



Myles W Whitlock Junior High

364 Successful Way
Spartanburg, South

Grades	7-9 Middle School	
Enrollment	332 Students	
Principal	Dr. Shawn Foster	864-594-4482
Superintendent	Dr. Thomas D. White, Jr.	864-594-4400
Board Chair	Conrad C. Hurst, III	864-594-4400

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	Below Average
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	Below 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.

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

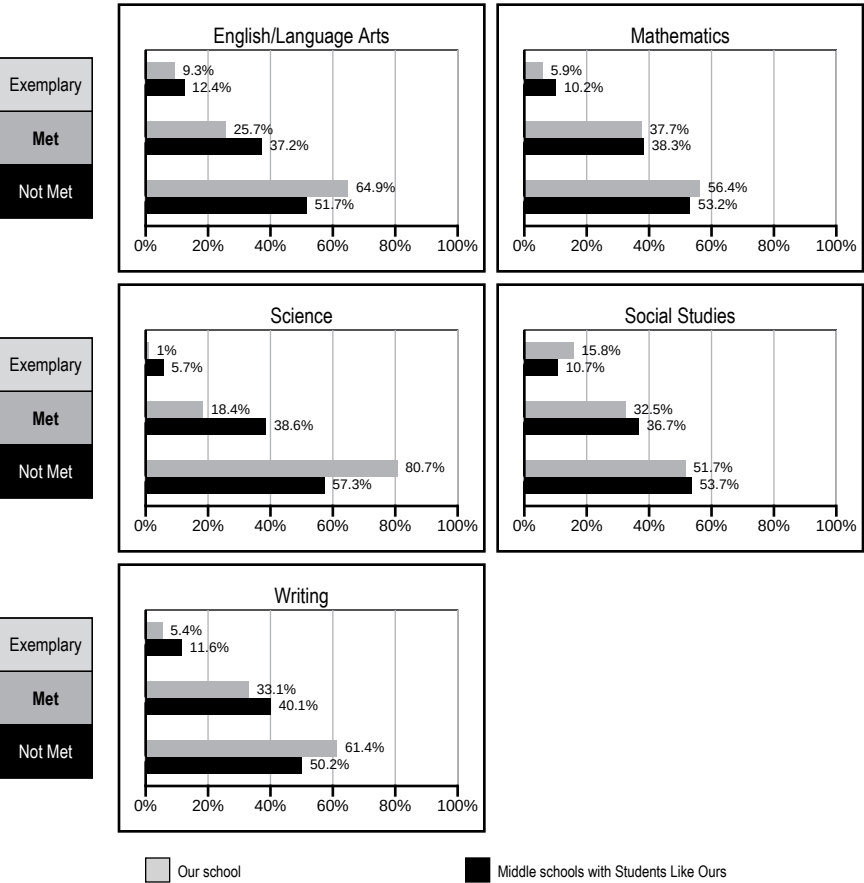
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 99.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	36	24

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

Palmetto Assessment of State Standards (PASS)



* 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

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

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	64.9%	85.9%
English 1	41.7%	82.2%
Physical Science	15.1%	33.8%
US History and the Constitution	N/A	N/A
All Subjects	39.9%	84.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=332)				
Students enrolled in high school credit courses (grades 7 & 8)	11.1%	Down from 24.3%	16.4%	21.6%
Retention rate	4.7%	Down from 7.8%	2.3%	1.2%
Attendance rate	90.8%	Up from 90.4%	95.5%	95.9%
Eligible for gifted and talented	6.6%	Down from 10.6%	4.3%	14.8%
With disabilities other than speech	16.8%	Down from 19.0%	13.7%	12.6%
Older than usual for grade	7.8%	Up from 5.8%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.4%	Down from 13.6%	0.5%	0.6%
Annual dropout rate	0.9%	Down from 1.9%	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	54.8%	Down from 56.3%	54.7%	56.9%
Continuing contract teachers	77.4%	Down from 78.1%	61.1%	72.7%
Teachers with emergency or provisional certificates	0.0%	No Change	15.4%	5.3%
Teachers returning from previous year	73.9%	Up from 65.2%	76.2%	82.9%
Teacher attendance rate	91.4%	Down from 92.6%	94.9%	95.2%
Average teacher salary*	\$46,750	Up 0.5%	\$44,832	\$46,599
Professional development days/teacher	14.3 days	Up from 11.9 days	11.1 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	16.2 to 1	Down from 17.6 to 1	16.6 to 1	20.1 to 1
Prime instructional time	80.0%	Down from 80.8%	89.1%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.5%	Down from 96.4%	96.5%	97.8%
Character development program	Excellent	Up from Good	Excellent	Good
Dollars spent per pupil**	\$12,206	Up 29.8%	\$10,078	\$7,645
Percent of expenditures for instruction**	58.1%	Down from 65.8%	60.6%	63.4%
Percent of expenditures for teacher salaries**	54.7%	Down from 63.0%	54.7%	57.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The Whitlock Family understands that the success of our students is dependent upon the leadership and guidance from adults. We are committed to teaching and encouraging students to be courageous about their academic success.

After the analysis of Fall MAP scores, it was determined that literal comprehension was the students' greatest weakness at Whitlock; so this year, the faculty made an integrated effort to focus on literal comprehension. In order to narrow the focus, a benchmark was given to determine the isolated area in which the students seemed to be struggling. The benchmark results showed central ideas and relevant details as the components under literal comprehension that needed to be strengthened. Given the fact that reading and writing go hand in hand, the teachers have participated in professional development sessions in which they have learned reading and writing strategies to address the students' needs with literal comprehension. The students were taught the strategies in all their classrooms, which proved to be an excellent way to reinforce the new learning. Not only did teachers get involved with the strategy, the administration at Whitlock also participated. Every way the students turned, they encountered questions to probe their thinking on the central idea and relevant details of a situation. The united effort by the faculty, staff, and students at Whitlock paid off. After analyzing pre- and post-test data, all Warriors had something to smile about. Over 77% of the students had mastered the skill, which was a 32% increase from the pre-test. All involved were pleased with the results, and the faculty is confident that strengthening this one skill will have a positive effect in increasing student achievement.

At Whitlock Junior High, we believe that our students can and will achieve. We will continue to serve the individual needs of our children, and we appreciate all of the help and support we have received from you in that effort. Every decision we make is made with the best interests of our children in mind.

C. E. Redmond, Principal
Christopher Watkins Sr., SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	94	37
Percent satisfied with learning environment	75.0%	49.5%	48.6%
Percent satisfied with social and physical environment	87.5%	54.3%	47.2%
Percent satisfied with school-home relations	58.3%	72.8%	54.3%

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

Abbreviations for Missing Data

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 and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	90.8%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	189	99.5	58.5	30.8	10.7	56.6	79.2	82.8	No	Yes
Gender										
Male	96	99	66.2	24.7	9.1	45.5	75.5	79.3	N/A	N/A
Female	93	100	51.2	36.6	12.2	67.1	83.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	26	100	52.9	29.4	17.6	58.8	90.2	89.5	I/S	I/S
African American	142	99.3	57.9	31	11.1	57.1	71.7	73.7	No	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	84.8	92.3	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	80.9	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	82.5	I/S	I/S
Disability Status										
Disabled	36	100	N/AV	N/AV	N/AV	26.7	37.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	N/AV	N/AV	N/AV	54.5	81.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	167	99.4	59.7	30.6	9.7	55.6	71.9	75.5	No	Yes

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

All Students	188	99.5	50.6	43.7	5.7	62	75.2	78.9	Yes	Yes
Gender										
Male	95	99	55.3	42.1	2.6	59.2	73.4	77	N/A	N/A
Female	93	100	46.3	45.1	8.5	64.6	77.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	25	100	37.5	56.3	6.3	81.3	88.1	87.2	I/S	I/S
African American	142	99.3	52.4	42.9	4.8	59.5	66	66.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	87.5	93	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	79.1	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	79.5	I/S	I/S
Disability Status										
Disabled	36	100	N/AV	N/AV	N/AV	33.3	34.7	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	45.5	45.5	9.1	54.5	81.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	166	99.4	52.4	42	5.6	60.1	66.4	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
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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	142	100	68.3	30	1.7	31.7	63.3	67.5
Gender								
Male	71	100	72.4	25.9	1.7	27.6	63.6	67
Female	71	100	64.5	33.9	1.6	35.5	62.9	68
Racial/Ethnic Group								
White	22	100	50	42.9	7.1	50	83.8	79.5
African American	104	100	72.6	26.3	1.1	27.4	49.1	50.3
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	73.7	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	68.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	28	100	N/AV	N/AV	N/AV	12.5	30.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	69	59.6
Socio-Economic Status								
Subsided meals	126	100	70.9	28.2	0.9	29.1	51.7	55.1

Social Studies								
All Students	142	100	51.7	32.5	15.8	48.3	69.8	72.3
Gender								
Male	69	100	56.4	29.1	14.5	43.6	69.7	71.5
Female	73	100	47.7	35.4	16.9	52.3	69.9	73.2
Racial/Ethnic Group								
White	22	100	42.9	42.9	14.3	57.1	86	80.7
African American	101	100	52.2	31.1	16.7	47.8	58.2	60
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	83.6	88.5
Hispanic	11	100	I/S	I/S	I/S	I/S	72.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	72.2
Disability Status								
Disabled	28	100	N/AV	N/AV	N/AV	21.7	35	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	11	100	45.5	36.4	18.2	54.5	75.2	67.9
Socio-Economic Status								
Subsided meals	124	100	52.3	33.6	14	47.7	59.4	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	188	98.9	61	33.5	5.5	39	66.7	70.2	91.9	95.6
Gender										
Male	95	100	70.4	27.2	2.5	29.6	60.5	63.2	90.9	95.4
Female	93	97.9	51.8	39.8	8.4	48.2	73.2	77.5	93.1	95.7
Racial/Ethnic Group										
White	21	100	64.7	23.5	11.8	35.3	82.2	79.1	90.5	95.5
African American	147	98.6	60.3	34.4	5.3	39.7	55.5	57.6	91.6	95.5
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	80.9	86.2	98.7	96
Hispanic	11	100	I/S	I/S	I/S	I/S	71.4	62.6	95.1	95.6
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	36	100	N/AV	N/AV	N/AV	3.2	20.9	26.1	91.1	94.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.8
English Proficiency										
Limited English Proficient	10	I/S	N/AV	N/AV	N/AV	36.4	73	61.2	97.9	95.9
Socio-Economic Status										
Subsidized meals	167	99.4	62.4	32.2	5.4	37.6	55.7	58.9	91.7	95

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
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English/Language Arts

2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	97	100	63.4	28	8.5	36.6
	8	92	98.9	53.2	33.8	13	46.8

Mathematics

2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	97	100	51.2	43.9	4.9	48.8
	8	91	98.9	50	43.4	6.6	50

Science

2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	97	100	63.4	35.4	1.2	36.6
	8	45	100	78.9	18.4	2.6	21.1

Social Studies

2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	97	100	57.3	29.3	13.4	42.7
	8	45	100	39.5	39.5	21.1	60.5

Writing

2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	97	99	62.8	30.2	7	37.2
	8	91	98.9	59	37.2	3.8	41

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample