



## Andrew Jackson High School

6925 Kershaw-Camden  
Kershaw, SC 29067

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	601 Students	
<b>Principal</b>	Thomas A. Dabney	803-475-2381
<b>Superintendent</b>	Richard E. Moore	803-286-6972
<b>Board Chair</b>	Robert Parker	803-286-6972

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Excellent</b>	<b>Excellent*</b>
2011	Average	At-Risk
2010	Good	Below Average
2009	Average	At-Risk
2008	Good	Excellent

\* The School's 2012 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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>

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS**

Excellent	Good	Average	Below Average	At-Risk
25	6	1	0	0

\* Ratings are calculated with data available by 11/14/2012.

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

Percent	Our High School			High Schools with Students Like Ours		
	2010	2011	2012	2010	2011	2012
Passed 2 subtests (%)	88.1%	76.8%	79.7%	80.9%	83.2%	84.5%
Passed 1 subtest (%)	5.7%	12.7%	10.1%	10.4%	10.1%	9.9%
Passed no subtests (%)	6.3%	10.6%	10.1%	9.0%	7.2%	6.3%

**HSAP Passage Rate by Spring 2012**

Percent	Our High School	High Schools with Students Like Ours
	94.4%	94.4%

**Four-Year Cohort Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2011*	2012	2011	2012
Number of Students in Four-Year Cohort	157	163	350	351
Number of Graduates in Cohort	115	138	264	275
Rate	73.2%	84.7%	71.9%	78.5%

\*Used to calculate current ESEA/Federal Accountability Grade.

**Five-Year Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2011	2012	2011	2012
Number of Students in Cohort	152	157	388	356
Number of Graduates in Cohort	110	122	292	280
Rate	72.4%	77.7%	76.4%	78.3%

**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	67.0%	81.2%
English 1	66.3%	75.1%
Biology 1/Applied Biology 2	70.3%	80.9%
US History and the Constitution	35.9%	56.3%
All Tests	62.8%	72.8%

\* 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
<b>Students (n=601)</b>				
Retention rate	4.5%	Down from 4.7%	2.5%	3.0%
Attendance rate	94.5%	Up from 93.4%	95.7%	95.3%
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	1.2%	Down from 2.7%	1.2%	0.9%
Enrolled in AP/IB programs	10.8%	Down from 13.1%	18.7%	13.4%
Successful on AP/IB exams	39.4%	Up from 21.1%	54.0%	50.9%
Eligible for LIFE Scholarship	29.3%	Down from 59.2%	32.6%	30.1%
Annual dropout rate	3.3%	Up from 2.6%	2.5%	2.3%
Career/technology students in co-curricular organizations	17.5%	Up from 10.9%	1.5%	2.7%
Enrollment in career/technology courses	426	Up from 400	648	395
Students participating in work-based experiences	10.8%	Down from 11.1%	10.8%	7.4%
Career/technology students attaining technical skills	85.2%	Up from 81.5%	85.0%	84.0%
Career/technology completers placed	95.0%	Up from 93.9%	99.2%	98.4%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	50.0%	Up from 48.7%	65.8%	63.2%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	85.1%	Up from 84.4%	89.6%	86.6%
Teacher attendance rate	96.1%	Down from 96.6%	95.5%	95.2%
Average teacher salary*	\$45,673	Up 1.8%	\$48,458	\$47,326
Professional development days/teacher	14.5 days	Up from 14.3 days	9.7 days	9.7 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	5.5	4.0
Student-teacher ratio in core subjects	31.8 to 1	Down from 33.0 to 1	29.5 to 1	27.1 to 1
Prime instructional time	88.8%	Up from 88.2%	89.3%	89.4%
Dollars spent per pupil**	\$7,125	Down 10.7%	\$7,125	\$7,708
Percent of expenditures for teacher salaries**	60.7%	Down from 62.5%	58.2%	57.1%
Percent of expenditures for instruction**	62.5%	Down from 65.2%	60.1%	59.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.9%	97.8%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
Classical language program assessment	N/A	N/A	N/A	Average

