● Develop a process to systematically analyze and improve attendance and avoidance referral data

TeacherAdministrator Quality is measured by improvement in stakeholder responses to District Performance Goals and System Commitments.

Data indicates the following areas of concerns in which performance goals are not being met:
1. The percentage of positive responses to "sufficient resources are available to allow teachers to take advantage of professional development activities,"
2. The percentage of positive responses to, "teachers at my school are encouraged to develop innovative solutions to problems."

Performance Goal	2021-2022 SY	Goal %
1	87.0%	95.8%
2	96.9%	98.0%

School Climate

School Climate Performance is measured by improvement in stakeholder responses to District Performance Goals and System Commitments.

Our district Data Dashboard indicates the following areas of

Executive Summary of Needs Assessment Data Findings

concern in which performance goals are not currently being met: Chronic Absenteeism and Suspensions or Expulsions.

Target Area	2021-2022 SY	Goal %
Avoidance Referrals	42.9%	40.9%

In addition, data from Student and Parent Perception Surveys indicate that significant improvement is needed to reach district established benchmarks for the following statements: 1. I am satisfied with the social and physical environment at my school 2. I am satisfied with home/ school relations at my school.

Perception Survey	2021-2022 SY	Goal %
Social and Physical Environment/ Student Responses	73.1%	80.8%
Home School Relations/ Parent Responses	71.5%	67.2%

System Commitments

The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.

1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.

2. Teaching and learning develop power skills in all students.

3. Our schools are service-oriented centers of learning, committed to family and community partnerships.

4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.

Strategic Areas of Emphasis

- Literacy and Numeracy
- High Impact Teaching and Learning
- Leadership Development
- Opportunity and Access

South Carolina State Department of Education Required Goal Categories

- Student Achievement
- Teacher and Administrator Quality
- School Climate
- Gifted and Talented

Performance Goals

1. The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels.

2. The district will implement strategies to improve equity in high level coursework.

3. The district will implement strategies to improve performance in high level coursework.

4. The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.

5. The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.

6. The district will implement strategies to improve customer service, parent engagement, and community involvement.

Performance Goal 1 : The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels.

System Commitment(s): 1

State Department Category: Student Achievement

Strategic Area of Emphasis: Literacy and numeracy, High impact teaching and learning

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
High	% of students on-track for having enough credits to graduate on time will be 95% at the end of grade 9.	Grade 9	87.1%	95.0%	95.0%	95.0%	95.0%	95.0%
			(Actual)	88.2%	92.1%	86.5%	85.0%	
	% of students on-track for having enough credits to graduate on time will be 95% at the end of grade 10.	Grade 10	88.1%	95.0%	95.0%	95.0%	95.0%	95.0%
			(Actual)	87.3%	91.5%	87.6%	84.3%	
	% of students on-track for having enough credits to graduate on time will be 98% at the end of grade 11.	Grade 11	88.7%	98.0%	98.0%	98.0%	98.0%	98.0%
			(Actual)	89.2%	90.2%	89.0%	85.7%	
	% of students meeting English/Critical Reading and Math College and Career Ready Benchmarks on SAT or ACT OR scoring "Silver" or higher on WIN Work Readiness Assessment will increase annually by 2 points.	Grade 11	69.7%	71.7%	73.7%	75.7%	77.7%	79.7%
			(Actual)	70.6%		69.4%	57.1%	
	% of graduates with professional certifications will increase annually by 1 point.	Grade 12	0.7%	1.7%	2.7%	6.0%	7.0%	8.0%
			(Actual)	1.4%	0.9%	1.2%	1.8%	
	% of seniors graduating on time will reach 95% by 2021	Grade 12	85.9%	89.3%	92.1%	95.0%	95.0%	95.0%
			(Actual)	86.6%	87.9%	85.9%	81.9%	
	% of on-time graduates enrolled in 2-year, 4-year or military or who have earned one or more specified industry certifications will reach 90% by 2021	Grade 12	77.6%	81.7%	85.8%	90.0%	90.0%	90.0%
			(Actual)	83.7%	85.5%	76.9%	78.8%	

Action Plan for Performance Goal 1:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal	None	n/a	Tiered system of support matrix
2. With support from the district's central services,	May 2018 -	ELA Coordinator,	None	n/a	Professional learning

White Knoll High School

implement a research-based instructional model in mathematics and language arts that increases student success in literacy and numeracy.	June 2019	Math Coordinator, ELA and Math Leadership Teams			experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data
3. Research the impact of time, space and place on student achievement and make recommendations for learner-centered scheduling decisions.	May 2018 - December 2018	Principal, Secondary Director, Elementary Director	None	n/a	Scheduling recommendations for 2019-2020
4. Expand intervention approaches for all students using varied methods of service.	May 2018 – June 2019	RTI Coordinator, Lead Interventionist, Special Education Coordinators, GT Coordinator	None	n/a	Scheduling recommendations for 2019-2020Student achievement results measured by school-based data teams
5. Leverage the SC Teaching Standards 4.0 to empower all teachers to engage all students in high impact learning experiences that cultivate the application of identified power skills.	May 2018 – June 2021	Principal, Assistant Principals	None	n/a	Student engagement survey results, professional learning plans based upon observation data

Performance Goal 2 :   The district will implement strategies to improve equity in high level coursework.

