



AYNOR ELEMENTARY

516 Jordanville Road
Aynor, SC 29511

Grades	PK-5 Elementary School	
Enrollment	698 Students	
Principal	Wallace Gasque	843-488-7070
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Good	Good
2008	Good	At-Risk
2007	Good	Below Average
2006	Good	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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

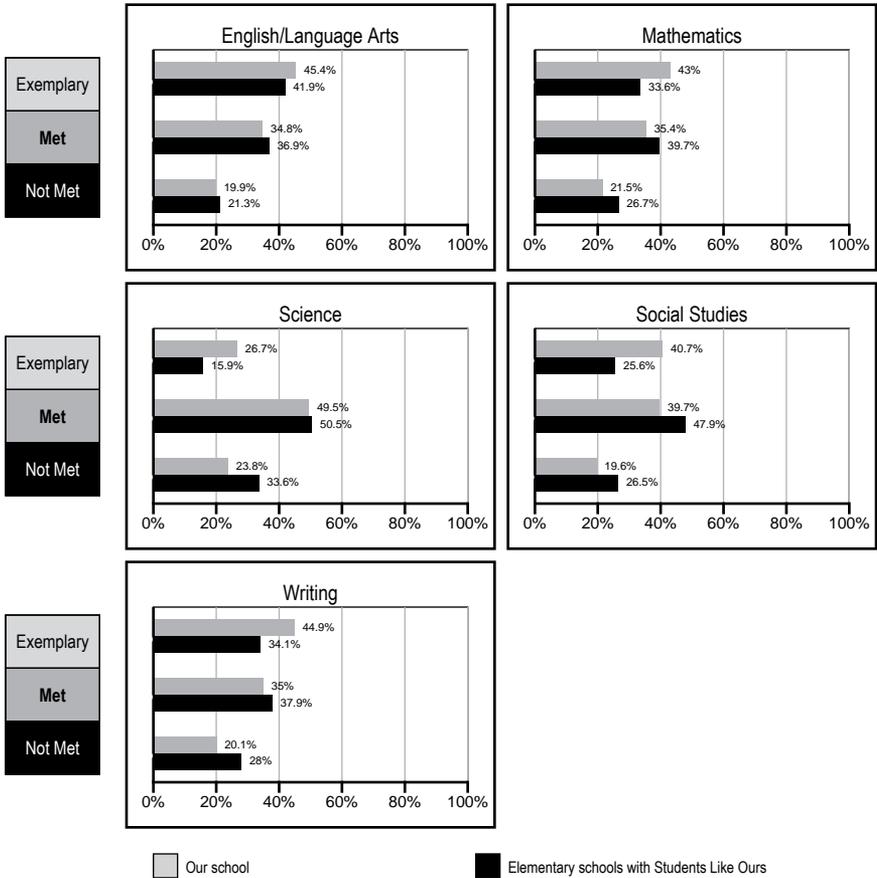
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
10	29	73	1	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

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	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=698)				
First graders who attended full-day kindergarten	99.0%	Down from 100.0%	100.0%	100.0%
Retention rate	1.1%	Down from 3.1%	1.1%	1.2%
Attendance rate	95.1%	Down from 96.0%	96.0%	96.1%
Eligible for gifted and talented	14.9%	Up from 11.1%	12.2%	11.7%
With disabilities other than speech	10.3%	Up from 9.7%	8.5%	8.0%
Older than usual for grade	0.4%	Up from 0.2%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	54.8%	Up from 51.1%	59.3%	60.5%
Continuing contract teachers	90.5%	Up from 86.7%	84.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	95.1%	Up from 94.2%	88.5%	87.0%
Teacher attendance rate	92.1%	Down from 94.9%	95.4%	95.4%
Average teacher salary*	\$52,550	Up 0.8%	\$47,128	\$47,288
Professional development days/teacher	15.4 days	Up from 12.0 days	10.1 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 23.2 to 1	19.5 to 1	19.2 to 1
Prime instructional time	84.3%	Down from 89.1%	90.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,362	Down 2.2%	\$7,274	\$7,548
Percent of expenditures for instruction**	69.6%	Up from 67.4%	67.4%	68.7%
Percent of expenditures for teacher salaries**	65.2%	Up from 48.0%	64.4%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

