



ANDREWS HIGH

12890 County Line Road
Andrews, South Carolina

Grades	9-12 High School	
Enrollment	624 Students	
Principal	Dr. Michelle Greene	843-264-3414
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	At-Risk
2010	Average	At-Risk
2009	Below Average	At-Risk
2008	Average	Good
2007	Below Average	Below Average

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://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
4	3	19	4	6

* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	57.0%	73.7%	64.7%	62.4%	66.1%	65.9%
Passed 1 subtest (%)	18.2%	13.2%	20.4%	18.3%	17.7%	19.0%
Passed no subtests (%)	24.8%	13.2%	15.0%	19.3%	16.6%	15.1%

HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	53.3%	83.8%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	184	147	173	190
Number of Graduates in Cohort	120	109	119	134
Rate	65.2%	74.1%	70.4%	70.7%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	184	N/A	197
Number of Graduates in Cohort	N/A	129	N/A	134
Rate	N/A	70.1%	N/A	67.4%

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	63.4%	66.2%
English 1	47.7%	52.0%
Biology 1/Applied Biology 2	57.2%	49.7%
Physical Science	44.6%	42.3%
US History and the Constitution	45.7%	31.9%
All Tests	51.8%	47.9%

* 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=624)				
Retention rate	8.2%	No Change	4.8%	3.4%
Attendance rate	92.8%	Down from 93.3%	94.9%	95.0%
Served by gifted and talented program	14.5%	Up from 14.2%	7.7%	12.4%
With disabilities other than speech	12.1%	Down from 13.8%	12.2%	9.9%
Older than usual for grade	12.6%	Down from 17.0%	9.9%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.1%	Up from 0.3%	0.8%	0.9%
Enrolled in AP/IB programs	5.5%	Down from 12.3%	7.6%	13.0%
Successful on AP/IB exams	41.2%	Up from 14.3%	17.3%	51.7%
Eligible for LIFE Scholarship	26.2%	Up from 25.0%	27.5%	30.1%
Annual dropout rate	3.5%	Down from 4.0%	2.4%	2.5%
Career/technology students in co-curricular organizations	3.9%	Down from 25.5%	5.4%	2.9%
Enrollment in career/technology courses	274	Down from 337	352	419
Students participating in work-based experiences	0.0%	No Change	1.1%	7.2%
Career/technology students attaining technical skills	94.9%	Up from 81.2%	76.7%	83.0%
Career/technology completers placed	92.3%	Down from 94.4%	98.9%	98.4%
Teachers (n=48)				
Teachers with advanced degrees	56.3%	Up from 52.1%	59.1%	61.1%
Continuing contract teachers	66.7%	Up from 62.5%	74.5%	80.6%
Teachers returning from previous year	78.5%	Down from 81.1%	82.6%	86.5%
Teacher attendance rate	94.4%	Down from 95.3%	95.4%	95.5%
Average teacher salary*	\$46,218	Up 0.3%	\$45,203	\$46,884
Professional development days/teacher	12.7 days	Down from 13.5 days	9.9 days	10.0 days
School				
Principal's years at school	7.0	Up from 6.0	2.5	4.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 22.4 to 1	23.6 to 1	26.5 to 1
Prime instructional time	85.2%	Down from 86.5%	88.7%	89.3%
Dollars spent per pupil**	\$8,948	Down 5.4%	\$8,846	\$7,804
Percent of expenditures for teacher salaries**	55.8%	Up from 53.1%	55.9%	58.0%
Percent of expenditures for instruction**	59.2%	Down from 60.3%	59.1%	60.6%
Opportunities in the arts	Excellent	Up from Good	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.8%	Down from 100.0%	96.5%	97.3%
Character development program	Average	Down from Good	Good	Good
Modern language program assessment	N/A	N/A	Average	Good
Classical language program assessment	N/A	N/A	N/A	Good

* 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 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	45	53.3%	657	51.8%	184	65.2%	No
Gender							
Male	27	51.9%	344	50.3%	91	53.8%	N/A
Female	18	55.6%	312	53.2%	93	76.3%	N/A
Racial/Ethnic Group							
White	18	61.1%	291	64.3%	80	68.8%	N/A
African American	25	48.0%	355	40.8%	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	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	N/A
Disability Status							
Disabled	N/A	N/A	56	12.5%	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	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	42	50.0%	522	46.9%	148	63.5%	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

