



## West Ashley High School

4060 West Wildcat Blvd.  
Charleston, SC 29414

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,804 Students	
<b>Principal</b>	Mary T. Runyon	(843) 573-1201
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Cindy Bohn Coats	843-529-2457

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Good</b>	<b>Below Average</b>
2012	Good	Good
2011	Average	Excellent
2010	Below Average	At-Risk
2009	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 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.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

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

Excellent	Good	Average	Below Average	At-Risk
24	16	5	0	2

\* Ratings are calculated with data available by 12/14/2013.

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

Percent	Our High School			High Schools with Students Like Ours		
	2011	2012	2013	2011	2012	2013
Passed 2 subtests (%)	72.8%	77.1%	73.3%	78.4%	77.4%	79.4%
Passed 1 subtest (%)	15.6%	15.6%	16.2%	12.4%	14.3%	12.8%
Passed no subtests (%)	11.6%	7.3%	10.5%	9.7%	10.5%	7.7%

**HSAP Passage Rate by Spring 2013**

Percent	Our High School	High Schools with Students Like Ours
	89.4%	91.6%

**Four-Year Cohort Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2012*	2013	2012	2013
Number of Students in Four-Year Cohort	524	498	276	252
Number of Graduates in Cohort	364	343	186	189
Rate	69.5%	68.9%	71.8%	76.0%

\*Used to calculate current ESEA/Federal Accountability Grade.

**Five-Year Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	513	517	272	246
Number of Graduates in Cohort	368	385	194	191
Rate	71.7%	74.5%	74.4%	75.8%

**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	73.1%	73.7%
English 1	63.6%	68.4%
Biology 1/Applied Biology 2	76.0%	76.2%
US History and the Constitution	50.6%	57.2%
All Tests	65.9%	68.6%

\* 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=1,804)</b>				
Retention rate	5.9%	Down from 6.7%	3.1%	2.9%
Attendance rate	93.7%	Down from 94.0%	95.0%	95.1%
Served by gifted and talented program	20.9%	N/A	19.2%	17.5%
With disabilities	11.7%	N/A	12.7%	11.9%
Older than usual for grade	12.6%	N/A	8.1%	7.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	6.7%	Up from 6.3%	1.0%	1.1%
Enrolled in AP/IB programs	9.5%	Up from 8.8%	13.6%	15.1%
Successful on AP/IB exams	40.0%	Up from 37.5%	52.9%	51.5%
Eligible for LIFE Scholarship	30.5%	Down from 30.6%	32.4%	30.6%
Annual dropout rate	5.0%	Up from 4.1%	2.4%	2.3%
Career/technology students in co-curricular organizations	4.1%	Up from 2.2%	4.3%	7.2%
Enrollment in career/technology courses	1240	Down from 1266	407	418
Students participating in work-based experiences	6.0%	Up from 2.0%	23.1%	14.6%
Career/technology students attaining technical skills	80.3%	No Change	82.6%	84.8%
Career/technology completers placed	97.6%	Down from 98.0%	98.4%	98.3%
<b>Teachers (n=123)</b>				
Teachers with advanced degrees	53.7%	Down from 54.0%	62.9%	63.4%
Continuing contract teachers	78.9%	Up from 75.4%	82.9%	78.8%
Teachers returning from previous year	87.4%	Up from 83.8%	87.4%	86.2%
Teacher attendance rate	95.2%	Down from 98.6%	95.2%	95.2%
Average teacher salary*	\$46,011	Up 4.0%	\$48,894	\$48,699
Professional development days/teacher	12.0 days	Up from 7.9 days	9.9 days	9.9 days
<b>School</b>				
Principal's years at school	5.5	Up from 4.0	5.0	3.0
Student-teacher ratio in core subjects	31.2 to 1	Down from 32.4 to 1	27.5 to 1	26.9 to 1
Prime instructional time	86.8%	Down from 92.0%	88.5%	89.0%
Dollars spent per pupil**	\$7,516	Down 0.0%	\$7,508	\$7,919
Percent of expenditures for teacher salaries**	62.0%	Up from 60.5%	56.0%	57.0%
Percent of expenditures for instruction**	64.0%	Up from 62.4%	58.5%	60.0%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.7%	97.7%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	N/A	11.0
Classical language program assessment	N/A	N/A	N/A	15.0

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Performance By Student Groups

