



Whitmire Community School (Elementary)

2597 Hwy. 66
Whitmire, S.C. 29178

Grades	PK-5 Elementary School	
Enrollment	258 Students	
Principal	Joey L. Haney	803-694-2320
Superintendent	Mr. Bennie Bennett	803-321-2600
Board Chair	Mr. Don Saylor	803-276-9765

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Average
2007	Below Average	Below Average
2006	Below Average	Good
2005	Average	At-Risk
2004	Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

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

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

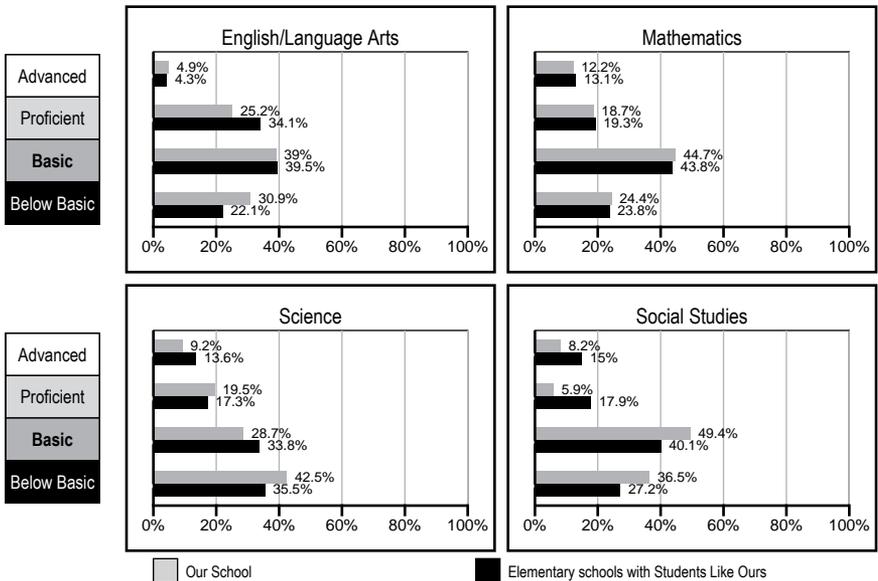
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	44	40	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=253)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Down from 6.5%	2.9%	2.3%
Attendance rate	95.8%	Down from 96.2%	96.0%	96.3%
Eligible for gifted and talented	0.0%	Down from 7.5%	8.1%	10.4%
With disabilities other than speech	5.7%	Down from 9.6%	9.0%	7.5%
Older than usual for grade	2.0%	Up from 1.4%	0.9%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	48.1%	Up from 33.3%	54.8%	56.7%
Continuing contract teachers	63.0%	Up from 55.6%	78.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	70.7%	Up from 70.0%	86.4%	86.4%
Teacher attendance rate	95.8%	Down from 95.9%	94.6%	94.9%
Average teacher salary	\$41,955	Up 5.3%	\$45,053	\$45,345
Professional development days/teacher	13.5 days	Down from 34.8 days	12.9 days	12.6 days
School				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 18.7 to 1	18.4 to 1	18.5 to 1
Prime instructional time	91.3%	N/R	88.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$8,165	Up 13.2%	\$7,265	\$7,052
Percent of expenditures for instruction*	59.4%	Up from 58.0%	68.4%	69.1%
Percent of expenditures for teacher salaries*	52.2%	Down from 55.7%	63.4%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Whitmire Community School is a PreK-12 facility located in northern Newberry County in the midst of the Sumter National Forest. WCS is accredited by the Southern Association of Colleges and Schools, a South Carolina Reading First School, and an SREB/SDE High Schools That Work site. The Palmetto Gold & Silver Awards Program recognized the elementary school (2006-2007) and the high school (2005-2007).

This is an exciting time for the school and community as an \$8.7 million building project is in the final stages of completion. The plan includes a new PK-12 Media Center, high school classrooms, 6-12 art room, band room, and gymnasium. Presently, a number of middle/high school classrooms are housed in portables, and physical education classes have to be transported across town to the old gymnasium.

Our classroom instruction is based on South Carolina curriculum standards with our focal point being reading and writing instruction. Reading and writing instruction is integrated across all content areas, and the responsibility is equally shared by all of our teachers, students, parents, and the community. Teachers across all content areas recognize "Writers of the Month" each quarter at success assemblies. Family message journals, the Wee Deliver Postal System, author visits, and Read Across America Week provide authentic writing and reading opportunities throughout our school and community.

We continued a Measures of Academic Progress assessment program for grades 2 through 10 to measure student growth in Reading, Language Usage, Mathematics, and Science to identify each student's strengths and weaknesses. Our Data Analysis Study Group will examine MAP results along with student performance on PACT, HSAP, Odyssey, A+ software, Dominie, and classroom assessment to establish goals and objectives for ongoing school improvement. A daily enrichment/remediation period was scheduled for grades 3-8.

We continue to work toward our mission of providing a safe, nurturing environment and collaborating with families and the community to prepare all of our students for success.

Joey L. Haney, Principal
Todd Johnson, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	13	23	20
Percent satisfied with learning environment	100.0%	81.8%	70.0%
Percent satisfied with social and physical environment	100.0%	91.3%	75.0%
Percent satisfied with school-home relations	92.3%	91.3%	85.0%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 12 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.2%	0.0%	No
Student attendance rate	95.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	129	100	30.9	39	25.2	4.9	35.8	38.5	48.2	No	Yes
--------------	-----	-----	------	----	------	-----	------	------	------	----	-----

Gender

Male	75	100	38.4	41.1	19.2	1.4	26	30.2	41.7	N/A	N/A
------	----	-----	------	------	------	-----	----	------	------	-----	-----

Female	54	100	20	36	34	10	50	47.6	55	N/A	N/A
--------	----	-----	----	----	----	----	----	------	----	-----	-----

Racial/Ethnic Group

White	87	100	31.4	33.7	29.1	5.8	39.5	53.3	60	No	Yes
-------	----	-----	------	------	------	-----	------	------	----	----	-----

African American	41	100	30.6	52.8	13.9	2.8	25	21.8	31.7	I/S	Yes
------------------	----	-----	------	------	------	-----	----	------	------	-----	-----

Asian/Pacific Islander	1	I/S	70.4	I/S	I/S						
------------------------	---	-----	-----	-----	-----	-----	-----	-----	------	-----	-----

Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32	38.4	I/S	I/S
----------	-----	-----	-----	-----	-----	-----	-----	----	------	-----	-----

American Indian/Alaskan	N/A	I/S	47	I/S	I/S						
-------------------------	-----	-----	-----	-----	-----	-----	-----	-----	----	-----	-----

Disability Status

Disabled	17	100	40	46.7	13.3	0	20	10.8	16	I/S	I/S
----------	----	-----	----	------	------	---	----	------	----	-----	-----

Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.9	38.1	N/A	N/A
---------	-----	-----	-----	-----	-----	-----	-----	------	------	-----	-----

English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.8	36.9	I/S	I/S
----------------------------	-----	-----	-----	-----	-----	-----	-----	------	------	-----	-----

Socio-Economic Status

Subsided meals	87	100	35.8	38.3	24.7	1.2	32.1	24.8	34	No	Yes
----------------	----	-----	------	------	------	-----	------	------	----	----	-----

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	129	100	24.4	44.7	18.7	12.2	40.7	39.1	45.8	Yes	Yes
--------------	-----	-----	------	------	------	------	------	------	------	-----	-----

Gender

Male	75	100	26	45.2	17.8	11	41.1	37.5	45.6	N/A	N/A
------	----	-----	----	------	------	----	------	------	------	-----	-----

Female	54	100	22	44	20	14	40	40.8	45.9	N/A	N/A
--------	----	-----	----	----	----	----	----	------	------	-----	-----

Racial/Ethnic Group

White	87	100	20.9	45.3	19.8	14	43	55	59	Yes	Yes
-------	----	-----	------	------	------	----	----	----	----	-----	-----

African American	41	100	33.3	44.4	13.9	8.3	33.3	21	26.9	I/S	Yes
------------------	----	-----	------	------	------	-----	------	----	------	-----	-----

Asian/Pacific Islander	1	I/S	71.3	I/S	I/S						
------------------------	---	-----	-----	-----	-----	-----	-----	-----	------	-----	-----

Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.6	38.1	I/S	I/S
----------	-----	-----	-----	-----	-----	-----	-----	------	------	-----	-----

American Indian/Alaskan	N/A	I/S	46.2	I/S	I/S						
-------------------------	-----	-----	-----	-----	-----	-----	-----	-----	------	-----	-----

Disability Status

Disabled	17	100	60	33.3	6.7	0	6.7	13.9	17.1	I/S	I/S
----------	----	-----	----	------	-----	---	-----	------	------	-----	-----

Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	32.5	N/A	N/A
---------	-----	-----	-----	-----	-----	-----	-----	----	------	-----	-----

English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.1	38.7	I/S	I/S
----------------------------	-----	-----	-----	-----	-----	-----	-----	------	------	-----	-----

Socio-Economic Status

Subsided meals	87	100	29.6	44.4	18.5	7.4	34.6	26.2	31.4	Yes	Yes
----------------	----	-----	------	------	------	-----	------	------	------	-----	-----

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	91	100	42.5	28.7	19.5	9.2	28.7	30.2	35.7	95.8	95.9
Gender											
Male	56	100	44.4	25.9	20.4	9.3	29.6	30.6	37.4	96	95.7
Female	35	100	39.4	33.3	18.2	9.1	27.3	29.6	33.8	95.7	96.2
Racial/Ethnic Group											
White	60	100	35.6	28.8	25.4	10.2	35.6	45.2	49.2	95.6	96
African American	31	100	57.1	28.6	7.1	7.1	14.3	12.9	17	96.2	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	98.3	95.5
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	97.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.6
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	8	14	95.4	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	10	21.9	N/A	96.1
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	24.8	24.4	N/A	96.1
Socio-Economic Status											
Subsidized meals	62	100	44.8	32.8	19	3.4	22.4	17.4	21.1	95.5	95.4
Social Studies											
All Students	89	100	36.5	49.4	5.9	8.2	14.1	24.2	34	95.8	95.9
Gender											
Male	52	100	36	46	8	10	18	25.1	36.6	96	95.7
Female	37	100	37.1	54.3	2.9	5.7	8.6	23.4	31.3	95.7	96.2
Racial/Ethnic Group											
White	65	100	32.8	51.6	7.8	7.8	15.6	34.3	44.5	95.6	96
African American	23	100	50	40	0	10	10	13.1	19.1	96.2	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	98.3	95.5
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.5	97.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.6
Disability Status											
Disabled	13	100	81.8	18.2	0	0	0	7.9	14.4	95.4	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	8.3	22.6	N/A	96.1
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	18.3	27.3	N/A	96.1
Socio-Economic Status											
Subsidized meals	58	100	46.3	46.3	3.7	3.7	7.4	14.6	21	95.5	95.4

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	50	100	29.2	29.2	41.7	0	41.7	
	4	38	100	32.4	50	17.6	0	17.6	
	5	43	100	37.5	40	22.5	0	22.5	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	45	100	26.2	35.7	23.8	14.3	38.1	
	4	51	100	38.8	36.7	24.5	0	24.5	
	5	33	100	25	46.9	28.1	0	28.1	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	50	100	22.9	60.4	14.6	2.1	16.7	
	4	38	100	32.4	55.9	2.9	8.8	11.8	
	5	43	100	35	37.5	20	7.5	27.5	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	45	100	21.4	40.5	23.8	14.3	38.1	
	4	51	100	26.5	44.9	18.4	10.2	28.6	
	5	33	100	25	50	12.5	12.5	25	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	24	100	69.6	30.4	0	0	0	
	4	38	100	50	32.4	11.8	5.9	17.6	
	5	21	100	50	20	15	15	30	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	23	100	36.4	27.3	22.7	13.6	36.4	
	4	51	100	42.9	32.7	18.4	6.1	24.5	
	5	17	100	50	18.8	18.8	12.5	31.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	26	100	36	48	8	8	16	
	4	38	100	41.2	52.9	2.9	2.9	5.9	
	5	22	100	45	25	25	5	30	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	22	100	30	50	5	15	20	
	4	51	100	32.7	53.1	6.1	8.2	14.3	
	5	16	100	56.3	37.5	6.3	0	6.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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