



ANDREW JACKSON HIGH

6925 Kershaw Camden

Kershaw, South Carolina

Grades	9-12 High School	
Enrollment	616 Students	
Principal	Mary L. Barry	803-475-2381
Superintendent	Dr. Gene Moore	803-286-6972
Board Chair	Bobby Parker	803-286-6972

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Below Average*
2009	Average	At-Risk
2008	Good	Excellent
2007	Average	At-Risk
2006	Good	Average

* The School's 2010 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 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	13	13	0	0

* Ratings are calculated with data available by 03/24/2011.

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

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	71.6%	73.9%	88.1%	80.4%	77.1%	80.9%
Passed 1 subtest (%)	15.6%	13.1%	5.7%	10.9%	12.3%	10.4%
Passed no subtests (%)	12.8%	13.1%	6.3%	8.7%	10.6%	9.0%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	85.4%	90.9%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	164	152	266	317
Number of Graduates in Cohort	120	104	194	232
Rate	73.2%	68.4%	74.7%	74.2%

*Used to calculate current AYP.

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	87.0%	75.6%
English 1	65.0%	69.8%
Physical Science	59.3%	61.3%
US History and the Constitution	26.9%	47.4%
All Tests	57.4%	63.6%

* 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=616)				
Retention rate	4.2%	Up from 3.5%	3.1%	3.7%
Attendance rate	98.3%	Up from 94.2%	95.9%	95.4%
Eligible for gifted and talented	0.0%	No Change	16.5%	12.4%
With disabilities other than speech	14.3%	Up from 12.9%	12.3%	12.8%
Older than usual for grade	4.9%	Down from 5.4%	8.7%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Up from 0.8%	1.5%	1.1%
Enrolled in AP/IB programs	11.8%	Down from 17.8%	18.9%	13.1%
Successful on AP/IB exams	19.5%	Down from 36.5%	55.5%	50.4%
Eligible for LIFE Scholarship	40.5%	Down from 44.6%	31.6%	30.4%
Annual dropout rate	2.9%	Down from 4.3%	3.7%	3.1%
Career/technology students in co-curricular organizations	10.5%	Up from 9.0%	1.8%	2.2%
Enrollment in career/technology courses	389	Up from 386	495	424
Students participating in work-based experiences	4.6%	Down from 43.1%	7.5%	11.7%
Career/technology students attaining technical skills	82.6%	Up from 78.9%	81.9%	78.7%
Career/technology completers placed	100.0%	No Change	100.0%	98.5%
Teachers (n=43)				
Teachers with advanced degrees	51.2%	Up from 48.9%	63.0%	60.4%
Continuing contract teachers	72.1%	Up from 62.2%	80.0%	76.6%
Teachers with emergency or provisional certificates	7.5%	Down from 16.3%	5.1%	6.5%
Teachers returning from previous year	87.8%	Up from 84.2%	87.6%	86.8%
Teacher attendance rate	96.4%	Up from 94.3%	96.2%	95.8%
Average teacher salary*	\$48,950	Down 0.1%	\$48,413	\$47,390
Professional development days/teacher	14.6 days	Down from 15.5 days	10.1 days	10.0 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	24.5 to 1	Down from 25.6 to 1	27.2 to 1	25.8 to 1
Prime instructional time	93.4%	Up from 86.3%	91.4%	90.1%
Dollars spent per pupil**	\$8,480	Down 3.3%	\$7,674	\$7,974
Percent of expenditures for teacher salaries**	60.2%	Down from 61.2%	54.7%	55.4%
Percent of expenditures for instruction**	64.5%	Down from 64.9%	60.0%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	95.4%	96.0%
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	Average

* 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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	123	88.4%	564	57.4%	152	68.4%	No
Gender							
Male	70	82.9%	311	53.4%	82	64.6%	N/A
Female	53	88.7%	253	62.5%	70	72.9%	N/A
Racial/Ethnic Group							
White	86	88.4%	422	62.3%	105	75.2%	N/A
African American	36	77.8%	136	43.4%	45	55.6%	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	15	60.0%	68	35.3%	18	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	66	81.8%	305	49.2%	84	60.7%	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

"It was the best of times, it was the worst of times . . .," as Charles Dickens would observe, at Andrew Jackson High School. The best of times are reflected in the success of our students' performance. In spite of rising accountability standards, AJHS students continue to match or exceed performance from previous years on most of the 15 student profile measures cited on its annual Report Card, placing them in a favorable position when compared to schools of similar size. This is due in large part to the shared vision of the administration and faculty, who are committed to maintain high expectations, improve student performance, reduce the dropout rate, and increase the graduation rate. Parents and students cannot be excluded from this success story. Improved levels of communication between home and school are enhancing parent involvement and, consequently, student engagement. Our students work hard at being successful.

