



## Aynor Elementary School

516 Jordanville Road  
Aynor, SC 29511

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	688 Students	
<b>Principal</b>	W. Reggie Gasque	843-488-7070
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Good</b>	<b>Good</b>
2011	Excellent	Good
2010	Good	Good
2009	Good	Good
2008	Good	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://www.eoc.sc.gov>

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

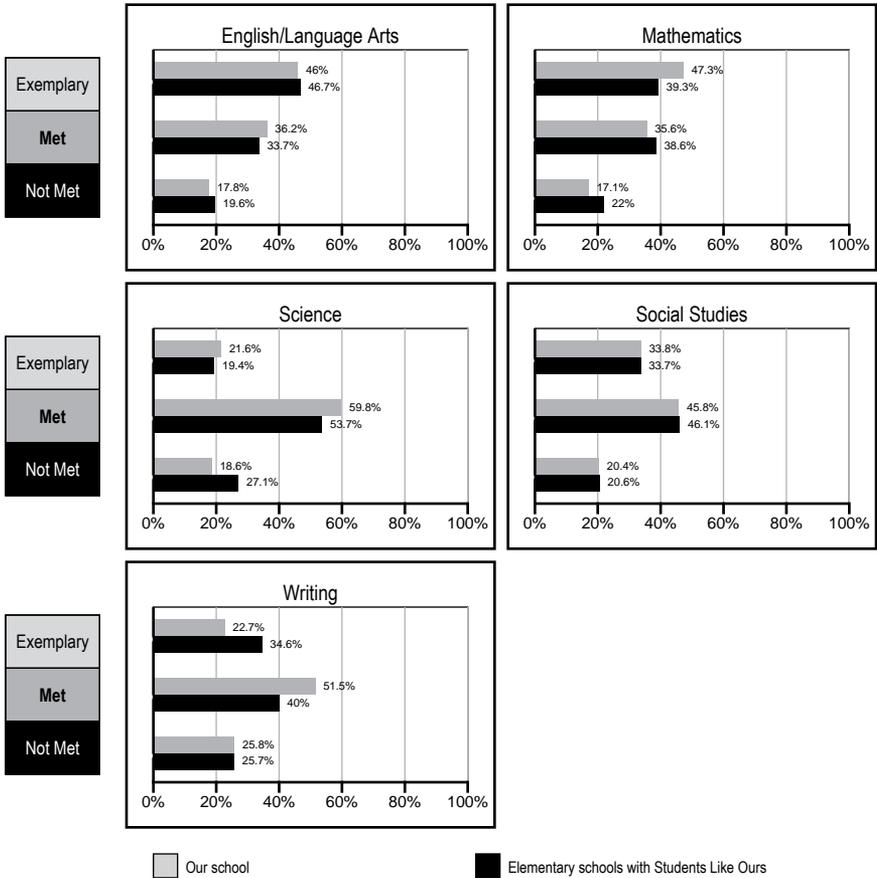
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 97.5%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
31	42	29	1	0

\* Ratings are calculated with data available by 11/07/2012.

**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
<b>Students (n=688)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 2.0%	1.1%	1.0%
Attendance rate	95.7%	Up from 95.3%	96.5%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.6%	Up from 0.4%	0.0%	0.0%
<b>Teachers (n=43)</b>				
Teachers with advanced degrees	58.1%	Up from 56.1%	61.8%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	93.4%	Down from 93.6%	89.1%	88.7%
Teacher attendance rate	93.9%	Down from 94.4%	95.2%	95.1%
Average teacher salary*	\$53,836	Up 0.3%	\$47,390	\$47,210
Professional development days/teacher	12.7 days	Down from 16.5 days	11.3 days	10.5 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	Down from 22.0 to 1	20.2 to 1	20.0 to 1
Prime instructional time	86.6%	Down from 86.8%	90.3%	90.5%
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	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$8,403	Up 4.1%	\$6,788	\$7,247
Percent of expenditures for instruction**	69.0%	Down from 69.1%	68.0%	68.2%
Percent of expenditures for teacher salaries**	63.4%	Down from 64.8%	66.1%	65.7%

