



WAGENER-SALLEY HIGH

272 Main Street South
Wagener, South Carolina

Grades	9-12 High School	
Enrollment	331 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Below Average
2009	Below Average	Below Average
2008	Below Average	Good
2007	At-Risk	At-Risk
2006	Good	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	5	20	4	3

* Ratings are calculated with data available by 03/24/2011.

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

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	75.5%	72.6%	69.0%	75.9%	68.5%	70.3%
Passed 1 subtest (%)	11.3%	17.8%	17.2%	12.6%	16.4%	15.9%
Passed no subtests (%)	13.2%	9.6%	13.8%	11.5%	15.2%	13.8%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	85.4%	87.0%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	66	98	227	212
Number of Graduates in Cohort	41	69	160	145
Rate	62.1%	70.4%	71.6%	70.0%

*Used to calculate current AYP.

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	55.4%	63.6%
English 1	57.6%	59.8%
Physical Science	45.3%	45.1%
US History and the Constitution	40.6%	31.6%
All Tests	49.4%	49.7%

* 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=331)				
Retention rate	2.8%	Down from 5.9%	4.2%	3.7%
Attendance rate	94.1%	Up from 93.7%	94.7%	95.4%
Eligible for gifted and talented	13.3%	Down from 17.2%	8.3%	12.4%
With disabilities other than speech	16.4%	Up from 15.7%	14.3%	12.8%
Older than usual for grade	9.4%	Up from 8.1%	11.6%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Down from 3.2%	1.4%	1.1%
Enrolled in AP/IB programs	12.9%	Down from 15.0%	8.7%	13.1%
Successful on AP/IB exams	N/A	N/A	26.2%	50.4%
Eligible for LIFE Scholarship	25.9%	Down from 26.1%	28.3%	30.4%
Annual dropout rate	3.6%	Down from 6.3%	3.6%	3.1%
Career/technology students in co-curricular organizations	19.8%	Down from 22.6%	4.4%	2.2%
Enrollment in career/technology courses	246	Down from 261	332	424
Students participating in work-based experiences	28.4%	Up from 14.5%	9.2%	11.7%
Career/technology students attaining technical skills	87.0%	Down from 89.7%	72.7%	78.7%
Career/technology completers placed	96.7%	Down from 97.6%	98.7%	98.5%
Teachers (n=31)				
Teachers with advanced degrees	41.9%	Down from 43.8%	59.0%	60.4%
Continuing contract teachers	64.5%	Down from 78.1%	71.6%	76.6%
Teachers with emergency or provisional certificates	12.0%	Up from 3.6%	10.5%	6.5%
Teachers returning from previous year	87.4%	Down from 89.7%	84.2%	86.8%
Teacher attendance rate	95.6%	Up from 94.8%	95.3%	95.8%
Average teacher salary*	\$44,591	Down 6.1%	\$46,917	\$47,390
Professional development days/teacher	6.1 days	Down from 9.3 days	10.2 days	10.0 days
School				
Principal's years at school	2.0	Up from 0.0	3.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 19.0 to 1	23.1 to 1	25.8 to 1
Prime instructional time	88.2%	Down from 92.3%	88.3%	90.1%
Dollars spent per pupil**	\$11,014	Down 3.7%	\$8,914	\$7,974
Percent of expenditures for teacher salaries**	58.8%	Up from 47.5%	54.2%	55.4%
Percent of expenditures for instruction**	65.5%	Up from 57.6%	59.7%	60.4%
Opportunities in the arts	Good	Up from Fair	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	81.4%	Up from 62.4%	95.7%	96.0%
Character development program	Average	Down from Good	Good	Good
Modern language program assessment	N/A	N/A	Excellent	Average
Classical language program assessment	N/A	N/A	N/A	Average

* 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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	82	85.4%	263	49.4%	98	70.4%	No
Gender							
Male	38	78.9%	139	47.5%	48	64.6%	N/A
Female	44	90.9%	124	51.6%	50	76.0%	N/A
Racial/Ethnic Group							
White	38	89.5%	121	60.3%	47	68.1%	N/A
African American	42	81.0%	140	39.3%	49	73.5%	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	29	17.2%	13	38.5%	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	49	79.6%	191	46.1%	55	74.5%	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 has continued its positive growth according to the South Carolina State Department of Education for the 2009-2010 school year. W.S.H.S was awarded A.Y.P. status for this school year. This was the first time in school history to earn this distinction. Wagener-Salley was one of only fourteen high schools in South Carolina to earn this honor. For the second year on a row, W.S.H.S. earned the prestigious Palmetto Silver Medal for Academic Achievement, specifically for closing the achievement gap.

