



## Aynor High

201 Jordanville Highway  
Aynor, South Carolina

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	699 Students	
<b>Principal</b>	James Marion Shaw	843-488-7100
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>At-Risk</b>
2007	Good	Excellent
2006	Average	At-Risk
2005	Excellent	Good
2004	Excellent	Excellent

## 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	7	22	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 (%)	73.4	82.1	81.7	74.7	76.7	79.6
Passed 1 subtest (%)	13.6	11.6	10.0	11.9	13.1	11.0
Passed no subtests (%)	13.0	6.4	8.3	13.4	10.5	9.5

**HSAP Passage Rate by Spring 2008**

Percent	Our High School	High Schools with Students Like Ours
	95.2%	93.9%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	160	212
Number of Diplomas	123	156
Rate	76.9%	73.8%

**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	72.0
English 1	76.4	57.9
Physical Science	75.6	49.5
All Tests	73.8	59.8

\* 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=699)</b>				
Retention rate	4.4%	Down from 4.5%	6.3%	6.1%
Attendance rate	94.0%	Down from 96.6%	95.0%	95.0%
Eligible for gifted and talented	22.1%	Up from 15.1%	9.5%	8.3%
With disabilities other than speech	16.6%	Up from 13.5%	13.7%	13.0%
Older than usual for grade	7.0%	Up from 3.3%	8.3%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	6.3%	Up from 4.7%	1.5%	1.5%
Enrolled in AP/IB programs	13.5%	Up from 12.7%	8.9%	11.4%
Successful on AP/IB exams	58.0%	N/A	56.0%	54.3%
Eligible for LIFE Scholarship	52.6%	Up from 24.1%	31.2%	30.5%
Annual dropout rate	4.6%	No Change	3.7%	3.5%
Career/technology students in co-curricular organizations	8.1%	Down from 8.7%	5.0%	3.1%
Enrollment in career/technology courses	411	Up from 323	487	559
Students participating in work-based experiences	0.1%	Down from 2.1%	22.1%	10.6%
Career/technology students attaining technical skills	76.4%	Up from 74.9%	77.9%	79.6%
Career/technology completers placed	100.0%	No Change	98.2%	98.5%
<b>Teachers (n=43)</b>				
Teachers with advanced degrees	67.4%	Up from 64.3%	53.2%	57.4%
Continuing contract teachers	90.7%	Up from 83.3%	75.0%	69.6%
Teachers with emergency or provisional certificates	2.6%	Down from 2.7%	7.5%	8.7%
Teachers returning from previous year	85.4%	Up from 84.5%	86.6%	85.0%
Teacher attendance rate	94.1%	Down from 95.6%	95.3%	95.4%
Average teacher salary	\$50,258	Up 8.9%	\$45,960	\$46,061
Professional development days/teacher	20.2 days	Up from 16.2 days	11.4 days	11.4 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.5	3.0
Student-teacher ratio in core subjects	29.7 to 1	Up from 27.3 to 1	25.9 to 1	25.4 to 1
Prime instructional time	85.8%	Down from 90.3%	88.5%	89.1%
Dollars spent per pupil*	\$9,327	Up 13.6%	\$7,348	\$7,279
Percent of expenditures for teacher salaries*	50.9%	Down from 56.4%	54.1%	55.3%
Percent of expenditures for instruction*	55.9%	Down from 59.5%	59.4%	60.8%
Opportunities in the arts	Good	No Change	Excellent	Excellent
Parents attending conferences	100.0%	Up from 95.6%	94.1%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
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	Average	Average

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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

## 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	146	95.2%	562	73.8%	160	76.9%	No
<b>Gender</b>							
Male	78	93.6%	295	73.2%	80	81.3%	N/A
Female	68	97.1%	267	74.5%	77	74.0%	N/A
<b>Racial/Ethnic Group</b>							
White	130	95.4%	498	76.7%	139	79.1%	N/A
African American	15	93.3%	52	46.2%	17	64.7%	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
<b>Disability Status</b>							
Disabled	20	70.0%	82	41.5%	20	55.0%	N/A
<b>Migrant Status</b>							
Migrant	N/A	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	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	68	92.6%	350	68.6%	76	63.2%	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

When looking at this school report card, there are many columns and rows of numbers, percentages, and results that reflect how Aynor High School ranks as compared to other schools "like us" across the state. While it is true that these scores are a reflection of our testing performance, they at the same time do not show all that goes on in the school setting. Our faculty and students have worked hard the past year preparing for end-of-course tests in English I, Algebra I/Math Tech II, Physical Science, and U.S. History. Teachers spent many hours in staff development over the summer and during the school year to be well versed in all areas of these subjects as we strive to help students master test assessments. At the same time, we developed focus groups as we prepared our second year high school students for the HSAP or "exit exam." There was instruction throughout the year focusing on the standards for this important exam.

