



AYNOR MIDDLE

400 Frye Road
Galivants Ferry, SC 29544

Grades	6-8 Middle School	
Enrollment	614 Students	
Principal	Milton Frink	843-358-6000
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Average	At-Risk
2007	Average	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>

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

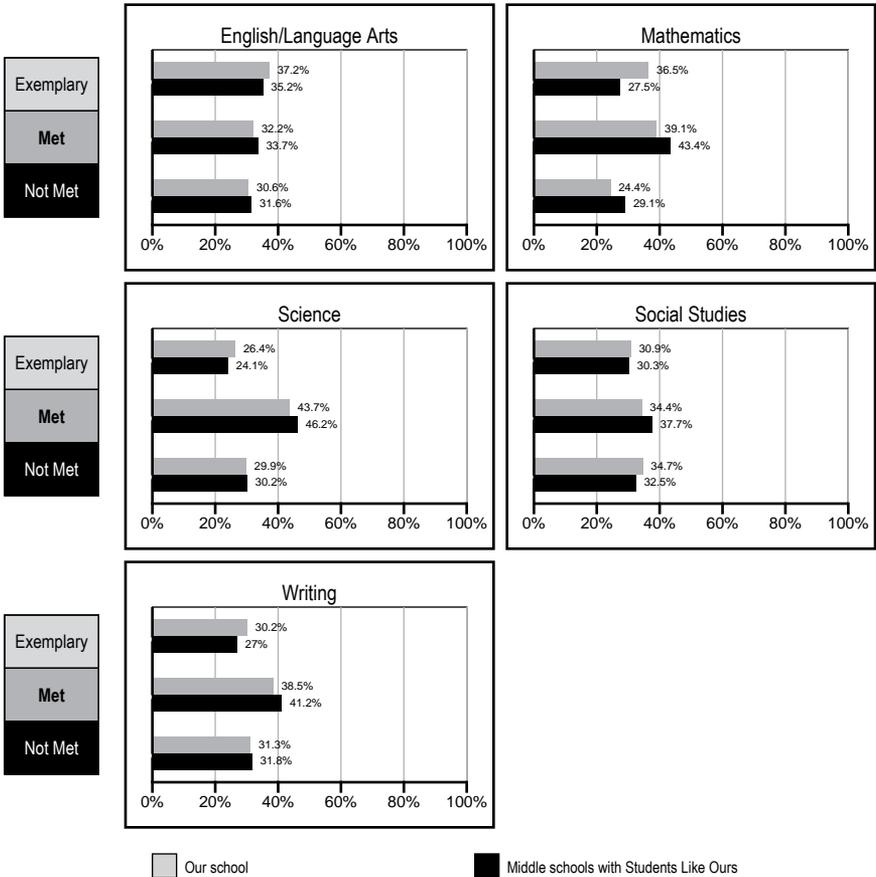
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	13	42	3	0

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

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	96.9%
English 1	100.0%	96.8%
Biology 1/Applied Biology 2	N/A	86.3%
Physical Science	N/A	99.5%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=614)				
Students enrolled in high school credit courses (grades 7 & 8)	31.6%	Up from 28.7%	24.8%	24.5%
Retention rate	1.1%	Down from 1.9%	0.9%	0.7%
Attendance rate	94.8%	Down from 95.8%	95.6%	95.9%
Served by gifted and talented program	26.3%	Down from 30.2%	19.0%	17.8%
With disabilities other than speech	11.1%	Down from 11.3%	10.1%	9.2%
Older than usual for grade	1.5%	Up from 1.0%	2.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 1.2%	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	72.2%	Up from 67.6%	60.8%	60.0%
Continuing contract teachers	80.6%	Down from 81.1%	87.5%	82.6%
Teachers returning from previous year	93.9%	Up from 91.3%	86.4%	85.6%
Teacher attendance rate	91.9%	Down from 94.3%	94.9%	95.3%
Average teacher salary*	\$54,606	Up 1.9%	\$46,413	\$46,300
Professional development days/teacher	15.0 days	Down from 17.6 days	10.2 days	9.9 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	23.9 to 1	Up from 22.3 to 1	21.5 to 1	21.5 to 1
Prime instructional time	85.1%	Down from 88.2%	89.6%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.0%	Up from 97.3%	97.8%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$9,354	Up 0.6%	\$7,486	\$7,634
Percent of expenditures for instruction**	60.6%	Up from 59.4%	64.2%	64.0%
Percent of expenditures for teacher salaries**	57.4%	Up from 56.0%	62.0%	61.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Aynor Middle School has completed another successful school year. We continued to make progress in challenging and engaging students for instruction. Teachers participated in numerous hours of professional development on the state and local levels. We had two additional teachers earn National Board Certification this year. Students were engaged in numerous service projects in the community, such as: completing the Wounded Warrior Project for soldiers; performing musical programs at the elementary schools; volunteer work for Hoops for Heart; and raising money for Make-a-Wish Foundation. Our PTO continued to support our instruction by providing funds for teacher supplies, teacher appreciation week, and incentives and awards to encourage our students in their academic work.

