



Whitmire Community School (Elementary)

2597 Hwy. 66

Whitmire, S.C. 29178

Grades	PK-5 Elementary School	
Enrollment	269 Students	
Principal	Joey L. Haney	803-694-2320
Superintendent	Mr. Bennie Bennett	803-321-2600
Board Chair	Mr. Don Saylor	803-276-9765

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Below Average
2008	Below Average	Average
2007	Below Average	Below Average
2006	Below Average	Good
2005	Average	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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

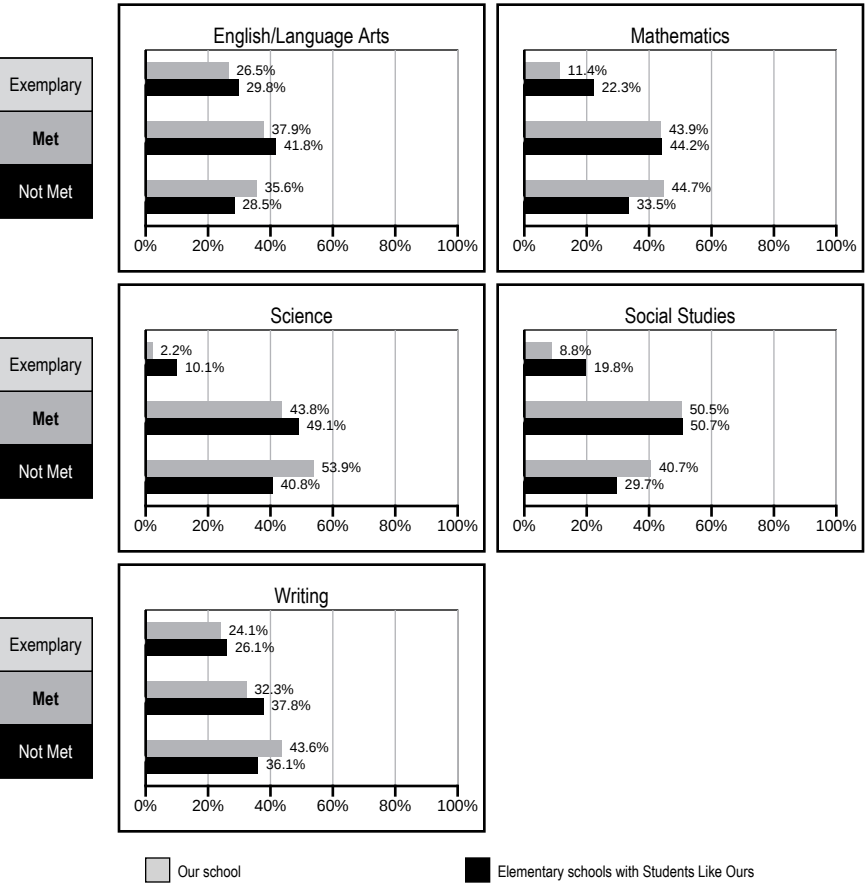
99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	95	18	1

* Ratings are calculated with data available by 06/01/2010.

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=269)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Down from 2.1%	2.4%	1.9%
Attendance rate	95.4%	Down from 95.8%	96.1%	96.3%
Eligible for gifted and talented	6.4%	Up from 0.0%	7.3%	10.0%
With disabilities other than speech	3.6%	Down from 5.7%	9.2%	7.7%
Older than usual for grade	0.9%	Down from 2.0%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	44.4%	Down from 48.1%	57.1%	59.4%
Continuing contract teachers	74.1%	Up from 63.0%	81.6%	80.0%
Teachers with emergency or provisional certificates	4.2%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	73.5%	Up from 70.7%	85.8%	85.9%
Teacher attendance rate	89.1%	Down from 95.8%	95.0%	95.1%
Average teacher salary*	\$42,554	Up 1.4%	\$46,512	\$47,149
Professional development days/teacher	14.7 days	Up from 13.5 days	12.0 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 18.6 to 1	18.5 to 1	18.8 to 1
Prime instructional time	80.2%	Down from 91.3%	90.0%	90.4%
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	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,807	Up 7.9%	\$7,586	\$7,458
Percent of expenditures for instruction**	59.2%	Down from 59.4%	68.5%	68.8%
Percent of expenditures for teacher salaries**	53.9%	Up from 52.2%	62.1%	63.2%

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

** Prior year audited financial data are reported.

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. 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 (2005-2008)

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 the success assemblies. Family message journals, the Wee Deliver Postal System, author visits, Family Read-in Night, 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 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 Team 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.

