



WHITMIRE HIGH

2597 Hwy. 66
Whitmire, S.C. 29178

Grades	6-12 Middle School	
Enrollment	263 Students	
Principal	Joey L. Haney	803-694-3400
Superintendent	Mr. Bennie Bennett	803-321-2600
Board Chair	Mr. Jody Hamm	803-276-7552

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Below Average	Average
2008	Below Average	Average
2007	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

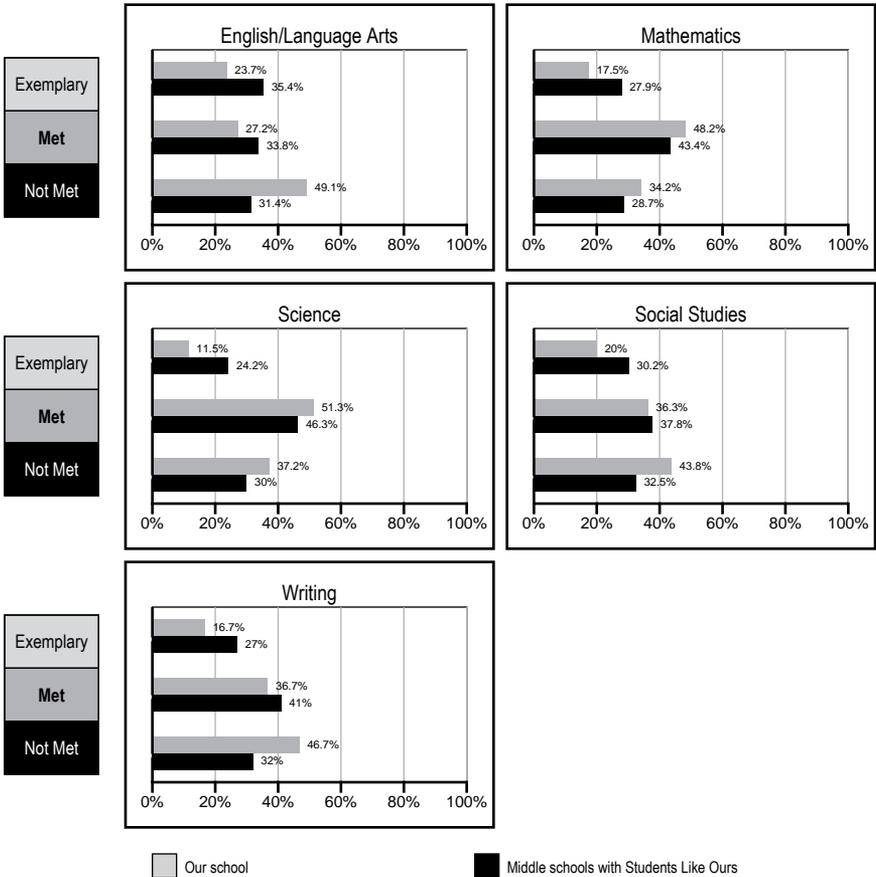
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	13	43	3	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	50.0%	96.9%
English 1	75.0%	95.9%
Biology 1/Applied Biology 2	N/A	86.3%
Physical Science	N/A	98.4%
US History and the Constitution	N/A	N/A
All Subjects	62.5%	96.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=263)				
Students enrolled in high school credit courses (grades 7 & 8)	7.5%	Down from 14.7%	29.2%	24.5%
Retention rate	1.2%	Down from 2.4%	0.9%	0.7%
Attendance rate	93.2%	Down from 94.4%	95.6%	95.9%
Served by gifted and talented program	14.8%	Up from 8.3%	18.7%	17.8%
With disabilities other than speech	8.9%	Down from 14.0%	10.1%	9.2%
Older than usual for grade	8.4%	Down from 9.2%	2.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.9%	Up from 1.5%	0.5%	0.4%
Annual dropout rate	1.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=11)				
Teachers with advanced degrees	63.6%	Up from 61.5%	61.0%	60.0%
Continuing contract teachers	90.9%	Down from 100.0%	89.5%	82.6%
Teachers returning from previous year	80.8%	Up from 79.1%	86.6%	85.6%
Teacher attendance rate	96.2%	Up from 94.9%	94.8%	95.3%
Average teacher salary*	\$49,065	Down 0.3%	\$46,534	\$46,300
Professional development days/teacher	17.3 days	Up from 14.5 days	10.1 days	9.9 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 17.5 to 1	21.5 to 1	21.5 to 1
Prime instructional time	88.3%	Up from 87.9%	89.6%	90.1%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.6%	98.1%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$8,090	Down 12.5%	\$7,487	\$7,634
Percent of expenditures for instruction**	64.1%	Up from 60.6%	64.3%	64.0%
Percent of expenditures for teacher salaries**	62.9%	Up from 54.9%	62.1%	61.2%

