

SC Annual School Report Card Summary

Andrews High
Georgetown
Grades: 9-12 **Enrollment: 693**
Principal: Michelle G. Stagers
Superintendent: Dr. H. Randall Dozier
Board Chair: Mr. Jim Dumm

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	Below Average	At-Risk	TBD	TBD	Not Met	N/A
2008	Average	Good	Silver	N/A	Not Met	N/A
2007	Below Average	Below Average	N/A	N/A	Not Met	N/A

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 03/23/2010. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2008	2009	2008	2009
Passed 2 subtests (%)	64.2%	57.0%	69.5%	62.4%
Passed 1 subtest (%)	17.0%	18.2%	16.3%	18.3%
Passed no subtests (%)	18.8%	24.8%	14.2%	19.3%

HSAP PASSAGE RATE (%) BY SPRING 2009

	Our High School	High Schools with Students Like Ours
Passage Rate	88.2%	89.7%

ON-TIME GRADUATION RATE

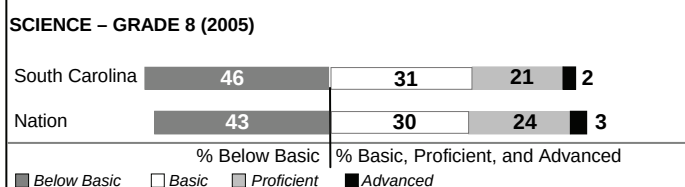
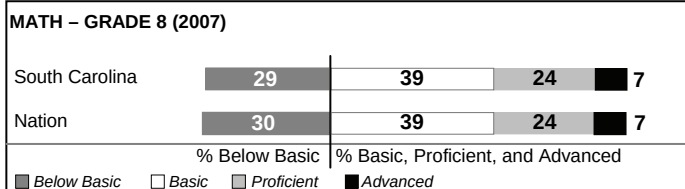
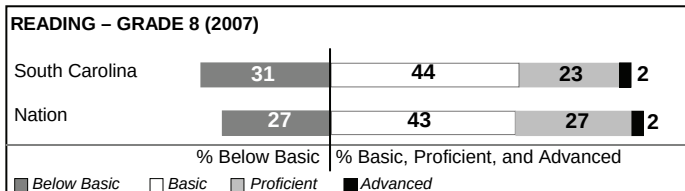
	Our High School	High Schools with Students Like Ours
Number of students	201	146
Number of Diplomas	133	102
Rate (%)	66.2%	67.7%

END OF COURSE TESTS - 2009

% of students scoring 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%

NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 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.

2020 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.

Abbreviations Key

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Andrews High [Georgetown]

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
Career/technology students attaining technical skills	80.4%	Down from 80.8%	78.4%	79.3%
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
Classes not taught by highly qualified teachers	0.0%	Down from 7.6%	8.2%	3.5%
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
% of AYP objectives met	47.1%	Down from 70.6%	53.8%	64.7%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 students at the highest high school grade level at this school and their parents were included.

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.

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