



## WHITMIRE HIGH

2597 Hwy. 66  
Whitmire, S.C. 29178

<b>Grades</b>	6-12 High School	
<b>Enrollment</b>	260 Students	
<b>Principal</b>	Joey L. Haney	803-694-3400
<b>Superintendent</b>	Mr. Bennie Bennett	803-321-2600
<b>Board Chair</b>	Mr. Don Saylor	803-276-9765

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>At-Risk</b>
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Good	At-Risk
2006	Excellent	Good

## 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 GOAL

By 2010, SC'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.

## 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.

## ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	8	26	2	0

\* Ratings are calculated with data available by 03/24/2011.

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

Percent	Our High School			High Schools with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	88.1%	80.6%	86.5%	78.9%	73.3%	76.1%
Passed 1 subtest (%)	9.5%	6.5%	5.4%	11.6%	14.1%	12.7%
Passed no subtests (%)	2.4%	12.9%	8.1%	9.5%	12.7%	12.2%

## HSAP Passage Rate by Spring 2010

Percent	Our High School	High Schools with Students Like Ours
	92.1%	88.8%

## Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	36	41	255	257
Number of Graduates in Cohort	32	30	187	179
Rate	88.9%	73.2%	74.8%	70.8%

\*Used to calculate current AYP.

## End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	54.8%	71.8%
English 1	63.0%	62.9%
Physical Science	36.7%	47.7%
US History and the Constitution	64.5%	36.7%
All Tests	54.6%	53.3%

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

## Abbreviations for Missing Data

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

## School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n=260)</b>				
Retention rate	2.4%	Down from 3.5%	4.0%	3.7%
Attendance rate	94.4%	Up from 93.9%	95.2%	95.4%
Eligible for gifted and talented	8.3%	Down from 9.0%	9.6%	12.4%
With disabilities other than speech	14.0%	Up from 13.7%	13.9%	12.8%
Older than usual for grade	9.2%	Down from 9.4%	10.3%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Up from 1.2%	0.4%	1.1%
Enrolled in AP/IB programs	0.0%	No Change	11.6%	13.1%
Successful on AP/IB exams	N/A	N/A	47.1%	50.4%
Eligible for LIFE Scholarship	30.0%	Up from 18.2%	31.2%	30.4%
Annual dropout rate	1.4%	Up from 0.0%	3.5%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	3.4%	2.2%
Enrollment in career/technology courses	2	Down from 38	484	424
Students participating in work-based experiences	10.2%	Down from 17.7%	15.3%	11.7%
Career/technology students attaining technical skills	81.3%	Down from 93.8%	78.1%	78.7%
Career/technology completers placed	N/A	N/A	95.8%	98.5%
<b>Teachers (n=13)</b>				
Teachers with advanced degrees	61.5%	Up from 53.8%	59.0%	60.4%
Continuing contract teachers	100.0%	Up from 92.3%	77.1%	76.6%
Teachers with emergency or provisional certificates	0.0%	No Change	7.0%	6.5%
Teachers returning from previous year	79.1%	Up from 66.5%	86.9%	86.8%
Teacher attendance rate	94.9%	Down from 96.6%	95.2%	95.8%
Average teacher salary*	\$49,216	Up 3.7%	\$47,025	\$47,390
Professional development days/teacher	14.5 days	Down from 15.4 days	9.7 days	10.0 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 17.7 to 1	25.9 to 1	25.8 to 1
Prime instructional time	87.9%	Down from 88.4%	89.2%	90.1%
Dollars spent per pupil**	\$9,245	Up 5.0%	\$7,954	\$7,974
Percent of expenditures for teacher salaries**	54.9%	Up from 53.9%	55.8%	55.4%
Percent of expenditures for instruction**	60.6%	Up from 59.2%	60.7%	60.4%
Opportunities in the arts	Excellent	Up from Good	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	94.6%	96.0%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

\* 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

## Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	38	92.1%	119	54.6%	41	73.2%	Yes
<b>Gender</b>							
Male	19	89.5%	65	56.9%	21	71.4%	N/A
Female	19	94.7%	54	51.9%	20	75.0%	N/A
<b>Racial/Ethnic Group</b>							
White	30	90.0%	94	57.4%	30	66.7%	N/A
African American	N/A	N/A	25	44.0%	11	90.9%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	N/A	N/A	15	33.3%	N/A	N/A	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	22	90.9%	76	50.0%	25	72.0%	N/A

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

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## Report of Principal and School Improvement Council

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 2003, Whitmire Elementary (PK-6) and Whitmire High (7-12) joined together to form one school with one mission. 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 (2005-2009). WCS was also recognized as Summa Cum Laude by the SDE for SAT performance.

