



Whitmire Community Elementary

2597 Hwy 66
Whitmire, SC 29178

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 203 Students | |
| Principal | Joey L. Haney | 803-694-2320 |
| Superintendent | Bennie Bennett | 803-321-2600 |
| Board Chair | Jody Hamm | 803-276-7552 |

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2013 | Average | Average |
| 2012 | Average | Good |
| 2011 | Average | Average |
| 2010 | Average | Average |
| 2009 | 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://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

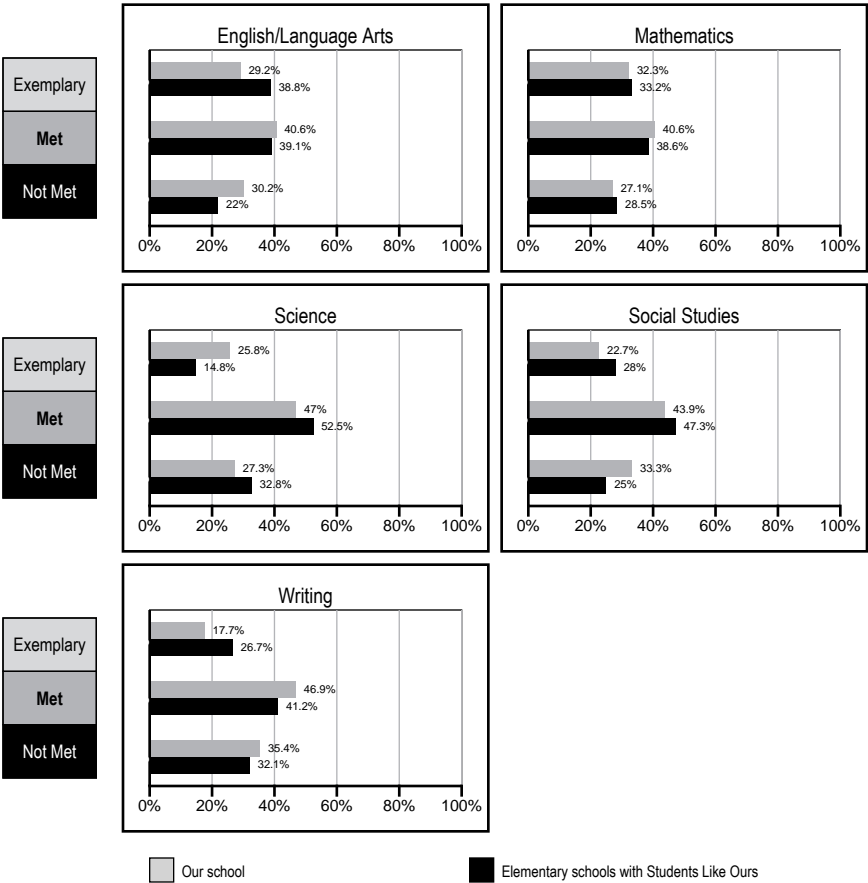
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 14 | 26 | 85 | 6 | 1 |

* Ratings are calculated with data available by 12/14/2013.