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

** 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. The school has been referred to as the hidden secret of the Sumter National Forest in a previous accreditation report. In 2003, Whitmire Elementary School (Pk-6) and Whitmire High School (7-12) joined together to form one school with one mission. WCS is a part of the School District of Newberry County and is accredited according to the AdvanceED Accreditation Standards for Quality Schools. WCS is also a High Schools That Work site, an initiative supported by Southern Regional Education Board (SREB) and the State Department of Education. The Palmetto Gold and Silver Award Program has recognized the elementary school (2006-2007) and the high school (2005-2010).

The PreK-12 setting has provided many professional development opportunities and advantages for the entire staff. Our professional learning communities (PLCs) consists of seven teams including staff from elementary, middle and high school on each. The PLC teams participate in such activities as data analysis, discussions of best practices and professional literature, and updating our strategic plan. We are able to have Vertical Team Planning across all grade-levels and content areas to become more familiar with our customers and their strengths/weaknesses. The WCS staff is able to gain knowledge of the perspective of all grade-levels and a respect for each other. Our students are also able to share their learning experiences across grade-levels with such activities as Reading with the Wolverines, Physics Day, Tutoring Programs, and a variety of presentations to each other.

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 and grade-levels recognize "Writer's of the Month" each quarter at the Success Assemblies. Family message journals, the Wee Deliver Postal System, author visits, Reading with the Wolverines, and Read Across America Week provide authentic writing and reading opportunities throughout our school and community.

We continued a Measure of Academic Progress assessment program for grades K-10 to measure student growth in reading, language usage, and mathematics to identify each student's strengths and weaknesses. Our leadership Team will examine data and have meetings with grade-level teams and individual teachers concerning student performance on classroom, state, and computer-based assessments to establish goals and objectives for ongoing school improvement. The teachers will be provided time to share assessments and data with their peers for feedback. A daily enrichment period was scheduled for grades 3-8.

With available technology such as Smartboards in every classroom on campus, WCS continues to integrate technology into daily instruction. Teachers shared with their peers a variety of instructional/technology strategies and best practices. The use of technology in the classroom was also a focal point on professional development days.

We will continue to promote our unique PK-12 setting, use it to the advantage of student achievement, and 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 Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest middle 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 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

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

School Improvement Status

School Improvement Key

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

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	93.2%	94.0%**	No

* 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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	118	99.2	49.1	27.2	23.7	64	76.6	82.4	No	Yes
Gender										
Male	72	100	58	20.3	21.7	53.6	70.3	78.7	N/A	N/A
Female	46	97.8	35.6	37.8	26.7	80	83.2	86.2	N/A	N/A
Racial/Ethnic Group										
White	87	98.9	44	29.8	26.2	67.9	85.7	88.9	No	Yes
African American	28	100	66.7	22.2	11.1	48.1	65.5	72.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.1	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	11	90.9	I/S	I/S	I/S	I/S	43.2	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	74.8	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	74	98.7	52.9	30	17.1	60	69.9	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	118	100	34.2	48.2	17.5	82.5	80.2	81.9	Yes	Yes
Gender										
Male	72	100	40.6	43.5	15.9	76.8	76.5	79.9	N/A	N/A
Female	46	100	24.4	55.6	20	91.1	83.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	87	100	31	50	19	82.1	88.5	88.9	Yes	Yes
African American	28	100	48.1	40.7	11.1	81.5	69	71.4	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	83.4	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	11	100	I/S	I/S	I/S	I/S	48.6	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	82.4	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	74	100	42.9	42.9	14.3	80	74	74.9	Yes	Yes