System Commitment(s): 1, 2

State Department Category: Gifted and Talented, Teacher and Administrator Quality, School Climate, Student Achievement

Strategic Area of Emphasis: Opportunity and Access, High impact teaching and learning

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
High	Rigorous course enrollment will increase by 2 points annually		44.2%	46.2%	48.2%	51.0%	53.0%	55.0%
			(Actual)	46.7%	49.0%	46.5%	43.0%	
	Rigorous course enrollment equity indices for minority groups will increase by 0.03 annually.	Grades 9-12	0.726	0.756	0.786	0.900	0.930	0.959
			(Actual)	0.784	0.870	0.873	0.834	

Action Plan for Performance Goal 2:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Director of Assessment and Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Increase school and teacher access to high quality data resources in order to identify skill gaps that impede individual students' access to gifted and talented programs or high level coursework.	May 2018 – August 2018	Director of Accountability, Principal	None	n/a	District Data Dashboard
3. Provide supports to students based on identified needs to cultivate growth in the skill sets needed to qualify for enrichment and accelerated coursework.	May 2018 – June 2019	Principal, ELA Coordinator, Math Coordinator, GT Coordinator	None	n/a	Curriculum Unit Plans, SLOs documenting approaches used to achieve specific growth targets for individual students, student achievement results
4. Review and revise coursework at all levels to be more inclusive and responsive to all students' backgrounds and varied experiences.	May 2018 – June 2019	Content Coordinators, Lead Teachers	None	n/a	Comparison of assessment results from 2017-2018 to 2018-2019, revised CUPs, revised assessments
5. Research and apply support structures for nontraditional students in order to increase the students' success rates and continued participation in accelerated coursework.	May 2018 – June 2019	Principal, GT Coordinator, Lead Teachers	None	n/a	Comparison of student success data in high level coursework from 2017-2018 to 2018-2019.

Performance Goal 3 : The district will implement strategies to improve performance in high level coursework.

System Commitment(s): 1

State Department Category: Gifted and Talented, Student Achievement

Strategic Area of Emphasis: High Impact Teaching and Learning, Literacy and Numeracy

Reading Plan Goal: 4

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
High	Pass rate on AP and IB exams will increase by 1 point annually.	Grades 9-12	49.8%	50.8%	51.8%	67.7%	68.7%	69.6%
			(Actual)	52.4%	66.7%	50.0%	46.2%	

Action Plan for Performance Goal 3:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Increase school and teacher access to high quality data resources in order to identify skill gaps that impede individual students' access to gifted and talented programs or high level coursework.	May 2018 – August 2018	Principal, Director of Accountability	None	n/a	District Data Dashboard
3. Provide supports to students based on identified needs to cultivate growth in the skillsets needed to qualify for enrichment and accelerated coursework.	May 2018 – August 2018	Principal, ELA Coordinator, Math Coordinator,GT Coordinator	None	n/a	Curriculum Unit Plans, SLOs documenting approaches used to achieve specific growth targets for individual students, student achievement results
4. Review and revise coursework at all levels to be more inclusive and responsive to all students' backgrounds and varied experiences.	May 2018 – June 2019	Content Coordinators, Lead Teachers	None	n/a	Comparison of assessment results from 2017-2018 to 2018-2019, revised CUPs, revised assessments
5. Research and apply support structures for all students in order to increase all students' success rates and continued participation in accelerated coursework.	May 2018 – June 2019	Principal, GT Coordinator, Lead Teachers	None	n/a	Comparison of student success data in high level coursework from 2017-2018 to 2018-2019.

Performance Goal 4 : The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.

System Commitment(s): 1, 2, 4

State Department Category: School Climate, Teacher/Admin Quality

Strategic Area of Emphasis: Opportunities and Access, Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
High	% of students chronically absent will decrease by 0.5 points annually.	Grades 9-12	20.3%	19.8%	19.3%	18.8%	18.3%	17.8%
			(Actual)	19.1%	20.3%	23.6%	40.2%	
	% of students with 1 or more out-of-school suspensions or expulsions will decrease by 0.5 points annually.	Grades 9-12	11.2%	10.7%	10.2%	9.7%	9.2%	8.7%
			(Actual)	9.2%	6.2%	1.9%	8.5%	
	% of students proficient in all power skill domains on the WIN assessment will increase by 1 points annually.	Grade 11	84.8%	85.7%	86.7%	87.8%	88.8%	89.7%
			(Actual)	77.4%		69.5%		

