

WANDO HIGH

1000 Warrior Way
Mount Pleasant, SC 29466

Grades	9-12 High School	
Enrollment	3,265 Students	
Principal	Lucy G. Beckham	843-881-8200
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	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
2010	Excellent	Good
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Excellent	Good
2006	Excellent	Good

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
6	1	0	0	0

* 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 (%)	93.5%	91.4%	90.2%	93.7%	89.8%	92.7%
Passed 1 subtest (%)	3.9%	5.4%	6.3%	4.3%	5.7%	4.7%
Passed no subtests (%)	2.5%	3.2%	3.6%	3.1%	4.5%	3.1%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	96.7%	96.4%

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	776	852	512	499
Number of Graduates in Cohort	631	688	434	424
Rate	81.3%	80.8%	86.0%	87.4%

*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	86.8%	90.6%
English 1	89.4%	86.4%
Physical Science	82.8%	79.7%
US History and the Constitution	70.0%	69.9%
All Tests	82.4%	81.3%

* 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=3,265)				
Retention rate	4.2%	Up from 3.2%	3.5%	3.7%
Attendance rate	96.6%	Up from 96.5%	96.6%	95.4%
Eligible for gifted and talented	31.5%	Up from 21.3%	22.8%	12.4%
With disabilities other than speech	8.3%	Down from 9.5%	8.4%	12.8%
Older than usual for grade	6.6%	Up from 5.5%	4.7%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.7%	Down from 5.2%	0.6%	1.1%
Enrolled in AP/IB programs	16.3%	Down from 25.6%	32.0%	13.1%
Successful on AP/IB exams	90.2%	Down from 90.4%	73.3%	50.4%
Eligible for LIFE Scholarship	38.8%	Down from 42.7%	50.3%	30.4%
Annual dropout rate	0.6%	Up from 0.3%	1.3%	3.1%
Career/technology students in co-curricular organizations	11.0%	Up from 8.7%	0.5%	2.2%
Enrollment in career/technology courses	2122	Up from 1945	800	424
Students participating in work-based experiences	2.1%	Down from 3.5%	17.1%	11.7%
Career/technology students attaining technical skills	85.4%	Up from 84.1%	85.4%	78.7%
Career/technology completers placed	100.0%	No Change	100.0%	98.5%
Teachers (n=200)				
Teachers with advanced degrees	59.5%	Down from 61.2%	70.0%	60.4%
Continuing contract teachers	78.5%	Up from 77.1%	80.6%	76.6%
Teachers with emergency or provisional certificates	5.7%	Up from 2.8%	2.4%	6.5%
Teachers returning from previous year	88.4%	Up from 86.5%	89.2%	86.8%
Teacher attendance rate	97.2%	Up from 95.4%	96.5%	95.8%
Average teacher salary*	\$46,016	Down 1.2%	\$50,244	\$47,390
Professional development days/teacher	12.6 days	Down from 13.1 days	12.1 days	10.0 days
School				
Principal's years at school	12.0	Up from 11.0	8.0	4.0
Student-teacher ratio in core subjects	28.9 to 1	Up from 28.0 to 1	28.9 to 1	25.8 to 1
Prime instructional time	92.9%	Up from 90.8%	92.9%	90.1%
Dollars spent per pupil**	\$6,791	Down 5.2%	\$6,791	\$7,974
Percent of expenditures for teacher salaries**	61.9%	Up from 58.4%	60.4%	55.4%
Percent of expenditures for instruction**	66.4%	Up from 64.1%	62.6%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.5%	Down from 93.8%	97.8%	96.0%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	N/A	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	702	96.7%	3290	82.4%	852	80.8%	No
Gender							
Male	378	96.0%	1632	83.7%	461	77.7%	N/A
Female	324	97.5%	1658	81.1%	391	84.4%	N/A
Racial/Ethnic Group							
White	525	99.0%	2418	88.7%	625	84.3%	N/A
African American	145	88.3%	665	61.1%	174	71.8%	N/A
Asian/Pacific Islander	13	100.0%	71	87.3%	16	100.0%	N/A
Hispanic	11	90.9%	106	67.0%	25	52.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	55	76.4%	192	60.9%	63	55.6%	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	46	52.2%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	150	90.7%	713	64.4%	185	68.6%	N/A

NOTE: 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

Dear Parents and Community Partners:

Wando High School's Class of 2010 left a legacy of high achievement in academics, athletics, and student activities. More than 90% of the graduates planned to continue their education at the postsecondary level, and they were awarded more than \$17.1 million in scholarships. Our students continue to excel in college-level work with both Advanced Placement and Dual Credit courses. Our student newspaper, The Tribal Tribune, was selected as the Best Newspaper in South Carolina for the tenth year in a row. The Wando Marching Band was AAAAA State Champions for the fifth year in a row. Our Stock Market Team placed second in the nation in the 2010 Capitol Hill Stock Market Challenge. The school musical, Guys and Dolls, earned rave reviews. Wando visual arts and choral students earned district and state recognition for their talents. The Wando athletic program continued its history of excellence by earning four state championships and eleven region titles.

