



Wagener-Salley High

272 Main Street South
Wagener, South Carolina

Grades	9-12 High School	
Enrollment	344 Students	
Principal	Mr. Patrick Keating	803-564-1100
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Below Average
2008	Below Average	Good
2007	At-Risk	At-Risk
2006	Good	Average
2005	Good	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
2	6	11	5	4

* Ratings are calculated with data available by 03/25/2010.

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

	Our High School			High Schools with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	66.2	75.5	72.6	74.4	75.9	68.5
Passed 1 subtest (%)	22.1	11.3	17.8	15.0	12.6	16.4
Passed no subtests (%)	11.8	13.2	9.6	11.3	11.5	15.2

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	88.9%	91.9%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	66	227
Number of Diplomas	41	160
Rate	62.1%	71.6%

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	70.4	60.2
English 1	61.6	52.0
Physical Science	39.6	42.1
US History and the Constitution	25.8	28.4
All Tests	48.2	45.3

* 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=344)				
Retention rate	5.9%	Down from 10.8%	6.0%	4.8%
Attendance rate	93.7%	Down from 93.9%	94.7%	95.5%
Eligible for gifted and talented	17.2%	Down from 19.0%	9.0%	9.2%
With disabilities other than speech	15.7%	Down from 17.0%	14.2%	12.6%
Older than usual for grade	8.1%	Up from 7.8%	10.7%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.2%	Up from 3.0%	0.9%	1.2%
Enrolled in AP/IB programs	15.0%	Down from 18.1%	10.0%	13.2%
Successful on AP/IB exams	N/A	N/A	32.6%	55.6%
Eligible for LIFE Scholarship	26.1%	Down from 37.5%	28.9%	29.8%
Annual dropout rate	6.3%	Up from 4.5%	4.2%	3.5%
Career/technology students in co-curricular organizations	22.6%	Down from 28.2%	5.6%	3.0%
Enrollment in career/technology courses	261	Up from 247	532	523
Students participating in work-based experiences	14.5%	Up from 11.8%	9.1%	12.9%
Career/technology students attaining technical skills	89.7%	Up from 76.1%	76.0%	79.3%
Career/technology completers placed	97.6%	Up from 97.4%	98.0%	98.8%
Teachers (n=32)				
Teachers with advanced degrees	43.8%	Down from 51.9%	55.9%	58.6%
Continuing contract teachers	78.1%	Up from 74.1%	68.2%	71.6%
Teachers with emergency or provisional certificates	3.6%	Down from 4.0%	9.4%	8.1%
Teachers returning from previous year	89.7%	Down from 90.4%	83.7%	85.0%
Teacher attendance rate	94.8%	Up from 94.2%	95.0%	95.5%
Average teacher salary*	\$47,504	Down 2.3%	\$48,370	\$47,761
Professional development days/teacher	9.3 days	Down from 14.0 days	10.5 days	10.8 days
School				
Principal's years at school	0.0	Down from 2.0	4.0	3.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 23.3 to 1	25.7 to 1	26.1 to 1
Prime instructional time	92.3%	Up from 91.7%	89.2%	89.8%
Dollars spent per pupil**	\$11,434	Up 13.2%	\$8,315	\$7,883
Percent of expenditures for teacher salaries**	47.5%	Down from 56.6%	52.6%	54.1%
Percent of expenditures for instruction**	57.6%	Down from 59.1%	59.8%	60.2%
Opportunities in the arts	Fair	Down from Good	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	62.4%	Down from 100.0%	88.2%	95.8%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	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	45	88.9%	334	48.2%	66	62.1%	No
Gender							
Male	14	71.4%	167	51.5%	28	50.0%	N/A
Female	31	96.8%	167	44.9%	38	71.1%	N/A
Racial/Ethnic Group							
White	24	91.7%	172	57.6%	36	61.1%	N/A
African American	21	85.7%	159	39.0%	30	63.3%	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	45	24.4%	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	21	81.0%	235	42.6%	28	60.7%	N/A

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The Wagener-Salley High School leadership team is proud to report that our school came off the South Carolina State Department of Education's list of "At Risk" schools for the 2008-09 school years. Our school has received the 2008-09 Palmetto Silver Award for outstanding student academic performance. W.S.H.S. also successfully implemented the Department of Education's Focused School Renewal Plan (FSRP). The goals and strategies that our school implemented and met allowed our students to achieve at higher levels than previous years.

As our leadership team and faculty planned for the current year, goals were set to improve MAP scores progressively with each of the three testing time periods. Other goals that were set were to improve E.O.C.'s scores, H.S.A.P. passage rates (both first attempt & longitudinal), Compass passage rates, and Retention levels within each grade. W.S.H.S. is delighted to report that each of the goals was met with improvements.

