

## WARE SHOALS HIGH

56 South Greenwood  
Ware Shoals, South

<b>Grades</b>	7-12 Middle School	
<b>Enrollment</b>	525 Students	
<b>Principal</b>	Paul Anderson	864-456-7923
<b>Superintendent</b>	Fay S. Sprouse, PhD	864-456-7496
<b>Board Chair</b>	Jack Sullivan	864-456-7496

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

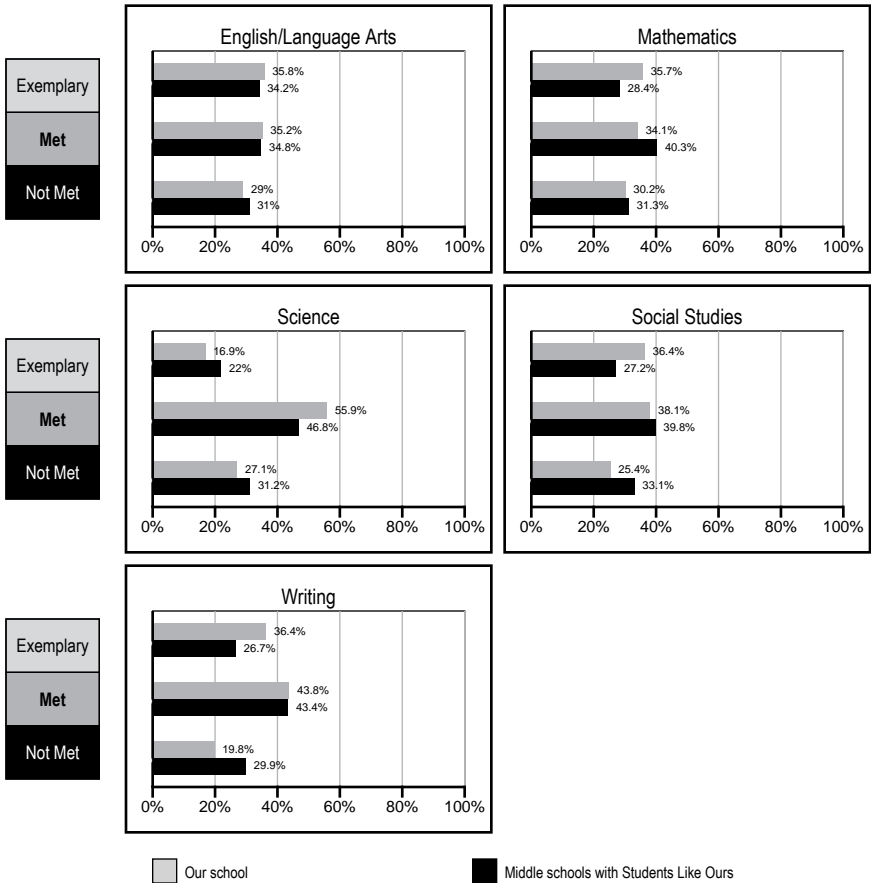
95.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	7	49	2	0

\* 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

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%	96.8%
English 1	100.0%	97.9%
Physical Science	N/A	71.7%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	97.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=525)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	13.2%	Up from 9.0%	21.9%	24.2%
Retention rate	3.8%	Up from 2.1%	0.7%	0.7%
Attendance rate	94.6%	Down from 95.7%	95.6%	95.9%
Eligible for gifted and talented	13.6%	Up from 5.3%	18.3%	16.4%
With disabilities other than speech	13.8%	Down from 15.9%	13.1%	12.0%
Older than usual for grade	7.4%	Up from 6.1%	2.3%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	6.1%	Down from 13.7%	0.6%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=39)</b>				
Teachers with advanced degrees	43.6%	Up from 41.9%	58.1%	58.5%
Continuing contract teachers	74.4%	Up from 62.8%	81.6%	80.0%
Teachers with emergency or provisional certificates	2.8%	Up from 2.6%	2.7%	4.0%
Teachers returning from previous year	79.3%	Up from 75.1%	85.5%	84.6%
Teacher attendance rate	95.2%	Down from 95.5%	95.2%	95.4%
Average teacher salary*	\$43,620	Up 2.3%	\$46,142	\$46,561
Professional development days/teacher	10.4 days	Up from 9.1 days	10.6 days	10.2 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Down from 22.2 to 1	21.2 to 1	21.1 to 1
Prime instructional time	88.1%	Down from 89.4%	90.2%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.8%	Down from 98.4%	98.0%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$8,902	Down 3.1%	\$7,737	\$7,802
Percent of expenditures for instruction**	55.1%	Down from 56.2%	64.2%	63.8%
Percent of expenditures for teacher salaries**	50.1%	Up from 49.6%	60.4%	60.0%

\* 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

**Report of Principal and School Improvement Council**

The mission of Ware Shoals Jr/Sr High School is to provide a safe, challenging, and educational environment that meets the unique needs of our students while preparing them to be respectful, productive, and responsible members of a democratic society.

