



Ware Shoals High

56 South Greenwood
Ware Shoals, South

Grades	7-12 High School	
Enrollment	524 Students	
Principal	Charlie Mayfield	864-456-7923
Superintendent	Fay S. Sprouse	864-456-7496
Board Chair	Jack Sullivan	864-456-7496

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Excellent	Excellent
2007	Average	Below Average
2006	Average	At-Risk
2005	Good	Excellent
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	10	22	3	0

* Ratings are calculated with data available by September 30.

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

Percent	Our High School			High Schools with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	84.2	82.2	88.0	75.0	75.8	77.6
Passed 1 subtest (%)	11.8	8.2	6.0	11.4	13.9	12.1
Passed no subtests (%)	3.9	9.6	6.0	13.7	10.6	10.2

HSAP Passage Rate by Spring 2008

Percent	Our High School	High Schools with Students Like Ours
	98.6%	93.3%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	75	207
Number of Diplomas	65	155
Rate	86.7%	74.2%

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	77.1	68.6
English 1	62.5	57.2
Physical Science	38.5	48.0
All Tests	58.0	57.5

* 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=524)				
Retention rate	3.1%	Up from 2.5%	6.7%	6.1%
Attendance rate	95.9%	Down from 96.2%	94.8%	95.0%
Eligible for gifted and talented	8.4%	Down from 8.7%	9.5%	8.3%
With disabilities other than speech	16.9%	Up from 15.2%	13.8%	13.0%
Older than usual for grade	6.3%	Up from 3.8%	9.7%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	15.5%	Up from 5.6%	1.2%	1.5%
Enrolled in AP/IB programs	6.6%	Down from 11.1%	9.1%	11.4%
Successful on AP/IB exams	N/A	N/A	43.3%	54.3%
Eligible for LIFE Scholarship	29.7%	Up from 29.4%	30.1%	30.5%
Annual dropout rate	5.9%	Up from 3.0%	3.7%	3.5%
Career/technology students in co-curricular organizations	10.2%	Down from 14.5%	3.9%	3.1%
Enrollment in career/technology courses	266	Up from 235	509	559
Students participating in work-based experiences	29.3%	Down from 52.8%	18.8%	10.6%
Career/technology students attaining technical skills	91.4%	Up from 90.0%	78.8%	79.6%
Career/technology completers placed	N/A	N/A	97.0%	98.5%
Teachers (n=42)				
Teachers with advanced degrees	40.5%	Down from 48.9%	52.5%	57.4%
Continuing contract teachers	54.8%	Down from 73.3%	72.6%	69.6%
Teachers with emergency or provisional certificates	6.1%	Down from 7.5%	8.5%	8.7%
Teachers returning from previous year	73.9%	Down from 78.1%	85.5%	85.0%
Teacher attendance rate	94.1%	Down from 95.5%	95.3%	95.4%
Average teacher salary	\$41,620	Up 3.0%	\$46,087	\$46,061
Professional development days/teacher	5.1 days	Down from 6.1 days	12.5 days	11.4 days
School				
Principal's years at school	2.0	Down from 3.0	4.0	3.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 20.3 to 1	26.0 to 1	25.4 to 1
Prime instructional time	88.0%	Down from 89.2%	88.2%	89.1%
Dollars spent per pupil*	\$9,206	Up 9.3%	\$7,535	\$7,279
Percent of expenditures for teacher salaries*	52.5%	Up from 50.8%	56.4%	55.3%
Percent of expenditures for instruction*	57.6%	Up from 57.4%	60.7%	60.8%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	97.2%	Up from 97.0%	93.7%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	No Change	Good	Good
Modern Language Program Assessment	Good	N/A	Good	Good
Classical Language Program Assessment	N/A	N/A	Good	Average

* 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 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	74	98.6%	257	58.0%	75	86.7%	No
Gender							
Male	36	97.2%	140	53.6%	37	83.8%	N/A
Female	38	100.0%	115	64.3%	38	89.5%	N/A
Racial/Ethnic Group							
White	56	98.2%	138	60.1%	58	84.5%	N/A
African American	18	100.0%	41	34.1%	16	93.8%	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	26	38.5%	11	72.7%	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	34	97.1%	94	48.9%	35	77.1%	N/A

* 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

While the 2007-08 school year has been a productive year for the students and staff at Ware Shoals Jr/Sr High School, we are currently looking towards the future with two new initiatives that have a proven track record of success. The first is implementation of the Southern Regional Education Board's High Schools That Work, a reform model supported by the state department of education. The second is exploration of the possibility of offering single gender classes for students in the junior high school who may be more successful in a same sex classroom.

