



Byrd Elementary

1 Willis Circle
Graniteville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	561 Students	
Principal	Mr. Eddie T. Watkins, Jr.	803-663-4320
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Sanders	803-663-1703



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	Below Average
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

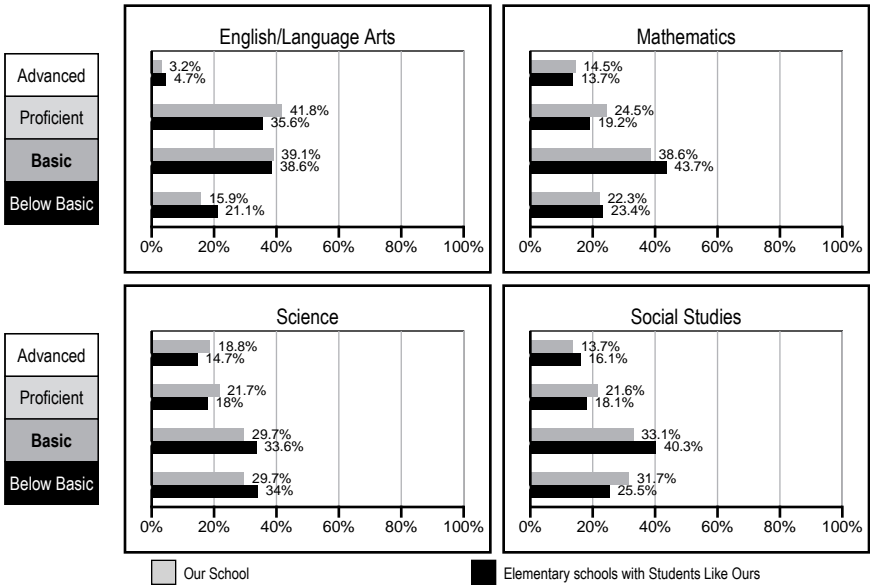
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	6	51	33	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable | N/AV–Not Available | N/C–Not Collected | N/R–Not Reported | /S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=561)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.6%	Down from 4.2%	2.8%	2.3%
Attendance rate	96.3%	Up from 96.0%	96.2%	96.3%
Eligible for gifted and talented	8.6%	Down from 10.3%	9.6%	10.4%
With disabilities other than speech	4.2%	Up from 2.8%	8.5%	7.5%
Older than usual for grade	1.2%	Down from 1.5%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	48.6%	Up from 44.1%	58.3%	56.7%
Continuing contract teachers	80.0%	Down from 82.4%	80.9%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 3.3%	0.0%	0.0%
Teachers returning from previous year	89.4%	Up from 88.5%	87.6%	86.4%
Teacher attendance rate	93.6%	Down from 94.8%	94.7%	94.9%
Average teacher salary	\$47,537	Up 2.5%	\$45,391	\$45,345
Professional development days/teacher	5.3 days	Down from 5.4 days	12.8 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 18.9 to 1	18.6 to 1	18.5 to 1
Prime instructional time	89.4%	Down from 90.2%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.3%	Down from 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,380	Up 7.8%	\$6,893	\$7,052
Percent of expenditures for instruction*	74.0%	Down from 74.2%	68.8%	69.1%
Percent of expenditures for teacher salaries*	70.4%	Down from 71.6%	65.0%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Byrd Elementary is a Title 1 school, built in 1954, that cherishes additional support from the PTO, SIC, Title 1, and Act 135 committees, as well as our community partners. The school's focus continues to be on academic excellence and accountability. Our Character Education program emphasizes one character word a month. Students are rewarded for exhibiting that characteristic for the month. They receive a certificate, and their picture is displayed in the hall of the school. Wal-Mart provided a \$1000 award to provide incentives for academic achievement. Five classroom teachers received the HP Wacky Woodlands grant and were able to utilize it with their students. They implemented an interdisciplinary approach in math and science. We continued the "Great Leaps" reading program to provide remediation to our third graders. Our first graders, who were below grade level in reading were able to catch up through our Reading Recovery program.

We conducted two successful community efforts to bring parents and grandparents into the school that also aided parents to help their children at home. One was Reading Night, and the other was Math Night. Parents, family members, and students were given a thirty-minute workshop on ways to help their child at home. Then, the families received a hamburger and hotdog supper.

We were able to upgrade the technology in the classrooms by providing interactive SmartBoards w/LCD projectors in all of our classrooms and upgraded the computers in six classrooms. We are in the process of providing web access to parents for their children's grades, attendance, discipline, and general information whenever they want it from anywhere that has web access. We continue to make improvements that utilize all the means available to increase the instructional programs' delivery and retention by students.

Mrs. Mary Lamback was selected Teacher of the Year by her peers. She has done a terrific job motivating her students to do their very best. She teaches math to our fourth graders.

We offer the inclusion model for our previous self-contained class. We feel like this was a very successful year for these students. We are in the process of completing plans to move into our new school for the 2008-2009 school year. Many committees are busy at work in preparation for the move. We have built a strong partnership with the developer of the subdivision where we will be located. They partnered with us during our annual carnival that was held in the park at the subdivision.

We continue to emphasize academic improvement. We are now able to utilize MAP tests to give diagnostic information to teachers of the strengths and weaknesses of each student. We are planning to give students thirty minutes of reading instruction at their RIT level. We love teaching and learning and are preparing our students to be lifelong learners.

