



Andrews High

12890 County Line Road
Andrews, South Carolina

Grades	9-12 High School	
Enrollment	693 Students	
Principal	Michelle G. Staggers	843-264-3414
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	At-Risk
2008	Average	Good
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Excellent	Excellent

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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	4	8	7	11

* Ratings are calculated with data available by 03/25/2010.

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

	Our High School			High Schools with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	67.0	64.2	57.0	67.7	69.5	62.4
Passed 1 subtest (%)	20.8	17.0	18.2	17.8	16.3	18.3
Passed no subtests (%)	12.2	18.8	24.8	14.5	14.2	19.3

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	88.2%	89.7%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	201	146
Number of Diplomas	133	102
Rate	66.2%	67.7%

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	56.0	59.6
English 1	50.7	48.6
Physical Science	40.2	34.5
US History and the Constitution	34.8	19.4
All Tests	44.2	39.5

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=693)				
Retention rate	15.8%	Up from 15.6%	7.6%	4.8%
Attendance rate	93.3%	Down from 93.4%	94.7%	95.5%
Eligible for gifted and talented	11.6%	Up from 8.7%	5.5%	9.2%
With disabilities other than speech	13.5%	Down from 14.3%	13.5%	12.6%
Older than usual for grade	17.7%	Up from 16.2%	12.1%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	1.3%	1.2%
Enrolled in AP/IB programs	18.8%	Up from 9.6%	5.7%	13.2%
Successful on AP/IB exams	N/A	N/A	26.7%	55.6%
Eligible for LIFE Scholarship	26.4%	Up from 26.2%	28.6%	29.8%
Annual dropout rate	4.9%	Down from 5.2%	3.4%	3.5%
Career/technology students in co-curricular organizations	19.9%	Down from 21.6%	3.3%	3.0%
Enrollment in career/technology courses	470	Down from 511	342	523
Students participating in work-based experiences	0.0%	Down from 1.1%	11.6%	12.9%
Career/technology students attaining technical skills	80.4%	Down from 80.8%	78.4%	79.3%
Career/technology completers placed	100.0%	No Change	99.6%	98.8%
Teachers (n=51)				
Teachers with advanced degrees	49.0%	Up from 48.1%	52.7%	58.6%
Continuing contract teachers	60.8%	Down from 67.3%	63.6%	71.6%
Teachers with emergency or provisional certificates	21.7%	Up from 18.4%	15.2%	8.1%
Teachers returning from previous year	82.8%	Up from 81.1%	77.4%	85.0%
Teacher attendance rate	95.1%	Down from 95.4%	95.4%	95.5%
Average teacher salary*	\$45,936	Up 0.8%	\$46,291	\$47,761
Professional development days/teacher	8.4 days	Up from 8.0 days	10.9 days	10.8 days
School				
Principal's years at school	5.0	Up from 4.0	2.3	3.0
Student-teacher ratio in core subjects	23.0 to 1	Down from 24.6 to 1	21.7 to 1	26.1 to 1
Prime instructional time	86.7%	Down from 87.5%	89.0%	89.8%
Dollars spent per pupil**	\$8,713	Up 12.4%	\$9,484	\$7,883
Percent of expenditures for teacher salaries**	53.6%	Down from 53.7%	53.1%	54.1%
Percent of expenditures for instruction**	59.4%	Down from 61.7%	59.5%	60.2%
Opportunities in the arts	Good	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	91.6%	95.8%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Excellent	Average
Classical language program assessment	N/A	N/A	N/A	Good

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

** 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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	187	88.2%	643	44.2%	201	66.2%	No
Gender							
Male	90	85.6%	320	44.7%	96	58.3%	N/A
Female	97	90.7%	323	43.7%	105	73.3%	N/A
Racial/Ethnic Group							
White	81	96.3%	258	52.7%	85	68.2%	N/A
African American	104	81.7%	372	38.2%	113	65.5%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	11	36.4%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	27	37.0%	82	20.7%	29	13.8%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	141	85.1%	528	41.5%	152	59.9%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

Report of Principal and School Improvement Council

The 2008-2009 school year has brought many positive changes in our curriculum and in the school itself. We have introduced several new programs which appear to be beneficial to both our students and our faculty.

This was the first school year of Ninth Grade Academy. Students in the academy have a common core of teachers, and they are rewarded for positive actions: special recognition for good grades and behavior. They view exciting movies, participate in field trips, and attend special award ceremonies. Collaboration among the teachers has had a positive influence on everyone, even those who do not teach the freshmen.

A very positive program has been our "Writing Across the Curriculum" project. Each month, regardless of which class they are in, students write from a selected prompt. Teachers meet during planning periods to go over the holistic grading, and students who have earned a "3" or "4" are recognized by having a pizza or an ice cream party at the end of that week. Although food is the great reward for teenagers, the impact has been that the students are very serious about this task and much more aware of what they need to do to write a successful paragraph. They talk about it frequently and their writing has improved. The message here is clear: rewards in the future will be jobs, raises, and promotions. Faculty has also been made more aware of the importance of writing by the sharing of knowledge among them. Whether writing takes place in welding, P.E., or an English class, the dialog is a learning experience for all. Students who make honor roll are also awarded privileges.

Technology has provided substantial gains in students and faculty accomplishing more hands-on learning. With the addition of things like more computers, smart boards, and Senteo systems, learning is enhanced by our ability to present lessons innovatively and strategically incorporate research standards which are now required for every quarter in our State Standards.

We are also in the process of fully implementing "High Schools That Work" (HSTW). This initiative not only has the writing component but encourages improvements in reading, math, technology, and most important of all – the focus is the student. This is a collaboration between education and businesses that will help us prepare the students for the "real" world. Each student will have a teacher-mentor who will meet with him/her on a regular basis. We have made progress in educating the faculty about HSTW and will continue to do so as we acquire more information and materials. We plan to have everything in place for next school year for school-wide implementation.

The aspect of "Literacy Across the Curriculum" is one that we will use not only with our students and faculty, but also with our community of parents by involving them more in the educational process and the school's mission: preparing our diverse student population with the skills necessary to succeed in a complex society.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	119	24
Percent satisfied with learning environment	78.7%	73.9%	100.0%
Percent satisfied with social and physical environment	91.5%	79.7%	82.6%
Percent satisfied with school-home relations	59.6%	91.5%	91.3%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 8 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

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. 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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	168	98.2	29.4	42.5	17	11.1	38.6	57.1	61.8	No	Yes
Male	88	100	39.5	39.5	16	4.9	30.9	51.1	57.4	N/A	N/A
Female	80	96.3	18.1	45.8	18.1	18.1	47.2	63.4	66.1	N/A	N/A
White	80	97.5	22.9	38.6	18.6	20	48.6	73.2	74.3	No	Yes
African American	84	98.8	35.4	46.8	15.2	2.5	29.1	42.7	44.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	77.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	50	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	29	100	80.8	19.2	0	0	0	12.1	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	132	97.7	31.9	47.1	12.6	8.4	31.9	41.4	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	167	98.8	37.9	29.4	23.5	9.2	45.1	59.1	62.7	No	Yes
Male	88	100	44.4	29.6	18.5	7.4	34.6	55.2	61.8	N/A	N/A
Female	79	97.5	30.6	29.2	29.2	11.1	56.9	63.1	63.6	N/A	N/A
White	79	98.7	31.4	21.4	32.9	14.3	57.1	74.2	75.1	No	Yes
African American	84	98.8	43	38	15.2	3.8	34.2	45.1	45.1	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.8	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	56.3	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	29	100	88.5	11.5	0	0	3.8	11.2	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	131	98.5	43.7	33.6	16.8	5.9	36.1	46	47.9	No	Yes

Physical Science (End-of-Course Test performance by Group)											
All Students	168	89.9	72.0	9.5	6.0	2.4	8.3	N/A	N/A	N/A	N/A
Male	88	87.5	69.3	9.1	5.7	3.4	I/S	N/A	N/A	N/A	N/A
Female	80	92.5	75.0	10.0	6.3	1.3	I/S	N/A	N/A	N/A	N/A
White	80	86.3	62.5	11.3	8.8	3.8	12.5	N/A	N/A	N/A	N/A
African American	84	92.9	82.1	7.1	3.6	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	29	72.4	72.4	N/A	N/A	N/A	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	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	132	87.9	74.2	8.3	3.0	2.3	I/S	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
--	-------------	-------------------------------	----------	---------------	---------	--------------	------------	----------------------------------	------------------------------------	---------------------------------

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2008	178	98.9	24.7	42.4	22.9	10	48.2	61.9	69.7
	2009	168	98.2	29.4	42.5	17	11.1	38.6	57.1	61.8

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2008	178	98.9	29.4	42.9	20	7.6	42.4	62.1	67.2
	2009	167	98.8	37.9	29.4	23.5	9.2	45.1	59.1	62.7

* Adjusted to account for natural variation in performance.