

WHITMIRE COMMUNITY ELEMENTARY

2597 Hwy. 66
Whitmire, S.C. 29178

Grades	PK-5 Elementary School	
Enrollment	232 Students	
Principal	Joey L. Haney	803-694-2320
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	Below Average
2008	Below Average	Average
2007	Below Average	Below Average

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

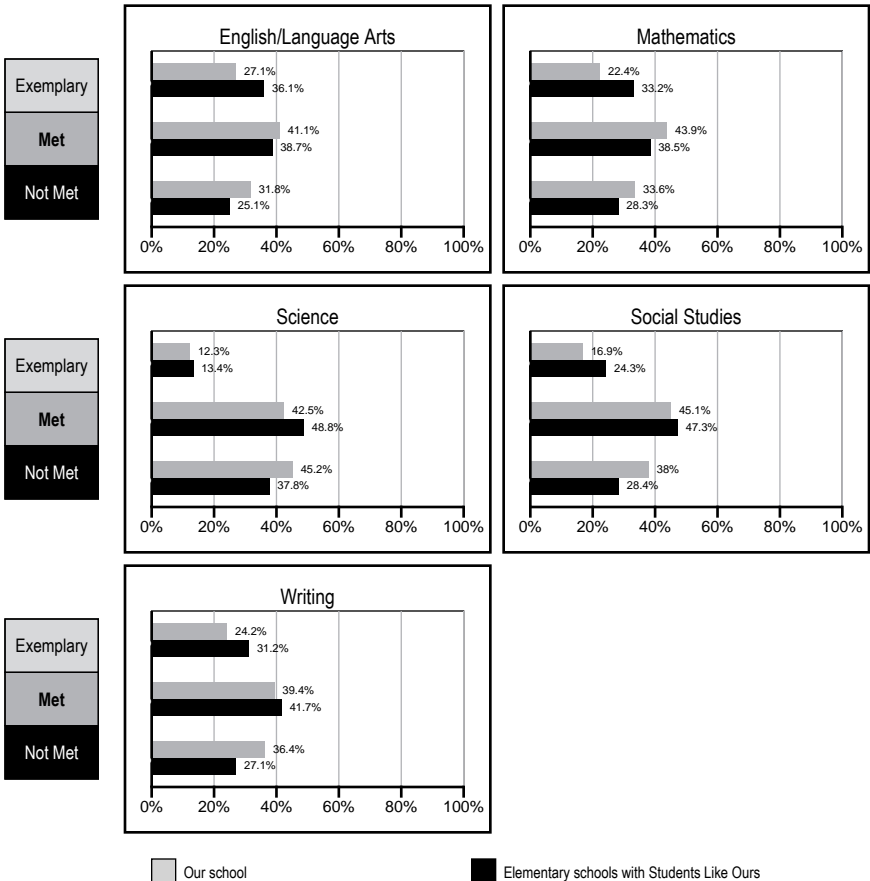
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	20	86	8	0

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

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=232)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Up from 0.9%	1.3%	1.1%
Attendance rate	95.3%	Down from 95.6%	95.9%	96.2%
Served by gifted and talented program	4.6%	Down from 7.9%	11.9%	13.4%
With disabilities other than speech	2.5%	Down from 4.3%	5.0%	4.1%
Older than usual for grade	0.4%	Down from 0.5%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.3%	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	48.1%	Up from 42.3%	60.0%	62.5%
Continuing contract teachers	92.6%	Up from 80.8%	90.0%	88.2%
Teachers returning from previous year	84.7%	Up from 82.4%	87.4%	87.8%
Teacher attendance rate	95.1%	Up from 93.3%	95.1%	95.2%
Average teacher salary*	\$43,756	Up 3.2%	\$46,621	\$46,773
Professional development days/teacher	16.2 days	Up from 12.9 days	11.3 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 18.1 to 1	19.6 to 1	19.9 to 1
Prime instructional time	89.1%	Up from 88.6%	90.2%	90.4%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,420	Down 13.3%	\$7,440	\$7,447
Percent of expenditures for instruction**	64.1%	Up from 60.6%	67.0%	68.4%
Percent of expenditures for teacher salaries**	62.9%	Up from 49.6%	64.6%	65.8%

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

** Prior year audited financial data are reported.

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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 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	21	32	24
Percent satisfied with learning environment	90.5%	62.5%	79.2%
Percent satisfied with social and physical environment	100.0%	78.1%	79.2%
Percent satisfied with school-home relations	90.5%	84.4%	65.2%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 9 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	95.3%	94.0%**	Yes

* Or greater than last year

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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
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	112	98.2	31.8	41.1	27.1	80.4	76.6	82.4	Yes	Yes
Gender										
Male	50	98	27.7	42.6	29.8	78.7	70.3	78.7	N/A	N/A
Female	62	98.4	35	40	25	81.7	83.2	86.2	N/A	N/A
Racial/Ethnic Group										
White	79	98.7	28.9	42.1	28.9	82.9	85.7	88.9	Yes	Yes
African American	29	96.6	40.7	44.4	14.8	70.4	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	3	I/S	I/S	I/S	I/S	I/S	76.1	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	13	92.3	63.6	18.2	18.2	54.5	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	85	97.7	38.8	40	21.3	77.5	69.9	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	112	98.2	33.6	43.9	22.4	72.9	80.2	81.9	No	Yes
Gender										
Male	50	98	29.8	40.4	29.8	72.3	76.5	79.9	N/A	N/A
Female	62	98.4	36.7	46.7	16.7	73.3	83.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	79	98.7	32.9	43.4	23.7	75	88.5	88.9	No	Yes
African American	29	96.6	37	51.9	11.1	66.7	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	3	I/S	I/S	I/S	I/S	I/S	83.4	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	13	92.3	72.7	18.2	9.1	27.3	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	85	97.7	38.8	42.5	18.8	67.5	74	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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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	74	100	45.2	42.5	12.3	54.8	64.8	68.6
Gender								
Male	34	100	38.2	44.1	17.6	61.8	62.5	68.3
Female	40	100	51.3	41	7.7	48.7	67.2	68.9
Racial/Ethnic Group								
White	52	100	41.2	43.1	15.7	58.8	80.8	80.7
African American	19	100	N/AV	N/AV	N/AV	36.8	45.8	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	64.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	7	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	56	100	47.3	43.6	9.1	52.7	54.4	57.3
Social Studies								
All Students	73	100	38	45.1	16.9	62	66.8	72.5
Gender								
Male	29	100	33.3	40.7	25.9	66.7	64	72
Female	44	100	40.9	47.7	11.4	59.1	69.6	73.1
Racial/Ethnic Group								
White	47	100	32.6	50	17.4	67.4	77.3	81
African American	23	100	50	36.4	13.6	50	52.9	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	70.1	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	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	57	100	45.5	40	14.5	54.5	59.5	62.9

Abbreviations for Missing Data

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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	34	100	36.4	39.4	24.2	63.6	67.6	73.2	95.3	95.8
Gender										
Male	18	100	47.1	29.4	23.5	52.9	59.9	67.2	95.2	95.7
Female	16	100	25	50	25	75	75.8	79.4	95.4	96
Racial/Ethnic Group										
White	25	100	36	36	28	64	79.1	81.5	95	95.9
African American	7	I/S	I/S	I/S	I/S	I/S	52.5	61.3	96	95.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.9	96.2
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69	66.7	96.6	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	99.3	95.7
Disability Status										
Disabled	2	I/S	I/S	I/S	I/S	I/S	25.3	26	94.1	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	23	100	40.9	36.4	22.7	59.1	57	63.2	94.8	95.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	37	100	34.3	20	45.7	65.7
	4	37	100	37.1	34.3	28.6	62.9
	5	50	100	36.7	34.7	28.6	63.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	40	97.5	35.1	35.1	29.7	64.9
	4	37	100	32.4	51.4	16.2	67.6
	5	35	97.1	27.3	36.4	36.4	72.7
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	37	100	60	37.1	2.9	40
	4	37	100	34.3	48.6	17.1	65.7
	5	50	100	30.6	36.7	32.7	69.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	40	97.5	40.5	37.8	21.6	59.5
	4	37	100	27	54.1	18.9	73
	5	35	97.1	33.3	39.4	27.3	66.7
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	19	100	70.6	23.5	5.9	29.4
	4	37	100	37.1	54.3	8.6	62.9
	5	25	100	N/A	N/A	N/A	44
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	20	100	68.4	21.1	10.5	31.6
	4	37	100	43.2	48.6	8.1	56.8
	5	17	100	23.5	52.9	23.5	76.5
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	18	100	50	33.3	16.7	50
	4	37	100	31.4	60	8.6	68.6
	5	25	100	50	25	25	50
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	19	100	27.8	44.4	27.8	72.2
	4	37	100	37.8	51.4	10.8	62.2
	5	17	100	50	31.3	18.8	50
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	37	97.3	52.9	35.3	11.8	47.1
	4	38	100	36.1	47.2	16.7	63.9
	5	50	100	42.9	32.7	24.5	57.1
	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	N/A	N/AV	N/A	N/A	N/A	N/A
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	34	100	36.4	39.4	24.2	63.6
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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