In addition, there were tutoring sessions offered during and after school and two on Saturday mornings. In other areas, our SAT scores still remain above the state and national average. Our graduating class of 2008 received in excess of two million dollars in scholarships and grants. Our Academic Olympic team defended their district title as Horry County Schools' champions, our FFA soil judging team were state champions and represented our school and the state at the national competition in Oklahoma. Our Fine Arts department continues to excel in all areas, with numerous students winning art awards, and our chorus, band, and orchestra groups have increased numbers in All-County and All-State competition. Our Fine Arts Department also produced a very successful performance of "Oklahoma" in the spring. There were many other accomplishments in athletics and club activities that are too numerous to name.

Also during the past year, we completed the final year of our three-year literacy initiative with Literacy First. This program helped us as a school to bring literacy to the forefront in all curriculum areas. We developed word walls, strategies for re-enforcing literacy across the curriculum in all subject areas and had twenty minutes of independent reading daily. We saw an increase in lexile reading levels and an improvement in our ELA scores in the 2007 school report, but the area that pleases us the most is our circulation numbers in the media center. In one year, we increased our books checked out from 4.6 books a year per student to 7.5 books per student. This is a dramatic increase of which we are extremely proud. Our hope is to develop life-long readers, and I believe these numbers show we are headed in that direction. Even though we have completed this three-year literacy focus, we still plan to maintain and look for areas where we can improve literacy.

As a faculty/staff, we are always looking for new ways to improve and expand our curriculum. We are always looking for staff-development opportunities and hope to be able to expand our AP course offerings in the coming years and to encourage more students to take the "AP Challenge" by enrolling in these courses. We look forward to meeting the challenges ahead of us and educating your student.

J. Marion Shaw, Principal

Sherry C. Flowers, School Improvement Chairperson 2007-2008

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	118	35
Percent satisfied with learning environment	95.7%	90.7%	94.3%
Percent satisfied with social and physical environment	97.8%	89.8%	85.7%
Percent satisfied with school-home relations	95.7%	86.4%	88.6%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 12 out of 13 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	<b>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."</b>
HOLD	<b>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."</b>

## Teacher Quality Data

	Our School	State
Classes in low poverty schools not taught by highly qualified teachers	3.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	6.8%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.6%	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	183	99.5	14.6	25.7	34.5	25.1	68.4	72.8	69.7	Yes	Yes
Male	88	100	23.5	28.4	27.2	21	56.8	66.1	64.6	N/A	N/A
Female	95	98.9	6.7	23.3	41.1	28.9	78.9	79.3	74.8	N/A	N/A
White	168	99.4	13.9	25.3	34.2	26.6	69	81.3	81.7	Yes	Yes
African American	13	100	27.3	36.4	36.4	0	54.5	52	53.6	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.1	83.1	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	56.7	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	65.5	I/S	I/S
Disabled	39	100	40.5	40.5	10.8	8.1	32.4	36.1	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	1	I/S	I/S	I/S	I/S	I/S	I/S	35.9	47.3	I/S	I/S
Subsized meals	97	99	20.5	29.5	38.6	11.4	58	61.8	55.1	Yes	Yes

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

All Students	183	98.9	12.3	25.7	32.2	29.8	70.8	72.7	67.2	Yes	Yes
Male	88	98.9	16	25.9	34.6	23.5	63	70.5	66.3	N/A	N/A
Female	95	98.9	8.9	25.6	30	35.6	77.8	74.8	68	N/A	N/A
White	168	98.8	12	26.6	30.4	31	70.9	80.4	79.6	Yes	Yes
African American	13	100	18.2	18.2	54.5	9.1	63.6	52.6	49.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.1	88.9	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	62.9	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	69.5	I/S	I/S
Disabled	39	97.4	37.8	32.4	27	2.7	29.7	33.4	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	1	I/S	I/S	I/S	I/S	I/S	I/S	57.8	54.9	I/S	I/S
Subsized meals	97	97.9	15.9	36.4	30.7	17	59.1	61.5	53.1	Yes	Yes

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

All Students	224	89.3	40.2	16.5	17.0	15.6	32.6	N/A	N/A	N/A	N/A
Male	121	86.8	37.2	19.0	15.7	14.9	30.6	N/A	N/A	N/A	N/A
Female	103	92.2	43.7	13.6	18.4	16.5	35.0	N/A	N/A	N/A	N/A
White	204	89.7	40.7	16.7	16.2	16.2	32.4	N/A	N/A	N/A	N/A
African American	16	81.3	43.8	12.5	18.8	6.3	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	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	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	35	60.0	40.0	11.4	2.9	5.7	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	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	130	87.7	46.2	12.3	14.6	14.6	29.2	N/A	N/A	N/A	N/A

\* Adj - 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

**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	173	100.0	8.4	27.5	39.5	24.6	74.3	76.7	70.7
	2008	183	99.5	14.6	25.7	34.5	25.1	68.4	72.8	69.7

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

All Students	2007	173	100.0	15.6	29.9	31.1	23.4	65.9	68.8	62.2
	2008	183	98.9	12.3	25.7	32.2	29.8	70.8	72.7	67.2

Abbreviations for Missing Data

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