



WEST ASHLEY HIGH

4060 Wildcat Blvd.
Charleston, SC 29414

Grades	9-12 High School	
Enrollment	1,889 Students	
Principal	Mrs. Mary T. Runyon	843-573-1201
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Excellent
2010	Below Average	At-Risk
2009	Average	At-Risk
2008	Average	Excellent
2007	At-Risk	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
11	8	19	1	1

* Ratings are calculated with data available by 11/09/2011.

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

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	70.4%	77.7%	72.8%	76.0%	77.7%	78.4%
Passed 1 subtest (%)	16.0%	11.5%	15.6%	13.0%	11.6%	12.4%
Passed no subtests (%)	13.6%	10.8%	11.6%	11.1%	11.0%	9.7%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	90.5%	91.1%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	555	522	281	282
Number of Graduates in Cohort	321	338	198	201
Rate	57.8%	64.8%	71.2%	72.2%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	555	N/A	291
Number of Graduates in Cohort	N/A	342	N/A	205
Rate	N/A	61.6%	N/A	70.0%

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	80.5%	76.4%
English 1	67.2%	63.7%
Biology 1/Applied Biology 2	76.7%	67.4%
Physical Science	75.1%	55.8%
US History and the Constitution	47.8%	45.8%
All Tests	69.5%	62.1%

* 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=1,889)				
Retention rate	6.4%	Down from 8.1%	3.8%	3.4%
Attendance rate	92.3%	Down from 95.3%	95.1%	95.0%
Served by gifted and talented program	8.3%	Down from 9.2%	14.5%	12.4%
With disabilities other than speech	11.3%	Down from 14.8%	10.9%	9.9%
Older than usual for grade	12.9%	Down from 16.7%	7.1%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	6.4%	Down from 9.8%	0.7%	0.9%
Enrolled in AP/IB programs	13.6%	Down from 23.3%	13.9%	13.0%
Successful on AP/IB exams	46.0%	Up from 34.1%	52.2%	51.7%
Eligible for LIFE Scholarship	30.0%	Down from 30.9%	30.3%	30.1%
Annual dropout rate	2.9%	Down from 6.8%	2.9%	2.5%
Career/technology students in co-curricular organizations	0.2%	Down from 1.3%	1.9%	2.9%
Enrollment in career/technology courses	1181	Down from 1306	372	419
Students participating in work-based experiences	0.0%	Down from 34.9%	11.6%	7.2%
Career/technology students attaining technical skills	1.0%	Down from 67.9%	81.4%	83.0%
Career/technology completers placed	99.3%	Down from 100.0%	97.7%	98.4%
Teachers (n=130)				
Teachers with advanced degrees	57.7%	Down from 59.7%	60.3%	61.1%
Continuing contract teachers	78.5%	Up from 75.2%	85.0%	80.6%
Teachers returning from previous year	85.0%	Up from 81.5%	87.8%	86.5%
Teacher attendance rate	96.8%	Down from 97.0%	95.6%	95.5%
Average teacher salary*	\$43,976	Down 3.5%	\$47,293	\$46,884
Professional development days/teacher	14.7 days	Down from 17.5 days	10.5 days	10.0 days
School				
Principal's years at school	3.5	No Change	4.0	4.0
Student-teacher ratio in core subjects	30.1 to 1	Up from 29.2 to 1	27.6 to 1	26.5 to 1
Prime instructional time	89.1%	Down from 91.2%	89.9%	89.3%
Dollars spent per pupil**	\$7,383	Down 6.9%	\$7,411	\$7,804
Percent of expenditures for teacher salaries**	60.8%	Down from 61.8%	56.8%	58.0%
Percent of expenditures for instruction**	62.2%	Down from 65.5%	60.0%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.6%	Down from 100.0%	97.0%	97.3%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	N/A	Good
Classical language program assessment	N/A	N/A	N/A	Good

* 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 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	368	90.5%	2312	69.5%	555	57.8%	No
Gender							
Male	169	89.3%	1131	70.6%	281	52.3%	N/A
Female	199	91.5%	1147	68.0%	274	63.5%	N/A
Racial/Ethnic Group							
White	137	94.2%	889	85.3%	207	64.7%	N/A
African American	209	87.1%	1274	57.5%	318	53.5%	N/A
Asian/Pacific Islander	N/A	N/A	25	88.0%	10	80.0%	N/A
Hispanic	12	100.0%	86	72.1%	17	47.1%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	41	61.0%	171	39.8%	65	33.8%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	13	100.0%	64	71.9%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	175	85.1%	1221	60.4%	262	47.7%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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

West Ashley High embraces the belief that we must educate, encourage, and empower all of our students to achieve success in all facets of their high school career and beyond. We serve a diverse student population of 1820 students. Our teaching staff of 127 teachers works diligently to create a learning environment in which teachers and students can work together to maximize the opportunities our students have to grow cognitively, socially and emotionally. This talented and dedicated faculty engages in many hours of professional development to explore and implement differentiated instruction, strategies that engage students in the learning process and effective ways to incorporate technology into the delivery of instruction as part of the High Schools That Work comprehensive reform initiative. These focused efforts supported the success of our students as reflected in our achievement rating and in meeting the challenge of serving struggling readers. We have made significant progress in closing the achievement gap.

