

Wohali Academy

1 Havenwood Lane
Travelers Rest, South

Grades	K-12 High School	
Enrollment	72 Students	
Principal	Laura Blackmore	864-660-6243
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476

THE STATE OF SOUTH CAROLINA
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	**At-Risk**	**Excellent**
2007	At-Risk	N/A
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent − District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk − District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

http://ed.sc.gov
http://www.sceoc.org

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	5	6	6	10

* Ratings are calculated with data available by September 30.

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

	Our High School			High Schools with Students Like Ours		
Percent	**2006**	**2007**	**2008**	**2006**	**2007**	**2008**
Passed 2 subtests (%)	18.2	13.3	42.9	61.8	62.5	64.7
Passed 1 subtest (%)	18.2	40.0	21.4	17.5	20.5	16.1
Passed no subtests (%)	63.6	46.7	35.7	21.2	19.8	19.7

HSAP Passage Rate by Spring 2008

	Our High School	High Schools with Students Like Ours
Percent	75.0%	84.7%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	9	101
Number of Diplomas	0	68
Rate	0%	61.3%

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	33.3	58.2
English 1	55.0	41.1
Physical Science	31.3	26.2
All Tests	42.9	44.6

* 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=72)				
Retention rate	22.9%	Down from 28.9%	10.5%	6.1%
Attendance rate	97.3%	Down from 97.4%	94.0%	95.0%
Eligible for gifted and talented	0.0%	No Change	3.2%	8.3%
With disabilities other than speech	57.8%	Up from 56.7%	14.6%	13.0%
Older than usual for grade	30.6%	Up from 4.9%	14.5%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.2%	2.6%	1.5%
Enrolled in AP/IB programs	0.0%	No Change	3.9%	11.4%
Successful on AP/IB exams	N/A	N/A	13.5%	54.3%
Eligible for LIFE Scholarship	N/R	N/R	23.4%	30.5%
Annual dropout rate	0.0%	No Change	2.4%	3.5%
Career/technology students in co-curricular organizations	0.0%	N/A	3.4%	3.1%
Enrollment in career/technology courses	10	N/A	262	559
Students participating in work-based experiences	0.0%	N/A	4.1%	10.6%
Career/technology students attaining technical skills	90.0%	N/A	75.9%	79.6%
Career/technology completers placed	N/A	N/A	96.3%	98.5%
Teachers (n=13)				
Teachers with advanced degrees	23.1%	Up from 11.8%	52.4%	57.4%
Continuing contract teachers	15.4%	Up from 5.9%	54.3%	69.6%
Teachers with emergency or provisional certificates	0.0%	No Change	19.1%	8.7%
Teachers returning from previous year	N/A	N/A	78.5%	85.0%
Teacher attendance rate	96.9%	Down from 97.5%	94.9%	95.4%
Average teacher salary	N/A	N/A	$43,632	$46,061
Professional development days/teacher	16.3 days	Up from 11.7 days	12.2 days	11.4 days
School				
Principal's years at school	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio in core subjects	11.2 to 1	Down from 11.3 to 1	20.3 to 1	25.4 to 1
Prime instructional time	93.3%	Up from 93.0%	87.0%	89.1%
Dollars spent per pupil*	$8,372	Down 20.9%	$9,671	$7,279
Percent of expenditures for teacher salaries*	64.7%	Up from 53.9%	52.6%	55.3%
Percent of expenditures for instruction*	71.0%	Up from 61.2%	61.2%	60.8%
Opportunities in the arts	Poor	No Change	Good	Excellent
Parents attending conferences	100.0%	No Change	88.8%	94.2%
SACS accreditation	No	No Change	Yes	Yes
Character development program	Excellent	Up from Average	Good	Good
Modern Language Program Assessment	N/A	N/A	Average	Good
Classical Language Program Assessment	N/A	N/A	N/A	Average

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	4	75.0%	42	42.9%	9	N/A	N/A
Gender							
Male	N/A	N/A	30	43.3%	N/A	N/A	N/A
Female	N/A	N/A	12	41.7%	N/A	N/A	N/A
Racial/Ethnic Group							
White	N/A	N/A	22	54.5%	N/A	N/A	N/A
African American	N/A	N/A	16	25.0%	N/A	N/A	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	15	53.3%	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* 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

Wohali Academy is located on the campus of Springbrook Behavioral Health System, a residential treatment facility for emotionally disabled youth. Wohali educates the children in residence at SBHS and students from the surrounding communities. Each child will progress to a level, academically/behaviorally, that will allow a successful return to his or her home/base school. Over the last 4 years, Wohali has successfully returned over 100 students to their homes or other traditional public schools throughout the state of SC. This year the school added a Leadership and Resiliency Program. This comprehensive program is aimed at community students ages 13-19 who have a combination of behavioral issues manifested in at-risk behaviors. The program has had a positive impact on the majority of participants and decreased the identified at-risk behaviors. Because Wohali's target population is highly mobile, at-risk students, the timeline for meeting the school's long-term performance goals is ongoing. Using only standardized testing to measure academic growth does not capture the school's progress. Therefore, a more reliable and statistically valid model to measure AYP includes the measurement of individual student progress over time. Each student, as measured by the Woodcock Johnson, will progress an academic equivalent year in Math and English. In 2006-2007, these results improved to 74%. Though the vast majority of students make academic and behavioral gains, difficulty in obtaining student records from schools and districts locally and across the state has had a negative impact on Wohali's rating. Deciphering records from other residential facilities that use a non-graded system has also had a negative impact on the school's graduation rate. Wohali's first student to earn a high school diploma is on track to graduate in 2010.

Laura Blackmore, Principal
Dr. Jimmy Smith, Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	7	9	4
Percent satisfied with learning environment	100.0%	I/S	I/S
Percent satisfied with social and physical environment	100.0%	I/S	I/S
Percent satisfied with school-home relations	100.0%	I/S	I/S

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

School Adequate Yearly Progress	NO

This school met 3 out of 5 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. Sanction: Implement the restructuring plan.
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 School	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	30.3%	0.0%	No

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Wohali Academy											02/16/09-2301609
HSAP Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)											
All Students	4	I/S	I/S	I/S	I/S	I/S	I/S	75.2	69.7	No	Yes
Male	4	I/S	I/S	I/S	I/S	I/S	I/S	71.7	64.6	N/A	N/A
Female	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.7	74.8	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	85.6	81.7	I/S	I/S
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	53.5	53.6	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	87	83.1	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	62.3	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	81.8	65.5	I/S	I/S
Disabled	1	I/S	I/S	I/S	I/S	I/S	I/S	27.8	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.5	47.3	I/S	I/S
Subsized meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.6	55.1	I/S	I/S
Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)											
All Students	4	I/S	I/S	I/S	I/S	I/S	I/S	67.4	67.2	No	Yes
Male	4	I/S	I/S	I/S	I/S	I/S	I/S	67.4	66.3	N/A	N/A
Female	N/A	I/S	I/S	I/S	I/S	I/S	I/S	67.4	68	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	78.6	79.6	I/S	I/S
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	42.2	49.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	91.3	88.9	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	57.5	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	100	69.5	I/S	I/S
Disabled	1	I/S	I/S	I/S	I/S	I/S	I/S	21.9	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.3	54.9	I/S	I/S
Subsized meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.1	53.1	I/S	I/S
Physical Science (End-of-Course Performance by Group)											
All Students	19	89.5	84.2	N/A	5.3	N/A	I/S	N/A	N/A	N/A	N/A
Male	15	93.3	86.7	N/A	6.7	N/A	I/S	N/A	N/A	N/A	N/A
Female	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
White	11	100.0	90.9	N/A	9.1	N/A	I/S	N/A	N/A	N/A	N/A
African American	7	I/S	I/S	I/S	I/S	I/S	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	1	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	5	I/S	I/S	I/S	I/S	I/S	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A

***** Adj - Adjusted to account for natural variation in performance.

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)										
All Students	2007	18	83.3	50.0	20.0	10.0	20.0	30.0	76.1	70.7
	2008	4	I/S	I/S	I/S	I/S	I/S	I/S	75.2	69.7
Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)										
All Students	2007	18	83.3	80.0	N/A	N/A	20.0	20.0	63.6	62.2
	2008	4	I/S	I/S	I/S	I/S	I/S	I/S	67.4	67.2

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