



Airport High

1315 Boston Avenue
West Columbia, SC 29170

Grades	9-12 High School	
Enrollment	1,455 Students	
Principal	Frank Jovanelly	803-822-5600
Superintendent	Venus J. Holland, Ed. D.	803-739-8399
Board Chair	Rick Shull	803-796-9172

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	Average	Excellent
2007	Below Average	Below Average
2006	Good	Below Average
2005	Good	Below Average

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	9	24	3	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 (%)	80.6	82.7	76.1	77.0	78.8	74.4
Passed 1 subtest (%)	12.7	9.2	12.5	13.0	11.4	13.6
Passed no subtests (%)	6.8	8.1	11.4	10.2	9.8	12.1

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	97.0%	93.6%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	412	246
Number of Diplomas	254	181
Rate	61.7%	75.1%

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	58.1	71.8
English 1	62.6	60.7
Physical Science	56.1	49.7
US History and the Constitution	41.8	36.4
All Tests	54.5	53.5

* 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=1,455)				
Retention rate	4.0%	Up from 3.9%	4.8%	4.8%
Attendance rate	97.3%	Up from 96.9%	95.0%	95.5%
Eligible for gifted and talented	19.2%	Up from 18.2%	11.9%	9.2%
With disabilities other than speech	15.5%	Up from 14.1%	13.7%	12.6%
Older than usual for grade	6.9%	Up from 6.2%	9.1%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	No Change	1.0%	1.2%
Enrolled in AP/IB programs	14.4%	Up from 13.5%	13.1%	13.2%
Successful on AP/IB exams	42.0%	Down from 43.3%	51.0%	55.6%
Eligible for LIFE Scholarship	30.2%	Down from 30.3%	29.4%	29.8%
Annual dropout rate	4.9%	Up from 0.8%	4.4%	3.5%
Career/technology students in co-curricular organizations	3.8%	Down from 6.2%	3.0%	3.0%
Enrollment in career/technology courses	945	Up from 876	445	523
Students participating in work-based experiences	16.5%	Up from 10.5%	13.6%	12.9%
Career/technology students attaining technical skills	77.0%	Down from 77.1%	78.8%	79.3%
Career/technology completers placed	96.7%	Up from 96.1%	97.9%	98.8%
Teachers (n=92)				
Teachers with advanced degrees	56.5%	No Change	59.2%	58.6%
Continuing contract teachers	76.1%	Up from 72.8%	77.6%	71.6%
Teachers with emergency or provisional certificates	7.7%	Up from 6.7%	6.1%	8.1%
Teachers returning from previous year	83.2%	Down from 84.6%	86.8%	85.0%
Teacher attendance rate	94.5%	Down from 95.1%	95.4%	95.5%
Average teacher salary*	\$49,212	Up 0.1%	\$47,968	\$47,761
Professional development days/teacher	16.8 days	Up from 16.7 days	12.4 days	10.8 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	3.0
Student-teacher ratio in core subjects	31.0 to 1	Up from 30.3 to 1	27.1 to 1	26.1 to 1
Prime instructional time	90.6%	Up from 89.6%	89.7%	89.8%
Dollars spent per pupil**	\$6,876	Up 3.2%	\$7,844	\$7,883
Percent of expenditures for teacher salaries**	63.1%	Down from 63.7%	54.0%	54.1%
Percent of expenditures for instruction**	66.4%	Down from 67.7%	59.2%	60.2%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	90.2%	Down from 92.6%	97.2%	95.8%
Character development program	Average	Down from Good	Good	Good
Modern language program assessment	N/A	N/A	Average	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	303	97.0%	1296	54.5%	412	61.7%	No
Gender							
Male	139	94.2%	673	52.5%	191	55.5%	N/A
Female	164	99.4%	623	56.7%	221	67.0%	N/A
Racial/Ethnic Group							
White	187	97.9%	809	59.6%	256	62.5%	N/A
African American	107	95.3%	430	44.9%	141	61.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	42	47.6%	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	28	75.0%	199	29.1%	43	41.9%	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	25	64.0%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	162	95.7%	650	48.8%	219	55.3%	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

The 2008/2009 school year offered a contrast in emotions, as we celebrated earning Palmetto Gold recognition, while experiencing the most significant budget cuts in many years. The challenge was to remain focused on our mission and at the same time, implement changes in our systems to deal with cuts in funding and staffing. We worked to continue the programs we have developed, but made adjustments to reflect the loss of resources.

We celebrated an increase in all test scores, with EOC, SAT, ACT, AP and HSAP scores all showing gains for the third straight year. Our HSAP performance has been strong the past few years, with a school record score in 2008. Our graduation rate also showed a significant gain, with an increase of 5% from the previous year. This is partly attributed to the support systems we have put in place over the past four years, which give students a chance to recover failing grades or grades lost to poor attendance. Our Eagles 12 Freshman Program, in the second year, continued to improve the experience for ninth graders. We also added a Sophomore Team in 2008, targeting students who were predicted to have difficulty passing HSAP. This team provided additional time to students and focused particularly on math and English. We will continue to expand on our "Pyramid of Support" by adding elements to further improve our AP program. While reductions in staffing will lead to some compromises in our programs, we are making every effort to continue these initiatives.

