



## WEST ASHLEY MIDDLE

1776 William Kennerty  
Charleston, SC 29407

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	378 Students	
<b>Principal</b>	TBA	843-852-1546
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Ruth Jordan	843-345-4529

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Average</b>
2009	Average	Average
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	Below 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**

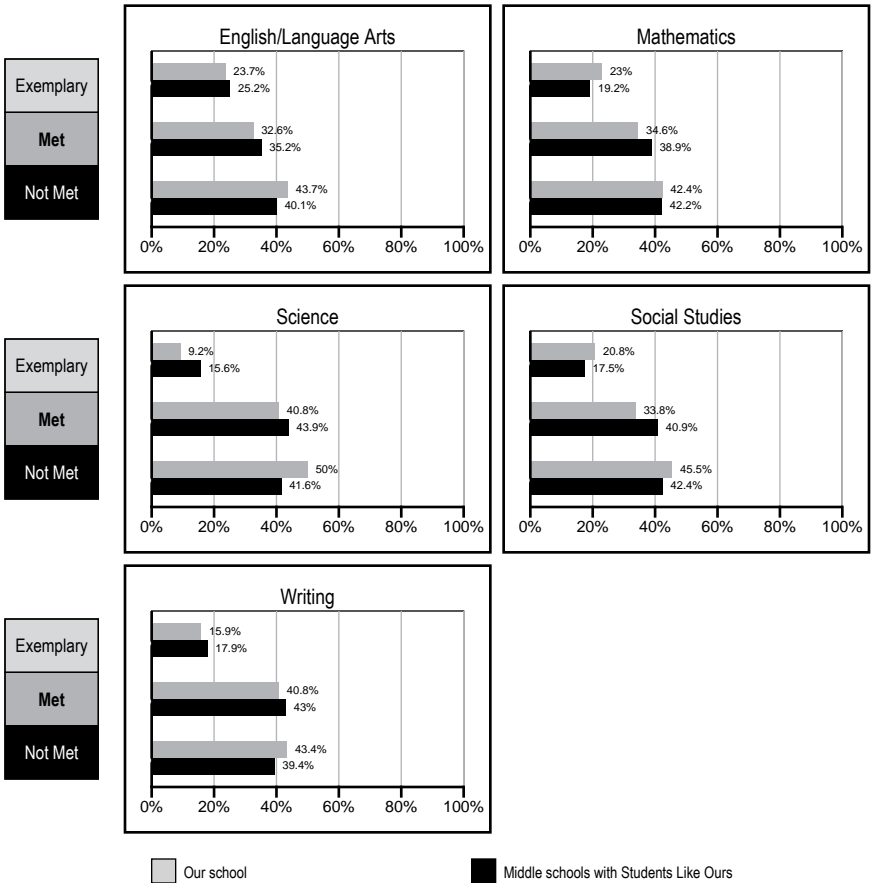
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93.4%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	28	19	3

\* Ratings are calculated with data available by 03/09/2011.

**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**

<b>Exemplary</b>	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
<b>Met</b>	"Met" means the student met the grade level standard.
<b>Not Met</b>	"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%	92.9%
English 1	100.0%	91.2%
Physical Science	N/A	76.4%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	91.0%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=378)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	16.3%	Down from 42.4%	17.2%	24.2%
Retention rate	3.0%	Down from 3.3%	0.8%	0.7%
Attendance rate	94.7%	Down from 95.1%	95.4%	95.9%
Eligible for gifted and talented	10.2%	Up from 8.4%	13.1%	16.4%
With disabilities other than speech	13.8%	Down from 15.5%	14.0%	12.0%
Older than usual for grade	4.0%	Down from 5.0%	3.5%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	20.1%	Down from 23.1%	0.4%	0.5%
Annual dropout rate	0.4%	No Change	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	58.3%	Up from 55.3%	57.7%	58.5%
Continuing contract teachers	72.2%	Up from 71.1%	72.6%	80.0%
Teachers with emergency or provisional certificates	3.3%	Down from 8.8%	6.4%	4.0%
Teachers returning from previous year	71.6%	Up from 62.0%	82.5%	84.6%
Teacher attendance rate	97.3%	Up from 94.3%	95.3%	95.4%
Average teacher salary*	\$43,775	Down 2.4%	\$45,523	\$46,561
Professional development days/teacher	11.6 days	Down from 12.0 days	10.4 days	10.2 days
<b>School</b>				
Principal's years at school	4.5	Up from 3.5	3.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 20.1 to 1	20.0 to 1	21.1 to 1
Prime instructional time	91.1%	Up from 87.9%	90.0%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	85.1%	Down from 97.8%	96.6%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$8,527	Down 7.6%	\$8,628	\$7,802
Percent of expenditures for instruction**	61.7%	Up from 61.5%	62.2%	63.8%
Percent of expenditures for teacher salaries**	54.8%	Down from 56.7%	58.2%	60.0%

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

The School Improvement Council (SIC) of West Ashley Middle School (WAMS) is happy to share the 2009-2010 School Report Card with members of our community. The faculty, staff, students, and parents are proud of our new and improved school rating of "Average." This improvement is directly related to the multiple initiatives in place at WAMS to increase student achievement. One program that we continued was Curriculum Assistance Time (CAT), which assisted students to ensure success in all academic areas. We also offered computer-assisted skill instruction to targeted students based on performance appraisals in Reading and Math. All students were placed into Flex groups based on PASS, Benchmark, and MAP data. During FLEX time, students received targeted instruction in all content areas.

We continued to focus on academic rigor for all students. Our 7th and 8th grade ELA and Math teachers continue to implement SpringBoard into their classrooms. We continued offering high school credit courses (Algebra I, English I, Geometry). Finally, we implemented small group instruction for targeted students. Another strategy to increase rigor is Inclusion for all students in Science and Social Studies. Our CORE team identified students in need of academic assistance. Our Administrators held lunchtime study sessions to assist these students, and our teachers offered before and after-school tutoring.

PBIS, a positive behavior system that rewards students and staff for being Responsible, Respectful, Prepared, and Courteous, continued as a priority at WAMS. We were honored with an Exemplar Award for consistent implementation of PBIS, resulting in increased student achievement. We motivated and encouraged students to attend school daily and have continued to sustain our attendance rate during the 2009-2010 school year. Finally, we offered clubs bi-weekly during the school day and added incentive time once a month for students with no discipline referrals.

Literacy will be our primary goal for the 2010-2011 school year. We will have focused professional development on incorporating Literacy into all courses and will implement our Literacy Plan with fidelity. This will include the continuation of Summer Reading, Reading Logs, school-wide novels, and developing a Community of Readers in our building.

Our final goal is to increase parent and community support. This goal was addressed during the 2009-2010 school year through our Parent Link Phone system, quarterly Progress Report pick-up Nights, Quarterly Awards Ceremonies, and new business partnerships. We are looking forward to increasing participation in our parent volunteer program, building a strong PTA, providing courses for parents, and inviting parents and community members to visit WAMS.

Principal: Jennifer R. Coker  
SIC Chair: Charlotte Schlamp

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	131	95
Percent satisfied with learning environment	100.0%	70.2%	82.8%
Percent satisfied with social and physical environment	100.0%	78.3%	80.0%
Percent satisfied with school-home relations	54.5%	72.9%	82.8%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 19 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

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	19.0%	0.0%	No
Student attendance rate	94.7%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

## 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	377	99.7	46.2	31.3	22.5	67	85	83.5	Yes	Yes
<b>Gender</b>										
Male	197	99.5	48.9	27.2	23.9	62.8	81.6	80.1	N/A	N/A
Female	180	100	43.2	35.8	21	71.6	88.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	89	100	24.1	30.4	45.6	81	95.3	89.6	Yes	Yes
African American	268	99.6	55.3	30.1	14.6	61	75.2	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	96.1	92.7	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	55	100	86.5	7.7	5.8	28.8	49	51.7	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	21.4	42.9	35.7	85.7	80.2	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	283	99.7	51.9	30	18.1	62.7	76.4	76.9	Yes	Yes

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

All Students	377	99.7	46.5	35.7	17.8	68.7	81	80.4	Yes	Yes
<b>Gender</b>										
Male	197	99.5	44.4	37.2	18.3	70.6	78.9	78.4	N/A	N/A
Female	180	100	48.8	34	17.3	66.7	83.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	89	100	26.6	35.4	38	84.8	94.5	87.8	Yes	Yes
African American	268	99.6	53.7	36.2	10.2	62.2	68	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	96.1	93.5	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	55	100	80.8	15.4	3.8	36.5	43.8	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	35.7	28.6	35.7	85.7	77.6	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	283	99.7	50	35.4	14.6	65.4	70.2	72.8	Yes	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
<b>Science</b>								
All Students	243	100	49.8	41	9.2	50.2	67.4	67.3
<b>Gender</b>								
Male	123	100	50.5	39.6	9.9	49.5	66.2	66.9
Female	120	100	49.1	42.5	8.5	50.9	68.5	67.7
<b>Racial/Ethnic Group</b>								
White	57	100	24.5	51	24.5	75.5	89	79.6
African American	175	100	57.5	39.4	3.1	42.5	46.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
<b>Disability Status</b>								
Disabled	35	100	N/A	N/A	N/A	12.1	29.2	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	58.2	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	189	100	54.4	39.2	6.4	45.6	49.3	55.4
<b>Social Studies</b>								
All Students	246	100	45.2	33.9	20.9	54.8	73.8	70.9
<b>Gender</b>								
Male	128	100	42.5	30	27.5	57.5	72.3	70.1
Female	118	100	48.2	38.2	13.6	51.8	75.3	71.7
<b>Racial/Ethnic Group</b>								
White	55	100	28.6	24.5	46.9	71.4	90.1	79.2
African American	179	100	52.1	36.1	11.8	47.9	58.4	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.3	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
<b>Disability Status</b>								
Disabled	34	100	75	21.9	3.1	25	38.9	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	66.7	68
<b>Socio-Economic Status</b>								
Subsidized meals	187	100	50.3	33.9	15.8	49.7	60.2	60.8

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
<b>Writing</b>										
All Students	372	99.5	43.2	40.9	15.9	56.8	75	72.1	94.7	95.7
<b>Gender</b>										
Male	194	99.5	48.6	39.2	12.2	51.4	69.1	65.2	94.1	95.5
Female	178	99.4	37.2	42.7	20.1	62.8	81	79.2	95.5	95.8
<b>Racial/Ethnic Group</b>										
White	86	98.8	21.8	53.8	24.4	78.2	91	80.8	94.2	95.8
African American	268	99.6	51.2	36.8	12	48.8	60.2	59.7	94.8	95.5
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.2	87	99.2	97
Hispanic	11	100	I/S	I/S	I/S	I/S	63.7	64.6	95.2	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	N/A	95.6
<b>Disability Status</b>										
Disabled	53	98.1	78	16	6	22	28.4	27.7	93	94.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	14.3	50	35.7	85.7	63.5	63.7	94.9	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	280	99.3	48.3	38.7	13	51.7	61.1	61.9	94.1	95.2

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	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	125	100	43.4	42.5	14.2	56.6
	7	111	100	36.5	37.5	26	63.5
	8	155	100	37.1	40.6	22.4	62.9
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	113	100	38.6	28.7	32.7	61.4
	7	114	99.1	52.4	32.4	15.2	47.6
	8	150	100	47.1	32.4	20.6	52.9
<b>Mathematics</b>							
<b>2009</b>	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	125	100	41.6	42.5	15.9	58.4
	7	111	100	35.4	40.6	24	64.6
	8	155	99.4	49	33.6	17.5	51
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	113	100	44.6	35.6	19.8	55.4
	7	114	99.1	47.6	41	11.4	52.4
	8	150	100	47.1	31.6	21.3	52.9
<b>Science</b>							
<b>2009</b>	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	63	100	42.9	53.6	3.6	57.1
	7	111	100	42.7	46.9	10.4	57.3
	8	75	100	57.1	32.9	10	42.9
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	57	100	55.1	42.9	2	44.9
	7	113	100	48.6	43.8	7.6	51.4
	8	73	100	47.6	34.9	17.5	52.4

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	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	63	100	26.3	64.9	8.8	73.7
	7	111	99.1	41.1	29.5	29.5	58.9
	8	80	100	34.2	47.9	17.8	65.8
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	56	100	23.1	57.7	19.2	76.9
	7	113	100	62.9	21.9	15.2	37.1
	8	77	100	35.6	34.2	30.1	64.4
<b>Writing</b>							
<b>2009</b>	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	127	100	50.4	42.6	7	49.6
	7	113	99.1	34	42.3	23.7	66
	8	158	100	45.2	43.2	11.6	54.8
<b>2010</b>	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	111	100	43.6	45.5	10.9	56.4
	7	111	100	52.3	43	4.7	47.7
	8	150	98.7	35.8	35.8	28.5	64.2

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