

AYNOR MIDDLE

400 Frye Road
Galivants Ferry, SC 29544

Grades	6-8 Middle School	
Enrollment	574 Students	
Principal	Milton Frink	843-358-6000
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	Average	Average
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
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.

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

Percent of students tested in 2009-10 whose 2008-09 test scores were located

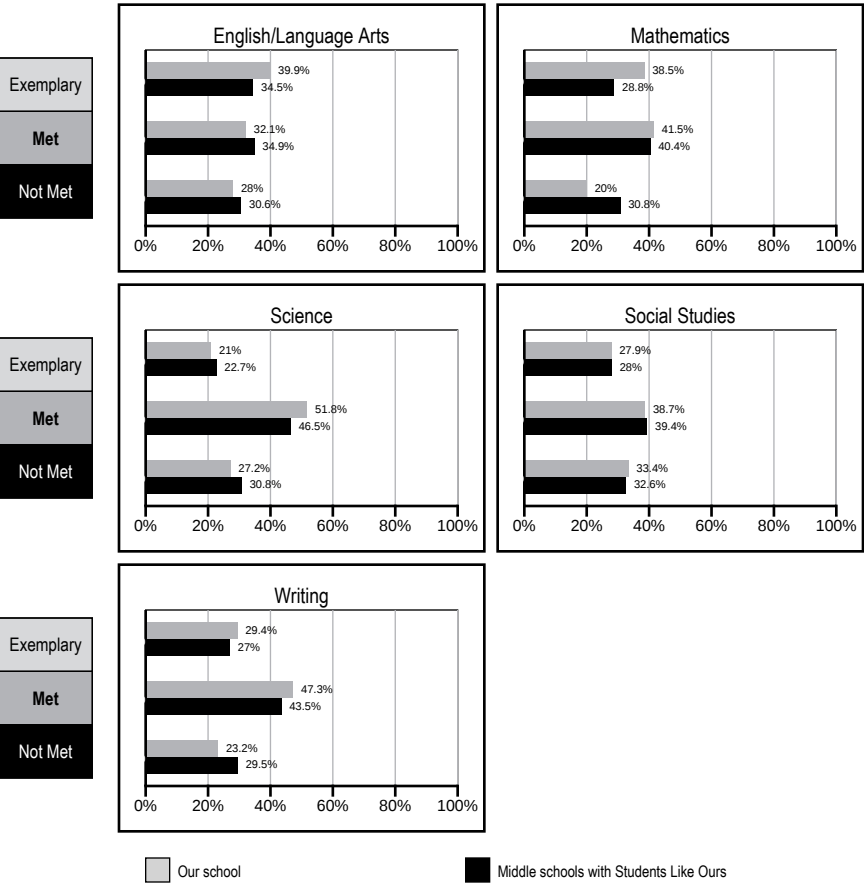
97.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	53	1	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	97.1%
English 1	100.0%	98.2%
Physical Science	N/A	71.7%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	97.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=574)				
Students enrolled in high school credit courses (grades 7 & 8)	28.7%	Up from 21.4%	24.3%	24.2%
Retention rate	1.9%	Up from 0.7%	0.7%	0.7%
Attendance rate	95.8%	Down from 95.9%	95.6%	95.9%
Eligible for gifted and talented	30.2%	Down from 31.6%	18.0%	16.4%
With disabilities other than speech	11.3%	Down from 15.5%	13.7%	12.0%
Older than usual for grade	1.0%	Down from 1.3%	2.3%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Down from 2.6%	0.7%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	67.6%	Up from 65.7%	59.3%	58.5%
Continuing contract teachers	81.1%	Down from 85.7%	81.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 2.9%	2.9%	4.0%
Teachers returning from previous year	91.3%	Up from 87.2%	86.2%	84.6%
Teacher attendance rate	94.3%	Up from 92.4%	95.2%	95.4%
Average teacher salary*	\$53,607	Up 1.9%	\$46,548	\$46,561
Professional development days/teacher	17.6 days	Down from 18.3 days	10.5 days	10.2 days
School				
Principal's years at school	6.0	Up from 5.0	4.8	4.0
Student-teacher ratio in core subjects	22.3 to 1	Up from 21.3 to 1	20.9 to 1	21.1 to 1
Prime instructional time	88.2%	Up from 86.5%	90.2%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.3%	Down from 97.5%	98.0%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$9,299	Up 4.8%	\$7,737	\$7,802
Percent of expenditures for instruction**	59.4%	Down from 59.7%	64.2%	63.8%
Percent of expenditures for teacher salaries**	56.0%	Up from 41.5%	61.0%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Aynor Middle School has completed another successful school year. We continued to make progress in challenging and engaging students for instruction. Teachers participated in numerous hours of professional development. We had three additional teachers to earn National Board Certification this year. Students were engaged in numerous service projects in the community such as: completing the Wounded Warrior Project for soldiers, performing musical programs at the elementary schools, volunteering work for Hoops for Heart, and raising money and collecting supplies for the humane society. Our PTO continued to support our instruction by providing funds for teacher supplies, teacher appreciation week, and incentives and awards to encourage our students in their academic work.