The Southern Regional Education Board's High Schools That Work is the nation's largest and fastest-growing effort to combine challenging academic courses and modern vocational studies to raise the achievement of high school students. Member schools implement 10 Key Practices for changing what is expected of students, what they are taught and how they are taught. In June the leadership team of Ware Shoals Jr/Sr High School will attend a week long High Schools That Work new site professional development training at the 2008 South Carolina Education and Business Summit. In July, a four member district and school administrative team will attend the 22nd Annual HSTW Staff Development Conference to further training in this important school reform initiative.

For students in the Darby Building, we are considering implementing one of the current trends in education, single gender classes. These classes are becoming extremely popular throughout the state and country. Anecdotal evidence from schools indicates that girls in all girl classes tend to participate more readily and more often. Boys are less likely to "show out" when they have no girls to impress. The real key to success, however, comes when teachers receive training in brain research and in differences in learning styles between girls and boys and are able to apply these strategies in the classroom. With these two exciting initiatives and other innovative ideas, the faculty and staff are working towards our mission of providing a safe, nurturing, and challenging environment that meets the unique needs of our students while preparing them to be respectful, productive, and responsible members of society.

Charlie Mayfield, Principal
Chris Hudson, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	44	30
Percent satisfied with learning environment	77.5%	72.7%	58.6%
Percent satisfied with social and physical environment	82.5%	85.7%	63.3%
Percent satisfied with school-home relations	57.5%	90.5%	66.7%

* 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

YES

This school met 13 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

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. Sanction: Implement the restructuring plan.
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 School	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	13.2%	0.0%	No

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	103	98.1	9	39	32	20	65	65	69.7	Yes	Yes
Male	50	96	10.4	43.8	31.3	14.6	60.4	60.4	64.6	N/A	N/A
Female	53	100	7.7	34.6	32.7	25	69.2	69.2	74.8	N/A	N/A
White	74	97.3	8.5	33.8	36.6	21.1	71.8	71.8	81.7	Yes	Yes
African American	29	100	10.3	51.7	20.7	17.2	48.3	48.3	53.6	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.1	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.5	I/S	I/S
Disabled	12	100	36.4	27.3	18.2	18.2	36.4	36.4	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47.3	I/S	I/S
Subsized meals	52	100	15.7	45.1	27.5	11.8	47.1	47.1	55.1	Yes	Yes

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	103	98.1	7	26	49	18	77	77	67.2	Yes	Yes
Male	50	96	4.2	25	50	20.8	79.2	79.2	66.3	N/A	N/A
Female	53	100	9.6	26.9	48.1	15.4	75	75	68	N/A	N/A
White	74	97.3	4.2	26.8	47.9	21.1	80.3	80.3	79.6	Yes	Yes
African American	29	100	13.8	24.1	51.7	10.3	69	69	49.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	88.9	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	69.5	I/S	I/S
Disabled	12	100	27.3	36.4	18.2	18.2	45.5	45.5	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	54.9	I/S	I/S
Subsized meals	52	100	9.8	35.3	43.1	11.8	66.7	66.7	53.1	Yes	Yes

Physical Science (End-of-Course Performance by Group)

All Students	103	88.3	68.0	10.7	6.8	2.9	9.7	N/A	N/A	N/A	N/A
Male	57	87.7	66.7	8.8	10.5	1.8	I/S	N/A	N/A	N/A	N/A
Female	46	89.1	69.6	13.0	2.2	4.3	I/S	N/A	N/A	N/A	N/A
White	75	90.7	65.3	13.3	9.3	2.7	I/S	N/A	N/A	N/A	N/A
African American	25	92.0	84.0	4.0	N/A	4.0	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	14	64.3	64.3	N/A	N/A	N/A	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	56	83.9	69.6	8.9	3.6	1.8	I/S	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	2007	75	98.7	11.4	35.7	27.1	25.7	68.6	68.6	70.7
	2008	103	98.1	9	39	32	20	65	65	69.7

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	2007	75	98.7	14.3	30.0	38.6	17.1	71.4	71.4	62.2
	2008	103	98.1	7	26	49	18	77	77	67.2

Abbreviations for Missing Data

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N/R--Not Reported

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