\* 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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Performance By Student Groups

	HSAP Passage Rate by Spring 2012		End of Course Tests Passage Rate		On-time Graduation Rate, 2012	
	n	%	t	%	n	%
All Students	144	94.4%	666	62.8%	163	84.7%
<b>Gender</b>						
Male	73	90.4%	372	61.8%	84	78.6%
Female	71	98.6%	294	63.9%	79	91.1%
<b>Racial/Ethnic Group</b>						
White	110	96.4%	520	69.0%	125	88.0%
African American	33	87.9%	140	40.0%	37	73.0%
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
<b>Disability Status</b>						
Disabled	17	70.6%	84	38.1%	18	50.0%
<b>Migrant Status</b>						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>						
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>						
Subsidized meals	65	89.2%	294	51.0%	64	71.9%

NOTE: 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

According to the great philosopher Confucius, "Wisdom, compassion, and courage are the three universally recognized moral qualities of men." And these qualities were so admirably displayed by the students and faculty of Andrew Jackson High School during the 2011-12 academic year. Tragedy visited the school with the loss of a student in a car accident and with the sudden death of a beloved teacher/coach. Rather than divide, these difficult times deepened the family culture of the school. Our students marched through the year, earning distinguished honors in a variety of academic, vocational, arts focus, and athletic endeavors.

The AJHS administration and faculty spent many hours planning for programmatic improvements through participation in professional learning community meetings (PLCs). Academic enhancements include a continued emphasis on the restructuring of the science department, efforts to better align curriculum, instruction, and assessment in all subject areas, and reinforced efforts to meet the needs of at-risk students.

Significant improvements were made to the school's infrastructure. Major renovations included upgraded lighting throughout the facility, new HVAC in all classrooms, new windows, new ceilings, and the repainting of all classrooms. Furniture upgrades were made in the administrative area, thanks to a generous donation from an area corporation. A new soccer field/football practice field was built and significant improvements were made to the softball and baseball fields. A wrestling program, established in honor of our deceased teacher, was made possible due to the efforts of the entire AJ community to secure a significant grant from Rack Room Shoes.

We are supported by a wonderful cadre of parents and a variety of community stakeholders who value education, support our efforts, and treasure the young people of our communities. Our claims to this partnership are supported in the published results of our annual Teacher, Student, and Parent Satisfaction Surveys. This effective coalition is historic, dynamic, and constantly nurtured. Without these partnerships, our mission of "Putting Children First," would be very difficult to accomplish.

Mary Barry, Principal  
Liz Joyner, Chair, School Improvement Council

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	94	42
Percent satisfied with learning environment	92.5%	75.3%	92.7%
Percent satisfied with social and physical environment	100.0%	84.9%	95.2%
Percent satisfied with school-home relations	87.2%	84.9%	90.5%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was 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>77.1</b>
<b>Overall Grade Conversion</b>	<b>C</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**

Andrew Jackson High 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 Data**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	8.2%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.1%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	4.9%	0.0%	No

Abbreviations for Missing Data

## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
<b>Grades 9-12</b>							
All Students	232	234	72	68	100.0	100.0	73.2
Male	231	233	71	70	100.0	100.0	68.2
Female	234	236	72	67	100.0	100.0	79.2
White	236	238	73	69	100.0	100.0	73.6
African American	221	223	N/A	65	100.0	100.0	70.6
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
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	31.3
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	223	224	69	66	100.0	100.0	56.6
Annual Measurable Objective (AMO)	223	220	76	71	95.0	95	73.1

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**Two-Year HSAP Trend Data**

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
<b>English/Language Arts</b>								
All Students	2011	147	96.6	12.6	32.6	34.1	20.7	63.7
	2012	158	100.0	12.5	28.3	36.8	22.4	75.0
<b>Mathematics</b>								
All Students	2011	147	95.2	19.3	32.6	28.1	20.0	58.5
	2012	158	100.0	17.8	23.0	31.6	27.6	68.4

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