



Aynor Middle

400 Frye Road
Galivants Ferry, SC 29544

Grades	6-8 Middle School	
Enrollment	536 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 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	Below Average
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

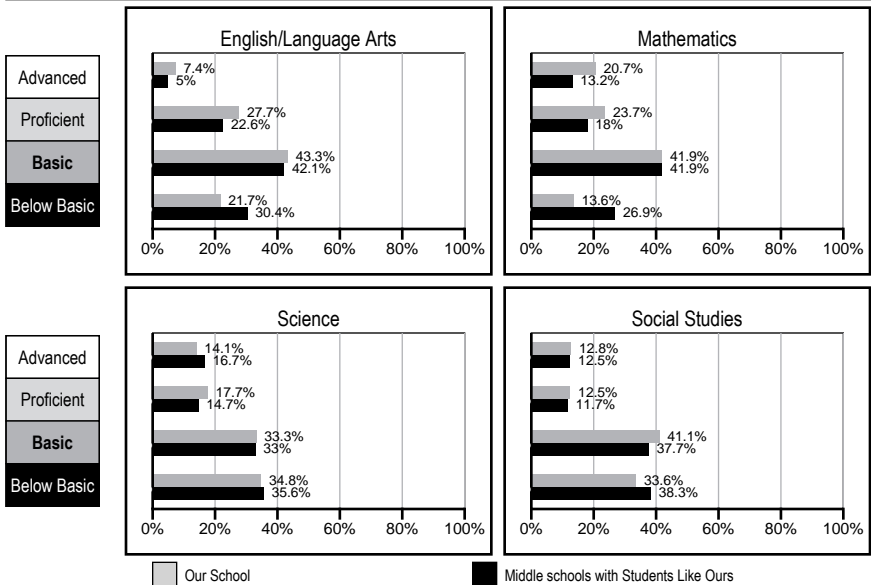
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	16	29	5

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	97.0
English 1	100.0	96.8
Physical Science	0	50.0
All Subjects	100.0	96.3

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=536)				
Students enrolled in high school credit courses (grades 7 & 8)	15.2%	Up from 12.3%	23.3%	19.4%
Retention rate	1.5%	Down from 2.6%	1.6%	1.8%
Attendance rate	96.0%	Up from 95.4%	95.9%	95.8%
Eligible for gifted and talented	31.5%	Up from 30.9%	17.8%	15.3%
With disabilities other than speech	13.3%	Down from 14.9%	14.3%	12.9%
Older than usual for grade	1.9%	Up from 0.6%	3.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.2%	Up from 1.7%	0.5%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	57.6%	Up from 50.0%	54.2%	55.0%
Continuing contract teachers	75.8%	Up from 72.2%	74.1%	70.6%
Teachers with emergency or provisional certificates	3.3%	Down from 10.7%	5.4%	5.4%
Teachers returning from previous year	85.2%	Down from 88.2%	84.8%	83.4%
Teacher attendance rate	94.7%	Down from 96.8%	95.0%	94.9%
Average teacher salary	\$48,121	Up 1.7%	\$44,220	\$44,706
Professional development days/teacher	12.5 days	Up from 10.7 days	11.4 days	11.8 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	25.6 to 1	Up from 24.0 to 1	20.7 to 1	20.1 to 1
Prime instructional time	88.3%	Down from 90.6%	89.3%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.5%	Down from 100.0%	97.5%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$8,256	Up 17.6%	\$7,158	\$7,097
Percent of expenditures for instruction*	59.9%	Down from 63.1%	63.7%	64.4%
Percent of expenditures for teacher salaries*	55.9%	Down from 59.9%	59.4%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

We are proud of the accomplishments that we have made at Aynor Middle School during 2007-2008. Although the year seemed to pass rapidly, our students still found time to make great achievements in several areas. This could not have been done without the help and encouragement of community and business partners, parents, students, and staff members.

To address the academic needs of our students, we have implemented the following programs or strategies:

- Literacy First strategies across content areas
- 30 minutes of Monitored Independent Reading Practice (MIRP)
- Enterprise Reading Model grades 6 & 7
- After-school tutorial program
- Utilized DesCartes Learning Continuum
- Data team to analyze student data monthly
- Continued scheduling parent-teacher conferences quarterly
- Staff development based upon student achievement results from PACT and MAP

Aynor Middle has received much recognition and many awards. Among these are:

- AYP District Silver Award (for 2006-2007)
- Superintendent's Service Award for middle schools (for 2006-2007)
- Superintendent's Reading Honor Roll (58 students)
- AMS named a Green Power Solar School
- 2008 Governor's Citizenship Award Recipient (1)
- Horry County Winner For State Geography Bee (1)
- Duke Tip Scholar (1)
- HC Soil & Water Conservation Essay District Winners (6th & 7th)
- Junior Scholars (12)/Scholars Academy (3)/Early College (5)
- Time Warner Hero Highlights Participant (1)
- HTC Reel Kids Recipient (1)
- First Place Winner for Middle School Chorus Music Festival, Atlanta, Ga.

The challenges will be many as we continue our "pursuit of excellence". We will work as a learning community to see that no child at Aynor Middle School is left behind.