Report of Principal and School Improvement Council

During the 2009-10 school year, the Aynor Elementary School students and staff delivered an outstanding performance, earning a State Palmetto Silver Award. Aynor Elementary School also earned Palmetto Silver for Closing the Achievement Gap based on our students' PASS scores. In order to continue this progress and raise our improvement rating, we utilized MAP testing and DesCarte. During the English/Language Arts block, students were grouped by achievement according to the results of the MAP assessment.

In order to accommodate our continued needs in the area of English/Language arts and mathematics, we provided staff development in reading comprehension, differentiated instruction, Imagine It!, Literacy Workstations, BURST, Voyager Passport, and Everyday Mathematics. We hired a certified teacher to provide interventions to small groups of students in ELA. A reading specialist was employed to provide intensive one-on-one tutoring for identified students in first and second grade.

Our music and drama program continued to expand, offering students steel drums, African drums, recorder, chorus, and regular music education. Our students performed at many different events throughout the school year. We are very proud of the wonderful opportunities offered to our community through our music program.

One full-time curriculum specialist was available to work with teachers on designing standards-based curriculum and assessments that would raise the level of instruction for all students. During-the-Day intervention sessions were offered to students in grades 1-5 who qualified. Select students in 5th grade scoring in the higher categories participated in an online algebra course.

Our school theme, Working Together for Kids, exemplifies the positive attitude and spirit of the Aynor community and our commitment to providing a quality education for all students.

W. Reggie Gasque, Principal
 Tony Godsey, School Improvement Council Chair 2009-2010

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	90	66
Percent satisfied with learning environment	100.0%	95.5%	98.5%
Percent satisfied with social and physical environment	100.0%	92.2%	92.4%
Percent satisfied with school-home relations	100.0%	96.7%	86.2%

* Only students at the highest elementary school grade level and their parents were 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

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 17 out of 17 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

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 and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.1%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	323	99.7	19.9	35	45.1	87.9	85.4	83.5	Yes	Yes
Gender										
Male	153	100	24.5	37.4	38.1	82.3	82	80.1	N/A	N/A
Female	170	99.4	15.7	32.7	51.6	93.1	88.8	87	N/A	N/A
Racial/Ethnic Group										
White	276	99.6	17.2	33.7	49	90	89.5	89.6	Yes	Yes
African American	27	100	30.8	46.2	23.1	73.1	73.7	74.6	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.7	92.7	I/S	I/S
Hispanic	17	100	50	31.3	18.8	75	82.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.5	85.1	I/S	I/S
Disability Status										
Disabled	60	100	54.5	36.4	9.1	67.3	58.2	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	80.6	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	212	99.5	25.4	40.6	34	84.3	80.5	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	323	99.7	21.6	35.9	42.5	87.6	84.2	80.4	Yes	Yes
Gender										
Male	153	100	25.2	34.7	40.1	85.7	82.2	78.4	N/A	N/A
Female	170	99.4	18.2	37.1	44.7	89.3	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	276	99.6	18.8	36.8	44.4	89.7	89.5	87.8	Yes	Yes
African American	27	100	46.2	34.6	19.2	69.2	69.8	69.3	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.1	93.5	I/S	I/S
Hispanic	17	100	31.3	25	43.8	81.3	78.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	82.7	83.2	I/S	I/S
Disability Status										
Disabled	60	100	56.4	30.9	12.7	58.2	53.9	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	78.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	212	99.5	25.9	39.1	35	84.8	78.5	72.8	Yes	Yes

