



WANDO HIGH

1000 Warrior Way
Mount Pleasant, SC 29466

| | | |
|-----------------------|-----------------------|--------------|
| Grades | 9-12 High School | |
| Enrollment | 3,265 Students | |
| Principal | Lucy G. Beckham | 843-881-8200 |
| Superintendent | Dr. Nancy J. McGinley | 843-937-6319 |
| Board Chair | Mrs. Ruth Jordan | 843-345-4529 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|------------------|---------------|
| 2010 | Excellent | Good |
| 2009 | Excellent | Excellent |
| 2008 | Excellent | Excellent |
| 2007 | Excellent | Good |
| 2006 | Excellent | Good |

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 |
|-----------|------|---------|---------------|---------|
| 6 | 1 | 0 | 0 | 0 |

* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

| Percent | Our High School | | | High Schools with Students Like Ours | | |
|------------------------|-----------------|-------|-------|--------------------------------------|-------|-------|
| | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 |
| Passed 2 subtests (%) | 93.5% | 91.4% | 90.2% | 93.7% | 89.8% | 92.7% |
| Passed 1 subtest (%) | 3.9% | 5.4% | 6.3% | 4.3% | 5.7% | 4.7% |
| Passed no subtests (%) | 2.5% | 3.2% | 3.6% | 3.1% | 4.5% | 3.1% |

HSAP Passage Rate by Spring 2010

| Percent | Our High School | High Schools with Students Like Ours |
|---------|-----------------|--------------------------------------|
| | 96.7% | 96.4% |

Four-Year Cohort Graduation Rate

| | Our High School | | High Schools with Students Like Ours | |
|--|-----------------|-------|--------------------------------------|-------|
| | 2009* | 2010 | 2009* | 2010 |
| Number of Students in Four-Year Cohort | 776 | 852 | 512 | 499 |
| Number of Graduates in Cohort | 631 | 688 | 434 | 424 |
| Rate | 81.3% | 80.8% | 86.0% | 87.4% |

*Used to calculate current AYP.

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 | 86.8% | 90.6% |
| English 1 | 89.4% | 86.4% |
| Physical Science | 82.8% | 79.7% |
| US History and the Constitution | 70.0% | 69.9% |
| All Tests | 82.4% | 81.3% |

* 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=3,265) | | | | |
| Retention rate | 4.2% | Up from 3.2% | 3.5% | 3.7% |
| Attendance rate | 96.6% | Up from 96.5% | 96.6% | 95.4% |
| Eligible for gifted and talented | 31.5% | Up from 21.3% | 22.8% | 12.4% |
| With disabilities other than speech | 8.3% | Down from 9.5% | 8.4% | 12.8% |
| Older than usual for grade | 6.6% | Up from 5.5% | 4.7% | 9.1% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 3.7% | Down from 5.2% | 0.6% | 1.1% |
| Enrolled in AP/IB programs | 16.3% | Down from 25.6% | 32.0% | 13.1% |
| Successful on AP/IB exams | 90.2% | Down from 90.4% | 73.3% | 50.4% |
| Eligible for LIFE Scholarship | 38.8% | Down from 42.7% | 50.3% | 30.4% |
| Annual dropout rate | 0.6% | Up from 0.3% | 1.3% | 3.1% |
| Career/technology students in co-curricular organizations | 11.0% | Up from 8.7% | 0.5% | 2.2% |
| Enrollment in career/technology courses | 2122 | Up from 1945 | 800 | 424 |
| Students participating in work-based experiences | 2.1% | Down from 3.5% | 17.1% | 11.7% |
| Career/technology students attaining technical skills | 85.4% | Up from 84.1% | 85.4% | 78.7% |
| Career/technology completers placed | 100.0% | No Change | 100.0% | 98.5% |
| Teachers (n=200) | | | | |
| Teachers with advanced degrees | 59.5% | Down from 61.2% | 70.0% | 60.4% |
| Continuing contract teachers | 78.5% | Up from 77.1% | 80.6% | 76.6% |
| Teachers with emergency or provisional certificates | 5.7% | Up from 2.8% | 2.4% | 6.5% |
| Teachers returning from previous year | 88.4% | Up from 86.5% | 89.2% | 86.8% |
| Teacher attendance rate | 97.2% | Up from 95.4% | 96.5% | 95.8% |
| Average teacher salary* | \$46,016 | Down 1.2% | \$50,244 | \$47,390 |
| Professional development days/teacher | 12.6 days | Down from 13.1 days | 12.1 days | 10.0 days |
| School | | | | |
| Principal's years at school | 12.0 | Up from 11.0 | 8.0 | 4.0 |
| Student-teacher ratio in core subjects | 28.9 to 1 | Up from 28.0 to 1 | 28.9 to 1 | 25.8 to 1 |
| Prime instructional time | 92.9% | Up from 90.8% | 92.9% | 90.1% |
| Dollars spent per pupil** | \$6,791 | Down 5.2% | \$6,791 | \$7,974 |
| Percent of expenditures for teacher salaries** | 61.9% | Up from 58.4% | 60.4% | 55.4% |
| Percent of expenditures for instruction** | 66.4% | Up from 64.1% | 62.6% | 60.4% |
| Opportunities in the arts | Excellent | No Change | Excellent | Excellent |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 92.5% | Down from 93.8% | 97.8% | 96.0% |
| Character development program | Excellent | No Change | Good | Good |
| Modern language program assessment | N/A | N/A | N/A | Average |
| Classical language program assessment | N/A | N/A | N/A | Average |

