



BYRD ELEMENTARY

1225 Weldon Way
Graniteville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	728 Students	
Principal	Mr. Russell Gunter	803-663-4320
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Ms. Rosemary B. English	803-648-1126

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

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

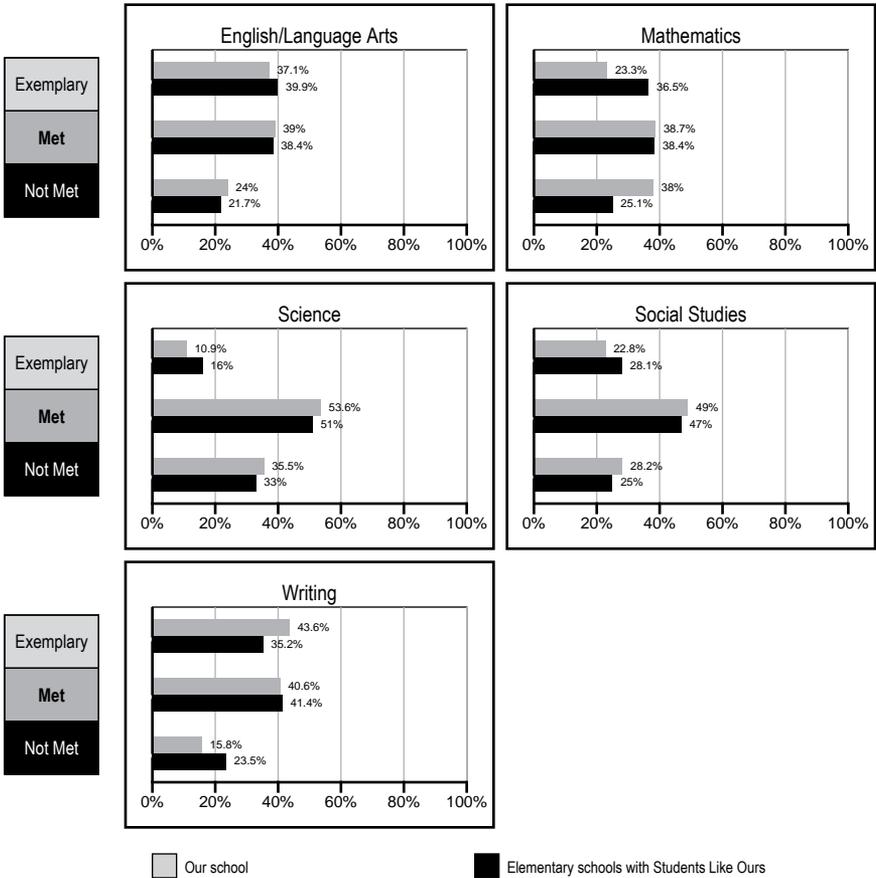
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	35	71	3	0

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

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=728)				
First graders who attended full-day kindergarten	100.0%	Up from 89.4%	100.0%	100.0%
Retention rate	2.8%	Down from 3.5%	1.2%	1.1%
Attendance rate	96.1%	Up from 95.7%	96.0%	96.2%
Served by gifted and talented program	10.5%	Down from 10.9%	13.9%	13.4%
With disabilities other than speech	2.9%	Down from 6.3%	5.2%	4.1%
Older than usual for grade	0.7%	Down from 1.2%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	55.6%	Up from 51.2%	60.9%	62.5%
Continuing contract teachers	86.7%	Up from 80.5%	90.6%	88.2%
Teachers returning from previous year	91.9%	Down from 92.7%	88.4%	87.8%
Teacher attendance rate	94.2%	Down from 94.8%	95.1%	95.2%
Average teacher salary*	\$47,634	Up 0.5%	\$46,767	\$46,773
Professional development days/teacher	16.1 days	Up from 6.9 days	10.4 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	24.3 to 1	Up from 20.6 to 1	20.0 to 1	19.9 to 1
Prime instructional time	89.0%	Down from 89.9%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 83.8%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,100	Down 7.2%	\$7,213	\$7,447
Percent of expenditures for instruction**	73.4%	Up from 67.8%	68.1%	68.4%
Percent of expenditures for teacher salaries**	70.4%	Up from 63.8%	66.1%	65.8%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The faculty and staff continue working together to provide the best educational experience for the students at Byrd Elementary. Instruction is focused on the South Carolina State Standards. Our curriculum is strongly structured around academics and the opportunity for students to enjoy the arts and other special classes. The students still receive ninety minutes of uninterrupted instruction for reading each day. They enjoy working in centers and one on one instruction with their teachers.