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

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

During the 2011-2012 school year, the Aynor Elementary School students and staff delivered an outstanding performance. Our students performed well enough to earn Palmetto Gold. In order to continue this progress and raise our improvement rating, we utilized MAP testing and DesCarte. Our students were provided additional math and reading instruction each day during both English/Language Arts and Math. Our students have excelled. In order to accommodate our continued needs in the area of English/Language Arts and mathematics, we provided staff development in reading comprehension, Imagine It!, Literacy Workstations, BURST, Voyager Passport, and Everyday Mathematics. We hired certified teachers to provide interventions to small groups of students in ELA and mathematics. A reading specialist was employed to provide intensive small group tutoring for identified students in Kindergarten through grade 5. Students in grades K-2 participated in Dynamite Reading, and students in grades 3-5 participated Battle of the Books. These programs promoted better reading skills and got our students excited about reading. Our Media Specialist sponsored a brand new Technology Club. We had several students participate in HCS Technology Fair and many of these students placed in the competition. Our School Counselor sponsored the AES Student Council which served our school community well. Our music 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 pre-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

Bridgette Barnette, School Improvement Council Chair 2011-2012

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	98	51
Percent satisfied with learning environment	95.0%	91.6%	94.1%
Percent satisfied with social and physical environment	100.0%	88.7%	92.0%
Percent satisfied with school-home relations	97.4%	89.8%	88.2%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>88.1</b>
<b>Overall Grade Conversion</b>	<b>B</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Aynor Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	3.0%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	664.7	662.7	636.0	646.9	100.0	99.7
Male	661.3	662.3	637.4	649.1	100.0	100.0
Female	668.5	663.1	634.3	644.3	100.0	99.4
White	669.0	668.3	638.2	650.1	100.0	100.0
African American	631.1	623.8	610.6	628.5	100.0	97.3
Asian/Pacific Islander	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
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	622.8	626.1	603.6	609.1	100.0	98.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	651.4	651.3	627.8	632.6	100.0	99.5
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2011</b>	3	116	100	12.9	29.7	57.4	87.1
	4	106	100	21.8	36.6	41.6	78.2
	5	119	100	19.3	43.9	36.8	80.7
	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
<b>2012</b>	3	114	100	17.6	20.6	61.8	82.4
	4	110	100	9.6	46.2	44.2	90.4
	5	103	100	26.5	42.9	30.6	73.5
	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
<b>Mathematics</b>							
<b>2011</b>	3	116	100	19.8	30.7	49.5	80.2
	4	106	100	10.9	30.7	58.4	89.1
	5	119	99.2	17.7	39.8	42.5	82.3
	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
<b>2012</b>	3	114	99.1	20.8	26.7	52.5	79.2
	4	110	100	12.5	36.5	51	87.5
	5	103	100	17.3	45.9	36.7	82.7
	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
<b>Science</b>							
<b>2011</b>	3	57	100	24.5	57.1	18.4	75.5
	4	106	100	14.9	60.4	24.8	85.1
	5	59	100	35.7	48.2	16.1	64.3
	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
<b>2012</b>	3	58	98.3	30	36	34	70
	4	109	99.1	9.8	70.6	19.6	90.2
	5	51	100	22.4	61.2	16.3	77.6
	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

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2011</b>	3	60	100	18.9	34	47.2	81.1
	4	106	100	15.8	36.6	47.5	84.2
	5	60	98.3	22.8	36.8	40.4	77.2
	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
<b>2012</b>	3	57	100	19.2	42.3	38.5	80.8
	4	110	99.1	14.6	50.5	35	85.4
	5	52	100	32.7	40.8	26.5	67.3
	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
<b>Writing</b>							
<b>2011</b>	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	117	98.3	16.1	33.9	50	83.9
	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
<b>2012</b>	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	105	96.2	25	52.1	22.9	75
	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

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