



West Ashley High

4060 Wildcat Blvd.
Charleston, SC 29414

Grades	9-12 High School	
Enrollment	1,893 Students	
Principal	Mrs. Mary T. Runyon	843-573-1201
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	At-Risk
2008	Average	Excellent
2007	At-Risk	At-Risk
2006	Below Average	At-Risk
2005	Good	Below Average

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	10	24	1	0

* 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 (%)	74.8	73.6	70.4	78.9	81.3	76.0
Passed 1 subtest (%)	12.6	14.5	16.0	11.8	10.2	13.0
Passed no subtests (%)	12.6	11.9	13.6	9.3	8.5	11.1

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	92.8%	94.0%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	465	265
Number of Diplomas	288	195
Rate	61.9%	75.2%

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	77.2	72.0
English 1	66.8	61.6
Physical Science	58.9	54.5
US History and the Constitution	44.1	37.8
All Tests	61.6	55.3

* 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=1,893)				
Retention rate	10.2%	Down from 12.6%	4.1%	4.8%
Attendance rate	95.7%	Up from 95.1%	95.3%	95.5%
Eligible for gifted and talented	8.3%	Up from 5.4%	11.7%	9.2%
With disabilities other than speech	14.4%	Down from 15.3%	13.5%	12.6%
Older than usual for grade	14.6%	Down from 14.7%	8.6%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	7.9%	Up from 7.1%	1.1%	1.2%
Enrolled in AP/IB programs	21.5%	Down from 24.8%	13.3%	13.2%
Successful on AP/IB exams	41.2%	Down from 47.4%	44.4%	55.6%
Eligible for LIFE Scholarship	32.9%	Up from 16.5%	30.2%	29.8%
Annual dropout rate	7.6%	Up from 1.8%	4.1%	3.5%
Career/technology students in co-curricular organizations	2.4%	Down from 5.2%	3.1%	3.0%
Enrollment in career/technology courses	1306	Up from 1269	589	523
Students participating in work-based experiences	13.6%	Down from 14.1%	16.6%	12.9%
Career/technology students attaining technical skills	66.1%	Up from 60.8%	78.9%	79.3%
Career/technology completers placed	100.0%	No Change	98.6%	98.8%
Teachers (n=140)				
Teachers with advanced degrees	61.4%	Up from 61.2%	59.7%	58.6%
Continuing contract teachers	70.0%	Down from 71.6%	76.5%	71.6%
Teachers with emergency or provisional certificates	8.9%	Up from 7.1%	5.7%	8.1%
Teachers returning from previous year	84.1%	Down from 86.4%	87.1%	85.0%
Teacher attendance rate	95.8%	Down from 98.9%	95.5%	95.5%
Average teacher salary*	\$45,523	Up 2.3%	\$48,173	\$47,761
Professional development days/teacher	7.0 days	Up from 4.7 days	12.7 days	10.8 days
School				
Principal's years at school	2.5	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	27.8 to 1	Down from 28.7 to 1	27.4 to 1	26.1 to 1
Prime instructional time	90.7%	Down from 94.0%	89.8%	89.8%
Dollars spent per pupil**	\$7,682	Up 7.7%	\$7,469	\$7,883
Percent of expenditures for teacher salaries**	58.8%	Down from 60.3%	53.9%	54.1%
Percent of expenditures for instruction**	62.9%	Down from 65.2%	60.5%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Up from 54.2%	97.2%	95.8%
Character development program	Excellent	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	345	92.8%	1771	61.6%	465	61.9%	No
Gender							
Male	158	94.3%	855	62.7%	214	57.5%	N/A
Female	187	91.4%	916	60.6%	249	65.5%	N/A
Racial/Ethnic Group							
White	165	96.4%	640	78.4%	198	61.6%	N/A
African American	165	89.1%	1035	50.2%	238	62.2%	N/A
Asian/Pacific Islander	N/A	N/A	33	81.8%	N/A	N/A	N/A
Hispanic	N/A	N/A	49	67.3%	15	60.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	42	59.5%	208	38.0%	49	28.6%	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	41	78.0%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	127	87.4%	881	52.1%	187	51.9%	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

West Ashley High embraces the belief that we must educate, encourage, and empower all of our students to achieve success in all facets of their high school career and beyond. We serve a diverse student population of 1900 students. Our teaching staff of 130 teachers works diligently to create a learning environment in which teachers and students can work together to maximize the opportunities our students have to grow cognitively, socially and emotionally. This talented and dedicated faculty engages in many hours of professional development to explore and implement differentiated instruction, strategies that engage students in the learning process and effective ways to incorporate technology into the delivery of instruction as part of the High Schools That Work comprehensive reform initiative. These focused efforts supported the success of our students as reflected in our achievement rating. We were awarded the Palmetto Gold Award and recognized for making significant progress in closing the achievement gap.

The focus on student achievement and academic excellence guided decisions to offer eleven Advanced Placement courses and nine Dual Credit courses. Teams of teachers revisited the rigor of the curriculum and alignment with the SC Curriculum Standards along with instruction and assessments to ensure that students are well prepared to advance to college, military service or employment. Students earned \$6.4 million in scholarships, 96 Life Scholarships and 5 Palmetto Fellow Scholarships. WAHS continues to be fully accredited by the Southern Association of Colleges and Schools (SACS) and the S.C. Department of Education. Career paths in Health Science, Engineering and Maritime Science were strengthened and/or added to the curriculum as we focused on cultivating curriculum offerings that integrate relevance and a heightened sensitivity to preparation for post secondary opportunities for our students.

We recognize the diverse abilities, interests, and aptitudes of our students and offer an array of extracurricular activities to cultivate teamwork, in addition to the skills and knowledge that build confidence, leadership, and problem-solving skills. Students produced a yearbook that was nationally recognized, our JNROTC Rifle Team earned 1st place in state and regional competitions and placed in national rankings. The Fine Arts Department achieved state recognition with superior ratings, the chorus likewise received superior ratings at state competitions and the art students' works won multiple recognitions and are included in a display at the Charleston International Airport. Athletic teams in football, basketball, soccer and volleyball advanced to playoff competitions.

Our strong network of business partners, community supporters and the families of our students join us as we strive for excellence and lead our capable students into a promising future.

Mary T. Runyon, Principal
Robert Vernoe, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	133	253	41
Percent satisfied with learning environment	69.5%	70.3%	76.9%
Percent satisfied with social and physical environment	78.6%	78.8%	59.0%
Percent satisfied with school-home relations	53.0%	84.0%	60.5%

* 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 13 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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.2%	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
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	460	98.7	16.5	40.2	26.6	16.7	56.9	64.1	61.8	No	Yes
Male	221	99.5	18.9	39.3	28.2	13.6	53.9	60.7	57.4	N/A	N/A
Female	239	97.9	14.2	41.1	25.1	19.6	59.8	67	66.1	N/A	N/A
White	173	97.7	6.8	33.5	30.4	29.2	72	86.8	74.3	Yes	Yes
African American	258	99.6	23.2	47.3	21.5	8	44.7	44.5	44.9	No	Yes
Asian/Pacific Islander	11	100	9.1	27.3	54.5	9.1	81.8	85.5	77.4	I/S	I/S
Hispanic	15	93.3	21.4	7.1	50	21.4	71.4	59.5	50.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	60	98.3	53.7	31.5	13	1.9	27.8	23.9	19.4	No	Yes
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	14	100	14.3	42.9	42.9	0	57.1	44.6	38.5	I/S	I/S
Subsized meals	231	98.3	24.2	44	24.2	7.7	44.9	42	45.6	No	Yes

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

All Students	459	98.7	25.2	34.9	23.6	16.3	54.2	62.9	62.7	No	Yes
Male	220	100	26.2	35	20.4	18.4	54.9	63.2	61.8	N/A	N/A
Female	239	97.5	24.3	34.9	26.6	14.2	53.7	62.5	63.6	N/A	N/A
White	173	97.1	8.8	27.5	33.1	30.6	78.8	88.2	75.1	Yes	Yes
African American	257	100	37.1	41.8	16.5	4.6	35.4	40.7	45.1	No	Yes
Asian/Pacific Islander	11	100	18.2	18.2	36.4	27.3	63.6	89.1	83.8	I/S	I/S
Hispanic	15	93.3	14.3	21.4	28.6	35.7	85.7	63.1	58.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	60	98.3	55.6	29.6	14.8	0	27.8	26.9	21.8	No	Yes
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	14	100	28.6	7.1	42.9	21.4	64.3	56.9	52.3	I/S	I/S
Subsized meals	230	98.7	34.3	41.5	17.9	6.3	39.1	40.5	47.9	No	Yes

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

All Students	457	93.2	63.9	17.7	9.4	2.2	11.6	N/A	N/A	N/A	N/A
Male	218	94.0	62.4	16.1	11.9	3.7	15.6	N/A	N/A	N/A	N/A
Female	239	92.5	65.3	19.2	7.1	0.8	7.9	N/A	N/A	N/A	N/A
White	172	94.8	50.6	22.7	16.9	4.7	21.5	N/A	N/A	N/A	N/A
African American	256	92.2	73.8	13.7	3.9	0.8	4.7	N/A	N/A	N/A	N/A
Asian/Pacific Islander	11	90.9	36.4	45.5	9.1	N/A	I/S	N/A	N/A	N/A	N/A
Hispanic	15	100.0	73.3	13.3	13.3	N/A	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	56	89.3	76.8	10.7	1.8	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	14	100.0	50.0	28.6	21.4	N/A	I/S	N/A	N/A	N/A	N/A
Subsized meals	230	93.0	74.3	13.9	3.5	1.3	4.8	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

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

All Students	2008	489	99.4	13.8	33.7	33.7	18.8	63.9	70.7	69.7
	2009	460	98.7	16.5	40.2	26.6	16.7	56.9	64.1	61.8

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

All Students	2008	489	99.4	23	34.1	31.1	11.8	56.9	66.9	67.2
	2009	459	98.7	25.2	34.9	23.6	16.3	54.2	62.9	62.7

* Adjusted to account for natural variation in performance.