The school's Student Intervention Team continues identifying struggling students who need additional assistance in their learning. Also, students have the opportunity to participate in an after school tutoring program two days a week. We also have two other after school programs that are run by agencies from outside of the school. These programs help the students in the areas of homework, social skills, and other activities.

In addition to academic initiatives, our students participate in a character education program that reinforces good citizenship and self-esteem. Each month this program recognizes a student and a teacher who demonstrate good character. Through several organized donation drives during the school year, the students at Byrd Elementary demonstrate a strong sense of compassion by raising funds and collecting items for those who are less fortunate.

Byrd Elementary has an active community partnership program. Many local businesses and churches give their time and resources to enhance our instructional program. Guest speakers supplement classroom activities in many academic areas, including local history. We also host a series of community speakers who discuss career opportunities with students. Our community partners sponsor the student and teacher of the month program, the K-Kids club, and SPCA Character program. The students also enjoy many cultural experiences through the arts: The Augusta Symphony Orchestra, Brass Trio, and theater productions.

The teachers continue their instructional growth by participating in professional development on the school and district levels throughout the school year. Each month the faculty works on MAP data and uses the Early Release Wednesdays to utilize the data time by hosting learning and work sessions on various topics with one goal in common—providing excellent instruction for our students.

The school's Title I Plan provides much needed support for the school each year by providing one additional teacher, classroom instructional aides, student incentives, and technology initiatives. This plan, along with the PTO, provides support to assist our school with parental involvement.

Mrs. Dollie Brown, Byrd Elementary School's Teacher of the Year, is her peers' choice to represent our school in the District's Teacher of the Year program. The school's classified employee for the year is Mr. Jonathan Leopard, special education paraprofessional.

J. Russell Gunter, Principal
Leigh Johnson, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	100	61
Percent satisfied with learning environment	100.0%	86.9%	89.8%
Percent satisfied with social and physical environment	96.3%	83.8%	91.7%
Percent satisfied with school-home relations	92.3%	88.9%	90.0%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 14 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

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	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.8%	0.0%	No
Student attendance rate	96.1%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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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 = 79.4% (Met or Exemplary)

All Students	340	99.7	24	39	37.1	85.6	82.9	82.4	Yes	Yes
Gender										
Male	166	99.4	27.7	39.9	32.4	82.4	79.3	78.7	N/A	N/A
Female	174	100	20.6	38.2	41.2	88.5	86.9	86.2	N/A	N/A
Racial/Ethnic Group										
White	201	99.5	21.3	36.7	42	86.7	87.5	88.9	Yes	Yes
African American	99	100	32.6	40.4	27	80.9	75.5	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	37	100	18.2	48.5	33.3	90.9	81.2	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	95.7	83	I/S	I/S
Disability Status										
Disabled	26	100	N/AV	N/AV	N/AV	38.1	43.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	34	100	16.7	56.7	26.7	90	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	217	99.5	30.8	42.9	26.3	80.8	76.8	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	340	99.7	38	38.7	23.3	73.8	80.6	81.9	No	Yes
Gender										
Male	166	99.4	40.5	34.5	25	72.3	79	79.9	N/A	N/A
Female	174	100	35.8	42.4	21.8	75.2	82.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	201	99.5	29.8	43.1	27.1	80.3	86	88.9	Yes	Yes
African American	99	100	56.2	27	16.9	58.4	71.7	71.4	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.5	94.6	I/S	I/S
Hispanic	37	100	39.4	48.5	12.1	75.8	78.5	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.5	84.4	I/S	I/S
Disability Status										
Disabled	26	100	N/AV	N/AV	N/AV	9.5	41.3	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	34	100	43.3	46.7	10	73.3	78.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	217	99.5	45.5	37.4	17.2	67.7	73.6	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	229	98.7	34.6	54.3	11.1	65.4	64.8	68.6
Gender								
Male	109	99.1	34.4	56.3	9.4	65.6	65.1	68.3
Female	120	98.3	34.8	52.7	12.5	65.2	64.4	68.9
Racial/Ethnic Group								
White	138	98.6	25.8	60.9	13.3	74.2	74.3	80.7
African American	64	98.4	53.6	37.5	8.9	46.4	49.3	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	84.6	85.3
Hispanic	24	100	42.9	52.4	4.8	57.1	59.8	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	70.8
Disability Status								
Disabled	18	100	N/AV	N/AV	N/AV	20	28.2	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	23	100	45	50	5	55	58.9	60.7
Socio-Economic Status								
Subsidized meals	148	99.3	42.6	49.3	8.1	57.4	53.6	57.3
Social Studies								
All Students	226	99.6	28.2	49	22.8	71.8	66.7	72.5
Gender								
Male	113	100	28	45	27	72	67.1	72
Female	113	99.1	28.3	52.8	18.9	71.7	66.2	73.1
Racial/Ethnic Group								
White	127	99.2	24.1	45.7	30.2	75.9	72.6	81
African American	69	100	37.1	53.2	9.7	62.9	56.9	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	82.8	89
Hispanic	29	100	25.9	55.6	18.5	74.1	67	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	79.4	73.5
Disability Status								
Disabled	17	100	N/AV	N/AV	N/AV	23.1	30.6	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	25	100	30.4	52.2	17.4	69.6	64.6	69.7
Socio-Economic Status								
Subsidized meals	148	100	36.1	49.6	14.3	63.9	57.8	62.9

