



Aynor Elementary

516 Jordanville Road
Aynor, SC 29511

Grades	PK-5 Elementary School	
Enrollment	709 Students	
Principal	Wallace Gasque	843-488-7070
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	Good
2008	Good	At-Risk
2007	Good	Below Average
2006	Good	Good
2005	Good	At-Risk

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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

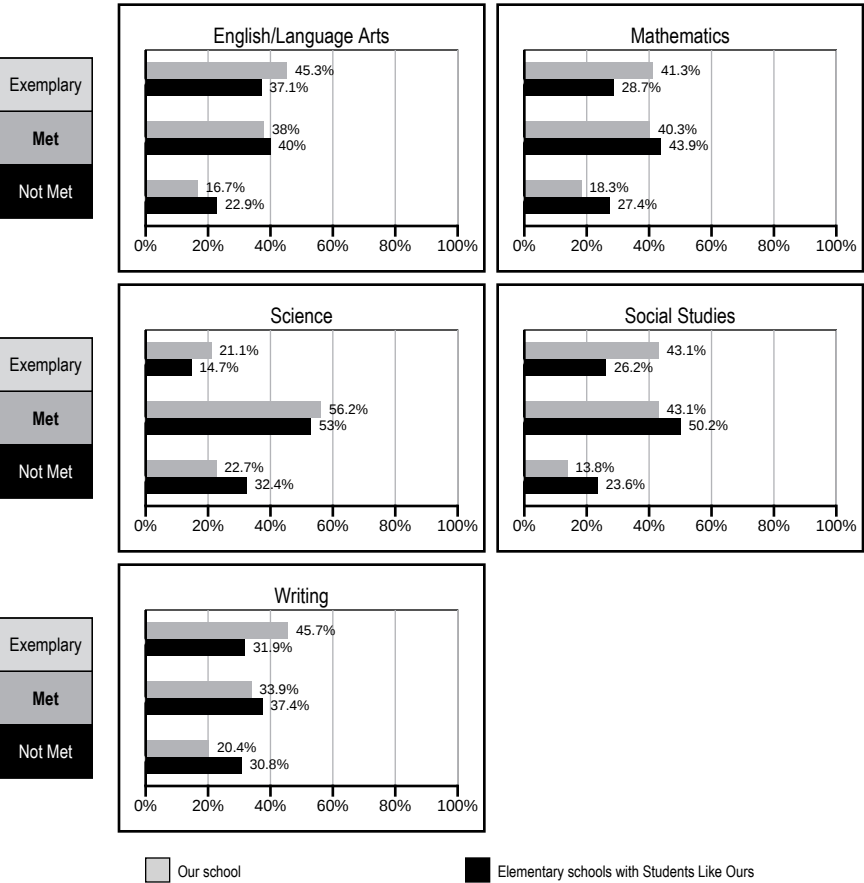
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	26	78	4	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

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	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=709)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.1%	Up from 3.0%	2.0%	1.9%
Attendance rate	96.0%	Up from 95.9%	96.2%	96.3%
Eligible for gifted and talented	11.1%	Down from 16.7%	10.3%	10.0%
With disabilities other than speech	9.7%	Up from 8.5%	9.5%	7.7%
Older than usual for grade	0.2%	No Change	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	51.1%	Up from 48.8%	59.7%	59.4%
Continuing contract teachers	86.7%	Up from 86.0%	83.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.2%	Up from 90.4%	88.3%	85.9%
Teacher attendance rate	94.9%	Up from 94.1%	95.1%	95.1%
Average teacher salary*	\$52,140	Up 6.1%	\$47,419	\$47,149
Professional development days/teacher	12.0 days	Down from 14.7 days	11.6 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	23.2 to 1	Up from 19.5 to 1	19.0 to 1	18.8 to 1
Prime instructional time	89.1%	Up from 88.6%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,551	Up 2.3%	\$7,360	\$7,458
Percent of expenditures for instruction**	67.4%	Down from 68.9%	67.9%	68.8%
Percent of expenditures for teacher salaries**	48.0%	Down from 63.3%	61.7%	63.2%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

During the 2008-2009 school year, the Aynor Elementary School students and staff delivered a stellar performance. In order to continue this progress and raise our improvement rating, we utilized MAP testing and DesCartes. During the English/Language Arts block, students were grouped by achievement according to the results of the MAP assessment. Our students have excelled, and we anticipate a marked improvement. In order to accommodate our continued needs in the area of English/Language arts, we provided staff development in reading comprehension and differentiated instruction. We hired two teachers to tutor small groups of students in ELA and math. A reading specialist was employed to provide intensive one-on-one tutoring for identified students in first grade. Parent volunteers also served as one-on-one tutors for students. Our music and drama program continued to expand, offering students steel drums, African drums, recorder, chorus, and regular music education. Our students performed at many different events throughout the school year. We are very proud of the wonderful opportunities offered to our community through our music program. Two full-time curriculum specialists were available to work with teachers on designing standards-based curriculum and assessments that would raise the level of instruction for all students. During-the-day tutorial sessions were offered to students in grades K-5 who scored below grade level. Select students scoring in the higher categories participated in an online Algebra course. Our school theme, Working Together for Kids, exemplifies the positive attitude and spirit of the Aynor community and our commitment to providing a quality education for all students. W. Reggie Gasque, Principal; Tony Godsey, School Improvement Council Chair 2008-2009