As our leadership team, faculty, and all other stakeholders planned for the current year, goals were set to improve MAP scores progressively with each of the three testing periods. We surpassed national norms in all three areas during our Spring testing. Other goals that were set were to improve overall E.O.C. score averages. Our school increased our overall E.O.C. average for the second consecutive year. Our third goal was to increase our longitudinal H.S.A.P. average to attain the next scoring category on the State Report card. We met our goal and bettered our average to 94.6%. Lastly, we met our school's goal of having an overall student passage rate of at least 95%.

The faculty and staff were clearly committed to improving student instruction this past year. We continued our inclusive Freshman Academy for the second year. The Academy teachers met weekly to set instructional goals, using available data to guide.

W.S.H.S. set a goal to provide re-mediations and/or accelerations to 100% of our student population each school day. 75% of our student population is bus transported. In order to reach this particular goal, we have used a "Pull-Out" class. Using available data, students' specific and individual needs were addressed. We focused on E.L.A. and Math initially, and expanded to address all E.O.C. needs, along with Career Assessments and other assessment tools.

Our challenges continue to be working in an economically challenged rural area, focusing on the development of highly trained teachers, and maintaining sufficient funding to continue to implement the programs our students need to succeed at the next level. We also continue to stress improving the community and parental involvement, and finding initiatives to enhance academic success that are based on school and district 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 of 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	31	69	15
Percent satisfied with learning environment	90.0%	59.4%	92.9%
Percent satisfied with social and physical environment	90.3%	69.1%	86.7%
Percent satisfied with school-home relations	71.0%	75.8%	92.3%

* 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
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This school met 10 out of 15 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
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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	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	5.6%

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

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

All Students	87	96.6	16.9	42.9	26	14.3	55.8	68.7	65.9	No	Yes
Male	43	100	17.9	33.3	30.8	17.9	59	62.2	60.8	N/A	N/A
Female	44	93.2	15.8	52.6	21.1	10.5	52.6	74.5	71	N/A	N/A
White	45	95.6	12.5	35	27.5	25	67.5	78.9	77.5	Yes	Yes
African American	42	97.6	21.6	51.4	24.3	2.7	43.2	51.7	49.7	I/S	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	94.1	80.2	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.9	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	18	100	64.3	35.7	0	0	14.3	16.6	21.3	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	1	I/S	I/S	I/S	I/S	I/S	I/S	59.6	47.3	I/S	I/S
Subsidized meals	64	96.9	23.2	46.4	23.2	7.1	44.6	53	51.5	No	Yes

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

All Students	87	95.4	26.3	38.2	21.1	14.5	44.7	63.2	62.3	No	Yes
Male	43	97.7	23.1	33.3	23.1	20.5	48.7	62.3	61.7	N/A	N/A
Female	44	93.2	29.7	43.2	18.9	8.1	40.5	64	63	N/A	N/A
White	45	95.6	20	35	25	20	57.5	73.7	75	No	Yes
African American	42	95.2	33.3	41.7	16.7	8.3	30.6	46	44	I/S	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	82.4	85.5	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	54.4	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	18	100	71.4	28.6	0	0	0	17.9	22.1	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	1	I/S	I/S	I/S	I/S	I/S	I/S	53.8	52.6	I/S	I/S
Subsidized meals	64	95.3	30.9	45.5	12.7	10.9	32.7	46.3	48.1	No	Yes

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

All Students	87	94.3	78.0	13.4	3.7	4.9	8.5	N/A	N/A	N/A	N/A
Male	44	95.5	69.0	16.7	4.8	9.5	14.3	N/A	N/A	N/A	N/A
Female	43	93.0	87.5	10.0	2.5	0.0	2.5	N/A	N/A	N/A	N/A
White	44	95.5	69.0	21.4	2.4	7.1	9.5	N/A	N/A	N/A	N/A
African American	43	93.0	87.5	5.0	5.0	2.5	7.5	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	16	87.5	N/AV	N/AV	N/AV	N/AV	N/AV	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	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	64	93.8	83.3	8.3	3.3	5.0	8.3	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*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2009	75	98.7	14.3	32.9	30	22.9	62.9	65.9	61.8
	2010	87	96.6	16.9	42.9	26	14.3	55.8	68.7	65.9

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

All Students	2009	75	97.3	18.6	28.6	30	22.9	68.6	66.5	62.7
	2010	87	95.4	26.3	38.2	21.1	14.5	44.7	63.2	62.3

* Adjusted to account for natural variation in performance.