



## Whitmire Community School ( High)

2597 Hwy. 66  
Whitmire, S.C. 29178

<b>Grades</b>	6-12 Middle School	
<b>Enrollment</b>	261 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 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Average</b>
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Below 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**

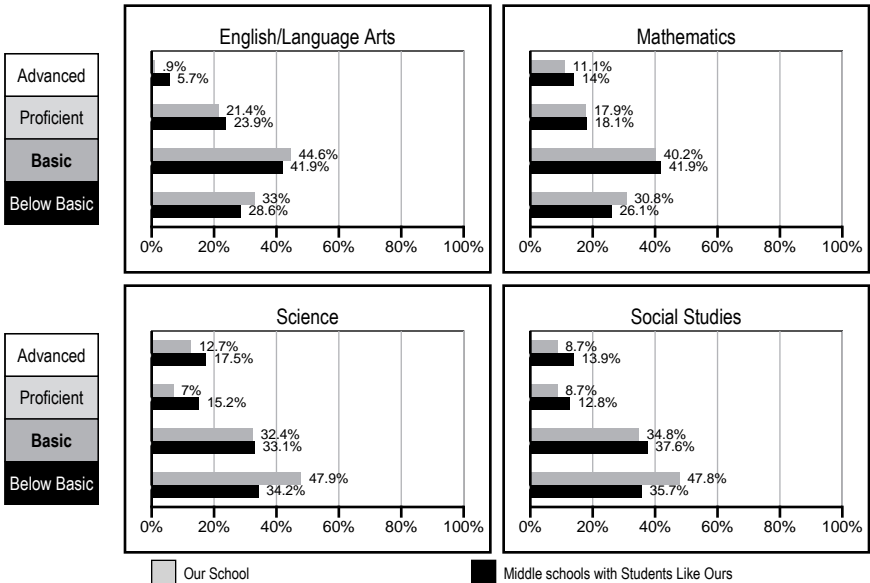
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 99.1%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	18	26	3

\* 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 | 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	100.0	97.9
English 1	100.0	97.4
Physical Science	0	48.7
All Subjects	100.0	97.6

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=261)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	17.3%	Up from 5.0%	25.1%	19.4%
Retention rate	8.7%	Up from 7.3%	1.6%	1.8%
Attendance rate	95.1%	Up from 94.9%	96.0%	95.8%
Eligible for gifted and talented	14.3%	Up from 8.1%	17.9%	15.3%
With disabilities other than speech	12.7%	Up from 12.2%	14.2%	12.9%
Older than usual for grade	11.9%	Up from 2.0%	2.9%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.1%	Up from 0.4%	0.6%	0.7%
Annual dropout rate	1.3%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=12)</b>				
Teachers with advanced degrees	50.0%	Down from 63.6%	54.5%	55.0%
Continuing contract teachers	58.3%	Down from 72.7%	74.2%	70.6%
Teachers with emergency or provisional certificates	0.0%	Down from 10.0%	5.2%	5.4%
Teachers returning from previous year	N/A	N/A	85.2%	83.4%
Teacher attendance rate	96.3%	Up from 95.5%	94.8%	94.9%
Average teacher salary	\$39,501	Down 4.7%	\$44,670	\$44,706
Professional development days/teacher	21.2 days	Down from 23.4 days	11.4 days	11.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 5.5	3.0	3.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 18.7 to 1	20.7 to 1	20.1 to 1
Prime instructional time	91.2%	Up from 84.2%	89.3%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.0%	Down from 100.0%	98.0%	98.0%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil*	\$8,147	Up 1.3%	\$6,949	\$7,097
Percent of expenditures for instruction*	59.4%	Down from 62.4%	62.2%	64.4%
Percent of expenditures for teacher salaries*	52.2%	Down from 55.7%	58.9%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## 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 Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	10	28	12
Percent satisfied with learning environment	80.0%	53.6%	83.3%
Percent satisfied with social and physical environment	90.0%	64.3%	91.7%
Percent satisfied with school-home relations	70.0%	78.6%	83.3%

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

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## No Child Left Behind

## School Adequate Yearly Progress

YES

This school met 5 out of 5 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	0.0%	0.0%	Yes
Student attendance rate	95.1%	94.0%	Yes

\* Or greater than last year

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

All Students	114	100	33.6	44.9	21.5	0	29.9	38.5	48.2	Yes	Yes
<b>Gender</b>											
Male	68	100	45.3	37.5	17.2	0	20.3	30.2	41.7	N/A	N/A
Female	46	100	16.3	55.8	27.9	0	44.2	47.6	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	95	100	30.8	46.2	23.1	0	33	53.3	60	I/S	I/S
African American	19	100	50	37.5	12.5	0	12.5	21.8	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	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	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	18	100	75	25	0	0	0	10.8	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.9	38.1	N/A	N/A
<b>English Proficiency</b>											
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
<b>Socio-Economic Status</b>											
Subsided meals	70	100	46	38.1	15.9	0	25.4	24.8	34	I/S	I/S

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

All Students	114	100	33.6	43	17.8	5.6	36.4	39.1	45.8	Yes	Yes
<b>Gender</b>											
Male	68	100	37.5	42.2	17.2	3.1	35.9	37.5	45.6	N/A	N/A
Female	46	100	27.9	44.2	18.6	9.3	37.2	40.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	95	100	29.7	44	19.8	6.6	38.5	55	59	I/S	I/S
African American	19	100	56.3	37.5	6.3	0	25	21	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	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	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	18	100	56.3	43.8	0	0	0	13.9	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	32.5	N/A	N/A
<b>English Proficiency</b>											
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
<b>Socio-Economic Status</b>											
Subsided meals	70	100	46	36.5	12.7	4.8	25.4	26.2	31.4	I/S	I/S

\* 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	75	100	47.9	32.4	7	12.7	19.7	30.2	35.7	95.2	95.9
<b>Gender</b>											
Male	40	100	42.1	39.5	7.9	10.5	18.4	30.6	37.4	94.6	95.7
Female	35	100	54.5	24.2	6.1	15.2	21.2	29.6	33.8	96.2	96.2
<b>Racial/Ethnic Group</b>											
White	59	100	47.4	31.6	5.3	15.8	21.1	45.2	49.2	95.1	96
African American	16	100	50	35.7	14.3	0	14.3	12.9	17	97.1	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	95.5
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	73.8	95.8
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
<b>Disability Status</b>											
Disabled	11	100	80	20	0	0	0	8	14	94.9	94.8
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	10	21.9	N/A	96.1
<b>English Proficiency</b>											
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
<b>Socio-Economic Status</b>											
Subsided meals	47	100	58.1	30.2	7	4.7	11.6	17.4	21.1	94.3	95.4
<b>Social Studies</b>											
All Students	72	100	47.8	34.8	8.7	8.7	17.4	24.2	34	95.2	95.9
<b>Gender</b>											
Male	45	100	41.9	41.9	9.3	7	16.3	25.1	36.6	94.6	95.7
Female	27	100	57.7	23.1	7.7	11.5	19.2	23.4	31.3	96.2	96.2
<b>Racial/Ethnic Group</b>											
White	66	100	45.3	35.9	9.4	9.4	18.8	34.3	44.5	95.1	96
African American	6	I/S	I/S	I/S	I/S	I/S	I/S	13.1	19.1	97.1	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	95.5
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.5	73.8	95.8
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
<b>Disability Status</b>											
Disabled	11	100	60	40	0	0	0	7.9	14.4	94.9	94.8
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	8.3	22.6	N/A	96.1
<b>English Proficiency</b>											
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
<b>Socio-Economic Status</b>											
Subsided meals	45	100	64.3	26.2	7.1	2.4	9.5	14.6	21	94.3	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*
<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	33	100	51.6	29	19.4	0	19.4
	7	46	100	40	48.9	11.1	0	11.1
8	31	100	35.7	42.9	17.9	3.6	21.4	
<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	41	100	48.6	29.7	21.6	0	21.6
	7	33	100	36.4	45.5	18.2	0	18.2
8	40	100	16.2	59.5	24.3	0	24.3	
<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	33	100	41.9	41.9	9.7	6.5	16.1
	7	46	100	24.4	42.2	17.8	15.6	33.3
8	31	100	17.9	53.6	25	3.6	28.6	
<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	41	100	40.5	40.5	13.5	5.4	18.9
	7	33	100	39.4	39.4	12.1	9.1	21.2
8	40	100	21.6	48.6	27	2.7	29.7	
<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	16	100	66.7	20	6.7	6.7	13.3
	7	46	100	53.3	35.6	8.9	2.2	11.1
8	15	100	33.3	58.3	0	8.3	8.3	
<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	21	100	68.4	10.5	10.5	10.5	21.1
	7	33	100	51.5	36.4	3	9.1	12.1
8	21	100	21.1	47.4	10.5	21.1	31.6	
<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	17	100	50	37.5	0	12.5	12.5
	7	46	100	60	26.7	6.7	6.7	13.3
8	16	100	37.5	56.3	6.3	0	6.3	
<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	20	100	16.7	44.4	16.7	22.2	38.9
	7	33	100	72.7	21.2	0	6.1	6.1
8	19	100	33.3	50	16.7	0	16.7	

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