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=203) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 1.9% | Down from 2.2% | 1.1% | 0.9% |
| Attendance rate | 96.1% | Down from 96.2% | 96.0% | 96.3% |
| Served by gifted and talented program | 5.7% | N/A | 5.7% | 7.2% |
| With disabilities | 14.1% | N/A | 13.8% | 12.4% |
| Older than usual for grade | 1.8% | N/A | 2.4% | 1.9% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 3.0% | Up from 0.0% | 0.0% | 0.0% |
| Teachers (n=24) | | | | |
| Teachers with advanced degrees | 66.7% | Up from 48.0% | 61.4% | 62.5% |
| Continuing contract teachers | 83.3% | Down from 84.0% | 83.8% | 83.3% |
| Teachers returning from previous year | 84.0% | Down from 85.6% | 88.5% | 88.3% |
| Teacher attendance rate | 95.7% | Up from 93.7% | 94.7% | 95.0% |
| Average teacher salary* | \$44,315 | Up 3.9% | \$47,712 | \$48,193 |
| Professional development days/teacher | 18.5 days | Up from 15.2 days | 11.4 days | 11.0 days |
| School | | | | |
| Principal's years at school | 6.0 | Up from 5.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 17.3 to 1 | Down from 18.0 to 1 | 19.9 to 1 | 20.1 to 1 |
| Prime instructional time | 90.3% | Up from 88.6% | 89.6% | 90.0% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Excellent | Up from Good | Excellent | Excellent |
| Dollars spent per pupil** | \$2,979 | Down 63.3% | \$7,389 | \$7,364 |
| Percent of expenditures for instruction** | 60.0% | Down from 63.6% | 68.0% | 68.0% |
| Percent of expenditures for teacher salaries** | 38.0% | Down from 63.0% | 65.0% | 66.0% |

* 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, embedded in the Sumter National Forest of northern Newberry County, offers a unique learning environment as a PreK-12 facility. The rural town of Whitmire is commonly known to residents and travelers as the Pearl of the Piedmont. WCS is an accredited institution according to the AdvancEd Standards for Quality. WCS is also a SREB High Schools That Work site and has been recognized by the Palmetto Gold and Silver Award Programs.

The classroom instruction at WCS is based on South Carolina state standards with a focus on reading and writing instruction. Reading and writing instruction is integrated across all grade levels and content areas with a shared responsibility of all students, parents, and teachers. WCS promotes reading and writing throughout the school and community with programs and opportunities such as Family Message Journals, the Wee Delivery Postal System, author visits, Reading with the Wolverines, Reading with the Gamecocks, SC State Read-In, Read Across America Week, and Teen Read Week.

WCS continues to implement the Measure of Academic Progress (MAP) assessment program for grades 1-10 to measure student growth in Reading, Language Usage, and Mathematics. The Leadership Team analyzes data and has meetings with grade-level teams and content-area teachers to discuss data, set goals, and decide on the best instructional strategies for students based on individual strengths and weaknesses. Goal-setting is based on data from the following: classroom assessments, Dominie, MAP, PASS, HSAP, and EOC. Computer software such as Odyssey and A+ is used for remediation, enrichment, and credit recovery. A daily enrichment period is scheduled for grades 3-8 along with Language/Math Lab classes for 9-12 students. Professional development continues to focus on literacy, best practices, and instructional technology. Teachers are instructional leaders by sharing best practices and technology strategies with their peers. Staff members are required to meet technology requirements for professional development and recertification.

The WCS Nature Trail is a major addition to the campus. The goal of the trail is to provide learning opportunities in all grade levels and content areas in the great outdoors.

WCS continues to promote student achievement and prepare all students to be Wolverines Committed to Success.

Joey L. Haney, Principal
Todd Johnson, SIC Chairman

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 13 | 38 | 20 |
| Percent satisfied with learning environment | 100% | 92.1% | 80% |
| Percent satisfied with social and physical environment | 100% | 88.9% | 80% |
| Percent satisfied with school-home relations | 69.2% | 89.2% | 80% |

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

| | |
|--------------------------------------|-------------|
| Overall Weighted Points Total | 95.9 |
| Overall Grade Conversion | A |

| Index Score | Grade | Description |
|--------------|-------|---|
| 90-100 | A | Performance substantially exceeds the state's expectations. |
| 80-89.9 | B | Performance exceeds the state's expectations. |
| 70-79.9 | C | Performance meets the state's expectations. |
| 60-69.9 | D | Performance does not meet the state's expectations. |
| Less than 60 | F | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Whitmire Community Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 0.0% | 2.3% |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0% | 4.9% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.1% | 94.0%* | Yes |