The focus on student achievement and academic excellence guided decisions to offer ten Advanced Placement courses and nine Dual Credit courses. Teams of teachers revisited the rigor of the curriculum and alignment with the SC Curriculum Standards along with instruction and assessments to ensure that students are well prepared to advance to college, military service or employment. Students earned \$4.1 million in scholarships, 114 Life Scholarships and 4 Palmetto Fellow Scholarships. WAHS continues to be fully accredited by the Southern Association of Colleges and Schools (SACS) and the S.C. Department of Education. Career paths in Health Science, Engineering, Culinary Arts and Maritime Science were strengthened and/or added to the curriculum as we focused on cultivating curriculum offerings that integrate relevance and a heightened sensitivity to preparation for post secondary opportunities for our students.

We recognize the diverse abilities, interests, and aptitudes of our students and offer an array of extracurricular activities to cultivate teamwork, in addition to the skills and knowledge that build confidence, leadership, and problem-solving skills. Students produced a yearbook that was nationally recognized, our JNROTC Rifle Team earned 2nd place in state and regional competitions and placed 3rd in national rankings. The Fine Arts Department achieved state recognition with superior ratings, the chorus likewise received superior ratings at state competitions and the art students' works won multiple recognitions and are included in a display at the Charleston International Airport. Athletic teams in football, basketball, soccer and volleyball advanced to playoff competitions.

Our strong network of business partners, community supporters and the families of our students join us as we strive for excellence and lead our capable students into a promising future.

Mary T. Runyon, Principal
Robert Vernoe, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	77	286	161
Percent satisfied with learning environment	63.6%	65.7%	84.8%
Percent satisfied with social and physical environment	77.9%	68.9%	73.4%
Percent satisfied with school-home relations	42.1%	77.6%	79.9%

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

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 Adequate Yearly Progress

No

This school met 12 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		2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers		5.2%	4.4%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.8%	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	487	98.4	12.8	35.0	35.4	16.8	62.0	71.8	68.0	No	Yes
Male	238	97.5	14.7	34.1	36.5	14.7	59.2	67.8	63.1	N/A	N/A
Female	249	99.2	11.0	35.8	34.4	18.8	64.7	75.6	73.1	N/A	N/A
White	199	98.5	8.5	23.9	43.2	24.4	77.8	90.7	79.4	Yes	Yes
African American	266	98.1	16.7	44.6	29.2	9.4	48.5	51.9	51.7	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	89.7	83.2	I/S	I/S
Hispanic	14	100.0	N/A	33.3	25.0	41.7	75.0	66.3	62.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	66.4	I/S	I/S
Disabled	69	95.7	64.2	20.8	13.2	1.9	17.0	27.2	22.8	No	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	53.4	45.1	I/S	I/S
Subsidized meals	269	98.5	16.9	42.4	30.7	10.0	50.6	53.1	54.7	No	Yes

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

All Students	486	98.1	23.8	39.2	28.4	8.6	49.9	64.8	62.3	No	Yes
Male	237	97.5	24.2	36.0	28.9	10.9	52.1	64.7	61.4	N/A	N/A
Female	249	98.8	23.4	42.2	28.0	6.4	47.7	64.9	63.2	N/A	N/A
White	199	98.5	10.8	33.0	41.5	14.8	68.2	85.9	75.3	Yes	Yes
African American	265	98.1	34.3	45.1	17.6	3.0	33.9	42.1	42.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	92.3	84.3	I/S	I/S
Hispanic	14	92.9	8.3	41.7	33.3	16.7	75.0	64.3	59.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	64.1	I/S	I/S
Disabled	69	95.7	67.9	20.8	9.4	1.9	13.2	26.9	21.5	No	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	55.2	47.1	I/S	I/S
Subsidized meals	268	98.5	30.3	47.2	19.9	2.6	37.2	43.7	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	487	92.8	44.5	19.7	17.3	18.6	35.8	N/A	N/A	N/A	N/A
Male	238	91.2	41.5	19.8	18.0	20.7	38.7	N/A	N/A	N/A	N/A
Female	249	94.4	47.2	19.6	16.6	16.6	33.2	N/A	N/A	N/A	N/A
White	199	94.5	26.1	23.9	21.8	28.2	50.0	N/A	N/A	N/A	N/A
African American	266	91.7	59.8	17.2	12.7	10.2	23.0	N/A	N/A	N/A	N/A
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	14	85.7	25.0	8.3	50.0	16.7	66.7	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	69	75.4	69.2	13.5	13.5	3.8	17.3	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	269	90.7	54.5	20.1	15.6	9.8	25.4	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	2010	444	100.0	13.0	35.1	31.0	20.9	63.5	69.8	65.9
	2011	487	98.4	12.8	35.0	35.4	16.8	62.0	71.8	68.0

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

All Students	2010	444	99.8	18.8	35.6	27.6	18.0	57.5	64.2	62.3
	2011	486	98.1	23.8	39.2	28.4	8.6	49.9	64.8	62.3

* Adjusted to account for natural variation in performance.