* 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 2010 | | End of Course Tests Passage Rate | | On-time Graduation Rate, 2010 | | |
|------------------------------|----------------------------------|--------|----------------------------------|-------|-------------------------------|--------|-------------------|
| | n | % | t | % | n | % | Met AYP Objective |
| All Students | 702 | 96.7% | 3290 | 82.4% | 852 | 80.8% | No |
| Gender | | | | | | | |
| Male | 378 | 96.0% | 1632 | 83.7% | 461 | 77.7% | N/A |
| Female | 324 | 97.5% | 1658 | 81.1% | 391 | 84.4% | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | 525 | 99.0% | 2418 | 88.7% | 625 | 84.3% | N/A |
| African American | 145 | 88.3% | 665 | 61.1% | 174 | 71.8% | N/A |
| Asian/Pacific Islander | 13 | 100.0% | 71 | 87.3% | 16 | 100.0% | N/A |
| Hispanic | 11 | 90.9% | 106 | 67.0% | 25 | 52.0% | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Disabled | 55 | 76.4% | 192 | 60.9% | 63 | 55.6% | 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 | 46 | 52.2% | N/A | N/A | N/A |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 150 | 90.7% | 713 | 64.4% | 185 | 68.6% | N/A |

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Dear Parents and Community Partners:

Wando High School's Class of 2010 left a legacy of high achievement in academics, athletics, and student activities. More than 90% of the graduates planned to continue their education at the postsecondary level, and they were awarded more than \$17.1 million in scholarships. Our students continue to excel in college-level work with both Advanced Placement and Dual Credit courses. Our student newspaper, The Tribal Tribune, was selected as the Best Newspaper in South Carolina for the tenth year in a row. The Wando Marching Band was AAAAA State Champions for the fifth year in a row. Our Stock Market Team placed second in the nation in the 2010 Capitol Hill Stock Market Challenge. The school musical, Guys and Dolls, earned rave reviews. Wando visual arts and choral students earned district and state recognition for their talents. The Wando athletic program continued its history of excellence by earning four state championships and eleven region titles.

Although no entrance test is required, Wando consistently proves that a large, public, non-magnet high school serving a diverse population can produce outstanding results. Wando offers over 250 course selections, including Advanced Placement, Dual Credit, Honors, College Preparatory, and Applied Technology courses, as well as a broad student activity program. We consider high school graduation an important step for our students but not the final goal. Each graduate is expected to leave Wando with a viable plan for his/her future education and career goals. Wando is a member of the national High Schools That Work network. We are committed to continuous school improvement and use research-based best practices as our guide. Raising the academic bar for all students and providing academic support for those who struggle are crucial to our success as a school. Our career-related schools of study, ninth grade academy, and advisor-advisee program provide opportunities for personal connections and help our students see the purpose and relevance of their work here. Students are actively engaged in individualized planning for postsecondary education and career opportunities.

Our dedicated faculty and staff have spent many hours participating in professional development. Teachers share instructional best practices and work in curriculum teams, ensuring quality instruction and assessment in all courses. Faculty collaboration and teamwork are the norm. Areas of specialized focus have been active student engagement, differentiated instruction, technology implementation, and standards-based instruction and assessment. We are blessed with a high level of parental and community involvement. The outstanding support provided by the Town of Mount Pleasant is a critical factor in our success.

Lucy Beckham, Principal
Kate Darby, SIC Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 188 | 667 | 180 |
| Percent satisfied with learning environment | 97.3% | 83.6% | 91.6% |
| Percent satisfied with social and physical environment | 98.9% | 87.2% | 87.2% |
| Percent satisfied with school-home relations | 92.5% | 87.0% | 82.0% |

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 out of 21 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 | 3.8% | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | 8.6% | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 5.2% | 0.0% | No |

Abbreviations for Missing Data

N/A--Not Applicable

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N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

