



Aynor Middle School

400 Frye Road
Galivants Ferry, SC 29544

Grades	6-8 Middle School	
Enrollment	652 Students	
Principal	Robbie Watkins	843-358-6000
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Excellent*
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Average	At-Risk

* The School's 2012 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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 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>

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

Percent of students tested in 2011-12 whose 2010-11 test scores were located

96.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	17	37	2	0

* Ratings are calculated with data available by 11/07/2012.

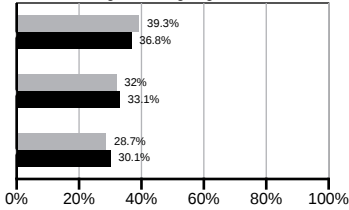
Palmetto Assessment of State Standards (PASS)

Exemplary

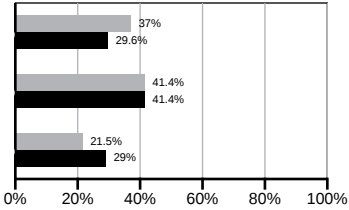
Met

Not Met

English/Language Arts



Mathematics

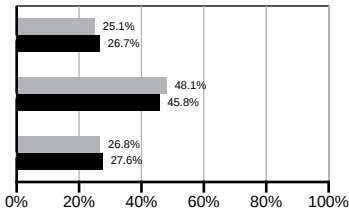


Exemplary

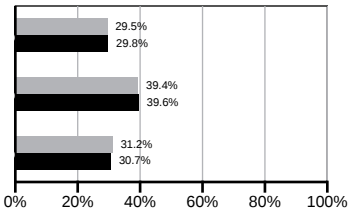
Met

Not Met

Science



Social Studies

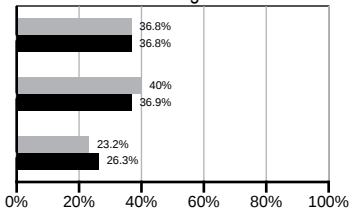


Exemplary

Met

Not Met

Writing



Our school



Middle schools with Students Like Ours

* 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%	97.3%
English 1	92.9%	97.4%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	98.0%	97.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=652)				
Students enrolled in high school credit courses (grades 7 & 8)	44.4%	Up from 31.6%	24.9%	22.9%
Retention rate	1.4%	Up from 1.1%	0.8%	0.8%
Attendance rate	95.4%	Up from 94.8%	95.8%	96.2%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.4%	Up from 0.7%	0.6%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	70.0%	Down from 72.2%	61.7%	61.3%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	95.0%	Up from 93.9%	87.4%	86.7%
Teacher attendance rate	94.1%	Up from 91.9%	95.0%	95.2%
Average teacher salary*	\$56,309	Up 3.1%	\$46,806	\$46,422
Professional development days/teacher	13.9 days	Down from 15.0 days	9.9 days	10.0 days
School				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Down from 23.9 to 1	22.3 to 1	22.0 to 1
Prime instructional time	86.6%	Up from 85.1%	89.5%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.0%	99.0%	98.8%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil**	\$8,632	Down 7.7%	\$7,070	\$7,245
Percent of expenditures for instruction**	60.0%	Down from 60.6%	64.5%	63.1%
Percent of expenditures for teacher salaries**	57.9%	Up from 57.4%	63.0%	60.9%

* 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

Report of Principal and School Improvement Council

Aynor Middle School is proud of the accomplishments that we have made during the school year. We continued to make progress by providing students with challenging and engaging instruction. Teachers participated in numerous hours of professional development on the state and local levels. 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, and raising money for Make-a-Wish Foundation. 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. Monitored 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 and USA Test Prep were used in ELA and math as high-yield strategies. Read 180 and Real Math programs for grades 6-8 continued to enhance learning for our students. The results of Benchmark testing in science and social studies served as a major resource to improve instruction. The after-school tutorial program served students in ELA, math, social studies, and science. The use of parent/student emails helped to reduce student referrals, suspensions, and absences. The data team met monthly to analyze student data and make recommendations for improvement. Aynor Middle students continued to receive recognitions and many different awards. Some of these included: three students recognized for State Superintendent's Writing Awards Program; three accepted in the SC Gifted and Talented Program for the Arts at CCU; one SC Governor's School participant for the Arts & Humanities; one accepted to Scholars Academy; 19 Junior Scholars, and 13 Explore scholars; eight All-County Band; seven All-Region Band; 10 SC Ensemble; seven All-County orchestra; 19 students made All-County Chorus; 95 participated in the SC Regional Choral Festival; 10 CCU music scholars; an excellent rating at SC Middle School Chorus Music Festival, Columbia, SC; fourth place for our robotics team in the first HCS Robotics Team Competition; and one HTC Reel Kids recipient. Although we feel the quality of instruction in our school and district is high, we will always strive for improvement. Receiving the State AYP Silver Award for 2010-11 gives us the encouragement to continue our pursuit of student excellence.

Milton Frink, Principal
Kristy Johnson, School Improvement Council Chairperson 2011-12

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	41	174	75
Percent satisfied with learning environment	95.1%	71.3%	91.9%
Percent satisfied with social and physical environment	100.0%	78.0%	89.0%
Percent satisfied with school-home relations	90.2%	84.3%	83.3%

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

Abbreviations for Missing Data

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	89.6
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Aynor Middle School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	3.0%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%*	Yes

* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	646.8	654.5	629.2	631.6	99.7	99.9
Male	641.9	654.5	630.4	633.9	99.7	100.0
Female	651.4	654.6	628.1	629.3	99.7	99.7
White	648.7	656.7	631.9	632.0	99.7	99.8
African American	630.2	634.9	609.1	622.8	100.0	100.0
Asian/Pacific Islander	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
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	591.5	607.5	572.7	587.1	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	633.4	642.4	616.1	617.6	99.5	99.8
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	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	197	100	29.3	33.5	37.2	70.7
	7	223	99.6	31.2	33	35.8	68.8
	8	188	100	30.6	30	39.4	69.4
2012	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	213	100	24.4	26.9	48.8	75.6
	7	208	99	31.8	33.3	34.9	68.2
	8	233	100	29.4	35.7	34.8	70.6
Mathematics							
2011	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	197	100	23.9	39.4	36.7	76.1
	7	223	99.6	24.7	38.1	37.2	75.3
	8	188	100	23.9	41.1	35	76.1
2012	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	213	100	13.4	39.3	47.3	86.6
	7	208	99.5	25.1	43.1	31.8	74.9
	8	233	100	25.3	43	31.7	74.7
Science							
2011	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	97	99	39.1	46.7	14.1	60.9
	7	223	99.6	27.9	47.9	24.2	72.1
	8	96	100	23.1	31.9	45.1	76.9
2012	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	108	100	29.7	51.5	18.8	70.3
	7	208	99.5	27.7	46.7	25.6	72.3
	8	116	99.1	22.2	47.2	30.6	77.8

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
--	-------	----------------------------------	----------	-----------	-------	-------------	-----------------------

Social Studies

2011	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	100	100	33.7	43.2	23.2	66.3
	7	223	99.6	37.7	30.7	31.6	62.3
	8	92	100	27	34.8	38.2	73
2012	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	105	100	26	55	19	74
	7	208	99	35.4	33.3	31.3	64.6
	8	117	99.2	27	37.8	35.1	73

Writing

2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	187	97.9	30.9	38.8	30.3	69.1
2012	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	233	99.6	23.2	40	36.8	76.8

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample