



Andrew Jackson High

6925 Kershaw Camden
Kershaw, South Carolina

Grades	9-12 High School	
Enrollment	586 Students	
Principal	Mary L. Barry	803-475-2381
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Charlene McGriff	803-286-6972

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Excellent
2007	Average	At-Risk
2006	Good	Average
2005	Good	At-Risk
2004	Good	Good

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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	5	18	2	0

* Ratings are calculated with data available by September 30.

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

Percent	Our High School			High Schools with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	71.4	77.8	71.6	76.1	78.0	80.4
Passed 1 subtest (%)	19.0	9.3	15.6	10.8	12.2	10.9
Passed no subtests (%)	9.5	13.0	12.8	13.1	9.8	8.7

HSAP Passage Rate by Spring 2008

Percent	Our High School	High Schools with Students Like Ours
	94.5%	94.0%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	124	231
Number of Diplomas	103	170
Rate	83.1%	73.1%

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	69.3	75.2
English 1	65.7	63.9
Physical Science	40.2	53.4
All Tests	56.3	64.0

* 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=586)				
Retention rate	5.1%	Down from 6.3%	6.1%	6.1%
Attendance rate	94.4%	Down from 94.6%	95.0%	95.0%
Eligible for gifted and talented	0.0%	No Change	12.5%	8.3%
With disabilities other than speech	12.8%	Down from 13.5%	13.6%	13.0%
Older than usual for grade	4.6%	Up from 2.6%	8.3%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	Down from 2.2%	1.8%	1.5%
Enrolled in AP/IB programs	16.6%	Up from 12.2%	11.8%	11.4%
Successful on AP/IB exams	35.6%	N/A	54.3%	54.3%
Eligible for LIFE Scholarship	36.3%	Down from 38.4%	31.2%	30.5%
Annual dropout rate	6.3%	Up from 1.3%	4.1%	3.5%
Career/technology students in co-curricular organizations	10.7%	Up from 6.6%	2.6%	3.1%
Enrollment in career/technology courses	346	Down from 347	534	559
Students participating in work-based experiences	49.1%	Down from 77.5%	12.6%	10.6%
Career/technology students attaining technical skills	77.5%	Down from 78.1%	79.7%	79.6%
Career/technology completers placed	100.0%	No Change	97.8%	98.5%
Teachers (n=47)				
Teachers with advanced degrees	46.8%	Down from 51.2%	59.1%	57.4%
Continuing contract teachers	63.8%	Up from 55.8%	71.8%	69.6%
Teachers with emergency or provisional certificates	10.5%	Up from 8.6%	7.2%	8.7%
Teachers returning from previous year	83.8%	Down from 85.3%	87.1%	85.0%
Teacher attendance rate	94.9%	Down from 96.5%	95.6%	95.4%
Average teacher salary	\$47,633	Up 1.3%	\$46,180	\$46,061
Professional development days/teacher	13.0 days	Up from 12.0 days	11.6 days	11.4 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	24.8 to 1	Down from 26.7 to 1	26.2 to 1	25.4 to 1
Prime instructional time	87.5%	Down from 89.2%	89.3%	89.1%
Dollars spent per pupil*	\$6,975	Down 3.2%	\$7,037	\$7,279
Percent of expenditures for teacher salaries*	64.2%	Down from 64.8%	54.5%	55.3%
Percent of expenditures for instruction*	68.0%	Down from 69.8%	59.7%	60.8%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	94.5%	Up from 90.5%	94.2%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
Modern Language Program Assessment	N/A	N/A	Average	Good
Classical Language Program Assessment	N/A	N/A	Good	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	109	94.5%	492	56.3%	124	83.1%	No
Gender							
Male	54	90.7%	271	56.8%	62	80.6%	N/A
Female	55	98.2%	221	55.7%	62	85.5%	N/A
Racial/Ethnic Group							
White	75	97.3%	349	63.0%	86	87.2%	N/A
African American	33	87.9%	133	39.1%	37	73.0%	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	58	25.9%	11	81.8%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	45	91.1%	244	46.7%	55	81.8%	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

Inigorated and encouraged by the rigorous 2007 SACS reaccreditation, AJHS began the 2007-08 school year committed to promoting excellence in all programs: academics, the arts, athletics, career and technology, extracurricular activities, and service to the community.

In the fall of 2007, AJHS was accepted as a member of the acclaimed high school reform effort entitled "High Schools That Work." This initiative encourages the development of a school culture marked by three fundamental qualities: rigor, relevance, and relationships. Challenging themselves first, teachers have worked to improve teaching, especially through the use of technology, as well as to improve communications with students and their families. Support for teachers has been enhanced by the addition of a second assistant principal and a second guidance counselor, allowing the administration to be more responsive to their needs.

