



JAMES F BYRNES HIGH

150 East Main Street
Duncan, South Carolina

Grades	9-12 High School	
Enrollment	2,280 Students	
Principal	Jeffrey R. Rogers	864-949-2355
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Mr. Steve Brockman	864-949-2350

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
15	7	10	0	0

* 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 (%)	80.6%	83.7%	84.4%	78.7%	80.5%	82.6%
Passed 1 subtest (%)	10.2%	8.7%	7.4%	12.0%	11.2%	10.4%
Passed no subtests (%)	9.2%	7.6%	8.2%	9.3%	8.6%	7.5%

HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	94.3%	93.2%

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	554	596	381	332
Number of Graduates in Cohort	422	467	281	249
Rate	76.2%	78.4%	72.7%	71.6%

*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	556	N/A	358
Number of Graduates in Cohort	N/A	436	N/A	269
Rate	N/A	78.4%	N/A	75.5%

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	91.7%	78.7%
English 1	69.8%	71.0%
Biology 1/Applied Biology 2	85.2%	73.9%
Physical Science	62.4%	62.0%
US History and the Constitution	63.3%	51.8%
All Tests	73.2%	66.4%

* 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=2,280)				
Retention rate	2.6%	Up from 1.7%	3.2%	3.4%
Attendance rate	94.6%	Down from 95.7%	94.7%	95.0%
Served by gifted and talented program	20.3%	Down from 25.2%	18.6%	12.4%
With disabilities other than speech	10.7%	Down from 12.1%	9.6%	9.9%
Older than usual for grade	4.2%	Down from 6.8%	4.9%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 1.9%	1.3%	0.9%
Enrolled in AP/IB programs	20.4%	Up from 15.9%	17.3%	13.0%
Successful on AP/IB exams	73.4%	Up from 68.8%	49.4%	51.7%
Eligible for LIFE Scholarship	55.4%	Down from 55.6%	34.8%	30.1%
Annual dropout rate	4.3%	Down from 6.0%	2.9%	2.5%
Career/technology students in co-curricular organizations	0.5%	Down from 5.5%	2.3%	2.9%
Enrollment in career/technology courses	601	Up from 588	691	419
Students participating in work-based experiences	19.1%	Down from 27.1%	11.1%	7.2%
Career/technology students attaining technical skills	87.9%	Up from 78.1%	83.0%	83.0%
Career/technology completers placed	100.0%	No Change	97.6%	98.4%
Teachers (n=100)				
Teachers with advanced degrees	65.0%	Up from 60.6%	63.3%	61.1%
Continuing contract teachers	83.0%	Up from 76.8%	85.3%	80.6%
Teachers returning from previous year	92.6%	Up from 83.2%	88.4%	86.5%
Teacher attendance rate	96.1%	Up from 94.8%	95.7%	95.5%
Average teacher salary*	\$49,685	Down 0.2%	\$48,016	\$46,884
Professional development days/teacher	6.6 days	Down from 9.9 days	10.6 days	10.0 days
School				
Principal's years at school	5.0	Up from 4.0	5.5	4.0
Student-teacher ratio in core subjects	30.4 to 1	Up from 29.8 to 1	28.7 to 1	26.5 to 1
Prime instructional time	89.6%	Up from 89.1%	89.2%	89.3%
Dollars spent per pupil**	\$7,372	Up 1.3%	\$7,199	\$7,804
Percent of expenditures for teacher salaries**	66.3%	Up from 57.3%	59.1%	58.0%
Percent of expenditures for instruction**	68.9%	Up from 65.8%	62.0%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.2%	Down from 99.8%	96.6%	97.3%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	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		Met AYP Objective
	n	%	t	%	n	%	
All Students	524	94.3%	2616	73.2%	554	76.2%	No
Gender							
Male	256	92.2%	1296	72.8%	272	71.7%	N/A
Female	268	96.3%	1241	74.5%	282	80.5%	N/A
Racial/Ethnic Group							
White	345	94.2%	1657	80.0%	368	74.7%	N/A
African American	138	95.7%	672	60.4%	130	76.2%	N/A
Asian/Pacific Islander	N/A	N/A	34	67.6%	18	88.9%	N/A
Hispanic	30	86.7%	170	65.9%	37	83.8%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	56	66.1%	242	50.4%	56	48.2%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	11	63.6%	121	62.0%	17	82.4%	N/A
Socio-Economic Status							
Subsidized meals	208	89.4%	1237	64.9%	207	65.7%	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

2010-2011 was a great year to be a Byrnes Rebel!

Students at James F. Byrnes High School excelled in many areas. Working together with post-secondary institutions, our students successfully earned more dual credit units while still enrolled in high school than ever before. Athletic teams continued to experience tremendous success, including a football state championship. Fine arts programs--art, orchestra, chorus, drama, The Rebel Regiment marching band, and "Indigo" winter guard--were each awarded high honors. Our students also displayed true "Rebel Pride" by raising over \$23,000 for cancer research and Relay for Life, removing debris from the waterways and areas surrounding local lakes, and by volunteering over 3,000 hours at the Middle Tyger Community Center, Ashlan Village Retirement Community, and elementary schools within our district.

Our teachers used multiple instructional methods, including technology, to advance student achievement in tested subject areas of the EOC, HSAP, and AP examinations. Teachers provided differentiated instruction to meet the needs of all students. At our school, high-quality professional development was provided to encourage and support teachers as they continued to incorporate High Schools That Work (HSTW) 10 Key Practices, along with other instructional strategies that engage all students. Custom-designed advisor/advisee (known as Rebel Educators Building Relationships with Students or REBS) and peer mentoring programs continued to benefit both students and staff. Additionally, advantageous partnerships and opportunities for parents, volunteers, mentors, and members of the community to become involved in our school have increased.

In an effort to determine both strengths and weaknesses within our school, teachers, guidance counselors, administrators, parents, and community members at Byrnes High School recently completed the process of analyzing data and revising our school's strategic plan. Because school improvement is a continuous effort, our stakeholders plan to meet regularly and monitor trends in data. By working together and emphasizing specific areas of improvement, we believe excellence is achievable.

Jeff Rogers, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	97	409	63
Percent satisfied with learning environment	80.2%	78.2%	87.1%
Percent satisfied with social and physical environment	89.7%	79.2%	73.0%
Percent satisfied with school-home relations	83.3%	84.4%	77.0%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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No Child Left Behind

School Adequate Yearly Progress No

This school met 14 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 N/A

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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

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

All Students	542	99.3	10.5	27.4	32.6	29.5	69.3	69.3	68.0	No	Yes
Male	279	98.6	13.1	31.0	31.0	25.0	62.7	62.7	63.1	N/A	N/A
Female	263	100.0	7.9	23.6	34.3	34.3	76.4	76.4	73.1	N/A	N/A
White	344	98.8	8.7	21.4	31.3	38.6	75.6	75.6	79.4	Yes	Yes
African American	151	100.0	15.9	38.6	33.1	12.4	55.9	55.9	51.7	No	Yes
Asian/Pacific Islander	16	100.0	N/A	28.6	35.7	35.7	78.6	78.6	83.2	I/S	I/S
Hispanic	31	100.0	9.7	38.7	41.9	9.7	61.3	61.3	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	66.4	I/S	I/S
Disabled	60	100.0	49.1	33.3	15.8	1.8	22.8	22.8	22.8	No	Yes
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	24	100.0	8.3	50.0	37.5	4.2	50.0	50.0	45.1	I/S	I/S
Subsidized meals	259	99.2	17.3	35.7	33.7	13.3	56.6	56.6	54.7	No	Yes

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

All Students	542	99.4	11.9	27.8	33.9	26.4	73.9	73.9	62.3	Yes	Yes
Male	279	98.9	13.4	26.1	34.7	25.7	73.5	73.5	61.4	N/A	N/A
Female	263	100.0	10.2	29.5	33.1	27.2	74.4	74.4	63.2	N/A	N/A
White	344	99.1	9.0	22.6	33.7	34.6	81.0	81.0	75.3	Yes	Yes
African American	151	100.0	18.6	41.4	30.3	9.7	57.9	57.9	42.9	Yes	Yes
Asian/Pacific Islander	16	100.0	14.3	21.4	14.3	50.0	64.3	64.3	84.3	I/S	I/S
Hispanic	31	100.0	9.7	22.6	61.3	6.5	77.4	77.4	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64.1	I/S	I/S
Disabled	60	100.0	52.6	26.3	19.3	1.8	29.8	29.8	21.5	No	Yes
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	24	100.0	20.8	29.2	37.5	12.5	58.3	58.3	47.1	I/S	I/S
Subsidized meals	259	99.2	17.7	35.7	33.3	13.3	61.4	61.4	48.5	No	Yes

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

All Students	542	95.4	44.1	17.0	16.2	22.6	38.9	N/A	N/A	N/A	N/A
Male	279	94.6	42.0	17.8	15.5	24.6	40.2	N/A	N/A	N/A	N/A
Female	263	96.2	46.2	16.2	17.0	20.6	37.5	N/A	N/A	N/A	N/A
White	344	95.6	35.0	17.0	17.9	30.1	48.0	N/A	N/A	N/A	N/A
African American	151	94.0	62.0	17.6	14.1	6.3	20.4	N/A	N/A	N/A	N/A
Asian/Pacific Islander	16	100.0	25.0	18.8	12.5	43.8	56.3	N/A	N/A	N/A	N/A
Hispanic	31	96.8	70.0	13.3	10.0	6.7	16.7	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	60	66.7	77.5	15.0	7.5	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	24	95.8	69.6	17.4	4.3	8.7	13.0	N/A	N/A	N/A	N/A
Subsidized meals	259	93.4	57.9	16.9	14.0	11.2	25.2	N/A	N/A	N/A	N/A

* 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

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	544	98.9	10.2	27.9	36.0	25.9	72.3	72.3	65.9
	2011	542	99.3	10.5	27.4	32.6	29.5	69.3	69.3	68.0

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

All Students	2010	544	98.7	11.8	26.2	31.3	30.7	70.1	70.1	62.3
	2011	542	99.4	11.9	27.8	33.9	26.4	73.9	73.9	62.3

* Adjusted to account for natural variation in performance.

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