



## Whittemore Park Middle

1808 Rhue Street  
Conway, SC 29527

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	577 Students	
<b>Principal</b>	Robbie Watkins	843-488-0669
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	Average	Below Average
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**

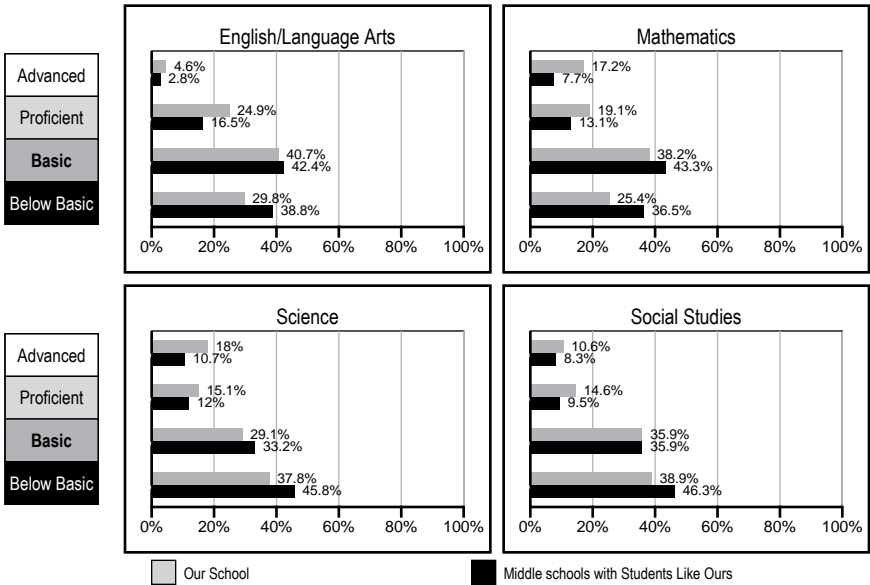
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.6%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	1	16	23

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

**Palmetto Achievement Challenge Tests (PACT)**



\* 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**

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 | /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	100.0	92.4
English 1	100.0	93.6
Physical Science	0	0
All Subjects	100.0	90.9

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=577)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	22.9%	Down from 31.7%	15.1%	19.4%
Retention rate	0.2%	Down from 0.6%	2.7%	1.8%
Attendance rate	94.9%	Down from 95.7%	95.3%	95.8%
Eligible for gifted and talented	20.0%	Up from 14.0%	10.8%	15.3%
With disabilities other than speech	22.0%	Up from 18.1%	13.8%	12.9%
Older than usual for grade	0.7%	Down from 2.4%	5.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	7.3%	Down from 9.2%	0.8%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	57.4%	Down from 59.6%	53.8%	55.0%
Continuing contract teachers	61.7%	Down from 76.6%	60.9%	70.6%
Teachers with emergency or provisional certificates	5.1%	No Change	11.4%	5.4%
Teachers returning from previous year	85.8%	Down from 88.1%	78.2%	83.4%
Teacher attendance rate	94.7%	Down from 95.8%	94.7%	94.9%
Average teacher salary	\$45,561	Up 2.2%	\$44,657	\$44,706
Professional development days/teacher	20.8 days	Up from 11.0 days	11.7 days	11.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	15.9 to 1	Down from 16.1 to 1	18.4 to 1	20.1 to 1
Prime instructional time	86.6%	Down from 89.6%	88.6%	89.3%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Down from 99.0%	95.6%	98.0%
Character development program	Good	Up from Below Average	Good	Good
Dollars spent per pupil*	\$8,771	Up 31.2%	\$7,663	\$7,097
Percent of expenditures for instruction*	64.3%	Down from 69.9%	64.1%	64.4%
Percent of expenditures for teacher salaries*	59.4%	Down from 66.7%	59.0%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

The School Improvement Council for Whittemore Park Middle School has prepared this School Summary Report for you and the members of our community who are interested in our school. The report reviews the progress made on our strategic plan for increasing student learning, the test scores, and the goals to be accomplished during this school year. This year we had: 11 eighth graders recognized as South Carolina Junior Scholars, two sixth graders recognized as John Hopkins Youth Talent Search Scholars, Whittemore Park Mock Trial Team competed in regional competition, 15 students were recognized for All County Chorus, Whittemore Park Middle Band received seven superior ratings and two excellent ratings, two students were selected to participate in the week long Summer Arts Program at Coastal Carolina University, Whittemore Park MATHCOUNTS team competed in regional competition, and a science teacher was named Project Real Tree National Teacher of the Year.

If you have any questions about the information in this report or want a copy of the school's strategic plan, please call me at anytime at 843-488-0669.

Robbie M. Watkins, Principal  
Jim Rabon, SIC Chair.

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	192	41
Percent satisfied with learning environment	66.7%	72.3%	87.8%
Percent satisfied with social and physical environment	84.6%	74.2%	75.0%
Percent satisfied with school-home relations	56.4%	84.3%	85.0%

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

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## School Adequate Yearly Progress

NO

This school met 14 out of 21 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

Restructure

## 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	3.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.9%	0.0%	No
Student attendance rate	94.9%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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

All Students	577	99.3	29.6	41.1	25	4.4	42.2	57.2	48.2	No	Yes
<b>Gender</b>											
Male	310	99	35.4	42.3	20.1	2.2	35	50.3	41.7	N/A	N/A
Female	267	99.6	23.1	39.7	30.4	6.9	50.2	64.4	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	293	99.7	21	40.8	31.3	6.9	53.8	65.4	60	Yes	Yes
African American	255	98.8	37.8	41.6	18.5	2.1	30.7	34.7	31.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	23	100	50	33.3	16.7	0	27.8	43.1	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
<b>Disability Status</b>											
Disabled	129	98.5	80.7	12.8	4.6	1.8	10.1	21.7	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	13	100	60	20	20	0	20	39.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	446	99.3	35.4	43.4	18.4	2.8	33.6	44.9	34	No	Yes

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

All Students	577	99.7	26.4	39.1	18.6	15.9	43.5	56.4	45.8	Yes	Yes
<b>Gender</b>											
Male	310	99.4	30.9	32.7	20.7	15.6	44	55.9	45.6	N/A	N/A
Female	267	100	21.5	46.2	16.2	16.2	42.9	57	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	293	99.7	18.7	34.7	22.9	23.7	55	65.2	59	Yes	Yes
African American	255	99.6	35.6	43.1	14.2	7.1	31.4	31.6	26.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	23	100	22.2	50	11.1	16.7	33.3	42.6	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	48.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	129	98.5	65.1	27.5	3.7	3.7	10.1	20.8	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	13	100	30	50	0	20	20	41	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	446	99.8	31.5	41.1	16.4	11.1	36	43.9	31.4	No	Yes

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

Abbreviations for Missing Data

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## 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
<b>Science</b>											
All Students	383	100	37.5	29.1	15	18.4	33.4	41.4	35.7	94.9	96.3
<b>Gender</b>											
Male	206	100	41.6	21.6	15.1	21.6	36.8	43.8	37.4	94.6	96.2
Female	177	100	32.7	37.7	14.8	14.8	29.6	39	33.8	95.2	96.4
<b>Racial/Ethnic Group</b>											
White	194	100	28.7	23	18.4	29.9	48.3	50.4	49.2	94.5	96.1
African American	168	100	47.8	34.6	11.3	6.3	17.6	16.7	17	95.4	96.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	96.9	97.4
Hispanic	17	100	30.8	46.2	15.4	7.7	23.1	26.2	24.9	94.3	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	92.8	95.5
<b>Disability Status</b>											
Disabled	84	100	81.3	13.3	1.3	4	5.3	15.2	14	93.5	95.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	99.4
<b>English Proficiency</b>											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	22.7	24.4	95	97
<b>Socio-Economic Status</b>											
Subsided meals	293	100	43.3	29.9	13.4	13.4	26.8	28.8	21.1	94.4	96
<b>Social Studies</b>											
All Students	369	99.7	38.4	36	14.8	10.9	25.7	41.6	34	94.9	96.3
<b>Gender</b>											
Male	188	99.5	37.2	32.9	20.1	9.8	29.9	45.3	36.6	94.6	96.2
Female	181	100	39.5	38.9	9.6	12	21.6	37.8	31.3	95.2	96.4
<b>Racial/Ethnic Group</b>											
White	188	100	28.7	33.5	20.4	17.4	37.7	48.6	44.5	94.5	96.1
African American	159	99.4	48	38.5	8.8	4.7	13.5	20.7	19.1	95.4	96.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	96.9	97.4
Hispanic	16	100	53.8	38.5	7.7	0	7.7	33.9	27.5	94.3	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	92.8	95.5
<b>Disability Status</b>											
Disabled	72	100	71.9	22.8	3.5	1.8	5.3	17.1	14.4	93.5	95.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	99.4
<b>English Proficiency</b>											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	30.8	27.3	95	97
<b>Socio-Economic Status</b>											
Subsided meals	286	99.7	45.2	36.5	12.3	6	18.3	29.8	21	94.4	96

\* 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*
<b>English/Language Arts</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	187	100	19.5	37.3	34.9	8.3	43.2
	7	239	100	40	33.8	23.6	2.7	26.2
	8	221	100	23.4	48.8	21.9	6	27.9
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	179	100	28.4	41.4	25.9	4.3	30.2
	7	178	100	28	42	27.4	2.5	29.9
	8	220	98.2	31.7	40.1	22.3	5.9	28.2
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	187	99.5	14.9	38.1	26.2	20.8	47
	7	239	100	28	41.8	16.9	13.3	30.2
	8	221	100	24.9	51.7	16.9	6.5	23.4
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	179	100	15.4	35.8	22.8	25.9	48.8
	7	178	100	24.8	38.2	17.2	19.7	36.9
	8	220	99.1	36.5	42.4	16.3	4.9	21.2
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	96	97.9	20.5	34.9	19.3	25.3	44.6
	7	239	100	39.7	31.3	14.7	14.3	29
	8	110	98.2	35.4	40.6	11.5	12.5	24
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	91	100	51.2	16.7	15.5	16.7	32.1
	7	178	100	26.1	33.1	15.9	24.8	40.8
	8	114	100	43.4	33	13.2	10.4	23.6
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	92	100	27.2	49.4	14.8	8.6	23.5
	7	239	100	51.3	30.8	7.6	10.3	17.9
	8	113	98.2	31.7	54.5	7.9	5.9	13.9
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	88	100	26.9	34.6	20.5	17.9	38.5
	7	178	100	42	33.8	12.1	12.1	24.2
	8	103	99	41.7	40.6	14.6	3.1	17.7

Abbreviations for Missing Data

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