



Timmonsville High

304 Kemper Street
Timmonsville, SC 29161

Grades	9-12 High School	
Enrollment	275 Students	
Principal	Dr. Dorothy McClam	843-346-4586
Superintendent	Dr. Bertha W. McCants	843-346-5391
Board Chair	Mrs. Rose Bacot	843-346-5391

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	At-Risk
2008	Average	Good
2007	Average	Excellent
2006	At-Risk	Average
2005	At-Risk	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 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
2	3	4	11	13

* Ratings are calculated with data available by 03/25/2010.

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

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	73.9	73.3	66.7	69.0	68.1	58.9
Passed 1 subtest (%)	15.9	13.3	21.7	17.4	16.4	20.1
Passed no subtests (%)	10.1	13.3	11.6	13.6	15.5	23.3

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	88.5%	85.1%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	60	140
Number of Diplomas	45	94
Rate	75.0%	63.7%

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	48.0	54.9
English 1	34.6	43.7
Physical Science	27.2	30.6
US History and the Constitution	19.2	18.9
All Tests	32.0	36.1

* 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
Students (n=275)				
Retention rate	3.8%	Down from 9.3%	7.9%	4.8%
Attendance rate	99.4%	Up from 97.0%	94.4%	95.5%
Eligible for gifted and talented	0.0%	No Change	3.5%	9.2%
With disabilities other than speech	16.3%	Up from 16.1%	13.9%	12.6%
Older than usual for grade	11.3%	Down from 15.2%	11.9%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 0.7%	1.3%	1.2%
Enrolled in AP/IB programs	0.0%	Down from 14.0%	5.9%	13.2%
Successful on AP/IB exams	N/A	N/A	44.4%	55.6%
Eligible for LIFE Scholarship	30.8%	Up from 25.5%	28.6%	29.8%
Annual dropout rate	4.2%	Down from 4.4%	3.7%	3.5%
Career/technology students in co-curricular organizations	11.6%	Up from 9.6%	3.9%	3.0%
Enrollment in career/technology courses	157	Down from 198	337	523
Students participating in work-based experiences	11.6%	Up from 0.4%	13.7%	12.9%
Career/technology students attaining technical skills	85.3%	Up from 77.1%	78.6%	79.3%
Career/technology completers placed	93.9%	Down from 95.1%	98.4%	98.8%
Teachers (n=21)				
Teachers with advanced degrees	47.6%	Down from 50.0%	53.9%	58.6%
Continuing contract teachers	66.7%	Up from 53.8%	60.4%	71.6%
Teachers with emergency or provisional certificates	21.1%	Down from 39.1%	19.1%	8.1%
Teachers returning from previous year	71.2%	Down from 77.2%	76.1%	85.0%
Teacher attendance rate	95.5%	Down from 96.7%	95.6%	95.5%
Average teacher salary*	\$49,095	Up 8.4%	\$45,410	\$47,761
Professional development days/teacher	10.3 days	Down from 24.3 days	10.6 days	10.8 days
School				
Principal's years at school	1.0	Down from 2.0	2.0	3.0
Student-teacher ratio in core subjects	21.6 to 1	Down from 22.3 to 1	21.8 to 1	26.1 to 1
Prime instructional time	91.2%	Up from 90.7%	89.0%	89.8%
Dollars spent per pupil**	\$9,776	Up 7.0%	\$9,776	\$7,883
Percent of expenditures for teacher salaries**	57.8%	Up from 57.6%	53.1%	54.1%
Percent of expenditures for instruction**	63.4%	Down from 65.7%	60.0%	60.2%
Opportunities in the arts	Good	No Change	Good	Excellent
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	90.8%	Up from 89.5%	92.6%	95.8%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Good

* 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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	52	88.5%	359	32.0%	60	75.0%	No
Gender							
Male	26	76.9%	175	28.6%	32	65.6%	N/A
Female	26	100.0%	184	35.3%	28	85.7%	N/A
Racial/Ethnic Group							
White	N/A	N/A	37	37.8%	N/A	N/A	N/A
African American	49	87.8%	321	31.2%	56	76.8%	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
Disability Status							
Disabled	N/A	N/A	67	4.5%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	36	91.7%	302	32.8%	40	80.0%	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

Timmons ville High School has experienced many successes this school year. Before the beginning of the 2008-2009 school year, our faculty came together and developed a shared vision for Timmons ville High School. Through the diligent efforts of our students, faculty, and staff, Timmons ville High School was recognized as a Palmetto Silver Award recipient. This follows last year's recognition as a Palmetto Gold Award recipient.