* 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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	218	99.5	23.9	48.8	27.3	76.1	71.8	67.3
Gender								
Male	103	99	23	48	29	77	71.7	66.9
Female	115	100	24.8	49.5	25.7	75.2	71.9	67.7
Racial/Ethnic Group								
White	187	99.5	19.7	50	30.3	80.3	80.4	79.6
African American	16	100	50	43.8	6.3	50	48.8	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.9	84.4
Hispanic	13	100	46.2	46.2	7.7	53.8	61.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	80	69.5
Disability Status								
Disabled	42	97.6	42.1	44.7	13.2	57.9	37.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	59.1	58.6
Socio-Economic Status								
Subsidized meals	145	99.3	27.9	50	22.1	72.1	63	55.4
Social Studies								
All Students	220	99.6	19.5	40	40.5	80.5	75.3	70.9
Gender								
Male	110	99.1	22.1	42.3	35.6	77.9	74.2	70.1
Female	110	100	17	37.7	45.3	83	76.5	71.7
Racial/Ethnic Group								
White	187	99.5	15.7	41.6	42.7	84.3	80.5	79.2
African American	19	100	55.6	22.2	22.2	44.4	59.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.9	86.8
Hispanic	12	100	16.7	41.7	41.7	83.3	74	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	66	71.2
Disability Status								
Disabled	38	100	45.7	40	14.3	54.3	43.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	72.8	68
Socio-Economic Status								
Subsidized meals	147	99.3	26.1	44.2	29.7	73.9	68	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	324	98.5	20.1	35	44.9	79.9	76.8	72.1	95.1	95.8
Gender										
Male	153	98	27.1	38.2	34.7	72.9	69.9	65.2	95.2	95.7
Female	171	98.8	13.8	32.1	54.1	86.2	83.9	79.2	95	95.8
Racial/Ethnic Group										
White	277	98.9	17.1	34.9	48.1	82.9	83.2	80.8	95.3	95.5
African American	27	92.6	44	40	16	56	59.2	59.7	93.8	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.2	87	93.3	96.9
Hispanic	17	100	29.4	29.4	41.2	70.6	69.7	64.6	94.2	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70.6	73.4	85.4	94.1
Disability Status										
Disabled	58	96.6	65.4	23.1	11.5	34.6	34.3	27.7	93.7	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	45.5	27.3	27.3	54.5	67.2	63.7	94.5	96.7
Socio-Economic Status										
Subsidized meals	211	97.6	26	38	35.9	74	68.9	61.9	94.2	95.5

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	108	100	16	28.3	55.7	84
	4	99	100	14.6	44.9	40.4	85.4
	5	110	100	18.5	42.6	38.9	81.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	101	99	27.5	19.8	52.7	72.5
	4	116	100	21.1	35.1	43.9	78.9
	5	105	100	12	48	40	88
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	108	100	24.5	34	41.5	75.5
	4	99	100	12.4	46.1	41.6	87.6
	5	110	100	16.7	43.5	39.8	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	101	99	29.7	25.3	45.1	70.3
	4	116	100	14.9	38.6	46.5	85.1
	5	105	100	22	42	36	78
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	54	98.2	30.2	50.9	18.9	69.8
	4	99	100	13.5	59.6	27	86.5
	5	55	100	29.6	55.6	14.8	70.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	49	100	37.8	31.1	31.1	62.2
	4	116	100	17.5	53.5	28.9	82.5
	5	52	100	26	54	20	74
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	54	100	17	39.6	43.4	83
	4	99	100	9	43.8	47.2	91
	5	55	100	18.5	46.3	35.2	81.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	51	98	15.2	43.5	41.3	84.8
	4	116	100	12.3	39.5	48.2	87.7
	5	53	100	40	38	22	60
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	110	97.3	24.5	24.5	50.9	75.5
	4	98	99	13.3	38.9	47.8	86.7
	5	110	99.1	21.5	39.3	39.3	78.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	102	97.1	22	34.1	44	78
	4	116	99.1	15.9	37.2	46.9	84.1
	5	106	99.1	23.2	33.3	43.4	76.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	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