* 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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	81	100	37.2	51.3	11.5	62.8	64.8	68.6
Gender								
Male	52	100	40	48	12	60	62.5	68.3
Female	29	100	32.1	57.1	10.7	67.9	67.2	68.9
Racial/Ethnic Group								
White	56	100	37.7	49.1	13.2	62.3	80.8	80.7
African American	22	100	40.9	54.5	4.5	59.1	45.8	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	64.2	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	30	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	62.3	60.7
Socio-Economic Status								
Subsidized meals	51	100	39.6	56.3	4.2	60.4	54.4	57.3
Social Studies								
All Students	82	100	43.8	36.3	20	56.3	66.8	72.5
Gender								
Male	52	100	48	28	24	52	64	72
Female	30	100	36.7	50	13.3	63.3	69.6	73.1
Racial/Ethnic Group								
White	66	100	41.5	36.9	21.5	58.5	77.3	81
African American	15	100	57.1	28.6	14.3	42.9	52.9	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	70.1	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	39.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	71.6	69.7
Socio-Economic Status								
Subsidized meals	50	100	50	39.6	10.4	50	59.5	62.9

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	31	100	46.7	36.7	16.7	53.3	67.6	73.2	93.7	95.8
Gender										
Male	16	100	N/AV	N/AV	N/AV	40	59.9	67.2	93.3	95.7
Female	15	100	33.3	33.3	33.3	66.7	75.8	79.4	94.4	96
Racial/Ethnic Group										
White	18	100	44.4	33.3	22.2	55.6	79.1	81.5	93.2	95.9
African American	12	100	N/AV	N/AV	N/AV	45.5	52.5	61.3	95.4	95.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	91.1	96.2
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69	66.7	92.7	95.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	97.8	95.7
Disability Status										
Disabled	5	I/S	I/S	I/S	I/S	I/S	25.3	26	91	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	94.8
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	65.3	65.7	N/A	96.1
Socio-Economic Status										
Subsidized meals	18	100	58.8	29.4	11.8	41.2	57	63.2	93.1	95.3

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	50	100	35.4	39.6	25	64.6
	7	33	97	37.9	48.3	13.8	62.1
	8	43	100	47.6	26.2	26.2	52.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	41	100	52.5	27.5	20	47.5
	7	45	100	50	22.7	27.3	50
	8	32	96.9	43.3	33.3	23.3	56.7
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	50	100	29.2	50	20.8	70.8
	7	33	97	34.5	51.7	13.8	65.5
	8	43	100	45.2	45.2	9.5	54.8
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	41	100	45	30	25	55
	7	45	100	29.5	50	20.5	70.5
	8	32	100	26.7	70	3.3	73.3
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	26	100	36	56	8	64
	7	32	100	37.9	58.6	3.4	62.1
	8	22	100	36.4	54.5	9.1	63.6
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	20	100	N/AV	N/AV	N/AV	36.8
	7	45	100	27.3	59.1	13.6	72.7
	8	16	100	33.3	46.7	20	66.7

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	24	100	4.3	73.9	21.7	95.7
	7	32	100	51.7	41.4	6.9	48.3
	8	21	100	30	45	25	70
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	21	100	33.3	42.9	23.8	66.7
	7	45	100	50	27.3	22.7	50
	8	16	100	40	53.3	6.7	60
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	49	100	37.5	47.9	14.6	62.5
	7	33	97	37.9	37.9	24.1	62.1
	8	43	100	35.7	45.2	19	64.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	31	100	46.7	36.7	16.7	53.3

Abbreviations for Missing Data

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