



## W J KEENAN HIGH

361 Pisgah Church Road  
Columbia, South Carolina

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	783 Students	
<b>Principal</b>	Mr. Alvin Pressley	803-714-2500
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Vince Ford	803-231-7556

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Below Average</b>
2009	At-Risk	At-Risk
2008	Average	Excellent
2007	At-Risk	At-Risk
2006	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.

## ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	6	19	5	6

\* 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 (%)	66.1%	69.6%	71.1%	70.3%	64.1%	68.7%
Passed 1 subtest (%)	13.8%	15.2%	15.5%	16.0%	17.6%	16.6%
Passed no subtests (%)	20.2%	15.2%	13.4%	13.7%	18.3%	15.1%

## HSAP Passage Rate by Spring 2010

Percent	Our High School	High Schools with Students Like Ours
	83.5%	86.2%

## 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	198	203	179	188
Number of Graduates in Cohort	137	135	127	129
Rate	69.2%	66.5%	69.0%	70.2%

\*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	68.2%	64.0%
English 1	56.1%	57.7%
Physical Science	33.3%	41.9%
US History and the Constitution	16.4%	29.0%
All Tests	40.5%	47.6%

\* 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
<b>Students (n=783)</b>				
Retention rate	5.0%	Down from 6.5%	4.5%	3.7%
Attendance rate	92.7%	Down from 94.7%	94.2%	95.4%
Eligible for gifted and talented	16.5%	Up from 8.2%	7.7%	12.4%
With disabilities other than speech	12.2%	Up from 12.0%	14.1%	12.8%
Older than usual for grade	11.1%	Down from 12.8%	12.3%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.0%	Up from 0.8%	0.8%	1.1%
Enrolled in AP/IB programs	24.3%	Down from 26.2%	7.6%	13.1%
Successful on AP/IB exams	8.6%	Down from 13.3%	25.0%	50.4%
Eligible for LIFE Scholarship	24.6%	Up from 2.0%	27.8%	30.4%
Annual dropout rate	4.5%	Down from 5.7%	2.6%	3.1%
Career/technology students in co-curricular organizations	4.1%	Up from 4.0%	5.0%	2.2%
Enrollment in career/technology courses	411	Down from 497	277	424
Students participating in work-based experiences	0.5%	Down from 1.5%	10.2%	11.7%
Career/technology students attaining technical skills	62.9%	Down from 63.0%	72.6%	78.7%
Career/technology completers placed	100.0%	No Change	98.5%	98.5%
<b>Teachers (n=58)</b>				
Teachers with advanced degrees	72.4%	Down from 73.3%	57.9%	60.4%
Continuing contract teachers	75.9%	Up from 71.7%	68.0%	76.6%
Teachers with emergency or provisional certificates	8.8%	Up from 8.6%	12.5%	6.5%
Teachers returning from previous year	88.5%	Up from 84.7%	82.8%	86.8%
Teacher attendance rate	94.6%	Down from 95.1%	95.9%	95.8%
Average teacher salary*	\$53,838	Up 3.1%	\$45,913	\$47,390
Professional development days/teacher	8.9 days	Down from 14.1 days	10.0 days	10.0 days
<b>School</b>				
Principal's years at school	1.0	Down from 11.0	3.0	4.0
Student-teacher ratio in core subjects	28.9 to 1	Up from 20.4 to 1	23.0 to 1	25.8 to 1
Prime instructional time	86.1%	Down from 87.6%	88.5%	90.1%
Dollars spent per pupil**	\$9,799	Down 1.1%	\$9,005	\$7,974
Percent of expenditures for teacher salaries**	59.2%	Up from 58.9%	53.6%	55.4%
Percent of expenditures for instruction**	64.0%	Down from 65.1%	59.2%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 65.7%	96.0%	96.0%
Character development program	Average	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	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	164	83.5%	698	40.5%	203	66.5%	No
<b>Gender</b>							
Male	86	75.6%	330	37.0%	115	53.9%	N/A
Female	78	92.3%	368	43.8%	88	83.0%	N/A
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	162	84.0%	682	40.5%	200	67.0%	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
<b>Disability Status</b>							
Disabled	20	60.0%	67	13.4%	22	31.8%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	101	84.2%	511	40.1%	125	67.2%	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

W. J. Keenan High School has experienced a productive and exciting school year! Our goals for the 2009-2010 school year will be to continue to increase student achievement. We will focus on continuing to make gains on all standardized tests such as HSAP, SAT, ACT, and End-of-Course. Additionally, we will focus on improving the graduation rate, attendance rate, and retention rates at each grade level. Our theme will remain: "Together We Can, Together We Will!" With the commitment of the faculty, staff, students, parents, and community, we will work toward constant improvement in all areas. Keenan continues to pursue and establish community and post-secondary partnerships that will assist our students. We will continue our partnerships with the University of South Carolina and Midlands Technical College. We are expanding our post-secondary partnerships to include Allen University. In addition, Keenan has formed a community partnership with DeQuincy Newman United Methodist Church.

