

Andrew Jackson High

6925 Kershaw Camden
Kershaw, South Carolina

Grades	9-12 High School	
Enrollment	629 Students	
Principal	Mary L. Barry	803-475-2381
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Charlene McGriff	803-286-6972

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

http://ed.sc.gov
http://www.eoc.sc.gov

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	7	26	0	0

* 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 (%)	77.8	71.6	73.9	78.0	80.4	77.1
Passed 1 subtest (%)	9.3	15.6	13.1	12.2	10.9	12.3
Passed no subtests (%)	13.0	12.8	13.1	9.8	8.7	10.6

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	90.3%	94.3%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	164	266
Number of Diplomas	120	194
Rate	73.2%	74.7%

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	82.5	75.8
English 1	74.6	64.6
Physical Science	59.2	57.3
US History and the Constitution	31.1	41.4
All Tests	62.1	59.0

* 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

Andrew Jackson High 03/25/10-2901007

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=629)				
Retention rate	3.5%	Down from 5.1%	4.7%	4.8%
Attendance rate	94.2%	Down from 94.4%	95.5%	95.5%
Eligible for gifted and talented	0.0%	No Change	12.8%	9.2%
With disabilities other than speech	12.9%	Up from 12.8%	12.9%	12.6%
Older than usual for grade	5.4%	Up from 4.6%	8.2%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Down from 1.2%	1.1%	1.2%
Enrolled in AP/IB programs	17.8%	Up from 16.6%	15.9%	13.2%
Successful on AP/IB exams	36.5%	Up from 35.6%	46.9%	55.6%
Eligible for LIFE Scholarship	44.6%	Up from 36.3%	32.9%	29.8%
Annual dropout rate	4.3%	Down from 6.3%	3.7%	3.5%
Career/technology students in co-curricular organizations	9.0%	Down from 10.7%	2.6%	3.0%
Enrollment in career/technology courses	386	Up from 346	592	523
Students participating in work-based experiences	43.1%	Down from 49.1%	16.8%	12.9%
Career/technology students attaining technical skills	78.9%	Up from 77.5%	79.9%	79.3%
Career/technology completers placed	100.0%	No Change	98.2%	98.8%
Teachers (n=45)				
Teachers with advanced degrees	48.9%	Up from 46.8%	61.4%	58.6%
Continuing contract teachers	62.2%	Down from 63.8%	77.1%	71.6%
Teachers with emergency or provisional certificates	16.3%	Up from 10.5%	4.8%	8.1%
Teachers returning from previous year	84.2%	Up from 83.8%	87.4%	85.0%
Teacher attendance rate	94.3%	Down from 94.9%	95.6%	95.5%
Average teacher salary*	$48,985	Up 2.8%	$48,195	$47,761
Professional development days/teacher	15.5 days	Up from 13.0 days	11.1 days	10.8 days
School				
Principal's years at school	3.0	Up from 2.0	3.5	3.0
Student-teacher ratio in core subjects	25.6 to 1	Up from 24.8 to 1	27.2 to 1	26.1 to 1
Prime instructional time	86.3%	Down from 87.5%	90.2%	89.8%
Dollars spent per pupil**	$8,765	Up 25.7%	$7,580	$7,883
Percent of expenditures for teacher salaries**	61.2%	Down from 64.2%	54.4%	54.1%
Percent of expenditures for instruction**	64.9%	Down from 68.0%	59.9%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 94.5%	96.4%	95.8%
Character development program	Excellent	Up from Good	Good	Good
Modern language program assessment	N/A	N/A	Average	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

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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	145	90.3%	609	62.1%	164	73.2%	No
Gender							
Male	77	89.6%	324	61.7%	87	66.7%	N/A
Female	68	91.2%	285	62.5%	77	80.5%	N/A
Racial/Ethnic Group							
White	104	96.2%	447	68.2%	116	75.9%	N/A
African American	39	74.4%	159	44.0%	46	65.2%	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	53.3%	77	26.0%	18	38.9%	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	57	82.5%	310	50.6%	70	58.6%	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

