



Wohali Academy

1 Havenwood Lane
Travelers Rest, South

Grades	K-12 High School	
Enrollment	86 Students	
Principal	Laura L. Blackmore	864-660-6243
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	At-Risk
2008	At-Risk	Excellent
2007	At-Risk	N/A
2006	N/A	N/A
2005	N/A	N/A

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
4	5	8	7	10

* 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 (%)	13.3	42.9	20.0	62.5	64.7	63.1
Passed 1 subtest (%)	40.0	21.4	40.0	20.5	16.1	18.0
Passed no subtests (%)	46.7	35.7	40.0	19.8	19.7	18.8

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	50.0%	89.8%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	21	152
Number of Diplomas	1	108
Rate	4.8%	68.0%

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	50.0	60.0
English 1	63.6	49.4
Physical Science	30.8	34.9
US History and the Constitution	5.3	20.3
All Tests	29.8	40.1

* 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=86)				
Retention rate	8.0%	Down from 22.9%	7.2%	4.8%
Attendance rate	96.8%	Down from 97.3%	94.7%	95.5%
Eligible for gifted and talented	0.0%	No Change	5.5%	9.2%
With disabilities other than speech	46.2%	Down from 57.8%	13.5%	12.6%
Older than usual for grade	24.4%	Down from 30.6%	11.6%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	1.3%	1.2%
Enrolled in AP/IB programs	0.0%	No Change	4.8%	13.2%
Successful on AP/IB exams	N/A	N/A	26.7%	55.6%
Eligible for LIFE Scholarship	0.0%	N/R	28.8%	29.8%
Annual dropout rate	15.8%	Up from 0.0%	3.7%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	4.0%	3.0%
Enrollment in career/technology courses	13	Up from 10	351	523
Students participating in work-based experiences	0.0%	No Change	13.7%	12.9%
Career/technology students attaining technical skills	92.3%	Up from 90.0%	78.4%	79.3%
Career/technology completers placed	N/A	N/A	100.0%	98.8%
Teachers (n=15)				
Teachers with advanced degrees	33.3%	Up from 23.1%	52.3%	58.6%
Continuing contract teachers	40.0%	Up from 15.4%	63.6%	71.6%
Teachers with emergency or provisional certificates	16.7%	Up from 0.0%	15.2%	8.1%
Teachers returning from previous year	N/A	N/A	77.4%	85.0%
Teacher attendance rate	96.6%	Down from 96.9%	95.5%	95.5%
Average teacher salary*	\$37,082	N/A	\$46,291	\$47,761
Professional development days/teacher	6.8 days	Down from 16.3 days	10.9 days	10.8 days
School				
Principal's years at school	5.0	Up from 4.0	2.8	3.0
Student-teacher ratio in core subjects	10.2 to 1	Down from 11.2 to 1	21.7 to 1	26.1 to 1
Prime instructional time	92.9%	Down from 93.3%	89.1%	89.8%
Dollars spent per pupil**	\$11,261	Up 34.5%	\$9,388	\$7,883
Percent of expenditures for teacher salaries**	60.5%	Down from 64.7%	53.1%	54.1%
Percent of expenditures for instruction**	68.0%	Down from 71.0%	59.5%	60.2%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	No Change	91.2%	95.8%
Character development program	Good	Down from Excellent	Good	Good
Modern language program assessment	N/A	N/A	Excellent	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	2	50.0%	47	29.8%	21	4.8%	No
Gender							
Male	N/A	N/A	30	26.7%	12	N/A	N/A
Female	N/A	N/A	17	35.3%	N/A	N/A	N/A
Racial/Ethnic Group							
White	N/A	N/A	27	37.0%	12	N/A	N/A
African American	N/A	N/A	13	23.1%	N/A	N/A	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	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A	N/A	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

Wohali Academy is located on the campus of Springbrook Behavioral Health System, a residential treatment facility for emotionally challenged youth. Wohali educates the children in residence at SBHS and students from the surrounding communities. Each child will progress to a level academically/behaviorally that will allow a successful return to their home school. Over the last five years, Wohali has successfully returned over 200 students to their home or other traditional public school throughout the state of SC. Last year's addition of the at-risk Leadership and Resiliency Program has had a positive impact on students remaining in school and decreased the identified at-risk behaviors. Because Wohali's target population is highly mobile, at-risk students, the timeline for meeting the school's long-term performance goals is on-going. Using only standardized testing to measure academic growth does not capture the school's progress. Therefore, a more reliable and statistically valid model to measure AYP includes the measurement of individual student progress over time. Each student, as measured by the Woodcock Johnson, will progress an academic equivalent year in Math and English. In 2006-2007, these results improved to 74%, and again in 2007-2008, over 50% of students improved to an academic equivalent year. Though the vast majority of students make academic and behavioral gains, difficulty in obtaining student records from schools and districts locally and across the state has had a negative impact on Wohali's rating. Deciphering records from other residential facilities that use a non-graded system has also had a negative impact on the school's graduation rate. Wohali graduated its first student with a high school diploma this year.

Laura Blackmore, Principal
 Jimmy Smith, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	9	20	18
Percent satisfied with learning environment	100.0%	85.0%	100.0%
Percent satisfied with social and physical environment	100.0%	80.0%	100.0%
Percent satisfied with school-home relations	77.8%	86.7%	100.0%

* 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 3 out of 5 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

N/A

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	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	41.2%	0.0%	No

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	12	91.7	44.4	11.1	33.3	11.1	44.4	66.9	61.8	No	Yes
Male	7	I/S	I/S	I/S	I/S	I/S	I/S	62.9	57.4	N/A	N/A
Female	5	I/S	I/S	I/S	I/S	I/S	I/S	70.9	66.1	N/A	N/A
White	7	I/S	I/S	I/S	I/S	I/S	I/S	79	74.3	I/S	I/S
African American	5	I/S	I/S	I/S	I/S	I/S	I/S	42.9	44.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	79.2	77.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.3	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	55.4	I/S	I/S						
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	21.3	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	44.3	38.5	I/S	I/S
Subsized meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	44.9	45.6	I/S	I/S

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

All Students	12	91.7	77.8	0	22.2	0	22.2	64.7	62.7	No	Yes
Male	7	I/S	I/S	I/S	I/S	I/S	I/S	64.5	61.8	N/A	N/A
Female	5	I/S	I/S	I/S	I/S	I/S	I/S	64.9	63.6	N/A	N/A
White	7	I/S	I/S	I/S	I/S	I/S	I/S	75.5	75.1	I/S	I/S
African American	5	I/S	I/S	I/S	I/S	I/S	I/S	39.8	45.1	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	86.1	83.8	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59.4	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	20.7	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.1	52.3	I/S	I/S
Subsized meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.3	47.9	I/S	I/S

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

All Students	11	72.7	63.6	N/A	9.1	N/A	I/S	N/A	N/A	N/A	N/A
Male	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Female	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
White	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	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	4	I/S	I/S	I/S	I/S	I/S	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	N/A	I/S	I/S	I/S	I/S	I/S	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	4	I/S	I/S	I/S	I/S	I/S	I/S	75.2	69.7
	2009	12	91.7	44.4	11.1	33.3	11.1	44.4	66.9	61.8

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

All Students	2008	4	I/S	I/S	I/S	I/S	I/S	I/S	67.4	67.2
	2009	12	91.7	77.8	0	22.2	0	22.2	64.7	62.7

* Adjusted to account for natural variation in performance.

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