



AYNOR HIGH

201 Jordanville Highway
Aynor, South Carolina

Grades	9-12 High School	
Enrollment	702 Students	
Principal	Daryl C. Brown	843-488-7100
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	At-Risk
2009	Good	Average
2008	Good	At-Risk
2007	Good	Excellent
2006	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
1	11	23	1	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 (%)	81.7%	90.7%	90.0%	79.6%	73.2%	77.7%
Passed 1 subtest (%)	10.0%	5.7%	3.5%	11.0%	14.0%	11.6%
Passed no subtests (%)	8.3%	3.6%	6.5%	9.5%	12.8%	11.0%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	89.9%	89.8%

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	177	192	265	281
Number of Graduates in Cohort	142	137	193	198
Rate	80.2%	71.4%	74.3%	71.2%

*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	86.5%	75.3%
English 1	78.3%	67.2%
Physical Science	79.9%	55.9%
US History and the Constitution	56.5%	42.5%
All Tests	73.9%	59.9%

* 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=702)				
Retention rate	1.5%	Down from 2.2%	3.7%	3.7%
Attendance rate	93.3%	Down from 94.4%	95.3%	95.4%
Eligible for gifted and talented	28.6%	Up from 26.2%	12.2%	12.4%
With disabilities other than speech	16.9%	Up from 16.8%	13.1%	12.8%
Older than usual for grade	5.4%	Down from 6.1%	9.3%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.8%	Down from 3.7%	1.2%	1.1%
Enrolled in AP/IB programs	16.5%	Down from 17.2%	13.1%	13.1%
Successful on AP/IB exams	39.0%	Down from 51.7%	47.1%	50.4%
Eligible for LIFE Scholarship	31.4%	Down from 49.4%	30.9%	30.4%
Annual dropout rate	2.8%	Down from 6.4%	3.8%	3.1%
Career/technology students in co-curricular organizations	10.4%	Up from 8.9%	1.2%	2.2%
Enrollment in career/technology courses	357	Down from 423	421	424
Students participating in work-based experiences	11.7%	Up from 0.6%	12.6%	11.7%
Career/technology students attaining technical skills	71.8%	Down from 78.8%	77.2%	78.7%
Career/technology completers placed	100.0%	No Change	97.4%	98.5%
Teachers (n=45)				
Teachers with advanced degrees	68.9%	Down from 72.7%	59.5%	60.4%
Continuing contract teachers	86.7%	Up from 81.8%	79.9%	76.6%
Teachers with emergency or provisional certificates	4.7%	Down from 4.9%	6.3%	6.5%
Teachers returning from previous year	92.6%	Up from 88.6%	87.6%	86.8%
Teacher attendance rate	93.7%	Down from 94.3%	95.5%	95.8%
Average teacher salary*	\$52,745	Up 0.4%	\$47,232	\$47,390
Professional development days/teacher	21.1 days	Up from 18.7 days	10.8 days	10.0 days
School				
Principal's years at school	1.0	Down from 5.0	3.3	4.0
Student-teacher ratio in core subjects	28.3 to 1	Up from 27.8 to 1	27.1 to 1	25.8 to 1
Prime instructional time	85.7%	Down from 86.0%	89.2%	90.1%
Dollars spent per pupil**	\$9,939	Up 0.1%	\$7,672	\$7,974
Percent of expenditures for teacher salaries**	52.8%	Up from 40.5%	54.3%	55.4%
Percent of expenditures for instruction**	57.0%	Down from 57.1%	59.3%	60.4%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	86.2%	Down from 98.4%	95.3%	96.0%
Character development program	Good	Up from Average	Good	Good
Modern language program assessment	N/A	N/A	Average	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	158	89.9%	651	73.9%	192	71.4%	No
Gender							
Male	78	84.6%	327	72.8%	95	72.6%	N/A
Female	80	95.0%	324	75.0%	97	70.1%	N/A
Racial/Ethnic Group							
White	145	90.3%	560	76.1%	174	73.6%	N/A
African American	11	81.8%	73	58.9%	15	53.3%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	12	83.3%	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	61.1%	97	55.7%	24	50.0%	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	82	85.4%	401	71.3%	104	57.7%	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

The Aynor High School administration and School Improvement Council are pleased to report the many accomplishments of the 2009-10 school year. Our faculty/ staff worked extremely hard during this school term and the effort paid huge dividends in the highest EOC passage rates in our school's history. AHS also enjoyed a 97 point gain on the SAT. These increases were not easy to accomplish but because of the tremendous work ethic of our teachers and positive parental support, our students have shown great improvements.