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 the success assemblies. Family message journals, the Wee Deliver Postal System, author visits, Family Read-in Night, Reading with the Wolverines, and Read Across America Week provide authentic writing and reading opportunities throughout our school and community. The school was successful at hosting its first Math and Science Night for all students and parents to promote standards-based projects and build interests in the content areas.

We continued a Measure of Academic Progress assessment program for grades 1 through 10 to measure student growth in Reading, Language Usage, and Mathematics to identify each student's strengths and weaknesses. Our Leadership Team will examine and have data meetings with grade-level teams and individual teachers concerning student performance on MAP, PASS, HSAP, SAT, ACT, Odyssey, A+ Software, Dominic, and classroom assessments to establish goals and objectives for ongoing school improvement. The teachers received professional development on creating assessments that are on target with the state standards. The staff was also provided time to share assessments with peers for feedback. A daily enrichment period was scheduled for grades 3-8.

With the 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 and technology strategies and best practices. The use of technology in the classroom was also a focal point on professional development days and mini-sessions were also offered after school for the staff.

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	14	20	27
Percent satisfied with learning environment	92.3%	95.0%	96.3%
Percent satisfied with social and physical environment	100.0%	90.0%	96.3%
Percent satisfied with school-home relations	78.6%	90.0%	88.9%

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

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## School Adequate Yearly Progress

YES

This school met 13 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

N/A

## School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

## Abbreviations for Missing Data

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	37	100	8.3	41.7	27.8	22.2	61.1	53.5	65.9	Yes	Yes
Male	28	100	7.4	40.7	25.9	25.9	66.7	50.5	60.8	N/A	N/A
Female	9	I/S	I/S	I/S	I/S	I/S	I/S	57	71	N/A	N/A
White	30	100	3.4	41.4	31	24.1	69	72.2	77.5	Yes	Yes
African American	7	I/S	I/S	I/S	I/S	I/S	I/S	32.5	49.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	80.2	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.9	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	14.8	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32	47.3	I/S	I/S
Subsidized meals	17	100	18.8	43.8	25	12.5	50	38.3	51.5	Yes	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	37	100	13.9	19.4	30.6	36.1	75	55.5	62.3	Yes	Yes
Male	28	100	14.8	14.8	29.6	40.7	74.1	55	61.7	N/A	N/A
Female	9	I/S	I/S	I/S	I/S	I/S	I/S	56.1	63	N/A	N/A
White	30	100	6.9	20.7	31	41.4	82.8	78.5	75	Yes	Yes
African American	7	I/S	I/S	I/S	I/S	I/S	I/S	31.2	44	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	85.5	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.7	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	18.5	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32	52.6	I/S	I/S
Subsidized meals	17	100	31.3	12.5	25	31.3	56.3	36.9	48.1	Yes	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	37	97.3	66.7	16.7	13.9	2.8	16.7	N/A	N/A	N/A	N/A
Male	28	96.4	66.7	18.5	11.1	3.7	14.8	N/A	N/A	N/A	N/A
Female	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
White	30	96.7	62.1	20.7	13.8	3.4	17.2	N/A	N/A	N/A	N/A
African American	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	17	100.0	70.6	11.8	11.8	5.9	17.6	N/A	N/A	N/A	N/A

\* 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

## Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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## English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2009	31	100	10.3	31	27.6	31	62.1	55.4	61.8
	2010	37	100	8.3	41.7	27.8	22.2	61.1	53.5	65.9

## Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2009	31	100	13.8	17.2	44.8	24.1	79.3	58.7	62.7
	2010	37	100	13.9	19.4	30.6	36.1	75	55.5	62.3

\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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