Abbreviations for Missing Data

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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	104	97.1	14.1	41.4	44.4	85.9	76.1	73.2	96.1	95.9
Gender										
Male	43	93	15.8	44.7	39.5	84.2	71.4	67.2	96.2	95.9
Female	61	100	13.1	39.3	47.5	86.9	81	79.4	96	96
Racial/Ethnic Group										
White	69	100	11.8	38.2	50	88.2	82.3	81.5	95.5	95.8
African American	26	92.3	17.4	56.5	26.1	82.6	66.3	61.3	97.1	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.6	87	96.7	96.6
Hispanic	8	I/S	I/S	I/S	I/S	I/S	69.9	66.7	96.7	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	72.2	95.3	95.6
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	24.3	26	96.3	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	96.2
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	68.6	65.7	96.8	96.4
Socio-Economic Status										
Subsidized meals	60	95	16.4	49.1	34.5	83.6	66.2	63.2	95.8	95.4

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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							
2010	3	114	99.1	27.4	28.3	44.3	72.6
	4	96	99	15.7	48.3	36	84.3
	5	109	99.1	23.8	47.5	28.7	76.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	117	99.2	25	28.7	46.3	75
	4	116	100	26.9	41.3	31.7	73.1
	5	106	100	19.8	47.5	32.7	80.2
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	114	100	50.5	27.1	22.4	49.5
	4	96	99	33.7	34.8	31.5	66.3
	5	109	99.1	37.6	42.6	19.8	62.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	117	99.2	47.2	23.1	29.6	52.8
	4	116	100	24	54.8	21.2	76
	5	106	100	42.6	38.6	18.8	57.4
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	57	100	58.5	26.4	15.1	41.5
	4	95	100	25.8	68.5	5.6	74.2
	5	54	100	45.1	52.9	2	54.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	60	98.3	45.5	38.2	16.4	54.5
	4	116	100	27.9	62.5	9.6	72.1
	5	53	96.2	36.7	55.1	8.2	63.3
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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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							
2010	3	57	100	50	31.5	18.5	50
	4	95	100	31.5	56.2	12.4	68.5
	5	54	98.2	40.8	40.8	18.4	59.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	56	98.2	28.8	30.8	40.4	71.2
	4	116	100	25	53.8	21.2	75
	5	53	100	34	58	8	66
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	113	98.2	41.5	32.1	26.4	58.5
	4	97	100	35.2	42.9	22	64.8
	5	108	98.2	27.7	47.5	24.8	72.3
	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	N/A	N/AV	N/A	N/A	N/A	N/A
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	104	97.1	14.1	41.4	44.4	85.9
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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