Our school's MAP scores went from being among the lowest in Aiken County Public School District in the fall testing to among the highest, exceeding District averages and National norms. Our overall E.O.C. percentages increased by more than 10% this past school year. We are encouraged that approximately 70% of our H.S.A.P. re-takers passed in the fall testing period. Our percentage of students passing the Compass Test was among the highest in our school district. Lastly, passage rates in freshman and sophomore English and Math classes increased by more than 10%.

The faculty and staff clearly committed to improve student instruction this past school year. Our school started an inclusive Freshman Academy. The Academy teachers met weekly to set instructional goals, using available data to guide. W.S.H.S. set a goal to provide remediation and/or accelerations for 100% of our students each school day. 85% of our school's population is bus transported. In order to reach our goal to reach each student, we created a "Pull-Out Class." Using available data, students were placed with fellow students of similar needs. Our school focused on E.L.A. and Math in the Pull-Out class. This endeavor required many hours of professional development by our faculty. Using Data effectively, Technology, Differential Learning, and Bloom's Taxonomy were among the topics of development.

Our challenges continue to be working in a economically-challenged rural area, focusing on the development of highly trained teachers, maintaining sufficient funding to continue to implement the programs our students need to succeed at the next level, improving community and parental involvement, and finding changes to enhance academic success that are based on school data. The administration, faculty, and staff at W.S.H.S. are committed to providing individual student plans to academic achievement that will open the "Doors to Success" for each and every student at Wagener-Salley.

Respectfully submitted by Mr. Pat Keating, principal and Mr. Billy Baugus, School Improvement Council Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	78	30
Percent satisfied with learning environment	84.8%	64.1%	58.6%
Percent satisfied with social and physical environment	97.0%	77.9%	53.3%
Percent satisfied with school-home relations	81.3%	84.2%	60.0%

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

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 Adequate Yearly Progress

YES

This school met 9 out of 9 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	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

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
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	75	98.7	14.3	32.9	30	22.9	62.9	65.9	61.8	Yes	Yes
Male	39	97.4	16.7	36.1	19.4	27.8	58.3	60.7	57.4	N/A	N/A
Female	36	100	11.8	29.4	41.2	17.6	67.6	70.8	66.1	N/A	N/A
White	39	97.4	5.7	17.1	48.6	28.6	82.9	76.9	74.3	I/S	I/S
African American	35	100	23.5	50	11.8	14.7	41.2	48.2	44.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	71.4	77.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	48.5	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	13	92.3	50	50	0	0	16.7	19.9	19.4	I/S	I/S
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.9	38.5	I/S	I/S
Subsized meals	51	98	16.7	39.6	29.2	14.6	56.3	49	45.6	Yes	Yes

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

All Students	75	97.3	18.6	28.6	30	22.9	68.6	66.5	62.7	Yes	Yes
Male	39	97.4	16.7	22.2	33.3	27.8	75	66	61.8	N/A	N/A
Female	36	97.2	20.6	35.3	26.5	17.6	61.8	66.9	63.6	N/A	N/A
White	39	97.4	11.4	11.4	42.9	34.3	85.7	77	75.1	I/S	I/S
African American	35	97.1	26.5	47.1	17.6	8.8	50	49.4	45.1	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	85.7	83.8	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.5	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	13	92.3	50	41.7	8.3	0	25	20.8	21.8	I/S	I/S
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.9	52.3	I/S	I/S
Subsized meals	51	98	25	33.3	25	16.7	62.5	49.7	47.9	Yes	Yes

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

All Students	74	91.9	62.2	18.9	5.4	5.4	I/S	N/A	N/A	N/A	N/A
Male	38	86.8	47.4	23.7	5.3	10.5	I/S	N/A	N/A	N/A	N/A
Female	36	97.2	77.8	13.9	5.6	N/A	I/S	N/A	N/A	N/A	N/A
White	39	92.3	43.6	33.3	7.7	7.7	I/S	N/A	N/A	N/A	N/A
African American	34	91.2	85.3	2.9	2.9	N/A	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	12	91.7	75.0	16.7	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	50	92.0	72.0	12.0	6.0	2.0	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*

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

All Students	2008	108	99.1	18.1	38.1	36.2	7.6	56.2	72.8	69.7
	2009	75	98.7	14.3	32.9	30	22.9	62.9	65.9	61.8

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

All Students	2008	108	98.1	20.2	46.2	22.1	11.5	49	70.4	67.2
	2009	75	97.3	18.6	28.6	30	22.9	68.6	66.5	62.7

* Adjusted to account for natural variation in performance.