Go for the Gold! That is exactly what the Andrew Jackson High School's community of stakeholders did during the 2008-09 academic school year. Our mutual efforts were rewarded when the high school was named a Palmetto Gold School for outstanding student academic performance and for excellent results in closing the achievement gaps. The honor reflects the diligent efforts of faculty and staff who were determined to more carefully align instruction and assessment with curricular standards, to increase rigor, to develop rubrics that guide students and help them assess their own progress, and to provide early intervention and remediation for struggling students. The honor reflects the willingness of students, with the support of parents, to accept these academic challenges, to more actively engage in learning, to seek out remediation assistance, and to reduce tardiness and absenteeism. The honor reflects a school community that has set a standard of excellence for all of its members, whether they be teachers, students, parents, or other interested stakeholders. The challenge of the 2009-10 academic school year will be to duplicate and build upon the successes of the current school year. This will be no easy task, given the increasingly high benchmarks being established by the state and federal governments' accountability systems, and especially given the current economic crisis that continues to drain schools of significant financial resources and valuable programmatic support systems. Fortunately for AJHS, we continue to receive the benefits of major grants that support our Gear-Up Cohort and our Character Education program. The faculty will continue to seek grant support to implement and maintain best practice and to enhance technology. The faculty will continue to meet in small study groups to deal with issues relating to student achievement and to identify best practice that will address the diverse learning needs of its students. AJHS will celebrate its 40th anniversary in August 2009. The school's alumni have organized an Alumni Association and are planning several anniversary events throughout the coming year, drawing attention to the school's fine traditions in academics, athletics, the arts, and vocational programs. Andrew Jackson High School, justly, has much to celebrate. Mary L. Barry, Principal; Wendy Duncan, School Improvement Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	105	66
Percent satisfied with learning environment	94.0%	76.2%	90.9%
Percent satisfied with social and physical environment	96.1%	75.2%	78.8%
Percent satisfied with school-home relations	78.4%	87.6%	78.1%

* 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 8 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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.1%	0.0%	No

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Andrew Jackson High											03/25/10-2901007
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	156	98.7	21.2	31.8	25.8	21.2	52.3	52.2	61.8	No	Yes
Male	85	98.8	25.3	34.9	20.5	19.3	45.8	46.4	57.4	N/A	N/A
Female	71	98.6	16.2	27.9	32.4	23.5	60.3	57.9	66.1	N/A	N/A
White	117	99.1	15.7	28.7	29.6	26.1	61.7	62	74.3	Yes	Yes
African American	37	97.3	40	42.9	11.4	5.7	20	32.6	44.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	60.7	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	20	95	66.7	27.8	5.6	0	5.6	11.5	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	37.5	38.5	I/S	I/S
Subsized meals	77	98.7	32.4	39.2	16.2	12.2	33.8	35.3	45.6	No	Yes
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	154	99.4	16.7	25.3	28.7	29.3	68	62.7	62.7	No	Yes
Male	84	98.8	18.3	28	23.2	30.5	67.1	61.5	61.8	N/A	N/A
Female	70	100	14.7	22.1	35.3	27.9	69.1	63.9	63.6	N/A	N/A
White	116	99.1	11.4	22.8	30.7	35.1	73.7	70.1	75.1	Yes	Yes
African American	36	100	34.3	34.3	22.9	8.6	48.6	48.6	45.1	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	64.3	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	19	94.7	70.6	23.5	5.9	0	11.8	20	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	37.5	52.3	I/S	I/S
Subsized meals	76	98.7	26	31.5	24.7	17.8	53.4	48.6	47.9	No	Yes
Physical Science (End-of-Course Test performance by Group)											
All Students	156	98.1	64.7	20.5	9.0	3.8	12.8	N/A	N/A	N/A	N/A
Male	85	96.5	62.4	17.6	12.9	3.5	16.5	N/A	N/A	N/A	N/A
Female	71	100.0	67.6	23.9	4.2	4.2	I/S	N/A	N/A	N/A	N/A
White	117	98.3	62.4	22.2	8.5	5.1	13.7	N/A	N/A	N/A	N/A
African American	37	97.3	73.0	13.5	10.8	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	2	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	95.0	95.0	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	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	77	97.4	71.4	14.3	10.4	1.3	I/S	N/A	N/A	N/A	N/A

***** Adjusted to account for natural variation in performance.

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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	144	97.9	15.3	23.7	35.1	26	65.6	63.1	69.7
	2009	156	98.7	21.2	31.8	25.8	21.2	52.3	52.2	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	144	97.2	22.3	23.1	33.1	21.5	63.1	65	67.2
	2009	154	99.4	16.7	25.3	28.7	29.3	68	62.7	62.7

* Adjusted to account for natural variation in performance.

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