W. J. Keenan is a High Schools That Work (HSTW) site. All teachers are trained in the utilization of "best practices" to increase the academic success of each student. Areas of focus, include literacy, development of senior projects, school data, career and technical training. We are a PBIS (Positive Behavior and Intervention Strategy) school developing strategies to recognize students for their positive behavior and achievements. All teachers are assigned to PLT (Professional Learning Teams) to develop instructional strategies to better serve our students. We believe in utilizing the most appropriate teaching strategies and infusing technology into the curriculum to capture and inspire our students.

Keenan has been recognized for the following: SAT rapid improvement; 1st place state Odyssey of the Mind winner; FFA was awarded state superior chapter award; the Robotics' team won the top award in the Palmetto Regional; Army ROTC has maintained honor unit of distinction rating; Keenan's Raider "Rubber" Band received excellent ratings at all SCBDA events and were grand champions at the Dillon Battle of the bands and Capitol City Classic; two chorus students and one band student received state recognition; Keenan's foreign language department received an excellent rating by the SDE (State Department of Education); Keenan won the region titles in boys track, girls tennis, volleyball, and boys basketball; Keenan boys basketball were the 2009-2010 state champions. Additionally, we were a Palmetto Gold Award recipient in 2008 and met Adequate Yearly Progress. We are proud of all of the accomplishments we have achieved and will continue to work hard every day to reach higher levels of success.

Alvin D. Pressley, Principal

James Starnes, School Improvement Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	110	12
Percent satisfied with learning environment	88.4%	77.8%	100.0%
Percent satisfied with social and physical environment	97.7%	83.5%	100.0%
Percent satisfied with school-home relations	63.6%	84.1%	83.3%

\* 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 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**

N/A

**School Improvement Key**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

  

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	2.7%	0.0%	No

Abbreviations for Missing Data

**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
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	199	98	16.3	36.6	32	15.1	57.6	58.5	65.9	No	Yes
Male	94	96.8	21.3	36.3	35	7.5	53.8	53.7	60.8	N/A	N/A
Female	105	99	12	37	29.3	21.7	60.9	62.9	71	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	84.6	77.5	I/S	I/S
African American	197	98	16.5	35.9	32.4	15.3	58.2	51.6	49.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.7	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	23	95.7	61.1	22.2	5.6	11.1	16.7	12.4	21.3	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	63.2	47.3	I/S	I/S
Subsidized meals	144	99.3	15.9	41.3	29.4	13.5	55.6	47.4	51.5	No	Yes

<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>											
All Students	199	98	23.3	36	29.1	11.6	54.1	52.1	62.3	Yes	Yes
Male	94	96.8	31.3	30	23.8	15	51.3	51.5	61.7	N/A	N/A
Female	105	99	16.3	41.3	33.7	8.7	56.5	52.7	63	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	78.8	75	I/S	I/S
African American	197	98	22.9	35.9	29.4	11.8	54.7	45.3	44	Yes	Yes
Asian/Pacific Islander	N/A	I/S	85.5	I/S	I/S						
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	62.5	I/S	I/S						
Disabled	23	95.7	72.2	11.1	5.6	11.1	16.7	15.4	22.1	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	50	52.6	I/S	I/S
Subsidized meals	144	99.3	24.6	37.3	28.6	9.5	50.8	40.9	48.1	No	Yes

<b>Physical Science (End-of-Course Test performance by Group)</b>											
All Students	198	92.4	82.0	13.1	2.7	2.2	4.9	N/A	N/A	N/A	N/A
Male	93	93.5	85.1	11.5	0.0	3.4	3.4	N/A	N/A	N/A	N/A
Female	105	91.4	79.2	14.6	5.2	1.0	6.3	N/A	N/A	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	196	92.3	81.8	13.3	2.8	2.2	5.0	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	22	86.4	94.7	5.3	0.0	0.0	0.0	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
Subsidized meals	144	93.1	85.1	10.4	3.0	1.5	4.5	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*
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>										
All Students	2009	207	99	15.8	44.4	27.6	12.2	53.6	56.4	61.8
	2010	199	98	16.3	36.6	32	15.1	57.6	58.5	65.9

<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>										
All Students	2009	207	99.5	27.4	39.1	19.8	13.7	48.2	52.3	62.7
	2010	199	98	23.3	36	29.1	11.6	54.1	52.1	62.3

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data