Our priorities are setting high expectations for student academic performance and providing support systems for students. And our students responded well to the call for increased rigor. Enrollment in Honors, Advance Placement, dual-credit, and online courses increased. More students attended our homework center. More teachers offered after-hours remedial instruction. The seat-time recovery and academic recovery programs were refined, allowing more students to pass fundamental courses. Efforts to keep parents informed of student progress were increased, aided greatly by the addition of the ConnectEd parent notification system.

Three federal grants - Gear-Up, Character Education, and Advanced Placement - brought special resources to our school: professional development materials; four specialists who worked with teachers, students, and parents; and considerable financial support for classroom supplies and technology enhancements such as calculators, smartboards, airliners, and navigators. Perkins funding helped the school develop a state-of-the-art drafting lab and to add other important enhancements to its vocational program.

Arts and Athletics are significant elements of the AJHS curricular program. With the addition of full-time band and dance instructors, our Arts Focus program is now fully staffed. Students in all focus areas are successfully engaged in regional and state competitions. A new athletic director, a new head football coach, and the generous purchase of \$60,000 worth of weight training equipment by the ever-generous AJ Athletic Booster Club have spurred a renewed interest in all sports venues, with many of our teams progressing to regional or state final competitions.

The Student Council was reorganized, allowing students a greater voice in the daily affairs of the school. Students drafted a new constitution, revised election procedures, initiated a student mentoring program, and formed a peer disciplinary review board. AJ Cares, a fund to assist locally identified needs, was also established.

Complacency is not an option at AJHS. All stakeholders have worked hard to nurture student success, sustain a family atmosphere, and foster the sense of personal ownership that has long marked this school. Our direction at AJ is a unified one.

Mary Barry, Principal
Kim Roberts, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	123	61
Percent satisfied with learning environment	90.2%	65.9%	90.0%
Percent satisfied with social and physical environment	92.2%	71.9%	83.3%
Percent satisfied with school-home relations	76.9%	83.6%	84.7%

* 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 14 out of 15 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	5.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.8%	0.0%	No

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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
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	144	97.9	15.3	23.7	35.1	26	65.6	63.1	69.7	Yes	Yes
Male	78	100	16.7	20.8	37.5	25	65.3	57.6	64.6	N/A	N/A
Female	66	95.5	13.6	27.1	32.2	27.1	66.1	69.3	74.8	N/A	N/A
White	102	97.1	8.5	20.2	38.3	33	76.6	75.5	81.7	Yes	Yes
African American	41	100	32.4	32.4	27	8.1	37.8	39.9	53.6	I/S	Yes
Asian/Pacific Islander	1	I/S	83.1	I/S	I/S						
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.5	I/S	I/S
Disabled	20	100	41.2	41.2	17.6	0	23.5	23.3	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	47.3	I/S	I/S						
Subsized meals	71	97.2	25.4	23.8	36.5	14.3	55.6	45.7	55.1	Yes	Yes

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	144	97.2	22.3	23.1	33.1	21.5	63.1	65	67.2	Yes	Yes
Male	78	98.7	21.1	23.9	31	23.9	62	63.6	66.3	N/A	N/A
Female	66	95.5	23.7	22	35.6	18.6	64.4	66.5	68	N/A	N/A
White	102	97.1	14.9	21.3	40.4	23.4	73.4	76.9	79.6	Yes	Yes
African American	41	97.6	41.7	27.8	13.9	16.7	36.1	42.4	49.7	I/S	Yes
Asian/Pacific Islander	1	I/S	88.9	I/S	I/S						
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.1	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	69.5	I/S	I/S
Disabled	20	95	75	25	0	0	12.5	21.6	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	54.9	I/S	I/S						
Subsized meals	71	95.8	32.3	24.2	27.4	16.1	46.8	49.8	53.1	No	Yes

Physical Science (End-of-Course Performance by Group)

All Students	215	91.6	64.2	15.3	7.4	4.7	12.1	N/A	N/A	N/A	N/A
Male	118	89.0	59.3	14.4	11.0	4.2	15.3	N/A	N/A	N/A	N/A
Female	97	94.8	70.1	16.5	3.1	5.2	I/S	N/A	N/A	N/A	N/A
White	147	95.2	61.9	18.4	8.2	6.8	15.0	N/A	N/A	N/A	N/A
African American	67	83.6	70.1	7.5	6.0	N/A	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	34	79.4	79.4	N/A	N/A	N/A	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	119	86.6	69.7	9.2	5.9	1.7	I/S	N/A	N/A	N/A	N/A

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

Abbreviations for Missing Data

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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*
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	2007	162	99.4	15.2	25.9	34.8	24.1	72.2	66.8	70.7
	2008	144	97.9	15.3	23.7	35.1	26	65.6	63.1	69.7

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	2007	162	100.0	20.1	29.6	26.4	23.9	62.3	58.9	62.2
	2008	144	97.2	22.3	23.1	33.1	21.5	63.1	65	67.2

Abbreviations for Missing Data

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N/R--Not Reported

I/S--Insufficient Sample