



Aynor High

201 Jordanville Highway
Aynor, South Carolina

Grades	9-12 High School	
Enrollment	704 Students	
Principal	Daryl Brown	843-488-7100
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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
1	7	21	4	1

* 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 (%)	82.1	81.7	90.7	76.7	79.6	73.2
Passed 1 subtest (%)	11.6	10.0	5.7	13.1	11.0	14.0
Passed no subtests (%)	6.4	8.3	3.6	10.5	9.5	12.8

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	93.0%	93.1%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	177	265
Number of Diplomas	142	193
Rate	80.2%	74.3%

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	83.9	68.8
English 1	73.1	57.8
Physical Science	72.2	46.6
US History and the Constitution	29.9	35.2
All Tests	64.1	51.1

* 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
Students (n=704)				
Retention rate	2.2%	Down from 4.4%	4.3%	4.8%
Attendance rate	94.4%	Up from 94.0%	94.8%	95.5%
Eligible for gifted and talented	26.2%	Up from 22.1%	8.7%	9.2%
With disabilities other than speech	16.8%	Up from 16.6%	13.9%	12.6%
Older than usual for grade	6.1%	Down from 7.0%	8.8%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.7%	Down from 6.3%	0.9%	1.2%
Enrolled in AP/IB programs	17.2%	Up from 13.5%	9.5%	13.2%
Successful on AP/IB exams	51.7%	Down from 58.0%	51.4%	55.6%
Eligible for LIFE Scholarship	49.4%	Down from 52.6%	29.0%	29.8%
Annual dropout rate	6.4%	Up from 4.6%	4.4%	3.5%
Career/technology students in co-curricular organizations	8.9%	Up from 8.1%	4.2%	3.0%
Enrollment in career/technology courses	423	Up from 411	634	523
Students participating in work-based experiences	0.6%	Up from 0.1%	13.6%	12.9%
Career/technology students attaining technical skills	78.8%	Up from 76.4%	78.8%	79.3%
Career/technology completers placed	100.0%	No Change	97.7%	98.8%
Teachers (n=44)				
Teachers with advanced degrees	72.7%	Up from 67.4%	57.1%	58.6%
Continuing contract teachers	81.8%	Down from 90.7%	76.1%	71.6%
Teachers with emergency or provisional certificates	4.9%	Up from 2.6%	8.1%	8.1%
Teachers returning from previous year	88.6%	Up from 85.4%	86.9%	85.0%
Teacher attendance rate	94.3%	Up from 94.1%	95.5%	95.5%
Average teacher salary*	\$52,514	Up 4.5%	\$47,839	\$47,761
Professional development days/teacher	18.7 days	Down from 20.2 days	12.0 days	10.8 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	3.0
Student-teacher ratio in core subjects	27.8 to 1	Down from 29.7 to 1	27.1 to 1	26.1 to 1
Prime instructional time	86.0%	Up from 85.8%	89.3%	89.8%
Dollars spent per pupil**	\$9,925	Up 6.4%	\$7,615	\$7,883
Percent of expenditures for teacher salaries**	40.5%	Down from 50.9%	54.1%	54.1%
Percent of expenditures for instruction**	57.1%	Up from 55.9%	60.0%	60.2%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.4%	Down from 100.0%	96.4%	95.8%
Character development program	Average	Down from Excellent	Good	Good
Modern language program assessment	N/A	N/A	Good	Average
Classical language program assessment	N/A	N/A	Good	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	158	93.0%	637	64.1%	177	80.2%	No
Gender							
Male	75	89.3%	317	62.1%	84	77.4%	N/A
Female	83	96.4%	320	65.9%	92	83.7%	N/A
Racial/Ethnic Group							
White	133	94.7%	560	65.7%	148	81.1%	N/A
African American	19	84.2%	60	41.7%	22	77.3%	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
Disability Status							
Disabled	23	65.2%	101	37.6%	27	55.6%	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	93	89.2%	371	61.2%	107	75.7%	N/A

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

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	113	32
Percent satisfied with learning environment	97.8%	87.6%	93.8%
Percent satisfied with social and physical environment	100.0%	92.0%	90.6%
Percent satisfied with school-home relations	97.8%	85.0%	93.5%

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

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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. 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	3.3%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.6%	0.0%	No

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	195	100	7.6	36.2	32.4	23.8	69.7	67.4	61.8	Yes	Yes
Male	98	100	10.4	36.5	32.3	20.8	65.6	62.1	57.4	N/A	N/A
Female	97	100	4.5	36	32.6	27	74.2	72.8	66.1	N/A	N/A
White	171	100	7.3	33.5	35.4	23.8	72	75.6	74.3	Yes	Yes
African American	20	100	11.1	55.6	11.1	22.2	50	45.1	44.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	80.5	77.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	44.9	50.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	58.3	55.4	I/S	I/S
Disabled	24	100	38.5	26.9	15.4	19.2	34.6	27.8	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	1	I/S	I/S	I/S	I/S	I/S	I/S	25.5	38.5	I/S	I/S
Subsized meals	104	100	10.4	41.7	27.1	20.8	61.5	53.6	45.6	No	Yes

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

All Students	195	100	5.4	21.6	28.6	44.3	84.9	70.8	62.7	Yes	Yes
Male	98	100	9.4	14.6	27.1	49	84.4	69.5	61.8	N/A	N/A
Female	97	100	1.1	29.2	30.3	39.3	85.4	72.3	63.6	N/A	N/A
White	171	100	4.3	20.1	27.4	48.2	86.6	78.5	75.1	Yes	Yes
African American	20	100	16.7	38.9	38.9	5.6	66.7	49.2	45.1	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	83.8	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	58.8	58.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	58.3	59.2	I/S	I/S
Disabled	24	100	26.9	26.9	30.8	15.4	61.5	32.7	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	1	I/S	I/S	I/S	I/S	I/S	I/S	42.6	52.3	I/S	I/S
Subsized meals	104	100	8.3	24	33.3	34.4	77.1	58.8	47.9	Yes	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	193	95.3	39.9	19.2	19.2	17.1	36.3	N/A	N/A	N/A	N/A
Male	96	93.8	32.3	20.8	22.9	17.7	40.6	N/A	N/A	N/A	N/A
Female	97	96.9	47.4	17.5	15.5	16.5	32.0	N/A	N/A	N/A	N/A
White	170	97.1	38.8	20.0	19.4	18.8	38.2	N/A	N/A	N/A	N/A
African American	19	84.2	57.9	10.5	10.5	5.3	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	2	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	22	86.4	72.7	4.5	N/A	9.1	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	102	94.1	47.1	17.6	12.7	16.7	29.4	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	183	99.5	14.6	25.7	34.5	25.1	68.4	72.8	69.7
	2009	195	100	7.6	36.2	32.4	23.8	69.7	67.4	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	183	98.9	12.3	25.7	32.2	29.8	70.8	72.7	67.2
	2009	195	100	5.4	21.6	28.6	44.3	84.9	70.8	62.7

* Adjusted to account for natural variation in performance.