



## BYRD ELEMENTARY

1225 Weldon Way  
Graniteville, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	674 Students	
<b>Principal</b>	Mr. Russell Gunter	803-663-4320
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Dr. Christine Harkins	803-663-1703

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	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 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.

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

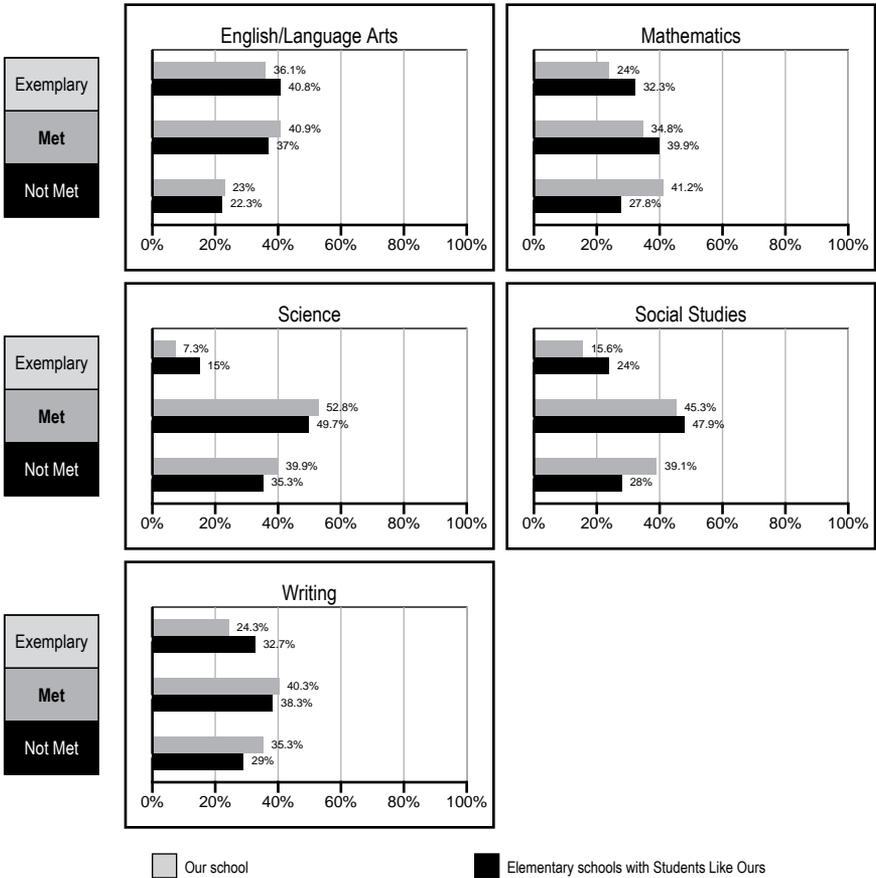
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
7	27	84	2	0

\* Ratings are calculated with data available by 03/09/2011.

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
<b>Students (n=674)</b>				
First graders who attended full-day kindergarten	89.4%	Down from 100.0%	100.0%	100.0%
Retention rate	3.5%	Down from 4.0%	1.2%	1.2%
Attendance rate	95.7%	Down from 96.3%	95.9%	96.1%
Eligible for gifted and talented	10.9%	Down from 11.3%	11.9%	11.7%
With disabilities other than speech	6.3%	Up from 5.1%	8.6%	8.0%
Older than usual for grade	1.2%	Down from 1.3%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=41)</b>				
Teachers with advanced degrees	51.2%	Up from 45.9%	60.0%	60.5%
Continuing contract teachers	80.5%	Up from 78.4%	86.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.9%	0.0%	0.0%
Teachers returning from previous year	92.7%	Up from 88.4%	88.5%	87.0%
Teacher attendance rate	94.8%	Up from 93.8%	95.4%	95.4%
Average teacher salary*	\$47,382	Down 2.1%	\$47,128	\$47,288
Professional development days/teacher	6.9 days	Up from 5.2 days	10.0 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 20.5 to 1	19.3 to 1	19.2 to 1
Prime instructional time	89.9%	Up from 89.7%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	83.8%	Down from 94.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,571	Down 0.4%	\$7,327	\$7,548
Percent of expenditures for instruction**	67.8%	Down from 70.9%	67.4%	68.7%
Percent of expenditures for teacher salaries**	63.8%	Up from 55.9%	64.2%	65.1%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Byrd Elementary School's focus is academic excellence and accountability. We continue working to help all our students become successful. Our teachers deliver instruction that prepares each student for the state assessment, PASS. To strengthen academics, our students receive instruction in all four content areas, P.E., and the arts. We place special emphasis on reading success by ensuring that teachers and students have a 90-minute uninterrupted block of reading instruction.

To reinforce academic success, we initiated a new support team, the Student Intervention Team. This team helps to identify students who need assistance in their learning. Three afterschool programs also assist students. The EAA funded afterschool program provides additional instruction two days a week in reading and math. Our other two programs provide daily homework assistance for students.

Technology in the school continues to help our students prepare for a future where they can compete and work successfully on a global scale. Every classroom is furnished with an interactive white board, projector, and computer to assist in instruction. Our technology allows us to improve the instructional programs' delivery and the students' results. A new technology feature is the Parent Portal that provides parents access to real-time information on their child's grades and attendance.

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 of 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.

We work with our school's PTO to encourage more parental support. Two parenting nights allow teachers to meet with parents and provide information regarding instruction, suggest how parents can support learning in the home, and explain the data that we use during the year to target needs. This data identifies the strengths and weaknesses of each student and helps the teacher determine the best instructional approach for the students as well as the class.

Mrs. Martha Bates, Byrd Elementary School's Teacher of the Year, was chosen by her peers to represent our school in the District's Teacher of the Year program. The school's classified employee for the year is Mrs. Donna Hair, main office secretary.

Byrd Elementary School's mission remains to provide an education that enhances accountability, respect, and self-sufficiency through research-based instructional practices, parental involvement, and community support.

J. Russell Gunter, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	80	46
Percent satisfied with learning environment	100.0%	88.8%	89.1%
Percent satisfied with social and physical environment	100.0%	87.5%	89.1%
Percent satisfied with school-home relations	95.8%	84.8%	89.1%

\* 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

YES

This school met 17 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	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.0%	0.0%	No
Student attendance rate	95.7%	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 = 58.8% (Met or Exemplary)

All Students	319	99.1	22.6	40.9	36.5	90.9	85.1	83.5	Yes	Yes
<b>Gender</b>										
Male	156	98.7	26.6	42	31.5	89.5	82.1	80.1	N/A	N/A
Female	163	99.4	19	39.9	41.2	92.2	88.2	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	211	99.1	18.7	40.4	40.9	92.4	89.8	89.6	Yes	Yes
African American	77	98.7	30	40	30	88.6	77.6	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	95.1	92.7	I/S	I/S
Hispanic	29	100	32.1	46.4	21.4	85.7	81.9	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.3	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	23	95.7	56.3	31.3	12.5	75	50.3	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	29	100	31	44.8	24.1	86.2	81.1	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	185	98.9	28.7	43.7	27.6	88.5	79.4	76.9	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	319	99.4	41.1	34.7	24.2	73.1	79.8	80.4	Yes	Yes
<b>Gender</b>										
Male	156	99.4	46.5	31.3	22.2	69.4	78.1	78.4	N/A	N/A
Female	163	99.4	35.9	37.9	26.1	76.5	81.6	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	211	99.1	31.8	38.9	29.3	79.3	86.1	87.8	Yes	Yes
African American	77	100	62	21.1	16.9	59.2	70	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91.4	93.5	I/S	I/S
Hispanic	29	100	53.6	39.3	7.1	64.3	76.9	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	83.3	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	23	100	70.6	23.5	5.9	35.3	43.1	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	29	100	51.7	34.5	13.8	65.5	76.4	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	185	99.5	53.7	32	14.3	64.6	72.1	72.8	Yes	Yes

\* 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

## 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
<b>Science</b>								
All Students	206	100	39.9	52.8	7.3	60.1	65.3	67.3
<b>Gender</b>								
Male	100	100	40.9	51.6	7.5	59.1	65.8	66.9
Female	106	100	39	54	7	61	64.8	67.7
<b>Racial/Ethnic Group</b>								
White	138	100	28.7	61.2	10.1	71.3	76.4	79.6
African American	47	100	61.4	36.4	2.3	38.6	48.8	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	87.2	84.4
Hispanic	20	100	N/A	N/A	N/A	35	53.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	70.6	69.5
<b>Disability Status</b>								
Disabled	15	100	N/A	N/A	N/A	18.2	29.9	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	21	100	N/A	N/A	N/A	38.1	53.7	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	124	100	54.6	42.9	2.5	45.4	53	55.4
<b>Social Studies</b>								
All Students	206	99.5	39.1	45.3	15.6	60.9	66.2	70.9
<b>Gender</b>								
Male	98	100	42.9	39.6	17.6	57.1	66.5	70.1
Female	108	99.1	35.6	50.5	13.9	64.4	66	71.7
<b>Racial/Ethnic Group</b>								
White	138	99.3	35.9	47.3	16.8	64.1	73.7	79.2
African American	52	100	46.8	38.3	14.9	53.2	53.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	80.3	86.8
Hispanic	15	100	42.9	50	7.1	57.1	65.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.8	71.2
<b>Disability Status</b>								
Disabled	13	92.3	I/S	I/S	I/S	I/S	31.4	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	15	100	46.7	46.7	6.7	53.3	65.1	68
<b>Socio-Economic Status</b>								
Subsidized meals	108	99.1	51	40	9	49	55.5	60.8

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
<b>Writing</b>										
All Students	318	98.7	34.9	40.6	24.5	65.1	73.1	72.1	95.7	95.9
<b>Gender</b>										
Male	159	98.1	46.6	33.6	19.9	53.4	66.6	65.2	95.7	95.8
Female	159	99.4	23.7	47.4	28.9	76.3	80	79.2	95.8	96
<b>Racial/Ethnic Group</b>										
White	211	99.1	30.5	42	27.5	69.5	79.8	80.8	95.2	95.7
African American	78	97.4	45.7	35.7	18.6	54.3	62.9	59.7	96.5	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	87	N/A	97.6
Hispanic	29	100	39.3	42.9	17.9	60.7	66.1	64.6	96.8	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	80.6	73.4	N/A	96.4
<b>Disability Status</b>										
Disabled	24	87.5	70.6	23.5	5.9	29.4	24.3	27.7	95	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	95.6
<b>English Proficiency</b>										
Limited English Proficient	29	100	34.5	48.3	17.2	65.5	65.3	63.7	97	96.5
<b>Socio-Economic Status</b>										
Subsidized meals	187	97.9	44.3	37.5	18.2	55.7	63.6	61.9	95.4	95.3

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	99	100	23.4	27.7	48.9	76.6
	4	100	100	26.1	40.2	33.7	73.9
	5	71	100	17.6	42.6	39.7	82.4
	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
<b>2010</b>	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
<b>Mathematics</b>							
<b>2009</b>	3	99	100	24.5	41.5	34	75.5
	4	100	100	23.9	46.7	29.3	76.1
	5	71	100	32.4	47.1	20.6	67.6
	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
<b>2010</b>	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
<b>Science</b>							
<b>2009</b>	3	50	100	29.2	60.4	10.4	70.8
	4	100	100	32.6	56.5	10.9	67.4
	5	36	97.2	36.4	51.5	12.1	63.6
	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
<b>2010</b>	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

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	49	100	30.4	50	19.6	69.6
	4	100	100	41.3	44.6	14.1	58.7
	5	35	100	14.7	55.9	29.4	85.3
	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
<b>2010</b>	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
<b>Writing</b>							
<b>2009</b>	3	99	93.9	31.1	33.3	35.6	68.9
	4	100	91	36.4	46.6	17	63.6
	5	72	98.6	30.4	43.5	26.1	69.6
	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
<b>2010</b>	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

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