Action Plan for Performance Goal 4:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director, School Data Teams	None	n/a	Tiered system of support matrix
2. Establish a wellness team to support the physical, social, and emotional health of students and staff.	August 2018	Principal, Director of School Counseling, Lead Nurse	None	n/a	Wellness team orientation program, monthly monitoring of team records.
3. Utilize district Mental health resources, including counselors shared between schools, in order to provide service to students.	Fall of 2018 to Fall of 2019	Principal, Director of School Counseling			HR Records
4. Implement a system whereby each student is well known by an adult advocate who supports the student's social, emotional, and academic development.	August 2018-Ongoing	Principal, Director of School Counseling, Director of Elementary Schools, Director of Secondary Schools			Status updates from School Wellness Teams and school-level directors of school counseling
5. Student behavior policies will be reviewed and revised to ensure that appropriate interventions are used to support student success.	August 2018-Ongoing	Principal, Director of Student Services			Revision of current board policies.
6. Provide student-centered transition supports for students entering or leaving the school for any reason, including enrolling in or returning from alternative placement, home-based services, illness,	Fall of 2018	Principal, SLT, Director of Student Services, Director of School Counseling,			Status updates from School Wellness Teams and school-level directors of school counseling

suspension, etc.		Director of Elementary Schools, Director of Secondary Schools, District RTI Coordinator			

Performance Goal 5 : The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.

System Commitment(s): 4

State Department Category: Teacher/Admin Quality

Strategic Area of Emphasis: Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
High	Positive responses to the SCDE survey item "Sufficient resources are available to allow teachers to take advantage of professional development activities." will reach 98% by 2021		94.2%	95.5%	96.7%	97.2%	98.0%	98.0%
			(Actual)	90.5%		94.8%	87.0%	
	Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021		98.0%	98.0%	98.0%	98.0%	98.0%	98.0%
			(Actual)	98.4%		97.8%	96.9%	

Action Plan for Performance Goal 5:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Design a school professional learning plan aligned with system commitments and strategic areas of emphasis (opportunities and access, literacy and numeracy, high-impact teaching and learning, and leadership development)	May 2018 - December 2018	Principal, Director of Professional Learning and Leadership Development	$22,400	General Budget	School Professional Learning Plan
3. Working with central services office of leadership development, implement a competency-based educational leadership system to develop and support teacher leaders, assistant principals, and aspiring principals.	May 2018 - June 2019	Principal, Director of Professional Learning and Leadership Development, Director of Human Resources	$108,200	General Budget	Retention of high-performing employees, Transparency of development and hiring process at all leadership levels, Staff engagement and commitment to the development process, Increase in pool of prospective school leaders
4. Design or redesign structures that empower educator collaboration and professional learning opportunities to more effectively support student outcomes.	May 2018 – Nov. 2018	Principal, Elementary Director, Secondary Director, Teacher Leadership Council	None	n/a	Proposal for changes to collaborative planning, vertical planning opportunities and school-based PLCs presented to principals, November 2018
5. Create model classrooms and labsites for visible	2018-2019 PK-	ELA Coordinator,	None	n/a	Professional learning

implementation of workshop model in reading, writing, and math PK-8 and Student Engagement Model in 9-12	8 ELA and Math; 2019-2020 Secondary	Math Coordinator, ELA and Math Leadership Teams			experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data

Performance Goal 6 : The district will implement strategies to improve customer service, parent engagement, and community involvement.

System Commitment(s): 3

State Department Category: Teacher and Administrator Quality, School Climate

Strategic Area of Emphasis: Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
High	% of positive student and parent responses on the state survey metric "I am satisfied with the social and physical environment at my school" will reach 95% by 2019-20.		72.9%	84.0%	95.0%	95.0%	95.0%	95.0%
			(Actual)	76.4%		79.8%	72.8%	
	% of positive student and parent responses on the state survey metric "I am satisfied with home/school relations at my school" will reach 95% by 2019-20.		75.7%	85.3%	95.0%	95.0%	95.0%	95.0%
			(Actual)	74.7%		66.2%	87.6%	

Action Plan for Performance Goal 6:					Evaluation
1. Customer service efforts will be supported and monitored through the school's ongoing improvement meetings with central services.	August 2018 - ongoing	Principal, Director of Elementary Schools, Director of Secondary Schools	None	n/a	Tiered system of support matrix
2. Define job-specific customer service skills for all employees as part of on-boarding and annual HR training.	August 2018	Principal, Director of Human Resources	None	n/a	HR training modules
3. Increase feedback opportunities for students and parents through on-site events, digital communication, and sampling tools.	August 2018 - ongoing	Principal, Director of Accountability	None	n/a	Customer Service/School-Home Relations data available on district dashboard