Entering the 2009-2010 school year, the faculty, staff and school community of Ware Shoals High School established three goals: 1) Maintain and improve the literacy initiative, 2) Continue the process of providing extra help, and 3) Increase rigor and relevance in the classroom. As evidenced by a successful Technical Assistance visit by members of the High Schools That Work Assessment Team, Ware Shoals High is committed to continuous school improvement.

Gaining momentum from the increased Absolute and Improvement ratings on the 2009-10 school report card, Ware Shoals Jr. High is continuing to seek excellence by adopting the Making Middle Grades Work reform model. Teachers will be conferencing this summer and incorporating newly learned best practices into their daily lessons. We are excited to have had offered Agricultural Science as an exploratory class, and in 2010-11 Jr. High students will be able to earn a high school keyboarding credit, fulfilling a requirement for graduation.

The faculty and staff at Ware Shoals Jr/Sr High is dedicated to providing continuous learning for all students by empowering them to be actively involved in their education and by providing varied opportunities for successful achievement of high standards.

Paul Anderson, Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

\* 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 12 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

<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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.6%	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	174	99.4	29.9	34.8	35.4	81.1	86	83.5	Yes	Yes
<b>Gender</b>										
Male	93	100	34.8	27	38.2	73	80.2	80.1	N/A	N/A
Female	79	100	24	44	32	90.7	91.8	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	130	100	22	34.1	43.9	87.8	89.2	89.6	Yes	Yes
African American	39	100	56.4	35.9	7.7	59	70.8	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	22	95.5	65	20	15	45	61.3	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	108	99.1	38	35	27	75	81.8	76.9	Yes	Yes

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

All Students	174	99.4	33.5	35.4	31.1	75.6	82.5	80.4	Yes	Yes
<b>Gender</b>										
Male	93	100	34.8	32.6	32.6	71.9	79.8	78.4	N/A	N/A
Female	79	100	32	38.7	29.3	80	85.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	130	100	27.6	35	37.4	79.7	85.1	87.8	Yes	Yes
African American	39	100	53.8	35.9	10.3	61.5	70.8	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	22	95.5	70	5	25	45	56.3	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	108	99.1	44	36	20	71	79.1	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
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**Science**

All Students	130	100	26.4	54.5	19	73.6	75.2	67.3
<b>Gender</b>								
Male	71	100	31.3	46.3	22.4	68.7	72.4	66.9
Female	58	100	20.4	64.8	14.8	79.6	77.9	67.7
<b>Racial/Ethnic Group</b>								
White	101	100	18.1	60.6	21.3	81.9	78.9	79.6
African American	25	100	60	32	8	40	58.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	16	100	53.3	26.7	20	46.7	45.3	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	82	100	33.3	53.3	13.3	66.7	71.4	55.4

**Social Studies**

All Students	129	100	24.8	37.2	38	75.2	76.9	70.9
<b>Gender</b>								
Male	66	100	27	39.7	33.3	73	76.9	70.1
Female	62	100	22.4	34.5	43.1	77.6	77	71.7
<b>Racial/Ethnic Group</b>								
White	99	100	19.4	37.6	43	80.6	79.8	79.2
African American	26	100	46.2	34.6	19.2	53.8	60.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	15	100	57.1	21.4	21.4	42.9	46	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	68
<b>Socio-Economic Status</b>								
Subsidized meals	73	100	35.8	40.3	23.9	64.2	70.1	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	174	97.7	19.8	43.8	36.4	80.2	76.5	72.1	94.7	95.5
<b>Gender</b>										
Male	93	97.9	28.7	43.7	27.6	71.3	69.5	65.2	94.8	95.5
Female	79	98.7	9.3	44	46.7	90.7	83.5	79.2	94.7	95.4
<b>Racial/Ethnic Group</b>										
White	131	97.7	13.9	43.4	42.6	86.1	79.6	80.8	94.6	95.3
African American	39	100	38.5	46.2	15.4	61.5	64.4	59.7	95	96.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	96.7
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	64.6	95.6	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	91.1
<b>Disability Status</b>										
Disabled	23	82.6	64.7	29.4	5.9	35.3	36	27.7	94.1	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	63.7	97.8	97
<b>Socio-Economic Status</b>										
Subsidized meals	108	97.2	27.3	49.5	23.2	72.7	71.3	61.9	93.6	94.9

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 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	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
<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	0	N/A	N/A	N/A	N/A	N/A
	7	86	100	19.2	37.2	43.6	80.8
	8	88	98.9	39.5	32.6	27.9	60.5
<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	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
<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	0	N/A	N/A	N/A	N/A	N/A
	7	86	100	17.9	37.2	44.9	82.1
	8	88	98.9	47.7	33.7	18.6	52.3
<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	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
<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	0	N/A	N/A	N/A	N/A	N/A
	7	86	100	21.8	60.3	17.9	78.2
	8	44	100	34.9	44.2	20.9	65.1

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	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
<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	0	N/A	N/A	N/A	N/A	N/A
	7	86	100	26.9	37.2	35.9	73.1
	8	43	100	20.9	37.2	41.9	79.1
<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	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
<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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	86	96.5	11.8	40.8	47.4	88.2
	8	88	98.9	26.7	46.5	26.7	73.3

Abbreviations for Missing Data

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