Although no entrance test is required, Wando consistently proves that a large, public, non-magnet high school serving a diverse population can produce outstanding results. Wando offers over 250 course selections, including Advanced Placement, Dual Credit, Honors, College Preparatory, and Applied Technology courses, as well as a broad student activity program. We consider high school graduation an important step for our students but not the final goal. Each graduate is expected to leave Wando with a viable plan for his/her future education and career goals. Wando is a member of the national High Schools That Work network. We are committed to continuous school improvement and use research-based best practices as our guide. Raising the academic bar for all students and providing academic support for those who struggle are crucial to our success as a school. Our career-related schools of study, ninth grade academy, and advisor-advisee program provide opportunities for personal connections and help our students see the purpose and relevance of their work here. Students are actively engaged in individualized planning for postsecondary education and career opportunities.

Our dedicated faculty and staff have spent many hours participating in professional development. Teachers share instructional best practices and work in curriculum teams, ensuring quality instruction and assessment in all courses. Faculty collaboration and teamwork are the norm. Areas of specialized focus have been active student engagement, differentiated instruction, technology implementation, and standards-based instruction and assessment. We are blessed with a high level of parental and community involvement. The outstanding support provided by the Town of Mount Pleasant is a critical factor in our success.

Lucy Beckham, Principal
Kate Darby, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	188	667	180
Percent satisfied with learning environment	97.3%	83.6%	91.6%
Percent satisfied with social and physical environment	98.9%	87.2%	87.2%
Percent satisfied with school-home relations	92.5%	87.0%	82.0%

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

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School Adequate Yearly Progress

NO

This school met 15 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

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. 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	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	5.2%	0.0%	No

Abbreviations for Missing Data

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
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	827	99	5.4	14.8	30.5	49.2	86.7	69.8	65.9	Yes	Yes
Male	435	99.3	6.8	14.8	32.2	46.2	85.5	67.3	60.8	N/A	N/A
Female	392	98.7	4	14.9	28.7	52.4	88	72.3	71	N/A	N/A
White	646	99.1	1.8	9.4	31	57.8	94.3	91.6	77.5	Yes	Yes
African American	137	98.5	20	43.1	23.8	13.1	51.5	48.4	49.7	No	Yes
Asian/Pacific Islander	14	100	21.4	0	42.9	35.7	78.6	87.2	80.2	I/S	I/S
Hispanic	20	100	15.8	10.5	42.1	31.6	78.9	62.6	56.8	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	70	98.6	35.4	33.8	20	10.8	46.2	28.3	21.3	No	Yes
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	12	100	23.5	11.8	47.1	17.6	64.7	54.7	47.3	I/S	I/S
Subsidized meals	167	97.6	14.7	36.5	30.8	17.9	60.3	50.2	51.5	No	Yes

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

All Students	827	98.5	6.5	17.7	26.2	49.6	82.3	64.2	62.3	Yes	Yes
Male	435	98.9	6.8	17.8	23.8	51.6	82.2	66.5	61.7	N/A	N/A
Female	392	98.2	6.1	17.6	28.9	47.3	82.4	62	63	N/A	N/A
White	646	98.6	2.6	14.4	25.4	57.6	89.4	86.8	75	Yes	Yes
African American	137	97.8	24.8	33.3	27.9	14	48.8	41.8	44	No	Yes
Asian/Pacific Islander	14	100	14.3	0	35.7	50	85.7	87.2	85.5	I/S	I/S
Hispanic	20	100	5.3	31.6	36.8	26.3	68.4	58.9	56.7	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	70	95.7	30.2	36.5	27	6.3	49.2	25.7	22.1	No	Yes
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	12	100	5.9	29.4	29.4	35.3	76.5	59.3	52.6	I/S	I/S
Subsidized meals	167	97	20.6	36.1	23.2	20	50.3	43.1	48.1	No	Yes

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

All Students	824	94.8	28.3	21.1	20.1	30.5	50.6	N/A	N/A	N/A	N/A
Male	433	94.2	27.0	18.9	21.3	32.8	54.2	N/A	N/A	N/A	N/A
Female	391	95.4	29.8	23.6	18.8	27.9	46.6	N/A	N/A	N/A	N/A
White	644	95.3	20.4	21.2	22.6	35.8	58.5	N/A	N/A	N/A	N/A
African American	136	91.9	64.8	17.6	7.2	10.4	17.6	N/A	N/A	N/A	N/A
Asian/Pacific Islander	14	100.0	42.9	28.6	7.1	21.4	28.6	N/A	N/A	N/A	N/A
Hispanic	20	90.0	38.9	27.8	22.2	11.1	33.3	N/A	N/A	N/A	N/A
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	67	79.1	69.8	15.1	7.5	7.5	15.1	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	17	94.1	37.5	31.3	25.0	6.3	31.3	N/A	N/A	N/A	N/A
Subsidized meals	166	92.8	56.5	21.4	11.7	10.4	22.1	N/A	N/A	N/A	N/A

* 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

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*

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

All Students	2009	753	98.9	5.1	19.8	35.2	39.8	84.5	64.1	61.8
	2010	827	99	5.4	14.8	30.5	49.2	86.7	69.8	65.9

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

All Students	2009	752	98.7	6.7	17.8	28	47.5	84	62.9	62.7
	2010	827	98.5	6.5	17.7	26.2	49.6	82.3	64.2	62.3

* Adjusted to account for natural variation in performance.