Quarterly recognition of academic achievement, perfect attendance, and positive behavior was continued this year. To positively impact student achievement, the quarterly Academic Achievement Awards Program was implemented in addition to the monthly celebrations for students who demonstrate positive behavior. Our annual Salute to Education Banquet is a celebration of academic achievement honoring outstanding students in content areas and students who have achieved a GPA of 3.5 and higher.

Our students have also excelled in career and technology, the arts, and athletics. CATE students placed in Skills USA and earned high honors at South Carolina State University's Science and Technology Day. Jobs for South Carolina Graduates' students placed in several areas at the JAG-SC State Career Development Conference. The Marching Whirlwinds participated in and placed in state and national competitions. Band students earned positions on the Eastern District Honor Band, the Region 5 Honor Band, and the USC Honor Band. The Whirlwinds ended both the football and basketball seasons in second place in the region. Our Lady Whirlwinds won the region's championship and their coach was named Coach of the Year. In track and field, the Whirlwinds placed in the state championship with one member of the team earning a state championship for the third consecutive year.

District staff development was conducted on creating assessments, differentiated instruction, and conflict resolution. Administrators and teachers facilitated school-level staff development, and teachers in each department presented outstanding demonstration lessons each month.

Our 2009 graduates earned \$480,000.00 in scholarships, among whom are our first Jobs for South Carolina Graduates.

We are proud of all of the accomplishments of our students and faculty. Our vision for Timmons ville High School is building character and impacting student achievement in a caring school community. Through the realization of this vision, we will continue to celebrate our progress while we remain focused on academic achievement and character development.

Dorothy McClam, Ed. D., Principal
Ellis Rogers, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	44	12
Percent satisfied with learning environment	57.7%	38.6%	41.7%
Percent satisfied with social and physical environment	76.9%	39.5%	45.5%
Percent satisfied with school-home relations	32.0%	65.9%	58.3%

* 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

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

NI

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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	18.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	22.3%	0.0%	No

Abbreviations for Missing Data

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	69	98.6	20	47.7	21.5	10.8	44.6	44.8	61.8	No	Yes
Male	33	100	24.2	42.4	21.2	12.1	48.5	48.5	57.4	N/A	N/A
Female	36	97.2	15.6	53.1	21.9	9.4	40.6	41.2	66.1	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	74.3	I/S	I/S
African American	62	98.4	19	48.3	22.4	10.3	46.6	46.7	44.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	55.4	I/S	I/S
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	I/S	19.4	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	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	59	98.3	20	50.9	20	9.1	41.8	42.1	45.6	No	Yes

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

All Students	69	100	23.1	36.9	21.5	18.5	58.5	58.2	62.7	Yes	Yes
Male	33	100	27.3	33.3	15.2	24.2	51.5	51.5	61.8	N/A	N/A
Female	36	100	18.8	40.6	28.1	12.5	65.6	64.7	63.6	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
African American	62	100	22.4	37.9	22.4	17.2	58.6	58.3	45.1	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	59.2	I/S	I/S
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.8	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	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	59	100	25.5	36.4	21.8	16.4	60	59.6	47.9	Yes	Yes

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

All Students	69	97.1	84.1	5.8	4.3	2.9	I/S	N/A	N/A	N/A	N/A
Male	33	97.0	75.8	9.1	9.1	3.0	I/S	N/A	N/A	N/A	N/A
Female	36	97.2	91.7	2.8	N/A	2.8	I/S	N/A	N/A	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	62	98.4	87.1	4.8	3.2	3.2	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	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	10	100.0	N/AV	N/AV	N/AV	N/AV	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
Subsized meals	59	96.6	86.4	5.1	5.1	N/A	I/S	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	2008	63	93.7	22.4	43.1	29.3	5.2	53.4	53.4	69.7
	2009	69	98.6	20	47.7	21.5	10.8	44.6	44.8	61.8

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

All Students	2008	63	93.7	12.1	37.9	39.7	10.3	63.8	63.8	67.2
	2009	69	100	23.1	36.9	21.5	18.5	58.5	58.2	62.7

* Adjusted to account for natural variation in performance.

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