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 |
|---|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|---------------------------|-----------------------------|
| English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced) | | | | | | | | | | | |
| All Students | 827 | 99 | 5.4 | 14.8 | 30.5 | 49.2 | 86.7 | 69.8 | 65.9 | Yes | Yes |
| Male | 435 | 99.3 | 6.8 | 14.8 | 32.2 | 46.2 | 85.5 | 67.3 | 60.8 | N/A | N/A |
| Female | 392 | 98.7 | 4 | 14.9 | 28.7 | 52.4 | 88 | 72.3 | 71 | N/A | N/A |
| White | 646 | 99.1 | 1.8 | 9.4 | 31 | 57.8 | 94.3 | 91.6 | 77.5 | Yes | Yes |
| African American | 137 | 98.5 | 20 | 43.1 | 23.8 | 13.1 | 51.5 | 48.4 | 49.7 | No | Yes |
| Asian/Pacific Islander | 14 | 100 | 21.4 | 0 | 42.9 | 35.7 | 78.6 | 87.2 | 80.2 | I/S | I/S |
| Hispanic | 20 | 100 | 15.8 | 10.5 | 42.1 | 31.6 | 78.9 | 62.6 | 56.8 | I/S | I/S |
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 65.9 | I/S | I/S |
| Disabled | 70 | 98.6 | 35.4 | 33.8 | 20 | 10.8 | 46.2 | 28.3 | 21.3 | No | Yes |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A |
| Limited English Proficient | 12 | 100 | 23.5 | 11.8 | 47.1 | 17.6 | 64.7 | 54.7 | 47.3 | I/S | I/S |
| Subsidized meals | 167 | 97.6 | 14.7 | 36.5 | 30.8 | 17.9 | 60.3 | 50.2 | 51.5 | No | Yes |

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

| | | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students | 827 | 98.5 | 6.5 | 17.7 | 26.2 | 49.6 | 82.3 | 64.2 | 62.3 | Yes | Yes |
| Male | 435 | 98.9 | 6.8 | 17.8 | 23.8 | 51.6 | 82.2 | 66.5 | 61.7 | N/A | N/A |
| Female | 392 | 98.2 | 6.1 | 17.6 | 28.9 | 47.3 | 82.4 | 62 | 63 | N/A | N/A |
| White | 646 | 98.6 | 2.6 | 14.4 | 25.4 | 57.6 | 89.4 | 86.8 | 75 | Yes | Yes |
| African American | 137 | 97.8 | 24.8 | 33.3 | 27.9 | 14 | 48.8 | 41.8 | 44 | No | Yes |
| Asian/Pacific Islander | 14 | 100 | 14.3 | 0 | 35.7 | 50 | 85.7 | 87.2 | 85.5 | I/S | I/S |
| Hispanic | 20 | 100 | 5.3 | 31.6 | 36.8 | 26.3 | 68.4 | 58.9 | 56.7 | I/S | I/S |
| American Indian/Alaskan | 4 | I/S | 62.5 | I/S | I/S |
| Disabled | 70 | 95.7 | 30.2 | 36.5 | 27 | 6.3 | 49.2 | 25.7 | 22.1 | No | Yes |
| Migrant | N/A | I/S | N/A | N/A |
| Limited English Proficient | 12 | 100 | 5.9 | 29.4 | 29.4 | 35.3 | 76.5 | 59.3 | 52.6 | I/S | I/S |
| Subsidized meals | 167 | 97 | 20.6 | 36.1 | 23.2 | 20 | 50.3 | 43.1 | 48.1 | No | Yes |

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

| | | | | | | | | | | | |
|----------------------------|-----|-------|------|------|------|------|------|-----|-----|-----|-----|
| All Students | 824 | 94.8 | 28.3 | 21.1 | 20.1 | 30.5 | 50.6 | N/A | N/A | N/A | N/A |
| Male | 433 | 94.2 | 27.0 | 18.9 | 21.3 | 32.8 | 54.2 | N/A | N/A | N/A | N/A |
| Female | 391 | 95.4 | 29.8 | 23.6 | 18.8 | 27.9 | 46.6 | N/A | N/A | N/A | N/A |
| White | 644 | 95.3 | 20.4 | 21.2 | 22.6 | 35.8 | 58.5 | N/A | N/A | N/A | N/A |
| African American | 136 | 91.9 | 64.8 | 17.6 | 7.2 | 10.4 | 17.6 | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander | 14 | 100.0 | 42.9 | 28.6 | 7.1 | 21.4 | 28.6 | N/A | N/A | N/A | N/A |
| Hispanic | 20 | 90.0 | 38.9 | 27.8 | 22.2 | 11.1 | 33.3 | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Disabled | 67 | 79.1 | 69.8 | 15.1 | 7.5 | 7.5 | 15.1 | 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 | 17 | 94.1 | 37.5 | 31.3 | 25.0 | 6.3 | 31.3 | N/A | N/A | N/A | N/A |
| Subsidized meals | 166 | 92.8 | 56.5 | 21.4 | 11.7 | 10.4 | 22.1 | 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* |
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

| | | | | | | | | | | |
|--------------|------|-----|------|-----|------|------|------|------|------|------|
| All Students | 2009 | 753 | 98.9 | 5.1 | 19.8 | 35.2 | 39.8 | 84.5 | 64.1 | 61.8 |
| | 2010 | 827 | 99 | 5.4 | 14.8 | 30.5 | 49.2 | 86.7 | 69.8 | 65.9 |

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

| | | | | | | | | | | |
|--------------|------|-----|------|-----|------|------|------|------|------|------|
| All Students | 2009 | 752 | 98.7 | 6.7 | 17.8 | 28 | 47.5 | 84 | 62.9 | 62.7 |
| | 2010 | 827 | 98.5 | 6.5 | 17.7 | 26.2 | 49.6 | 82.3 | 64.2 | 62.3 |

* 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