* Or greater than last year

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Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| Grades 3-5 | | | | | | |
| All Students | 650.9 | 647.5 | 633.8 | 630.9 | 100.0 | 100.0 |
| Male | 639.3 | 647.9 | 627.6 | 634.8 | 100.0 | 100.0 |
| Female | 662.0 | 647.1 | 639.3 | 627.2 | 100.0 | 100.0 |
| White | 650.6 | 646.3 | 632.4 | 630.4 | 100.0 | 100.0 |
| African American | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander | 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 |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | N/A | N/A | N/A | N/A | N/A | N/A |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsidized meals | 646.1 | 640.0 | 626.6 | 622.0 | 100.0 | 100.0 |
| Annual Measurable Objective (AMO) | 635.0 | 635.0 | 635.0 | 635.0 | 95.0 | 95.0 |

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| | | | | |
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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 | | | | | | | |
| 2012 | 3 | 41 | 100 | 28.9 | 23.7 | 47.4 | 71.1 |
| | 4 | 43 | 100 | 32.4 | 37.8 | 29.7 | 67.6 |
| | 5 | 39 | 100 | 34.2 | 50 | 15.8 | 65.8 |
| | 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 |
| 2013 | 3 | 25 | 100 | 47.8 | 13 | 39.1 | 52.2 |
| | 4 | 36 | 100 | 22.2 | 44.4 | 33.3 | 77.8 |
| | 5 | 39 | 100 | 27 | 54.1 | 18.9 | 73 |
| | 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 | | | | | | | |
| 2012 | 3 | 41 | 100 | 34.2 | 31.6 | 34.2 | 65.8 |
| | 4 | 43 | 100 | 32.4 | 37.8 | 29.7 | 67.6 |
| | 5 | 39 | 100 | 36.8 | 42.1 | 21.1 | 63.2 |
| | 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 |
| 2013 | 3 | 25 | 100 | 43.5 | 30.4 | 26.1 | 56.5 |
| | 4 | 36 | 100 | 13.9 | 44.4 | 41.7 | 86.1 |
| | 5 | 39 | 100 | 29.7 | 43.2 | 27 | 70.3 |
| | 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 | | | | | | | |
| 2012 | 3 | 21 | 100 | 52.6 | 31.6 | 15.8 | 47.4 |
| | 4 | 43 | 100 | 27 | 67.6 | 5.4 | 73 |
| | 5 | 19 | 100 | 47.4 | 42.1 | 10.5 | 52.6 |
| | 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 |
| 2013 | 3 | 12 | 100 | 41.7 | 25 | 33.3 | 58.3 |
| | 4 | 36 | 100 | 22.2 | 50 | 27.8 | 77.8 |
| | 5 | 19 | 100 | 27.8 | 55.6 | 16.7 | 72.2 |
| | 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 | | | | | | | |
| 2012 | 3 | 20 | 100 | 31.6 | 36.8 | 31.6 | 68.4 |
| | 4 | 43 | 100 | 29.7 | 45.9 | 24.3 | 70.3 |
| | 5 | 20 | 100 | 36.8 | 36.8 | 26.3 | 63.2 |
| | 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 |
| 2013 | 3 | 13 | 100 | 36.4 | 45.5 | 18.2 | 63.6 |
| | 4 | 36 | 100 | 33.3 | 38.9 | 27.8 | 66.7 |
| | 5 | 20 | 100 | 31.6 | 52.6 | 15.8 | 68.4 |
| | 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 | | | | | | | |
| 2012 | 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 | 40 | 100 | 44.7 | 47.4 | 7.9 | 55.3 |
| | 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 |
| 2013 | 3 | 26 | 96.2 | 56.5 | 21.7 | 21.7 | 43.5 |
| | 4 | 36 | 100 | 22.2 | 58.3 | 19.4 | 77.8 |
| | 5 | 39 | 100 | 35.1 | 51.4 | 13.5 | 64.9 |
| | 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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