



ANDREWS HIGH

12890 County Line Road
Andrews, South Carolina

Grades	9-12 High School	
Enrollment	652 Students	
Principal	Michelle G. Staggers	843-264-3414
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	20	4	9

* 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 (%)	64.2%	57.0%	73.7%	69.5%	62.4%	66.1%
Passed 1 subtest (%)	17.0%	18.2%	13.2%	16.3%	18.3%	17.7%
Passed no subtests (%)	18.8%	24.8%	13.2%	14.2%	19.3%	16.6%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	78.8%	85.6%

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	201	184	146	173
Number of Graduates in Cohort	133	120	102	119
Rate	66.2%	65.2%	67.7%	70.4%

*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	73.3%	63.9%
English 1	54.7%	57.0%
Physical Science	41.1%	40.2%
US History and the Constitution	51.4%	28.5%
All Tests	53.0%	46.7%

* 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=652)				
Retention rate	8.2%	Down from 15.8%	4.8%	3.7%
Attendance rate	93.3%	No Change	94.6%	95.4%
Eligible for gifted and talented	14.2%	Up from 11.6%	5.4%	12.4%
With disabilities other than speech	13.8%	Up from 13.5%	13.7%	12.8%
Older than usual for grade	17.0%	Down from 17.7%	12.5%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	1.3%	1.1%
Enrolled in AP/IB programs	12.3%	Down from 18.8%	7.8%	13.1%
Successful on AP/IB exams	14.3%	N/A	24.8%	50.4%
Eligible for LIFE Scholarship	25.0%	Down from 26.4%	27.6%	30.4%
Annual dropout rate	4.0%	Down from 4.9%	2.6%	3.1%
Career/technology students in co-curricular organizations	25.5%	Up from 19.9%	4.1%	2.2%
Enrollment in career/technology courses	337	Down from 470	273	424
Students participating in work-based experiences	0.0%	No Change	8.5%	11.7%
Career/technology students attaining technical skills	81.2%	Up from 80.4%	72.3%	78.7%
Career/technology completers placed	94.4%	Down from 100.0%	98.3%	98.5%
Teachers (n=48)				
Teachers with advanced degrees	52.1%	Up from 49.0%	58.0%	60.4%
Continuing contract teachers	62.5%	Up from 60.8%	65.8%	76.6%
Teachers with emergency or provisional certificates	14.0%	Down from 21.7%	13.9%	6.5%
Teachers returning from previous year	81.1%	Down from 82.8%	81.3%	86.8%
Teacher attendance rate	95.3%	Up from 95.1%	96.1%	95.8%
Average teacher salary*	\$46,102	Up 0.4%	\$45,850	\$47,390
Professional development days/teacher	13.5 days	Up from 8.4 days	11.0 days	10.0 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	22.4 to 1	Down from 23.0 to 1	22.7 to 1	25.8 to 1
Prime instructional time	86.5%	Down from 86.7%	89.2%	90.1%
Dollars spent per pupil**	\$9,460	Up 8.6%	\$9,381	\$7,974
Percent of expenditures for teacher salaries**	53.1%	Down from 53.6%	53.6%	55.4%
Percent of expenditures for instruction**	60.3%	Up from 59.4%	59.2%	60.4%
Opportunities in the arts	Good	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	96.7%	96.0%
Character development program	Good	Down from Excellent	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	151	78.8%	608	53.0%	184	65.2%	No
Gender							
Male	70	75.7%	346	51.7%	91	53.8%	N/A
Female	81	81.5%	262	54.6%	93	76.3%	N/A
Racial/Ethnic Group							
White	69	82.6%	286	66.1%	80	68.8%	N/A
African American	79	75.9%	308	39.6%	100	62.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	14	78.6%	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	18	22.2%	81	21.0%	26	15.4%	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	11	72.7%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	125	76.0%	502	49.0%	148	63.5%	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

Andrews High is a comprehensive high school that serves a widespread, rural geographic area. It operates on a 4x4 block schedule, which allows students to earn up to eight Carnegie units per year. Teachers employ innovative instructional practices and utilize the school's well-maintained technological resources.

