



Ware Shoals High

56 South Greenwood

Ware Shoals, South

Grades	7-12 High School	
Enrollment	542 Students	
Principal	Paul Anderson	864-456-7923
Superintendent	Fay S. Sprouse	864-456-7496
Board Chair	Jack Sullivan	864-456-7496

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	Excellent	Excellent
2007	Average	Below Average
2006	Average	At-Risk
2005	Good	Excellent

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	5	18	7	1

* 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 (%)	82.2	88.0	75.5	75.8	77.6	72.7
Passed 1 subtest (%)	8.2	6.0	10.6	13.9	12.1	14.2
Passed no subtests (%)	9.6	6.0	13.8	10.6	10.2	13.1

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	94.2%	92.9%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	92	235
Number of Diplomas	64	172
Rate	69.6%	74.5%

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	74.6	66.1
English 1	54.7	53.8
Physical Science	40.6	41.7
US History and the Constitution	31.5	30.6
All Tests	48.2	47.4

* 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=542)				
Retention rate	2.1%	Down from 3.1%	5.0%	4.8%
Attendance rate	95.7%	Down from 95.9%	94.8%	95.5%
Eligible for gifted and talented	5.3%	Down from 8.4%	9.6%	9.2%
With disabilities other than speech	15.9%	Down from 16.9%	13.6%	12.6%
Older than usual for grade	6.1%	Down from 6.3%	10.2%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	13.7%	Down from 15.5%	0.7%	1.2%
Enrolled in AP/IB programs	10.2%	Up from 6.6%	7.9%	13.2%
Successful on AP/IB exams	N/A	N/A	49.7%	55.6%
Eligible for LIFE Scholarship	29.3%	Down from 29.7%	29.8%	29.8%
Annual dropout rate	3.1%	Down from 5.9%	3.8%	3.5%
Career/technology students in co-curricular organizations	7.4%	Down from 10.2%	6.9%	3.0%
Enrollment in career/technology courses	274	Up from 266	570	523
Students participating in work-based experiences	45.3%	Up from 29.3%	11.8%	12.9%
Career/technology students attaining technical skills	89.2%	Down from 91.4%	81.6%	79.3%
Career/technology completers placed	N/A	N/A	94.9%	98.8%
Teachers (n=43)				
Teachers with advanced degrees	41.9%	Up from 40.5%	56.9%	58.6%
Continuing contract teachers	62.8%	Up from 54.8%	71.3%	71.6%
Teachers with emergency or provisional certificates	2.6%	Down from 6.1%	9.8%	8.1%
Teachers returning from previous year	75.1%	Up from 73.9%	84.6%	85.0%
Teacher attendance rate	95.5%	Up from 94.1%	95.4%	95.5%
Average teacher salary*	\$42,630	Up 2.4%	\$47,832	\$47,761
Professional development days/teacher	9.1 days	Up from 5.1 days	10.0 days	10.8 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	3.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 20.5 to 1	25.3 to 1	26.1 to 1
Prime instructional time	89.4%	Up from 88.0%	89.4%	89.8%
Dollars spent per pupil**	\$9,191	Down 0.2%	\$8,172	\$7,883
Percent of expenditures for teacher salaries**	49.6%	Down from 52.5%	54.2%	54.1%
Percent of expenditures for instruction**	56.2%	Down from 57.6%	60.0%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.4%	Up from 97.2%	94.9%	95.8%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Average
Classical language program assessment	N/A	N/A	Good	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	69	94.2%	334	48.2%	92	69.6%	No
Gender							
Male	30	90.0%	168	50.0%	43	65.1%	N/A
Female	39	97.4%	166	46.4%	49	73.5%	N/A
Racial/Ethnic Group							
White	56	92.9%	247	54.3%	75	69.3%	N/A
African American	12	100.0%	84	29.8%	15	73.3%	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	11	63.6%	58	19.0%	12	50.0%	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	29	96.6%	200	39.5%	41	63.4%	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

The 2008-09 school year has been a rewarding time for Ware Shoals Jr/Sr High School. We are in our second year of implementing the High Schools That Work model of school reform. We believe this is what led to the high school receiving the state's Palmetto Gold Award for overall academic achievement and the Palmetto Silver Award for closing the achievement gap. We credit receiving these two prestigious awards to the hard work of our students, teachers, and administrators from the previous year. Three initiatives that we believe are the major reasons for our success are the after-school program, our remediation academies for Math and English, and our literacy program. We have continued these programs for this school year and still believe they greatly benefit our students' academic achievement.

Looking forward to the 2009-10 school year, the faculty has decided that the next High Schools That Work key principle on which we will focus will be high expectations for both students and faculty. We will begin with implementing high expectations for student behavior and with teachers increasing rigor and relevance in the classroom. We will also maintain an emphasis on reading, both inside and outside the classroom. All teachers will once again be asked to add one more piece of literature to their curriculum to help us reach our goal of students reading twenty-five books (2,500 pages) or more per year.

By adopting the High Schools That Work model of school reform, we believe that we have laid the ground work for continuous school improvement. If the achievements of the past year are any indication, Ware Shoals Jr/Sr High School will continue to be a place where students have the opportunity to reach their full potential and become respectful, productive, and responsible members of society.

Charlie Mayfield, Principal
Hans Wunch, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	74	60
Percent satisfied with learning environment	81.8%	63.0%	66.7%
Percent satisfied with social and physical environment	81.8%	67.6%	61.7%
Percent satisfied with school-home relations	75.0%	85.5%	62.7%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 9 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. 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.0%	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	94	100	10.5	38.4	36	15.1	65.1	65.1	61.8	No	Yes
Male	50	100	17.8	33.3	40	8.9	60	60	57.4	N/A	N/A
Female	44	100	2.4	43.9	31.7	22	70.7	70.7	66.1	N/A	N/A
White	73	100	4.5	34.8	42.4	18.2	75.8	75.8	74.3	Yes	Yes
African American	21	100	30	50	15	5	30	30	44.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	77.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	55.4	I/S	I/S
Disabled	12	100	55.6	33.3	11.1	0	11.1	I/S	19.4	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	N/A	38.5	I/S	I/S
Subsized meals	51	100	14	48.8	30.2	7	55.8	55.8	45.6	No	Yes

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

All Students	94	100	18.6	33.7	23.3	24.4	62.8	62.8	62.7	Yes	Yes
Male	50	100	22.2	33.3	17.8	26.7	62.2	62.2	61.8	N/A	N/A
Female	44	100	14.6	34.1	29.3	22	63.4	63.4	63.6	N/A	N/A
White	73	100	9.1	33.3	28.8	28.8	72.7	72.7	75.1	Yes	Yes
African American	21	100	50	35	5	10	30	30	45.1	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.8	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	59.2	I/S	I/S
Disabled	12	100	55.6	44.4	0	0	11.1	I/S	21.8	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	N/A	52.3	I/S	I/S
Subsized meals	51	100	25.6	37.2	20.9	16.3	51.2	51.2	47.9	No	Yes

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

All Students	94	91.5	70.2	10.6	8.5	2.1	10.6	N/A	N/A	N/A	N/A
Male	50	90.0	66.0	10.0	14.0	N/A	I/S	N/A	N/A	N/A	N/A
Female	44	93.2	75.0	11.4	2.3	4.5	I/S	N/A	N/A	N/A	N/A
White	73	90.4	64.4	13.7	11.0	1.4	I/S	N/A	N/A	N/A	N/A
African American	21	95.2	90.5	N/A	N/A	4.8	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	91.7	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	51	90.2	74.5	9.8	3.9	2.0	I/S	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

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	103	98.1	9	39	32	20	65	65	69.7
	2009	94	100	10.5	38.4	36	15.1	65.1	65.1	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	103	98.1	7	26	49	18	77	77	67.2
	2009	94	100	18.6	33.7	23.3	24.4	62.8	62.8	62.7

* Adjusted to account for natural variation in performance.