Supported by a strong media specialist and literacy coach, our school-wide reading period, SSR (Sustained Silent Reading), continues giving students and staff a twenty-minute period three days a week to read materials of their choice. Our media center has supported this initiative by providing a number of book fairs to allow students to pick from a wide variety of reading materials and our literacy coach ensures that appropriate young adult material is readily available to students.

Our School Improvement Council participated in the Lexington Two Community Coalition, working to draw the resources of the entire community to address the many at-risk issues facing our students. One of the strategies developed involved administering a health survey to all students in the district. The results of this survey will be used to target particular areas of need. Of particular importance in this area was the development of an after-school program to assist at-risk students. The Nehemiah Project started with a pilot group of 25 ninth graders and a cadre of volunteers, including teachers and community members. The early data indicates a successful start with improvement noted in grades, discipline and attendance. This program will be expanded next year with the ultimate goal of providing support to all students in need.

Frank Jovanelly Dr. Mitch Yell
Principal SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	84	121	40
Percent satisfied with learning environment	90.2%	73.3%	75.0%
Percent satisfied with social and physical environment	90.5%	81.0%	82.1%
Percent satisfied with school-home relations	66.7%	81.5%	74.4%

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

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 Adequate Yearly Progress

NO

This school met 12 out of 21 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	0.0%	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	6.0%	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
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	374	98.9	11.2	40.6	33.2	15	62.4	63.2	61.8	No	Yes
Male	196	99	15.4	41.7	32	10.9	57.1	56.7	57.4	N/A	N/A
Female	178	98.9	6.7	39.4	34.5	19.4	67.9	70.4	66.1	N/A	N/A
White	225	99.6	8.5	33.6	37.9	19.9	70.6	72.9	74.3	Yes	Yes
African American	131	97.7	14.9	53.5	25.4	6.1	47.4	48.2	44.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	13	100	27.3	27.3	27.3	18.2	45.5	40	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	55.4	I/S	I/S
Disabled	68	98.5	31.7	48.3	8.3	11.7	26.7	26.1	19.4	No	Yes
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	9	I/S	I/S	I/S	I/S	I/S	I/S	36.8	38.5	I/S	I/S
Subsized meals	172	99.4	16.6	42.4	33.1	7.9	53	50.2	45.6	No	Yes

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

All Students	374	98.9	17.1	34.4	26.8	21.8	62.1	62.4	62.7	No	Yes
Male	196	99	20	33.7	26.9	19.4	59.4	60.6	61.8	N/A	N/A
Female	178	98.9	13.9	35.2	26.7	24.2	64.8	64.3	63.6	N/A	N/A
White	225	99.6	13.3	31.8	26.5	28.4	67.8	69.6	75.1	Yes	Yes
African American	131	97.7	23.7	42.1	25.4	8.8	50	49.8	45.1	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	13	100	27.3	18.2	45.5	9.1	63.6	52	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	59.2	I/S	I/S
Disabled	68	98.5	40	35	20	5	31.7	26.1	21.8	No	Yes
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	9	I/S	I/S	I/S	I/S	I/S	I/S	47.4	52.3	I/S	I/S
Subsized meals	172	99.4	24.5	37.1	29.1	9.3	51.7	50.4	47.9	No	Yes

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

All Students	363	89.5	55.4	21.2	9.1	3.9	12.9	N/A	N/A	N/A	N/A
Male	187	88.2	56.7	16.6	10.2	4.8	15.0	N/A	N/A	N/A	N/A
Female	176	90.9	54.0	26.1	8.0	2.8	10.8	N/A	N/A	N/A	N/A
White	222	92.8	50.9	26.1	11.3	4.5	15.8	N/A	N/A	N/A	N/A
African American	124	83.1	62.1	12.9	5.6	2.4	8.1	N/A	N/A	N/A	N/A
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	12	91.7	75.0	8.3	8.3	N/A	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	57	63.2	59.6	3.5	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	10	100.0	90.0	10.0	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Subsized meals	163	86.5	63.8	12.9	7.4	2.5	9.8	N/A	N/A	N/A	N/A

* 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

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	356	99.2	8.1	29.4	40.6	21.9	75	73.3	69.7
	2009	374	98.9	11.2	40.6	33.2	15	62.4	63.2	61.8

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

All Students	2008	356	99.2	13.1	31.3	30.3	25.3	70	69.9	67.2
	2009	374	98.9	17.1	34.4	26.8	21.8	62.1	62.4	62.7

* Adjusted to account for natural variation in performance.