Eddie T. Watkins, Jr., Principal
Chris Harper, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	78	43
Percent satisfied with learning environment	100.0%	82.1%	74.4%
Percent satisfied with social and physical environment	86.7%	82.9%	73.8%
Percent satisfied with school-home relations	86.2%	76.3%	67.4%

* 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. Sanction: Implement the restructuring plan.
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	0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	236	99.2	15.5	39.3	42	3.2	58	49.8	48.2	Yes	Yes
Gender											
Male	123	98.4	21.8	38.2	38.2	1.8	48.2	43.8	41.7	N/A	N/A
Female	113	100	9.2	40.4	45.9	4.6	67.9	56.3	55	N/A	N/A
Racial/Ethnic Group											
White	153	98.7	10.8	38.1	46.8	4.3	66.9	59.8	60	Yes	Yes
African American	62	100	18.3	46.7	33.3	1.7	43.3	33.8	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	21	100	40	25	35	0	40	39.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
Disability Status											
Disabled	32	93.8	29.6	51.9	18.5	0	22.2	15.2	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	19	100	44.4	27.8	27.8	0	33.3	43	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	139	98.6	18.3	46	33.3	2.4	47.6	35.8	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	236	99.6	22.3	38.6	24.5	14.5	50	46.9	45.8	Yes	Yes
Gender											
Male	123	99.2	24.3	37.8	21.6	16.2	49.5	47.9	45.6	N/A	N/A
Female	113	100	20.2	39.4	27.5	12.8	50.5	45.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	153	99.4	19.3	36.4	26.4	17.9	55.7	57.2	59	Yes	Yes
African American	62	100	25	45	21.7	8.3	41.7	29.7	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.3	71.3	I/S	I/S
Hispanic	21	100	35	35	20	10	35	40.1	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
Disability Status											
Disabled	32	96.9	46.4	42.9	7.1	3.6	28.6	15.8	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	19	100	38.9	38.9	11.1	11.1	27.8	42.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	139	99.3	28.3	44.9	16.5	10.2	38.6	32.8	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	148	100	29.7	29.7	21.7	18.8	40.6	34.1	35.7	96.3	95.9
Gender											
Male	72	100	29.7	29.7	20.3	20.3	40.6	36.6	37.4	96.2	95.8
Female	76	100	29.7	29.7	23	17.6	40.5	31.3	33.8	96.4	96.1
Racial/Ethnic Group											
White	98	100	23.3	27.8	27.8	21.1	48.9	45.2	49.2	95.8	95.9
African American	40	100	35.9	35.9	12.8	15.4	28.2	16.4	17	97	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	N/A	97.6
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	24	24.9	97.2	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	N/A	95.8
Disability Status											
Disabled	23	100	55	35	5	5	10	12.8	14	95	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
English Proficiency											
Limited English Proficient	11	100	60	30	0	10	10	28	24.4	97	96.5
Socio-Economic Status											
Subsided meals	88	100	43.8	33.8	13.8	8.8	22.5	20.4	21.1	96.1	95.2
Social Studies											
All Students	148	100	31.7	33.1	21.6	13.7	35.3	30.3	34	96.3	95.9
Gender											
Male	83	100	34.2	32.9	18.4	14.5	32.9	33.8	36.6	96.2	95.8
Female	65	100	28.6	33.3	25.4	12.7	38.1	26.5	31.3	96.4	96.1
Racial/Ethnic Group											
White	94	100	25.3	33.3	25.3	16.1	41.4	38.6	44.5	95.8	95.9
African American	39	100	45.9	27	16.2	10.8	27	17	19.1	97	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	N/A	97.6
Hispanic	15	I/S	33.3	46.7	13.3	6.7	20	20.3	27.5	97.2	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	N/A	95.8
Disability Status											
Disabled	18	100	52.9	29.4	11.8	5.9	17.6	10.7	14.4	95	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
English Proficiency											
Limited English Proficient	12	100	41.7	41.7	8.3	8.3	16.7	23.9	27.3	97	96.5
Socio-Economic Status											
Subsided meals	81	100	39.5	34.2	15.8	10.5	26.3	18.6	21	96.1	95.2

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	63	100	10	36.7	48.3	5	53.3	
	4	90	97.8	28	40.2	30.5	1.2	31.7	
	5	76	100	18.1	54.2	27.8	0	27.8	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	87	100	14.5	30.1	53	2.4	55.4	
	4	61	100	12.3	40.4	42.1	5.3	47.4	
	5	88	97.7	19	48.1	30.4	2.5	32.9	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	63	100	15	58.3	20	6.7	26.7	
	4	90	98.9	14.5	39.8	36.1	9.6	45.8	
	5	76	100	20.8	58.3	9.7	11.1	20.8	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
2008	3	87	100	25.3	36.1	26.5	12	38.6	
	4	61	100	15.8	28.1	28.1	28.1	56.1	
	5	88	98.9	23.8	48.8	20	7.5	27.5	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	32	100	23.3	40	20	16.7	36.7	
	4	90	98.9	36.1	37.3	14.5	12	26.5	
	5	39	100	31.4	48.6	14.3	5.7	20	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
2008	3	44	100	31	31	21.4	16.7	38.1	
	4	61	100	17.5	29.8	28.1	24.6	52.6	
	5	43	100	46.2	28.2	12.8	12.8	25.6	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	31	100	13.3	53.3	20	13.3	33.3	
	4	90	98.9	34.9	33.7	15.7	15.7	31.3	
	5	37	100	43.2	40.5	5.4	10.8	16.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
2008	3	43	100	17.1	46.3	24.4	12.2	36.6	
	4	61	100	26.3	31.6	26.3	15.8	42.1	
	5	44	100	53.7	22	12.2	12.2	24.4	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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