	HSAP Passage Rate by Spring 2013		End of Course Tests Passage Rate		On-time Graduation Rate, 2013	
	n	%	t	%	n	%
All Students	378	89.4%	1672	65.9%	498	68.9%
<b>Gender</b>						
Male	182	87.4%	829	66.2%	253	61.3%
Female	196	91.3%	843	65.6%	245	76.7%
<b>Racial/Ethnic Group</b>						
White	149	94.0%	641	79.6%	197	68.5%
African American	214	85.5%	935	56.8%	278	68.0%
Asian/Pacific Islander	N/A	N/A	36	69.4%	N/A	N/A
Hispanic	10	100.0%	60	60.0%	16	81.3%
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>						
Disabled	48	52.1%	184	37.0%	57	31.6%
<b>Migrant Status</b>						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>						
Limited English Proficient	10	100.0%	61	59.0%	11	81.8%
<b>Socio-Economic Status</b>						
Subsidized meals	204	87.7%	944	60.3%	266	66.2%

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

The belief that we educate, encourage, and empower each student to achieve success in their high school career is the foundation of our commitment to our students and our community. Our commitment to closing the achievement gap, increasing our graduation rate and increasing the achievement level of all 1,800 students permeates the work of our faculty and staff. We are especially proud of the 387 graduates who earned \$3.9 million in scholarships including 116 Life Scholarships, 12 Hope Scholarships and 3 Palmetto Fellow Scholarships. They will move into post secondary institutions of higher education to pursue careers in health science, engineering, graphic design, fine arts, teaching, culinary arts, accounting and multiple areas of computer technology. Our athletes excelled in football, basketball, baseball, soccer, volleyball, golf, swimming, lacrosse and tennis while our NJROTC Unit's Rifle Team placed 2nd in the region, 1st in the state and 7th in the nation. It is a Distinguished Unit with Academic Honors. The STEM Sea Perch team participated in the national competition after winning at the regional level and the robotics team did a great job building the 2013 robot! The band and chorus achieved Superior ratings in state competitions while Art and Drama students were recognized for outstanding work and performances. The activities and accomplishments of our students are as diverse as the student population we serve and they reflect the commitment of WAHS to promote confidence, leadership skills, and problem-solving skills along with academics.

We recognize the challenges we face in increasing our End of Course exam scores, increasing the number of students who take the 10 Advanced Placement courses and 8 Dual Credit courses. The literacy interventions in reading and writing across the curriculum focus on engaging our students and supporting their academic achievement. The additional technology available in our classrooms prompted our teacher curriculum teams to revisit the curriculum standards, instruction and assessments as they look to embrace the common core standards and increase the high expectations they have for our students. Implementation of Capturing Kids Hearts became the foundation of a school culture that reflects mutual respect and pride in achievements. Faculty, students and families were pleased with the outcomes.

As a community school we value the parents of our students and the business partners who extend their support to every facet of our school. The interactions with the faculties and students from the institutions of higher education in our community allow us to expand our horizons and connect our students to opportunities that they would not typically experience. Robotics competitions found WAHS students working alongside engineers and statisticians to generate solutions to real-world problems that prepare them for life well beyond their high school years. Health science students completed internships at Bon Secour-St. Francis Hospital while the Culinary students demonstrated their skills at multiple community events. These opportunities and challenges motivate our faculty, staff and parents to work in unison to fulfill our mission statement and focus on the aptitudes, interests and abilities of our students thus building their knowledge base, demonstrating their level of skill proficiency and appreciating the diversity of our student population!

Mary T. Runyon, Principal

Robert Veronee, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	1	212	43
Percent satisfied with learning environment	N/A	63.2%	74.5%
Percent satisfied with social and physical environment	N/A	67.3%	72.7%
Percent satisfied with school-home relations	N/A	87.9%	86.4%

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

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## ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	62.2
Overall Grade Conversion	D

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

## Accountability Indicator for Title I Schools

West Ashley High School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

## Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.1%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.8%	0.0%	No

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
<b>Grades 9-12</b>							
All Students	229.0	223.0	82.0	68.9	98.6	98.6	69.5
Male	226.8	223.6	83.0	70.9	98.3	98.7	63.6
Female	231.6	222.4	81.1	67.1	99.0	98.5	75.8
White	235.9	232.5	88.1	72.2	98.2	97.6	72.0
African American	223.8	215.2	76.7	66.7	98.8	99.2	68.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	58.3
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	81.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	197.2	191.2	68.5	65.5	97.7	95.3	46.5
Limited English Proficient	N/A	N/A	81.4	N/A	N/A	N/A	61.1
Subsidized meals	224.0	216.8	77.9	67.0	99.2	99.6	64.4
Annual Measurable Objective (AMO)	226	223	77	73	95.0	95	74.1

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## Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
<b>English/Language Arts</b>								
All Students	2012	453	99.8	8.3	40.6	31.5	19.6	51.1
	2013	436	98.6	12.2	32.6	36.3	19.0	55.3
<b>Mathematics</b>								
All Students	2012	452	99.6	21.4	31.5	29.0	18.1	47.1
	2013	434	98.6	24.7	34.1	25.2	16.0	41.2

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