Aynor High School has also implemented several school and district initiatives to improve instruction across the curriculum. Aynor High School began its journey this year as a High Schools that Work school where administration and faculty focused on three key practices: setting high expectations, implementing rigor and relevance in the classroom, and teachers working together. Throughout the school year, our administration and faculty met in teachers' meetings, DATA team meetings, Faculty Council meetings, School Improvement meetings, and departmental meetings to focus on the HSTW key practices, state end of course tests, our state's exit exam, and meeting the needs of our students. Aynor High School's number one goal was to set forth high expectations of our faculty, staff, and administration to increase student achievement in all areas.

Our students also excelled in and out of the classroom. Our Fine Arts department continues to excel in all areas, with numerous students winning awards. Our chorus, band, and orchestra groups have increased numbers in All-County and All-State competitions. Our Fine Arts department in conjunction with our drama class produced a successful performance of Bye, Bye, Birdie. Our FFA soil judging team placed first at the district-level contest taking the top two individual scores. The FFA team also placed third at the state competition. Our FFA Farm Business Management Team also placed third at the state level competition. AHS also won numerous athletic completions and academic awards. AHS had a National Merit Finalist, an HCS Reel Kid's District Award winner, and a Sun News Toast of the Coast award winner in track and field. Our senior class earned more than 3.5 million dollars in scholarship money.

Aynor High Schools' Baccalaureate Program has increased in numbers this year with 54 students pursuing the IB certificate or diploma track. AHS anticipates 94 students pursuing the IB certificate or diploma track for the 2010-2011 school year.

Our school looks forward to adding to these accomplishments in the coming school year.

Daryl C. Brown, Principal
Sherry Flowers, AHS School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	137	41
Percent satisfied with learning environment	95.5%	83.2%	95.0%
Percent satisfied with social and physical environment	100.0%	89.8%	90.2%
Percent satisfied with school-home relations	95.5%	91.2%	87.8%

* 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 12 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	2.0%		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	3.3%	0.0%	No

Abbreviations for Missing Data

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	172	99.4	7.8	29.5	34.9	27.7	72.9	68.2	65.9	Yes	Yes
Male	84	98.8	4.9	35.4	34.1	25.6	72	63.4	60.8	N/A	N/A
Female	88	100	10.7	23.8	35.7	29.8	73.8	73.1	71	N/A	N/A
White	144	100	5.7	26.4	35.7	32.1	77.1	77.5	77.5	Yes	Yes
African American	21	95.2	25	45	30	0	45	45.1	49.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	71.4	80.2	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	52	56.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	78.6	65.9	I/S	I/S
Disabled	33	97	34.4	46.9	18.8	0	34.4	26.3	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	2	I/S	I/S	I/S	I/S	I/S	I/S	33.7	47.3	I/S	I/S
Subsidized meals	104	99	13.1	33.3	34.3	19.2	65.7	56.9	51.5	Yes	Yes

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

All Students	172	99.4	9	27.7	34.3	28.9	76.5	68.1	62.3	Yes	Yes
Male	84	98.8	8.5	25.6	35.4	30.5	76.8	66.3	61.7	N/A	N/A
Female	88	100	9.5	29.8	33.3	27.4	76.2	69.9	63	N/A	N/A
White	144	100	6.4	27.1	34.3	32.1	79.3	76.3	75	Yes	Yes
African American	21	95.2	30	25	45	0	55	46	44	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	85.7	85.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	55.6	56.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.7	62.5	I/S	I/S
Disabled	33	97	40.6	31.3	21.9	6.3	40.6	30.8	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	2	I/S	I/S	I/S	I/S	I/S	I/S	44.8	52.6	I/S	I/S
Subsidized meals	104	99	11.1	36.4	33.3	19.2	69.7	57.9	48.1	No	Yes

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

All Students	172	91.3	50.3	15.3	15.9	18.5	34.4	N/A	N/A	N/A	N/A
Male	84	90.5	50.0	14.5	14.5	21.1	35.5	N/A	N/A	N/A	N/A
Female	88	92.0	50.6	16.0	17.3	16.0	33.3	N/A	N/A	N/A	N/A
White	144	93.8	48.1	16.3	16.3	19.3	35.6	N/A	N/A	N/A	N/A
African American	21	76.2	75.0	6.3	6.3	12.5	18.8	N/A	N/A	N/A	N/A
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	4	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	32	62.5	80.0	15.0	5.0	0.0	5.0	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	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	103	86.4	55.1	15.7	14.6	14.6	29.2	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	195	100	7.6	36.2	32.4	23.8	69.7	67.4	61.8
	2010	172	99.4	7.8	29.5	34.9	27.7	72.9	68.2	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	195	100	5.4	21.6	28.6	44.3	84.9	70.8	62.7
	2010	172	99.4	9	27.7	34.3	28.9	76.5	68.1	62.3

* Adjusted to account for natural variation in performance.