Our staff continued to work hard to improve instruction by implementing high-yield strategies and programs. DesCartes Learning Continuum was used daily by teachers to drive instruction. Literacy First strategies were used across the curriculum in all subjects. Monitoring Independent Reading Practice (MIRP) was scheduled for twenty-five minutes a day. Response to Instruction framework for ELA was implemented on each grade level. Compass Learning was used in ELA and math as a high-yield strategy. Read 180 and Math 180 programs for grades 6-8 continued to enhance learning for our students. Benchmark testing in science and social studies served as a major strategy to improve instruction. The after-school tutorial program served students in social studies and science as well as ELA and math. Student failures at the end of the year were reduced by more than two-thirds. Positive Behavior Intervention Support is a program that we continued to implement this year that helped to reduce student referrals, suspensions, and absences. Field trip incentives played a major role in reducing student referrals as well as improving student academic performance. The data team met monthly to analyze all of our student data to make recommendations for improvement.

Aynor Middle students continued to receive recognition and many different awards. Among these were: seven students recognized for State Superintendent's Writing Awards Program, 250 students participated in the Pelicans' Reading Rewards Program, 17 Junior Scholars (two accepted to Scholars Academy and eleven Explore scholars), one School Soil/Water Conservation Winner, one Duke TIP Scholar, four All-County Band; three All-Region Band, 28 students made All-County Chorus, one HTC Reel Kids recipient, and first place at the Middle School Chorus Music Festival, Hershey, PA.

Although we feel the quality of instruction in our school and district is high, we will always strive for improvement. We will never stop our pursuit until excellence is achieved for all students.

Milton Frink, Principal
Rickey Evans, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	0	161	47
Percent satisfied with learning environment	N/R	86.3%	89.1%
Percent satisfied with social and physical environment	N/R	83.6%	85.1%
Percent satisfied with school-home relations	N/R	88.6%	68.1%

* Only students at the highest middle school grade level and their parents were 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 19 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

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	2.0%		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	2.9%	0.0%	No
Student attendance rate	95.8%	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	574	99.3	28.8	32.8	38.3	82.8	85.4	83.5	Yes	Yes
Gender										
Male	306	99	32.3	30.6	37.1	77.9	82	80.1	N/A	N/A
Female	268	99.6	24.7	35.5	39.8	88.4	88.8	87	N/A	N/A
Racial/Ethnic Group										
White	501	99.4	26.8	32.7	40.5	83.9	89.5	89.6	Yes	Yes
African American	50	100	46.8	34	19.1	66	73.7	74.6	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90.7	92.7	I/S	I/S
Hispanic	15	100	33.3	46.7	20	100	82.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.5	85.1	I/S	I/S
Disability Status										
Disabled	72	100	65.7	22.4	11.9	50.7	58.2	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	54.5	27.3	18.2	90.9	80.6	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	359	99.4	38.3	32.9	28.7	76.6	80.5	76.9	Yes	Yes

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

All Students	574	99.1	22.2	43.6	34.2	86.2	84.2	80.4	Yes	Yes
Gender										
Male	306	98.7	23.9	39.6	36.5	83.6	82.2	78.4	N/A	N/A
Female	268	99.6	20.3	48.2	31.5	89.2	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	501	99.2	20	44.7	35.3	88	89.5	87.8	Yes	Yes
African American	50	100	51.1	38.3	10.6	61.7	69.8	69.3	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.1	93.5	I/S	I/S
Hispanic	15	100	13.3	26.7	60	100	78.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	82.7	83.2	I/S	I/S
Disability Status										
Disabled	72	100	62.7	25.4	11.9	50.7	53.9	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	18.2	27.3	54.5	100	78.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	359	99.2	29.7	43.5	26.7	79	78.5	72.8	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	376	99.2	26.8	51.7	21.5	73.2	71.8	67.3
Gender								
Male	205	99	23.9	48.2	27.9	76.1	71.7	66.9
Female	171	99.4	30.4	55.9	13.7	69.6	71.9	67.7
Racial/Ethnic Group								
White	328	99.1	24.8	53.1	22.2	75.2	80.4	79.6
African American	30	100	51.7	41.4	6.9	48.3	48.8	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	81.9	84.4
Hispanic	12	100	16.7	50	33.3	83.3	61.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	80	69.5
Disability Status								
Disabled	50	98	64.4	31.1	4.4	35.6	37.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	59.1	58.6
Socio-Economic Status								
Subsidized meals	237	98.7	35.2	48.4	16.4	64.8	63	55.4

Social Studies

All Students	381	99	32.9	39	28.1	67.1	75.3	70.9
Gender								
Male	205	99	33.5	35	31.5	66.5	74.2	70.1
Female	176	98.9	32.1	43.8	24.1	67.9	76.5	71.7
Racial/Ethnic Group								
White	338	99.1	31.9	38.4	29.7	68.1	80.5	79.2
African American	35	97.1	45.2	41.9	12.9	54.8	59.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.9	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	74	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	66	71.2
Disability Status								
Disabled	54	98.2	63.3	28.6	8.2	36.7	43.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	72.8	68
Socio-Economic Status								
Subsidized meals	230	98.7	40	41.9	18.1	60	68	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	569	98.8	23.1	47.4	29.5	76.9	76.8	72.1	95.8	95.8
Gender										
Male	304	98.7	30	46.8	23.2	70	69.9	65.2	95.8	95.7
Female	265	98.9	15	48.2	36.8	85	83.9	79.2	95.8	95.8
Racial/Ethnic Group										
White	499	99	21.5	47.9	30.5	78.5	83.2	80.8	95.7	95.5
African American	48	95.8	43.5	41.3	15.2	56.5	59.2	59.7	96.6	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.2	87	94.1	96.9
Hispanic	15	100	6.7	53.3	40	93.3	69.7	64.6	97.5	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70.6	73.4	N/A	94.1
Disability Status										
Disabled	70	92.9	N/AV	N/AV	N/AV	29	34.3	27.7	94.9	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	25	33.3	41.7	75	67.2	63.7	97.7	96.7
Socio-Economic Status										
Subsidized meals	358	98.3	31.8	47	21.1	68.2	68.9	61.9	95.4	95.5

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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	181	98.9	21.8	37.9	40.2	78.2
	7	185	98.4	17.5	40.7	41.8	82.5
	8	177	98.3	31.1	43.9	25	68.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	209	100	29.6	32.5	37.9	70.4
	7	192	97.9	33	31.3	35.8	67
	8	173	100	23.3	35	41.7	76.7
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	181	98.9	14.4	43.7	42	85.6
	7	185	98.4	18.6	50.3	31.1	81.4
	8	177	98.3	22	44.5	33.5	78
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	209	100	18.2	39.9	41.9	81.8
	7	192	97.4	33.1	40.4	26.4	66.9
	8	173	100	15.3	51.5	33.1	84.7
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	91	100	30.7	59.1	10.2	69.3
	7	185	98.4	28.8	55.9	15.3	71.2
	8	89	100	36.6	45.1	18.3	63.4
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	102	99	28.6	57.1	14.3	71.4
	7	188	98.9	27.1	50.8	22	72.9
	8	86	100	24.1	47	28.9	75.9

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
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	89	98.9	16.1	57.5	26.4	83.9
	7	185	98.4	34.5	35	30.5	65.5
	8	85	100	35.4	37.8	26.8	64.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	107	100	23.1	52.9	24	76.9
	7	187	98.4	41.7	31.4	26.9	58.3
	8	87	98.9	26.3	37.5	36.3	73.8
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	181	98.3	26.6	39.3	34.1	73.4
	7	186	97.9	15.3	48.3	36.4	84.7
	8	176	97.7	27.6	46	26.4	72.4
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	209	99	21.2	48.8	30	78.8
	7	190	99	28.9	43.3	27.8	71.1
	8	170	98.2	19	50.3	30.7	81

Abbreviations for Missing Data

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