

Wil Lou Gray Opportunity School

3300 West Campus Road
West Columbia, SC 29170-2195

Grades	GED
Enrollment	267 Students
Principal	Mr. Scott Gaines
Board Chair	Mr. Russell Hart

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2009	Excellent	Good
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Average

ADEQUATE YEARLY PROGRESS

N/A

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.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – School 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.

PERFORMANCE CRITERIA	DATA
GED Completion Rate	67%
Program Completion	75%
Program Dismissal	25%
Test of Adult Basic Education (TABE) gains. Average Growth in Reading for those ineligible to participate in GED Testing	16 months
Test of Adult Basic Education (TABE) gains. Average Growth in Math for those ineligible to participate in GED Testing	18 months
Post Secondary Skill Completion	91%

END OF COURSE TESTS **N/A**

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
Students (n= 267)		
Average Daily Attendance (Trimester 1)	94	Down 21
Average Daily Attendance (Trimester 2)	62	Down 2
Average Daily Attendance (Trimester 3)	56	N/R
With disabilities other than speech	23%	Up 1%
Older than usual for grade	0	Same
Out-of-of school suspensions or expulsions for violent &/or criminal offenses	0%	Same
Annual dropout rate	25%	Up 4%
Completing Post Secondary Skill Completion	91%	Same
Dismissed following Pre Challenge Phase	25%	Up 4%
Percent participating in work-based activities	22%	Up 3%
Teachers (n=12)		
Teachers with advanced degrees	100%	Same
Continuing contract teachers	100%	Same
Percent of classes not taught by highly qualified teachers	N/R	Same
Teachers with emergency or provisional certificates	0	Same
Teachers returning from previous year	100%	Up 5%
Teacher attendance rate/days	187.7	Up by 3.0
Average salary	\$53,999	Down by \$994
Professional development days per teacher	10	Same
School		
Lead instructor's years at the school	3	Up 1
Student-teacher ratio in core subjects (Trimester 1)	12:1	Down 5
Student-teacher ratio in core subjects (Trimester 2)	8:1	Same
Student-teacher ratio in core subjects (Trimester 3)	7:1	N/R
Prime instructional time (Trimester 1)	97.48%	Up 1%
Prime instructional time (Trimester 2)	98.17%	Up 0.05%
Prime instructional time (Trimester 3)	99.05%	N/R
Percent of expenditures for instruction	9.21%	Down 1.40%
Dollars spent per pupil	\$39,624	Up \$783
Percent of expenditures for teacher salaries	39.79%	Down 3.16%
SACS accreditation	No	Same

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REPORT OF PRESIDENT

For eighty-seven (87) years the Wil Lou Gray Opportunity School has served the people of South Carolina. From its founding in 1921 by the late Dr. Wil Lou Gray, to the present day, the agency has educated and provided vocational and life skills training to thousands of citizens of our State. Throughout that time the agency has adapted its mission to meet the critical needs of the day.

The Opportunity School continues to offer traditional academic and vocational training, social and life skills improvement, and employability enhancement. Aside from the educational experience, the Opportunity School also offers participants a structured lifestyle with an emphasis on becoming self-reliant through a disciplined, military-style environment. Both the educational and residential components are premised upon leadership, teamwork and self-discipline as taught and modeled within a quasi-military framework. While the delivery method of the Wil Lou Gray Opportunity School has been reshaped, our theme of motivating the "at-risk" student into a productive, employable young adult has remained unchanged since 1921.

One of the performance measures used to evaluate the academic progress of the cadets is the Adult Test of Adult Basic Education (TABE). The performance of our cadets on the TABE has been exemplary, which is reflected in our average growth rate.

As we prepare our cadets to return to their communities as productive citizens, they are exposed to many types of career choices. We have entered into an agreement with The Midlands Workforce Development Board where each cadet is afforded the opportunity take the WorkKeys assessment. This assessment is a tool that employers use to evaluate a variety of employments skills possessed by each cadet. We continue our partnership with Midlands Technical College, where selected cadets are given the opportunity to obtain three college credits, in addition to the GED.

We also participated in Habitat for Humanity, Harvest Hope Food Bank, Congaree River Clean-up, Cayce Riverwalk Clean-up, and many other activities that have made a positive impact on the community.

EVALUATIONS BY STUDENTS, TEACHERS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	11	51	37
Satisfied with learning environment	90.9%	98.0%	100.0%
Satisfied with social and physical environment	90.9%	88.2%	94.4%
Satisfied with school-home relations	90.9%	78.4%	91.9%