Milton Frink, Principal

Phillip Hendrick, School Improvement Council Chairperson 2007-08

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	151	79
Percent satisfied with learning environment	97.1%	77.5%	90.9%
Percent satisfied with social and physical environment	97.1%	78.8%	88.2%
Percent satisfied with school-home relations	91.4%	86.0%	84.4%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 16 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. Sanction: Implement the restructuring plan.
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	3.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.6%	0.0%	No
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	533	99.8	21.8	44.2	27.6	6.3	45.8	57.2	48.2	Yes	Yes
Gender											
Male	288	99.7	31.3	41.9	22.8	4	38.2	50.3	41.7	N/A	N/A
Female	245	100	10.8	47	33.2	9.1	54.7	64.4	55	N/A	N/A
Racial/Ethnic Group											
White	470	99.8	19.1	44.7	29.7	6.5	47.4	65.4	60	Yes	Yes
African American	51	100	46.8	40.4	8.5	4.3	27.7	34.7	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	43.1	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
Disability Status											
Disabled	82	100	62.8	34.6	2.6	0	7.7	21.7	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	39.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	315	99.7	29.3	47.6	19.3	3.8	35.9	44.9	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	533	99.8	14.7	45	20.4	19.8	54.6	56.4	45.8	Yes	Yes
Gender											
Male	288	99.7	15.8	42.6	20.2	21.3	53.7	55.9	45.6	N/A	N/A
Female	245	100	13.4	47.8	20.7	18.1	55.6	57	45.9	N/A	N/A
Racial/Ethnic Group											
White	470	99.8	11.9	45.4	21.3	21.3	57.5	65.2	59	Yes	Yes
African American	51	100	40.4	42.6	10.6	6.4	25.5	31.6	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	42.6	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	48.5	46.2	I/S	I/S
Disability Status											
Disabled	82	100	43.6	46.2	7.7	2.6	20.5	20.8	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	41	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	315	99.7	21	46.2	19	13.8	44.8	43.9	31.4	Yes	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	356	100	34.8	33.3	17.7	14.1	31.8	41.4	35.7	96	96.3
Gender											
Male	192	100	37.8	26.1	18.9	17.2	36.1	43.8	37.4	95.5	96.2
Female	164	100	31.4	41.8	16.3	10.5	26.8	39	33.8	96.5	96.4
Racial/Ethnic Group											
White	314	100	31.5	35.9	18.3	14.2	32.5	50.4	49.2	95.9	96.1
African American	34	100	70	6.7	16.7	6.7	23.3	16.7	17	96.8	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	92.8	97.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	97.5	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	93	95.5
Disability Status											
Disabled	55	100	70.6	25.5	2	2	3.9	15.2	14	94.8	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	22.7	24.4	97.9	97
Socio-Economic Status											
Subsided meals	204	100	40.5	31.9	14.1	13.5	27.6	28.8	21.1	95.1	96
Social Studies											
All Students	355	100	33.6	41.1	12.5	12.8	25.3	41.6	34	96	96.3
Gender											
Male	185	100	36	37.1	11.4	15.4	26.9	45.3	36.6	95.5	96.2
Female	170	100	31.1	45.3	13.7	9.9	23.6	37.8	31.3	96.5	96.4
Racial/Ethnic Group											
White	312	100	30.4	42.6	13.5	13.5	27	48.6	44.5	95.9	96.1
African American	36	100	63.6	24.2	6.1	6.1	12.1	20.7	19.1	96.8	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	92.8	97.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	33.9	27.5	97.5	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	93	95.5
Disability Status											
Disabled	57	100	72.2	20.4	3.7	3.7	7.4	17.1	14.4	94.8	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	30.8	27.3	97.9	97
Socio-Economic Status											
Subsided meals	218	100	42.1	40.6	9.4	7.9	17.3	29.8	21	95.1	96

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	167	100	26.7	43.5	24.8	5	29.8
	7	158	100	24.5	43	27.8	4.6	32.5
	8	189	99.5	13.1	51.7	33	2.3	35.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	186	100	22.6	33.3	33.9	10.2	44.1
	7	179	100	18.8	49.7	26.7	4.8	31.5
	8	168	99.4	24.1	50.6	21.6	3.7	25.3
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	167	100	8.7	38.5	34.8	18	52.8
	7	158	100	15.9	49.7	19.9	14.6	34.4
	8	189	99.5	20.5	51.1	19.3	9.1	28.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	186	100	12.4	24.9	29.4	33.3	62.7
	7	179	100	13.9	50.3	17	18.8	35.8
	8	168	99.4	17.9	61.7	14.2	6.2	20.4
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	84	100	42	25.9	17.3	14.8	32.1
	7	158	99.4	30	40	16	14	30
	8	94	97.9	19.1	50.6	18	12.4	30.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	94	100	39.8	19.3	26.1	14.8	40.9
	7	179	100	32.1	38.8	12.7	16.4	29.1
	8	83	100	35	37.5	18.8	8.8	27.5
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	83	98.8	18.8	60	16.3	5	21.3
	7	158	100	34.4	42.4	11.3	11.9	23.2
	8	95	99	21.8	56.3	16.1	5.7	21.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	92	100	22.5	32.6	22.5	22.5	44.9
	7	179	100	41.8	38.8	6.1	13.3	19.4
	8	84	100	29.3	54.9	14.6	1.2	15.9

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