Our staff continued to work hard to improve instruction by implementing high yield strategies and programs. DesCartes Learning Continuum was used daily by teachers to drive instruction. Literacy First strategies were used across the curriculum. Monitoring Independent Reading Practice (MIRP) was scheduled for twenty-five minutes a day. Response to Instruction framework for ELA was implemented on each grade level. Compass Learning was used in ELA and math as a high-yield strategy. Read 180 programs for grades 6-8 continued to enhance learning for our students. Benchmark testing in science and social studies served as a major strategy to improve instruction. The after-school tutorial program served students in social studies and science as well as ELA and math. Student failures at the end of the year were reduced by more than two-thirds from previous years. The use of parent/student email helped to reduce student referrals, suspensions, and absences. Field trip incentives played a major role in reducing student referrals as well as improving student academic performance. The data team met monthly to analyze all of our student data to make recommendations for improvement.

Aynor Middle students continued to receive recognition and many different awards. Among these were: seven students recognized for State Superintendent’s Writing Awards Program; three accepted in the SC Gifted and Talented Program for the Arts at CCU; one SC Governor’s School participant for the Arts & Humanities; 19 Junior Scholars, three accepted to Scholars Academy and 11 Explore scholars; eight All-County Band; 20 All-Region Band; 10 SC Ensemble; eight All-County orchestra; 29 students made All-County Chorus; 75 participated in the SC Regional Choral Festival; 10 CCU Music scholars; one HTC Reel Kids recipient; and an excellent rating at SC Middle School Chorus Music Festival, Columbia, SC.

Although we feel the quality of instruction in our school and district is high, we will always strive for improvement. We here at AMS will never stop our pursuit until excellence is achieved for all students.

Milton Frink, Principal
 Jackie Woodle, School Improvement Council Chairperson 2010-11

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	170	106
Percent satisfied with learning environment	91.4%	81.2%	89.3%
Percent satisfied with social and physical environment	97.1%	82.9%	87.6%
Percent satisfied with school-home relations	97.1%	86.6%	79.4%

* Only students at the highest middle school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 18 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

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	4.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.7%	0.0%	No
Student attendance rate	94.8%	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
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	608	99.8	30.4	32.2	37.4	78.2	85.5	82.4	Yes	Yes
Gender										
Male	312	99.7	36.8	29.7	33.4	72.6	82.5	78.7	N/A	N/A
Female	296	100	23.7	34.8	41.5	84	88.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	534	99.8	29.1	30.7	40.2	78.5	90.1	88.9	Yes	Yes
African American	54	100	44.2	42.3	13.5	73.1	73.6	72.9	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.2	93	I/S	I/S
Hispanic	17	100	25	56.3	18.8	87.5	81.3	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.2	83	I/S	I/S
Disability Status										
Disabled	91	100	71.8	17.6	10.6	36.5	55.8	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	80.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	384	99.7	39.4	35.6	25	71.9	80.6	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	608	99.8	24.2	39.5	36.4	84.2	86	81.9	Yes	Yes
Gender										
Male	312	99.7	26	36.5	37.5	82.1	84.1	79.9	N/A	N/A
Female	296	100	22.3	42.5	35.2	86.4	88.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	534	99.8	23	37.7	39.3	84.4	90.8	88.9	Yes	Yes
African American	54	100	36.5	53.8	9.6	78.8	73.1	71.4	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	17	100	18.8	56.3	25	93.8	83.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	84.4	I/S	I/S
Disability Status										
Disabled	91	100	61.2	32.9	5.9	48.2	55.6	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	82.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	384	99.7	32.8	43.3	23.9	78.6	81.4	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	416	99.5	29.4	44	26.6	70.6	74.8	68.6
Gender								
Male	221	99.6	28.4	36.5	35.1	71.6	74.4	68.3
Female	195	99.5	30.5	52.1	17.4	69.5	75.2	68.9
Racial/Ethnic Group								
White	366	99.5	28.3	43.1	28.6	71.7	83	80.7
African American	35	100	44.1	47.1	8.8	55.9	53.8	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85	85.3
Hispanic	12	100	18.2	72.7	9.1	81.8	66.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	70.8
Disability Status								
Disabled	62	100	65.5	25.9	8.6	34.5	41.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	65.2	60.7
Socio-Economic Status								
Subsidized meals	257	99.2	39.6	44.2	16.3	60.4	66.8	57.3
Social Studies								
All Students	415	99.8	34.3	34.6	31.1	65.7	77.8	72.5
Gender								
Male	204	99.5	31.4	30.4	38.1	68.6	77.5	72
Female	211	100	37.1	38.5	24.4	62.9	78.1	73.1
Racial/Ethnic Group								
White	362	99.7	33.9	34.8	31.3	66.1	83.7	81
African American	39	100	40.5	35.1	24.3	59.5	61.1	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.6	89
Hispanic	12	100	33.3	33.3	33.3	66.7	75.4	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.6	73.5
Disability Status								
Disabled	60	100	72.7	16.4	10.9	27.3	46	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	75.3	69.7
Socio-Economic Status								
Subsidized meals	277	99.6	43.3	33.3	23.4	56.7	71	62.9

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	187	97.9	30.9	38.8	30.3	69.1	76.6	73.2	94.8	95.8
Gender										
Male	105	97.1	36	38	26	64	71.3	67.2	94.8	95.8
Female	82	98.8	24.4	39.7	35.9	75.6	82.2	79.4	94.9	95.8
Racial/Ethnic Group										
White	165	97.6	29.9	38.9	31.2	70.1	82.2	81.5	94.7	95.5
African American	17	100	41.2	35.3	23.5	58.8	61	61.3	95.9	96.4
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	88	87	95.6	96.7
Hispanic	4	I/S	I/S	I/S	I/S	I/S	71.7	66.7	95.9	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81	72.2	N/A	94.4
Disability Status										
Disabled	33	90.9	N/AV	N/AV	N/AV	16.7	32.7	26	92.8	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.8
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	69.4	65.7	95.8	96.6
Socio-Economic Status										
Subsidized meals	107	97.2	40	43	17	60	69.2	63.2	94.1	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	209	100	29.6	32.5	37.9	70.4
	7	192	97.9	33	31.3	35.8	67
	8	173	100	23.3	35	41.7	76.7
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	197	100	29.3	33.5	37.2	70.7
	7	223	99.6	31.2	33	35.8	68.8
	8	188	100	30.6	30	39.4	69.4
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	209	100	18.2	39.9	41.9	81.8
	7	192	97.4	33.1	40.4	26.4	66.9
	8	173	100	15.3	51.5	33.1	84.7
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	197	100	23.9	39.4	36.7	76.1
	7	223	99.6	24.7	38.1	37.2	75.3
	8	188	100	23.9	41.1	35	76.1
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	102	99	28.6	57.1	14.3	71.4
	7	188	98.9	27.1	50.8	22	72.9
	8	86	100	24.1	47	28.9	75.9
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	97	99	39.1	46.7	14.1	60.9
	7	223	99.6	27.9	47.9	24.2	72.1
	8	96	100	23.1	31.9	45.1	76.9

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	107	100	23.1	52.9	24	76.9
	7	187	98.4	41.7	31.4	26.9	58.3
	8	87	98.9	26.3	37.5	36.3	73.8
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	100	100	33.7	43.2	23.2	66.3
	7	223	99.6	37.7	30.7	31.6	62.3
	8	92	100	27	34.8	38.2	73
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	209	99	21.2	48.8	30	78.8
	7	190	99	28.9	43.3	27.8	71.1
	8	170	98.2	19	50.3	30.7	81
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	187	97.9	30.9	38.8	30.3	69.1

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