Andrews High is a comprehensive Title I high school that serves a widespread, rural geographic area. It has a relatively stable student population that is 46% white, 53% African American and 1% Hispanic. Andrews High operates on a flexible schedule, which allows students to earn up to eight Carnegie units per year while focusing on a broad-based curriculum with opportunities for exploring careers and for earning college credit in addition to an emphasis on core academic classes organized around detailed curriculum standards. 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 of these are: orientation for freshmen and new students, Open House, School Improvement Council, Parent Teacher Student Association, parent conferences and report card pick-up, and outreach to community resource persons. The school also hosts regular Booster club meetings and invites the public to musical and theatrical performances.

Andrews High School's students and staff were recognized for outstanding achievement throughout the 2010-2011 academic years. Students received awards and recognition in numerous areas: State Fire Fighter Winner, All Region in various sports, State Track Winners and Trendsetters, and a fine theatrical performance of High School Musical. We are proud of the school's progress and desire to persevere in all of its endeavors.

Mrs. HESSIE RICHARD, SIC Chair
Michelle G. Stagers, Ed. D.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	120	48
Percent satisfied with learning environment	78.4%	65.0%	72.9%
Percent satisfied with social and physical environment	91.7%	83.2%	61.7%
Percent satisfied with school-home relations	61.1%	85.0%	78.3%

* 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 10 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 CSI

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	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.0%	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
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	167	100.0	17.0	31.4	26.4	25.2	60.4	65.9	68.0	No	Yes
Male	99	100.0	22.7	33.0	28.9	15.5	52.6	58.7	63.1	N/A	N/A
Female	68	100.0	8.1	29.0	22.6	40.3	72.6	75.3	73.1	N/A	N/A
White	87	100.0	8.3	22.6	35.7	33.3	75.0	80.3	79.4	Yes	Yes
African American	78	100.0	27.4	42.5	15.1	15.1	42.5	48.6	51.7	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	66.4	I/S	I/S
Disabled	27	100.0	69.2	30.8	N/A	N/A	3.8	13.8	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	45.1	I/S	I/S
Subsidized meals	126	100.0	21.3	33.6	24.6	20.5	54.9	55.4	54.7	Yes	Yes

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

All Students	167	100.0	32.7	29.6	22.0	15.7	49.1	58.3	62.3	No	Yes
Male	99	100.0	37.1	27.8	21.6	13.4	43.3	53.1	61.4	N/A	N/A
Female	68	100.0	25.8	32.3	22.6	19.4	58.1	65.0	63.2	N/A	N/A
White	87	100.0	15.5	33.3	32.1	19.0	63.1	74.2	75.3	No	Yes
African American	78	100.0	53.4	26.0	11.0	9.6	31.5	39.6	42.9	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	84.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	64.1	I/S	I/S
Disabled	27	100.0	84.6	11.5	3.8	N/A	3.8	14.0	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47.1	I/S	I/S
Subsidized meals	126	100.0	36.1	32.0	18.9	13.1	42.6	46.2	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	168	91.7	72.1	5.8	9.7	12.3	22.1	N/A	N/A	N/A	N/A
Male	99	87.9	75.9	5.7	4.6	13.8	18.4	N/A	N/A	N/A	N/A
Female	69	97.1	67.2	6.0	16.4	10.4	26.9	N/A	N/A	N/A	N/A
White	88	95.5	63.1	7.1	11.9	17.9	29.8	N/A	N/A	N/A	N/A
African American	78	87.2	85.3	4.4	5.9	4.4	10.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	27	74.1	95.0	5.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	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	127	90.6	77.4	5.2	8.7	8.7	17.4	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

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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*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	170	98.2	17.1	43.7	27.2	12.0	52.5	63.3	65.9
	2011	167	100.0	17.0	31.4	26.4	25.2	60.4	65.9	68.0

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

All Students	2010	170	98.2	20.3	43.7	25.9	10.1	52.5	63.2	62.3
	2011	167	100.0	32.7	29.6	22.0	15.7	49.1	58.3	62.3

* Adjusted to account for natural variation in performance.

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