The best of times are also reflected in the school's ability to sustain and increase opportunities for student learning. Arts, athletic, and extracurricular activities receive continued support in spite of severe budget cuts. Grants are used to enhance technology and programming. Gear-Up continues as a school partner, funding our homework center and providing guidance to the 2011 Cohort. Haile Gold Mine has been added as a valuable community partner. The Athletic Booster Club and KAMS continue to be major sources of financial and programmatic support.

The worst of times, however, are beginning to impact AJHS. The depressed economy has caused us to reduce some instructional costs and eliminate several positions. Students and faculty alike found it difficult to say good-bye to 10 admired and valued veteran teachers and staff who either retired or whose positions were eliminated. Equally difficult was saying good-bye to one of our students who died in a severe car accident. Loss, however, has brought us closer together as family, and, in a strange way, may be preparing us for the difficult year ahead.

AJHS is all about family and the ties that bind. That was demonstrated in the success of AJHS's 40th Anniversary Celebration Year. The demonstrated community/parent/student/faculty pride and commitment to its schools will sustain AJHS through the trials of the difficult economy that stretch before us.

Andrew Jackson, Principal
Mary Barry

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	49	107	65
Percent satisfied with learning environment	91.8%	68.9%	84.6%
Percent satisfied with social and physical environment	91.8%	72.6%	83.1%
Percent satisfied with school-home relations	83.7%	70.1%	81.3%

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

School Adequate Yearly Progress	NO
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This school met 9 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
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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	4.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	10.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.7%	0.0%	No

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

All Students	161	98.8	7.8	29.2	32.5	30.5	70.8	58.9	65.9	No	Yes
Male	77	98.7	13.7	30.1	31.5	24.7	63	51.4	60.8	N/A	N/A
Female	84	98.8	2.5	28.4	33.3	35.8	77.8	65.8	71	N/A	N/A
White	124	98.4	5	25.2	33.6	36.1	77.3	68.6	77.5	Yes	Yes
African American	36	100	17.6	44.1	26.5	11.8	47.1	40.5	49.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	54.5	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	20	95	41.2	35.3	17.6	5.9	23.5	18.4	21.3	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	60	47.3	I/S	I/S
Subsidized meals	79	97.5	13.7	31.5	30.1	24.7	61.6	43.9	51.5	No	Yes

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

All Students	161	98.1	7.2	26.8	32.7	33.3	76.5	62	62.3	Yes	Yes
Male	77	97.4	9.7	20.8	33.3	36.1	77.8	60.4	61.7	N/A	N/A
Female	84	98.8	4.9	32.1	32.1	30.9	75.3	63.4	63	N/A	N/A
White	124	98.4	4.2	26.1	32.8	37	80.7	73.9	75	Yes	Yes
African American	36	97.2	18.2	30.3	30.3	21.2	60.6	39.6	44	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	54.5	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	20	90	37.5	37.5	18.8	6.3	37.5	25.8	22.1	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	65	52.6	I/S	I/S
Subsidized meals	79	96.2	12.5	29.2	33.3	25	68.1	48.4	48.1	No	Yes

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

All Students	162	94.4	52.3	19.6	16.3	11.8	28.1	N/A	N/A	N/A	N/A
Male	78	91.0	47.9	16.9	19.7	15.5	35.2	N/A	N/A	N/A	N/A
Female	84	97.6	56.1	22.0	13.4	8.5	22.0	N/A	N/A	N/A	N/A
White	125	94.4	45.8	22.0	19.5	12.7	32.2	N/A	N/A	N/A	N/A
African American	36	94.4	73.5	11.8	5.9	8.8	14.7	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	1	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	20	80.0	81.3	12.5	6.3	0.0	6.3	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
Subsidized meals	79	93.7	59.5	20.3	13.5	6.8	20.3	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	2009	156	98.7	21.2	31.8	25.8	21.2	52.3	52.2	61.8
	2010	161	98.8	7.8	29.2	32.5	30.5	70.8	58.9	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	154	99.4	16.7	25.3	28.7	29.3	68	62.7	62.7
	2010	161	98.1	7.2	26.8	32.7	33.3	76.5	62	62.3

* Adjusted to account for natural variation in performance.