In the Spring of 2008, the school and community was excited to witness the completion of an \$8.7 million building project. The plan included a new PK-12 Media Center, high school classrooms, 6-12 Art Room, band room and gymnasium. There will be no classrooms housed in portables when the 2008-2009 school year opens. WCS also received major technology upgrades with phones and Smartboards in every classroom.

We will continue to promote our unique PK-12 setting 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	11	53	39
Percent satisfied with learning environment	100.0%	81.1%	84.2%
Percent satisfied with social and physical environment	100.0%	98.1%	82.1%
Percent satisfied with school-home relations	100.0%	86.8%	74.4%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 13 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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%*	Yes

* Or greater than last year

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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	138	100	35.6	37.9	26.5	78	77.5	82.8	Yes	Yes
Gender										
Male	81	100	42.5	31.3	26.3	70	72.1	79.3	N/A	N/A
Female	57	100	25	48.1	26.9	90.4	83.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	102	100	36.1	35.1	28.9	77.3	86.4	89.5	Yes	Yes
African American	35	100	35.3	47.1	17.6	79.4	68	73.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	70.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	13	100	50	16.7	33.3	50	45.1	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	68.3	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	98	100	42.4	42.4	15.2	71.7	70.8	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	138	100	44.7	43.9	11.4	68.9	73.8	78.9	Yes	Yes
Gender										
Male	81	100	42.5	46.3	11.3	72.5	71.6	77	N/A	N/A
Female	57	100	48.1	40.4	11.5	63.5	76.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	102	100	43.3	46.4	10.3	67	84.1	87.2	Yes	Yes
African American	35	100	50	38.2	11.8	73.5	60.6	66.7	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	N/A	N/AV	N/A	N/A	N/A	N/A	75.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	13	100	66.7	25	8.3	33.3	40.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	73.4	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	98	100	54.3	38	7.6	60.9	65.3	70.2	Yes	Yes

* 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

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	94	100	53.9	43.8	2.2	46.1	60.1	67.5
Gender								
Male	59	100	55.2	43.1	1.7	44.8	59.9	67
Female	35	100	51.6	45.2	3.2	48.4	60.4	68
Racial/Ethnic Group								
White	70	100	51.5	47	1.5	48.5	73.3	79.5
African American	23	100	N/AV	N/AV	N/AV	36.4	43.8	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	55.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	26	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	54.5	59.6
Socio-Economic Status								
Subsided meals	65	100	60	36.7	3.3	40	48.4	55.1

Social Studies

All Students	95	100	40.7	50.5	8.8	59.3	63.6	72.3
Gender								
Male	52	100	39.2	45.1	15.7	60.8	59.3	71.5
Female	43	100	N/AV	N/AV	N/AV	57.5	68.2	73.2
Racial/Ethnic Group								
White	68	100	40.6	51.6	7.8	59.4	74	80.7
African American	26	100	42.3	46.2	11.5	57.7	50.8	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	65.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	33.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	62.6	67.9
Socio-Economic Status								
Subsided meals	71	100	49.3	47.8	3	50.7	54.3	62.1

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

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	139	100	43.6	32.3	24.1	56.4	62.6	70.2	95.4	95.8
Gender										
Male	82	100	55.6	27.2	17.3	44.4	52.4	63.2	95.1	95.6
Female	57	100	25	40.4	34.6	75	73.6	77.5	95.6	96
Racial/Ethnic Group										
White	103	100	42.9	33.7	23.5	57.1	73.8	79.1	95.1	95.7
African American	35	100	47.1	29.4	23.5	52.9	48.8	57.6	95.9	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.2	98.3	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.8	62.6	99.9	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	94.7
Disability Status										
Disabled	13	100	66.7	8.3	25	33.3	20.1	26.1	95	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.6
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	59.7	61.2	N/A	95.9
Socio-Economic Status										
Subsidized meals	92	100	50	32.2	17.8	50	52	58.9	94.8	95.3

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	35	100	32.4	32.4	35.3	67.6
	4	51	100	37.5	37.5	25	62.5
	5	52	100	36	42	22	64
	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							
2009	3	35	100	50	47.1	2.9	50
	4	51	100	41.7	39.6	18.8	58.3
	5	52	100	44	46	10	56
	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							
2009	3	18	100	N/AV	N/AV	N/AV	41.2
	4	51	100	54.2	43.8	2.1	45.8
	5	25	100	50	45.8	4.2	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
Social Studies							
2009	3	17	100	41.2	52.9	5.9	58.8
	4	51	100	31.3	60.4	8.3	68.8
	5	27	100	57.7	30.8	11.5	42.3
	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
Writing							
2009	3	35	100	44.1	20.6	35.3	55.9
	4	51	100	43.8	33.3	22.9	56.3
	5	53	100	43.1	39.2	17.6	56.9
	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample