

Ware Shoals High

56 South Greenwood

Ware Shoals, South

Grades	7-12 Middle 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	Average
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	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 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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

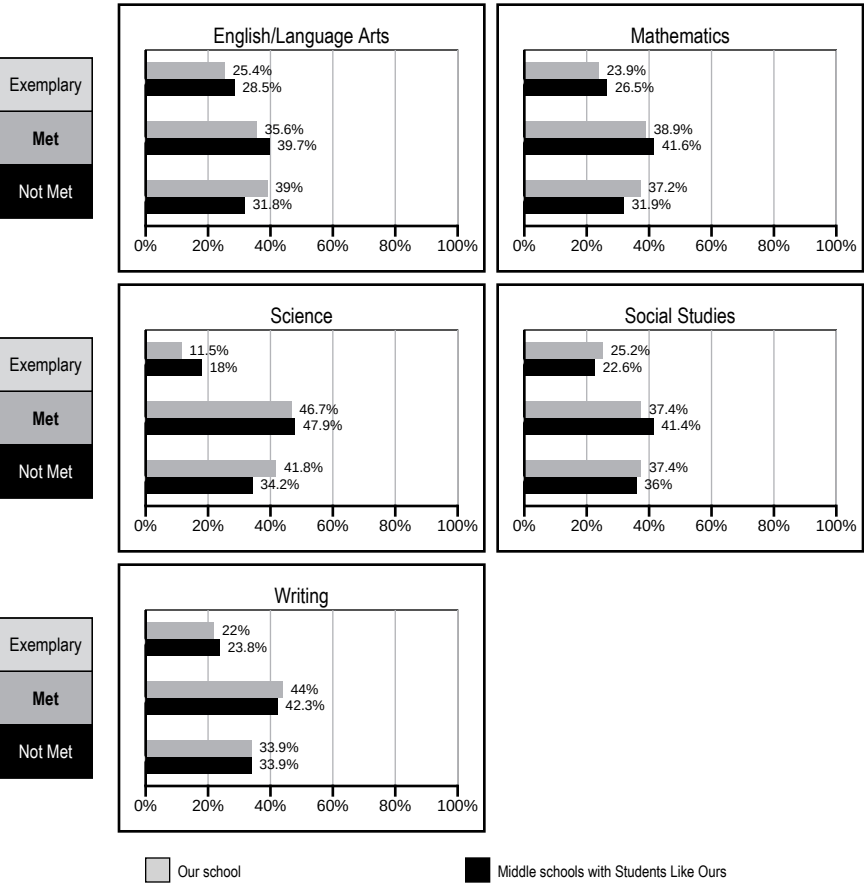
97.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	45	4	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	97.5%
English 1	90.9%	97.2%
Physical Science	N/A	86.3%
US History and the Constitution	N/A	N/A
All Subjects	96.2%	97.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=542)				
Students enrolled in high school credit courses (grades 7 & 8)	9.0%	Down from 100.0%	19.8%	21.6%
Retention rate	2.1%	Down from 3.1%	1.5%	1.2%
Attendance rate	95.7%	Down from 95.9%	95.7%	95.9%
Eligible for gifted and talented	5.3%	Down from 8.4%	15.8%	14.8%
With disabilities other than speech	15.9%	Down from 16.9%	13.7%	12.6%
Older than usual for grade	6.1%	Down from 6.3%	2.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	13.7%	Down from 15.5%	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	41.9%	Up from 40.5%	55.4%	56.9%
Continuing contract teachers	62.8%	Up from 54.8%	76.3%	72.7%
Teachers with emergency or provisional certificates	2.6%	Down from 6.1%	4.1%	5.3%
Teachers returning from previous year	75.1%	Up from 73.9%	84.1%	82.9%
Teacher attendance rate	95.5%	Up from 94.1%	95.3%	95.2%
Average teacher salary*	\$42,630	Up 2.4%	\$46,107	\$46,599
Professional development days/teacher	9.1 days	Up from 5.1 days	10.3 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	20.6 to 1	20.1 to 1
Prime instructional time	89.4%	Up from 88.0%	89.8%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.4%	Up from 97.2%	97.9%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$9,191	Down 0.2%	\$7,400	\$7,645
Percent of expenditures for instruction**	56.2%	Down from 57.6%	64.6%	63.4%
Percent of expenditures for teacher salaries**	49.6%	Down from 52.5%	59.9%	57.0%

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

** Prior year audited financial data are reported.

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	80	60
Percent satisfied with learning environment	81.8%	78.8%	66.7%
Percent satisfied with social and physical environment	81.8%	82.5%	61.7%
Percent satisfied with school-home relations	75.0%	83.8%	62.7%

* Only students at the highest middle school grade level and their parents were 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

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 and Student Attendance

	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
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	176	100	40.4	36.1	23.5	67.5	81	82.8	No	Yes
Gender										
Male	89	100	49.4	31	19.5	60.9	76.7	79.3	N/A	N/A
Female	87	100	30.4	41.8	27.8	74.7	85.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	128	100	33.1	39.7	27.3	72.7	86.2	89.5	Yes	Yes
African American	48	100	60	26.7	13.3	53.3	62.1	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	28	100	N/AV	N/AV	N/AV	14.3	54	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	111	100	48.6	35.2	16.2	61	76.7	75.5	No	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	176	100	41	39.2	19.9	74.7	81.4	78.9	Yes	Yes
Gender										
Male	89	100	43.7	39.1	17.2	70.1	78.3	77	N/A	N/A
Female	87	100	38	39.2	22.8	79.7	84.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	128	100	33.1	42.1	24.8	81.8	85.9	87.2	Yes	Yes
African American	48	100	62.2	31.1	6.7	55.6	64.1	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	28	100	N/AV	N/AV	N/AV	35.7	52.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	111	100	47.6	39	13.3	69.5	76.7	70.2	No	Yes

* 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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	131	100	41.8	46.7	11.5	58.2	68.5	67.5
Gender								
Male	67	100	47.7	43.1	9.2	52.3	64.7	67
Female	64	100	35.1	50.9	14	64.9	72.7	68
Racial/Ethnic Group								
White	94	100	34.1	52.3	13.6	65.9	74.8	79.5
African American	37	100	61.8	32.4	5.9	38.2	45.7	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	17	100	N/AV	N/AV	N/AV	11.8	40.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsided meals	81	100	55.3	39.5	5.3	44.7	61.9	55.1

Social Studies								
All Students	131	100	37.4	37.4	25.2	62.6	74.4	72.3
Gender								
Male	66	100	43.1	30.8	26.2	56.9	71.7	71.5
Female	65	100	31	44.8	24.1	69	77.2	73.2
Racial/Ethnic Group								
White	94	100	29.2	42.7	28.1	70.8	80.6	80.7
African American	37	100	58.8	23.5	17.6	41.2	52.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	21	100	76.2	19	4.8	23.8	47.3	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsided meals	84	100	45.6	31.6	22.8	54.4	67.3	62.1

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	176	100	33.9	44	22	66.1	70	70.2	95.9	96
Gender										
Male	90	100	38.2	47.2	14.6	61.8	64.7	63.2	96.1	95.9
Female	86	100	29.1	40.5	30.4	70.9	75.7	77.5	95.8	96.2
Racial/Ethnic Group										
White	128	100	26	48	26	74	76.1	79.1	95.8	95.8
African American	48	100	55.6	33.3	11.1	44.4	47.6	57.6	96.2	97
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	95.7
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	62.6	98.2	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	93.9
Disability Status										
Disabled	28	100	N/AV	N/AV	N/AV	17.9	25.6	26.1	95.8	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	61.2	98.2	97.3
Socio-Economic Status										
Subsidized meals	112	100	43.4	41.5	15.1	56.6	63.4	58.9	95.3	95.6

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	88	100	32.1	33.3	34.6	67.9
	8	88	100	48.2	38.8	12.9	51.8
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	88	100	27.2	45.7	27.2	72.8
	8	88	100	54.1	32.9	12.9	45.9
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	87	100	37.5	52.5	10	62.5
	8	44	100	50	35.7	14.3	50
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	87	100	38.8	36.3	25	61.3
	8	44	100	34.9	39.5	25.6	65.1
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	88	100	26.8	48.8	24.4	73.2
	8	88	100	40.7	39.5	19.8	59.3

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample