



JAMES F BYRNES HIGH

150 East Main Street
Duncan, South Carolina

Grades	9-12 High School	
Enrollment	1,654 Students	
Principal	Jeffrey R. Rogers	864-949-2355
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Steve Brockman	864-949-2350

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	At-Risk
2009	Good	Good
2008	Average	Good
2007	Average	At-Risk
2006	Good	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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	18	8	0	0

* Ratings are calculated with data available by 03/24/2011.

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

Percent	Our High School			High Schools with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	89.8%	80.6%	83.7%	84.8%	78.7%	80.5%
Passed 1 subtest (%)	5.5%	10.2%	8.7%	8.9%	12.0%	11.2%
Passed no subtests (%)	4.7%	9.2%	7.6%	6.5%	9.3%	8.6%

HSAP Passage Rate by Spring 2010

Percent	Our High School	High Schools with Students Like Ours
	94.2%	91.9%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	577	554	384	381
Number of Graduates in Cohort	463	422	286	281
Rate	80.2%	76.2%	74.8%	72.7%

*Used to calculate current AYP.

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	86.0%	78.1%
English 1	68.1%	72.3%
Physical Science	70.4%	64.0%
US History and the Constitution	53.3%	51.7%
All Tests	68.4%	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=1,654)				
Retention rate	1.7%	Down from 3.5%	3.0%	3.7%
Attendance rate	95.7%	Up from 95.0%	95.6%	95.4%
Eligible for gifted and talented	25.2%	Up from 23.5%	15.5%	12.4%
With disabilities other than speech	12.1%	Up from 11.4%	12.3%	12.8%
Older than usual for grade	6.8%	Down from 7.1%	7.7%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.9%	Up from 1.6%	1.3%	1.1%
Enrolled in AP/IB programs	15.9%	Down from 19.1%	18.9%	13.1%
Successful on AP/IB exams	68.8%	Down from 70.1%	61.3%	50.4%
Eligible for LIFE Scholarship	55.6%	Up from 55.2%	30.9%	30.4%
Annual dropout rate	6.0%	Up from 5.8%	3.3%	3.1%
Career/technology students in co-curricular organizations	5.5%	Down from 25.6%	1.4%	2.2%
Enrollment in career/technology courses	588	Down from 960	666	424
Students participating in work-based experiences	27.1%	Up from 20.3%	15.3%	11.7%
Career/technology students attaining technical skills	78.1%	Down from 85.1%	78.6%	78.7%
Career/technology completers placed	100.0%	No Change	100.0%	98.5%
Teachers (n=99)				
Teachers with advanced degrees	60.6%	Down from 62.8%	61.9%	60.4%
Continuing contract teachers	76.8%	Down from 77.7%	79.3%	76.6%
Teachers with emergency or provisional certificates	2.3%	Up from 0.0%	4.4%	6.5%
Teachers returning from previous year	83.2%	Up from 81.8%	88.0%	86.8%
Teacher attendance rate	94.8%	Up from 94.7%	95.9%	95.8%
Average teacher salary*	\$49,783	Down 0.2%	\$48,651	\$47,390
Professional development days/teacher	9.9 days	Down from 10.4 days	9.7 days	10.0 days
School				
Principal's years at school	4.0	Up from 3.0	6.0	4.0
Student-teacher ratio in core subjects	29.8 to 1	Down from 30.7 to 1	28.7 to 1	25.8 to 1
Prime instructional time	89.1%	Up from 88.3%	90.9%	90.1%
Dollars spent per pupil**	\$7,275	Down 5.7%	\$7,285	\$7,974
Percent of expenditures for teacher salaries**	57.3%	Down from 58.5%	56.6%	55.4%
Percent of expenditures for instruction**	65.8%	Down from 67.7%	61.8%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	94.4%	96.0%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Excellent	Average
Classical language program assessment	N/A	N/A	N/A	Average

* 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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	450	94.2%	2076	68.4%	554	76.2%	No
Gender							
Male	218	92.2%	1090	69.5%	272	71.7%	N/A
Female	232	96.1%	986	67.0%	282	80.5%	N/A
Racial/Ethnic Group							
White	296	93.9%	1275	73.3%	368	74.7%	N/A
African American	105	92.4%	605	56.7%	130	76.2%	N/A
Asian/Pacific Islander	16	100.0%	61	83.6%	18	88.9%	N/A
Hispanic	32	100.0%	129	66.7%	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	47	68.1%	212	47.2%	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	13	100.0%	101	63.4%	17	82.4%	N/A
Socio-Economic Status							
Subsidized meals	171	88.3%	1043	62.7%	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

James F. Byrnes High School is proud of our many accomplishments during the 2009-2010 school year. Our school is clearly focused on the key practices of the High Schools That Work model, which promotes rigor, relevance, and relationships. We have very high expectations for our students to graduate on time and successfully transition into higher education.

Byrnes High School received two Palmetto Silver Awards for overall academic achievement and closing the achievement gap. This is the second year in a row that our school has received both awards. Our students were awarded for the highest ACT scores in Spartanburg County. The academic team won a regional contest, competing against other schools across the state. The Technology Student Association captured first place in the state contest once again. Our entire school and community are very proud to see our students excelling in academics.

Our students also excelled in the arts. The choral department led a festival in the new District Five Fine Arts Center showcasing hundreds of students in grades four through twelve. The choral and drama departments performed the school's first musical, The Putnam County Spelling Bee, in the Fine Arts Center. The Rebel Regiment was named USSBA Mid South Regional Champions. Byrnes Indigo was WGI World Championship Scholastic Open Finalist.

The Rebels were on fire again in the athletic world celebrating an Upper State Championship in baseball with a very young team. We plan to go all the way next year! In football we won the Region 1 4A Championship and maintained our national rankings throughout the season. The JROTC unit was awarded the Distinguished Unit Award by the Air Force.

Our students gave back to the community which has afforded them so many opportunities. Leadership Byrnes led our school to exceed our goal of \$26,000 raised through our Relay for Life campaign. Since 1999, our school has raised almost \$150,000 to help fight cancer.

The faculty and staff continue to work tirelessly to develop and maintain programs designed to ensure student success. Our enrollment continues to increase in our dual credit program with SCC. All stakeholders are reaping the benefits of our Advisor/Advisee or REBS program. Every student at Byrnes had an Individual Graduation Plan meeting this year with a parent and/or mentor to help them choose career clusters and personal pathways for success.

Byrnes High School celebrates another year of tremendous success. We are very proud of our students, faculty, staff, parents, and community. Byrnes High School values its collaborative partnership with parents and the community in preparing our students to be successful in an ever-changing world.

Jeff Rogers, Principal

Charles Freeman, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	81	447	35
Percent satisfied with learning environment	87.7%	76.5%	77.1%
Percent satisfied with social and physical environment	92.6%	77.3%	79.4%
Percent satisfied with school-home relations	79.0%	83.1%	77.1%

* 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 16 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	0.3%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.8%	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
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	544	98.9	10.2	27.9	36	25.9	72.3	72.3	65.9	Yes	Yes
Male	277	98.6	12.3	29.2	33.1	25.4	70.8	70.8	60.8	N/A	N/A
Female	267	99.3	8	26.5	39	26.5	73.9	73.9	71	N/A	N/A
White	358	98.6	6.9	24.3	39.2	29.6	79.6	79.6	77.5	Yes	Yes
African American	125	99.2	19	39.7	27.6	13.8	51.7	51.7	49.7	No	Yes
Asian/Pacific Islander	26	100	8	24	28	40	72	72	80.2	I/S	I/S
Hispanic	29	100	17.2	31	41.4	10.3	65.5	65.5	56.8	I/S	I/S
American Indian/Alaskan	1	I/S	65.9	I/S	I/S						
Disabled	74	98.6	42.9	40	14.3	2.9	32.9	32.9	21.3	Yes	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	16	93.8	36.8	21.1	31.6	10.5	47.4	47.4	47.3	I/S	I/S
Subsidized meals	239	98.3	18.3	42.2	29.4	10.1	54.1	54.1	51.5	No	Yes

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

All Students	544	98.7	11.8	26.2	31.3	30.7	70.1	70.1	62.3	Yes	Yes
Male	277	98.6	11.5	24.6	30	33.8	70.4	70.4	61.7	N/A	N/A
Female	267	98.9	12.1	27.8	32.7	27.4	69.8	69.8	63	N/A	N/A
White	358	98.3	9.3	21.9	32.7	36	75.4	75.4	75	Yes	Yes
African American	125	99.2	19.8	45.7	22.4	12.1	49.1	49.1	44	No	Yes
Asian/Pacific Islander	26	100	4	12	36	48	88	88	85.5	I/S	I/S
Hispanic	29	100	17.2	13.8	44.8	24.1	72.4	72.4	56.7	I/S	I/S
American Indian/Alaskan	1	I/S	62.5	I/S	I/S						
Disabled	74	98.6	40	42.9	10	7.1	28.6	28.6	22.1	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	16	93.8	31.6	10.5	36.8	21.1	57.9	57.9	52.6	I/S	I/S
Subsidized meals	239	98.3	18.8	36.7	28.9	15.6	54.6	54.6	48.1	No	Yes

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

All Students	548	94.3	54.2	21.9	11.2	12.8	24.0	N/A	N/A	N/A	N/A
Male	279	93.9	50.8	20.6	12.6	16.0	28.6	N/A	N/A	N/A	N/A
Female	269	94.8	57.6	23.1	9.8	9.4	19.2	N/A	N/A	N/A	N/A
White	359	93.3	45.1	24.8	14.6	15.5	30.1	N/A	N/A	N/A	N/A
African American	127	94.5	78.3	11.7	4.2	5.8	10.0	N/A	N/A	N/A	N/A
Asian/Pacific Islander	26	100.0	46.2	30.8	7.7	15.4	23.1	N/A	N/A	N/A	N/A
Hispanic	30	100.0	70.0	20.0	6.7	3.3	10.0	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	74	71.6	77.4	17.0	3.8	1.9	5.7	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	20	95.0	73.7	15.8	5.3	5.3	10.5	N/A	N/A	N/A	N/A
Subsidized meals	243	92.2	70.5	17.9	7.6	4.0	11.6	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	2009	582	99	10.9	38.3	32.2	18.6	63.9	63.9	61.8
	2010	544	98.9	10.2	27.9	36	25.9	72.3	72.3	65.9

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

All Students	2009	582	99	15.5	29.5	27.5	27.5	66.7	66.7	62.7
	2010	544	98.7	11.8	26.2	31.3	30.7	70.1	70.1	62.3

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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