Throughout the year, many opportunities are provided for better school and community relations. Examples include orientation for freshmen and new students, Open House, School Improvement Council, School-to-Work activities, parent conferences and report card pick-up, Freshman Academy, and outreach to community resource persons. The school also hosts regular Parent Teacher Student Association and Booster Club meetings and invites the public to annual musical performances.

Teachers participate in a variety of staff development opportunities. They also develop web sites as a resource for better communication with parents and students. Annually, emphasis is placed on utilizing Measures of Academic Progress (MAP) to diagnose students' needs and to differentiate instruction.

Andrews High School's students and staff are recognized for outstanding achievements throughout the academic year while continuing its tradition of excellence in athletics. We are elated about the strides we continue to make despite the challenges we face as a Title I school destined to fulfill its mission.

SIC Chairperson, HESSIE W. RICHARD
Principal, MICHELLE G. STAGGERS, Ed. S.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	129	28
Percent satisfied with learning environment	67.6%	72.9%	78.6%
Percent satisfied with social and physical environment	85.3%	71.9%	70.4%
Percent satisfied with school-home relations	44.1%	73.8%	71.4%

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

Abbreviations for Missing Data

School Adequate Yearly Progress NO

This school met 8 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 NI

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	1.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.7%	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	170	98.2	17.1	43.7	27.2	12	52.5	63.3	65.9	No	Yes
Male	82	97.6	20	44	22.7	13.3	48	57.8	60.8	N/A	N/A
Female	88	98.9	14.5	43.4	31.3	10.8	56.6	69	71	N/A	N/A
White	67	97	9.7	35.5	35.5	19.4	67.7	76.9	77.5	No	Yes
African American	99	99	21.7	48.9	22.8	6.5	42.4	49.1	49.7	No	Yes
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	3	I/S	I/S	I/S	I/S	I/S	I/S	64.7	56.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	19	84.2	78.6	21.4	0	0	0	15.5	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	I/S	47.3	I/S	I/S
Subsidized meals	143	97.9	20.3	46.6	23.3	9.8	48.9	53.9	51.5	No	Yes

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

All Students	170	98.2	20.3	43.7	25.9	10.1	52.5	63.2	62.3	No	Yes
Male	82	97.6	20	40	25.3	14.7	56	63.5	61.7	N/A	N/A
Female	88	98.9	20.5	47	26.5	6	49.4	62.9	63	N/A	N/A
White	67	97	11.3	38.7	29	21	69.4	76	75	No	Yes
African American	99	99	26.1	47.8	23.9	2.2	40.2	48.5	44	No	Yes
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	3	I/S	I/S	I/S	I/S	I/S	I/S	82.4	56.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	19	84.2	71.4	28.6	0	0	0	15.5	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	I/S	52.6	I/S	I/S
Subsidized meals	143	97.9	24.1	42.9	25.6	7.5	48.1	54.6	48.1	No	Yes

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

All Students	171	91.2	75.0	13.5	6.4	5.1	11.5	N/A	N/A	N/A	N/A
Male	82	85.4	67.1	15.7	11.4	5.7	17.1	N/A	N/A	N/A	N/A
Female	89	96.6	81.4	11.6	2.3	4.7	7.0	N/A	N/A	N/A	N/A
White	68	94.1	70.3	9.4	12.5	7.8	20.3	N/A	N/A	N/A	N/A
African American	99	88.9	78.4	17.0	2.3	2.3	4.5	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	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	19	57.9	90.9	9.1	0.0	0.0	0.0	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	144	89.6	79.1	12.4	5.4	3.1	8.5	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	168	98.2	29.4	42.5	17	11.1	38.6	57.1	61.8
	2010	170	98.2	17.1	43.7	27.2	12	52.5	63.3	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	167	98.8	37.9	29.4	23.5	9.2	45.1	59.1	62.7
	2010	170	98.2	20.3	43.7	25.9	10.1	52.5	63.2	62.3

* Adjusted to account for natural variation in performance.