



## James F Byrnes High

150 East Main Street  
Duncan, South Carolina

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,677 Students	
<b>Principal</b>	Jeffrey R. Rogers	864-949-2355
<b>Superintendent</b>	Dr. Scott Turner	864-949-2350
<b>Board Chair</b>	Mr. Butch Coan	864-949-2350

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Good</b>
2008	Average	Good
2007	Average	At-Risk
2006	Good	At-Risk
2005	Excellent	Good

## 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 GOAL

By 2010, SC'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.

## 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.

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
2	6	19	0	0

\* Ratings are calculated with data available by 03/25/2010.

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

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	81.3	89.8	80.6	80.1	84.8	78.7
Passed 1 subtest (%)	9.8	5.5	10.2	11.7	8.9	12.0
Passed no subtests (%)	8.9	4.7	9.2	8.2	6.5	9.3

**HSAP Passage Rate by Spring 2009**

Percent	Our High School	High Schools with Students Like Ours
	94.7%	95.4%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	577	384
Number of Diplomas	463	286
Rate	80.2%	74.8%

**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	72.3	74.7
English 1	55.6	65.7
Physical Science	44.6	59.7
US History and the Constitution	47.9	49.2
All Tests	54.8	61.7

\* 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
<b>Students (n=1,677)</b>				
Retention rate	3.5%	Down from 6.3%	4.0%	4.8%
Attendance rate	95.0%	No Change	95.4%	95.5%
Eligible for gifted and talented	23.5%	Up from 11.6%	13.3%	9.2%
With disabilities other than speech	11.4%	Down from 11.7%	12.5%	12.6%
Older than usual for grade	7.1%	No Change	6.7%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.6%	Up from 1.3%	1.3%	1.2%
Enrolled in AP/IB programs	19.1%	Down from 22.2%	15.6%	13.2%
Successful on AP/IB exams	70.1%	Up from 63.3%	57.6%	55.6%
Eligible for LIFE Scholarship	55.2%	Up from 54.9%	32.2%	29.8%
Annual dropout rate	5.8%	Up from 4.8%	3.5%	3.5%
Career/technology students in co-curricular organizations	25.6%	Up from 2.2%	2.2%	3.0%
Enrollment in career/technology courses	960	Up from 826	795	523
Students participating in work-based experiences	20.3%	Down from 50.4%	13.3%	12.9%
Career/technology students attaining technical skills	85.1%	Up from 81.7%	79.9%	79.3%
Career/technology completers placed	100.0%	N/A	100.0%	98.8%
<b>Teachers (n=94)</b>				
Teachers with advanced degrees	62.8%	Up from 62.6%	62.9%	58.6%
Continuing contract teachers	77.7%	Up from 75.8%	77.1%	71.6%
Teachers with emergency or provisional certificates	0.0%	No Change	5.2%	8.1%
Teachers returning from previous year	81.8%	Up from 80.7%	87.5%	85.0%
Teacher attendance rate	94.7%	Down from 98.2%	95.7%	95.5%
Average teacher salary*	\$49,885	Up 2.7%	\$48,299	\$47,761
Professional development days/teacher	10.4 days	Down from 19.4 days	11.3 days	10.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	6.8	3.0
Student-teacher ratio in core subjects	30.7 to 1	Up from 28.5 to 1	28.7 to 1	26.1 to 1
Prime instructional time	88.3%	Down from 92.0%	90.2%	89.8%
Dollars spent per pupil**	\$7,718	Up 21.8%	\$6,708	\$7,883
Percent of expenditures for teacher salaries**	58.5%	Down from 60.8%	54.9%	54.1%
Percent of expenditures for instruction**	67.7%	Up from 67.3%	60.4%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	95.3%	95.8%
Character development program	Good	Up from Average	Good	Good
Modern language program assessment	Average	N/A	Average	Average
Classical language program assessment	N/A	N/A	Good	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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	506	94.7%	956	54.8%	577	80.2%	No
<b>Gender</b>							
Male	260	93.5%	474	55.1%	299	77.3%	N/A
Female	246	95.9%	482	54.6%	278	83.5%	N/A
<b>Racial/Ethnic Group</b>							
White	333	95.2%	594	61.3%	378	81.2%	N/A
African American	130	92.3%	260	41.2%	149	78.5%	N/A
Asian/Pacific Islander	13	92.3%	22	54.5%	18	83.3%	N/A
Hispanic	28	100.0%	77	49.4%	30	73.3%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	48	54.2%	127	40.9%	55	43.6%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	10	90.0%	33	30.3%	13	69.2%	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	161	88.2%	411	47.2%	192	67.2%	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

James F. Byrnes High School celebrates yet another year of excellence in academics, athletics, and fine arts. Our rich tradition of success has evolved into a yearly expectation for our students, parents, and community. Everything we do revolves around our strategic plan and the Ten Key Practices from High Schools That Work. Together, our faculty, staff, and community partners are working to prepare students for lifelong learning and jobs that do not exist yet.

At Byrnes, academics are job number one. Two Byrnes High School students were National Merit Scholarship Recipients. We are very proud to report that our dual credit enrollment more than tripled this year. Alternative programs such as the District Five Academy, LINK, and Gateway to College offer more choices for students that choose a nontraditional educational path. Teachers were able to enhance instructional delivery through the addition of LCD projectors, Interwrite tablets, and document cameras. Such technologies have helped to enhance our commitment to research-based instructional strategies. As a result of the hard work and dedication of our faculty, staff, and students, our school celebrated another mammoth increase in our HSAP scores. Over the past two years, our HSAP scores have increased by twenty percent! We were awarded two Palmetto Silver Awards for increased student achievement and closing the achievement gap.

Our football team was honored to be named the number one team in the nation and win our ninth state championship title. The volleyball team also celebrates a state championship. Byrnes Indigo winterguard team won top honors in the southern region and fifth globally. Our Technology Student Association also won state and national honors. Together, our student council, Leadership Byrnes, JROTC, and Junior Civitan Club provided thousands of hours of community and school service projects.

Our school transforms several small towns into a large community dedicated to excellence in all facets of school life. Byrnes High School values its collaborative partnerships with parents and the community in preparing our students to be successful in an ever-changing world. Together we celebrate another year of incredible successes.

Jeff Rogers, Principal  
Suzanne Flynn, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	71	355	24
Percent satisfied with learning environment	90.1%	69.2%	79.2%
Percent satisfied with social and physical environment	95.8%	75.4%	72.7%
Percent satisfied with school-home relations	90.1%	81.9%	70.8%

\* 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 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

  

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	1.6%	0.0%	No

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## 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
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	582	99	10.9	38.3	32.2	18.6	63.9	63.9	61.8	No	Yes
Male	284	98.6	14.4	38.1	31.9	15.6	59.3	59.3	57.4	N/A	N/A
Female	298	99.3	7.5	38.4	32.6	21.5	68.5	68.5	66.1	N/A	N/A
White	375	99.5	9.2	35	31.9	23.8	68.3	68.3	74.3	Yes	Yes
African American	161	99.4	13.3	47.3	29.3	10	54.7	54.7	44.9	No	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	34	94.1	19.4	38.7	41.9	0	54.8	54.8	50.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	69	98.6	44.4	47.6	7.9	0	15.9	15.9	19.4	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	11	100	45.5	54.5	0	0	9.1	9.1	38.5	I/S	I/S
Subsized meals	244	99.6	17.2	42.7	29.5	10.6	51.1	51.1	45.6	No	Yes

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

All Students	582	99	15.5	29.5	27.5	27.5	66.7	66.7	62.7	Yes	Yes
Male	284	98.6	17	25.2	27.4	30.4	67	67	61.8	N/A	N/A
Female	298	99.3	14	33.7	27.6	24.7	66.3	66.3	63.6	N/A	N/A
White	375	99.5	12.3	24.9	29.4	33.3	73.9	73.9	75.1	Yes	Yes
African American	161	99.4	24	38.7	24.7	12.7	50	50	45.1	No	Yes
Asian/Pacific Islander	9	I/S	83.8	I/S	I/S						
Hispanic	34	94.1	16.1	41.9	25.8	16.1	54.8	54.8	58.5	I/S	I/S
American Indian/Alaskan	1	I/S	59.2	I/S	I/S						
Disabled	69	98.6	61.9	28.6	9.5	0	22.2	22.2	21.8	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	11	100	45.5	18.2	27.3	9.1	54.5	54.5	52.3	I/S	I/S
Subsized meals	244	99.6	24.2	34.8	27.3	13.7	53.3	53.3	47.9	No	Yes

**Physical Science (End-of-Course Test performance by Group)**

All Students	582	93.5	53.1	19.4	10.8	10.1	21.0	N/A	N/A	N/A	N/A
Male	284	93.7	50.0	21.1	12.0	10.6	22.5	N/A	N/A	N/A	N/A
Female	298	93.3	56.0	17.8	9.7	9.7	19.5	N/A	N/A	N/A	N/A
White	375	93.3	45.6	21.9	11.7	14.1	25.9	N/A	N/A	N/A	N/A
African American	161	93.2	68.9	13.0	9.3	1.9	11.2	N/A	N/A	N/A	N/A
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	34	94.1	64.7	23.5	5.9	N/A	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	69	68.1	49.3	13.0	4.3	1.4	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	12	83.3	83.3	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Subsized meals	244	91.4	68.0	11.9	9.0	2.5	11.5	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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*
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>										
All Students	2008	512	99.6	6.9	27.9	42.3	22.9	77.1	76.9	69.7
	2009	582	99	10.9	38.3	32.2	18.6	63.9	63.9	61.8
<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>										
All Students	2008	512	99.6	7.5	25.2	41.7	25.6	80	80	67.2
	2009	582	99	15.5	29.5	27.5	27.5	66.7	66.7	62.7

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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