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	92	71
Percent satisfied with learning environment	100.0%	96.7%	97.2%
Percent satisfied with social and physical environment	100.0%	97.8%	100.0%
Percent satisfied with school-home relations	100.0%	87.9%	90.0%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 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	
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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 and Student Attendance

	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	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	317	100	16.5	38.3	45.2	91.7	86.5	82.8	Yes	Yes
Gender										
Male	160	100	17.2	39.7	43	91.4	83.4	79.3	N/A	N/A
Female	157	100	15.8	36.8	47.4	92.1	89.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	269	100	15.8	36.3	47.9	92.3	91	89.5	Yes	Yes
African American	26	100	30.4	47.8	21.7	87	74.8	73.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87	92.3	I/S	I/S
Hispanic	19	100	11.1	61.1	27.8	88.9	78.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	82.5	I/S	I/S
Disability Status										
Disabled	55	100	42	42	16	74	63.1	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	16.7	58.3	25	83.3	74.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	202	100	19.9	43.5	36.6	89.5	81.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	317	100	18.2	40.9	40.9	85.8	83.7	78.9	Yes	Yes
Gender										
Male	160	100	17.9	40.4	41.7	86.1	81.9	77	N/A	N/A
Female	157	100	18.4	41.4	40.1	85.5	85.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	269	100	16.2	40.2	43.6	86.5	89.2	87.2	Yes	Yes
African American	26	100	43.5	39.1	17.4	78.3	68	66.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	19	100	16.7	55.6	27.8	83.3	78.1	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.9	79.5	I/S	I/S
Disability Status										
Disabled	55	100	46	40	14	58	53.2	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	16.7	50	33.3	83.3	76	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	202	100	23	47.1	29.8	81.7	77.3	70.2	Yes	Yes

* 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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	208	99.5	22.4	56.1	21.4	77.6	73.1	67.5
Gender								
Male	102	99	21.3	52.1	26.6	78.7	72.2	67
Female	106	100	23.5	59.8	16.7	76.5	73.9	68
Racial/Ethnic Group								
White	178	99.4	20.7	55.6	23.7	79.3	80.8	79.5
African American	19	100	N/AV	N/AV	N/AV	58.8	51.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	84.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	60.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.9	71.2
Disability Status								
Disabled	35	97.1	46.7	43.3	10	53.3	40.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	57.3	59.6
Socio-Economic Status								
Subsided meals	129	99.2	24.4	63	12.6	75.6	64.3	55.1

Social Studies

All Students	208	100	13.8	43.4	42.9	86.2	76.4	72.3
Gender								
Male	102	100	14.7	44.2	41.1	85.3	75.6	71.5
Female	106	100	12.9	42.6	44.6	87.1	77.3	73.2
Racial/Ethnic Group								
White	175	100	12.6	41.3	46.1	87.4	82.4	80.7
African American	17	100	28.6	57.1	14.3	71.4	59.2	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.7	88.5
Hispanic	14	100	15.4	61.5	23.1	84.6	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.5	72.2
Disability Status								
Disabled	37	100	42.4	39.4	18.2	57.6	47.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	68.3	67.9
Socio-Economic Status								
Subsided meals	131	100	18	54.1	27.9	82	68.7	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	318	98.4	20.1	34	45.9	79.9	76.3	70.2	96	96
Gender										
Male	161	98.1	23	38.2	38.8	77	69.4	63.2	96	96
Female	157	98.7	17.2	29.8	53	82.8	83.3	77.5	96	96.1
Racial/Ethnic Group										
White	271	98.2	18.1	32.4	49.4	81.9	82.4	79.1	96	95.7
African American	25	100	34.8	47.8	17.4	65.2	59.4	57.6	96.1	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	83.1	86.2	96.7	97.2
Hispanic	19	100	33.3	44.4	22.2	66.7	67.7	62.6	96.9	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.3	68.7	75.2	95.4
Disability Status										
Disabled	55	94.6	50	32	18	50	34.2	26.1	94.8	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.6
English Proficiency										
Limited English Proficient	13	100	25	41.7	33.3	75	64.6	61.2	96.8	97.1
Socio-Economic Status										
Subsidized meals	203	97.5	26.3	38.9	34.7	73.7	68.2	58.9	95.3	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	108	100	16	28.3	55.7	84
	4	99	100	14.6	44.9	40.4	85.4
	5	110	100	18.5	42.6	38.9	81.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	108	100	24.5	34	41.5	75.5
	4	99	100	12.4	46.1	41.6	87.6
	5	110	100	16.7	43.5	39.8	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	54	98.2	30.2	50.9	18.9	69.8
	4	99	100	13.5	59.6	27	86.5
	5	55	100	29.6	55.6	14.8	70.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	54	100	17	39.6	43.4	83
	4	99	100	9	43.8	47.2	91
	5	55	100	18.5	46.3	35.2	81.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	110	97.3	24.5	24.5	50.9	75.5
	4	98	99	13.3	38.9	47.8	86.7
	5	110	99.1	21.5	39.3	39.3	78.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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