



Byrd Elementary

1225 Weldon Way
Graniteville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	607 Students	
Principal	Mr. Russell Gunter	803-663-4320
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	Below Average

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 2008-09 whose 2007-08 test scores were located

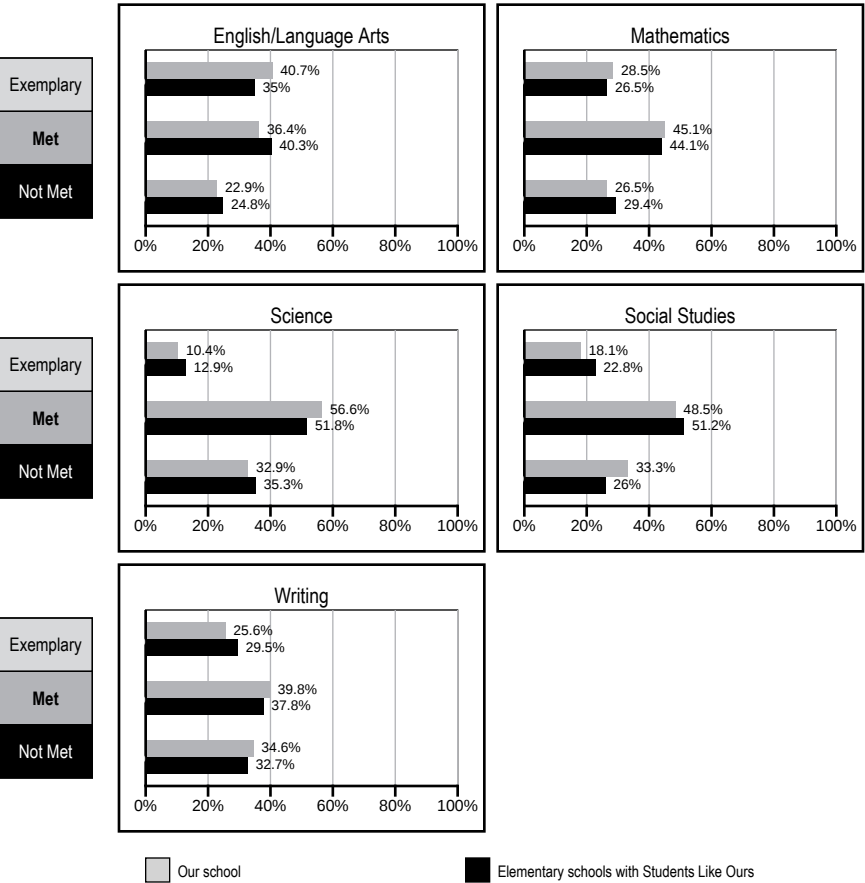
95.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	20	85	8	0

* Ratings are calculated with data available by 06/01/2010.

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
Students (n=607)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.0%	Up from 3.6%	2.4%	1.9%
Attendance rate	96.3%	No Change	96.2%	96.3%
Eligible for gifted and talented	11.3%	Up from 8.6%	9.1%	10.0%
With disabilities other than speech	5.1%	Up from 4.2%	9.3%	7.7%
Older than usual for grade	1.3%	Up from 1.2%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	45.9%	Down from 48.6%	60.5%	59.4%
Continuing contract teachers	78.4%	Down from 80.0%	83.0%	80.0%
Teachers with emergency or provisional certificates	2.9%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	88.4%	Down from 89.4%	87.3%	85.9%
Teacher attendance rate	93.8%	Up from 93.6%	95.1%	95.1%
Average teacher salary*	\$48,404	Up 1.8%	\$47,410	\$47,149
Professional development days/teacher	5.2 days	Down from 5.3 days	11.6 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	No Change	19.0 to 1	18.8 to 1
Prime instructional time	89.7%	Up from 89.4%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.0%	Down from 97.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,597	Up 3.4%	\$7,357	\$7,458
Percent of expenditures for instruction**	70.9%	Down from 74.0%	68.0%	68.8%
Percent of expenditures for teacher salaries**	55.9%	Down from 70.4%	61.5%	63.2%

* 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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Byrd Elementary is a Title 1 school, built in 2008, 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. We continued the "Great Leaps" reading program to provide remediation to our third, fourth, and fifth 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.

Each classroom and teaching station has a Dell Optiplex 525 or better computer and a SMART Board with ceiling mounted projectors. We are in the process of providing web access to parents for their child'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 results of students.

We partnered with O'Charley's restaurant to provide certificates and awards for a student and teacher of the month. The teacher is chosen by her peers. The student is selected from positive phone calls made during the month.

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 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 giving students thirty minutes of reading instruction at their RIT level daily. We love teaching and learning and are preparing our students to be lifelong learners.

Eddie T. Watkins, Jr., Principal
Jennifer Jones, Chairman, School Improvement Committee

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	66	38
Percent satisfied with learning environment	100.0%	81.8%	86.8%
Percent satisfied with social and physical environment	100.0%	84.8%	89.5%
Percent satisfied with school-home relations	97.1%	83.3%	81.1%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

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	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	5.8%

	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

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	270	100	22.8	36.2	40.9	90.9	85.7	82.8	Yes	Yes
Gender										
Male	131	100	26.2	37.7	36.1	90.2	83.2	79.3	N/A	N/A
Female	139	100	19.7	34.8	45.5	91.7	88.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	194	100	20	34.1	45.9	92.4	90.8	89.5	Yes	Yes
African American	59	100	26.9	42.3	30.8	90.4	78.1	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.3	92.3	I/S	I/S
Hispanic	17	100	41.2	41.2	17.6	76.5	77.9	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	79.2	82.5	I/S	I/S
Disability Status										
Disabled	26	100	52.2	26.1	21.7	73.9	51.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	36.8	31.6	31.6	78.9	76.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	157	100	29.9	33.3	36.8	88.2	79.5	75.5	Yes	Yes

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

All Students	270	100	26.4	44.9	28.7	83.9	81.6	78.9	Yes	Yes
Gender										
Male	131	100	28.7	45.1	26.2	84.4	80.6	77	N/A	N/A
Female	139	100	24.2	44.7	31.1	83.3	82.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	194	100	21.6	45.9	32.4	89.2	87.6	87.2	Yes	Yes
African American	59	100	40.4	38.5	21.2	69.2	71.7	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	93	I/S	I/S
Hispanic	17	100	35.3	52.9	11.8	70.6	78.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	79.5	I/S	I/S
Disability Status										
Disabled	26	100	73.9	13	13	65.2	45.4	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	31.6	47.4	21.1	73.7	78.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	157	100	32.6	47.9	19.4	80.6	74.1	70.2	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
Science								
All Students	186	99.5	32.4	56.6	11	67.6	68.5	67.5
Gender								
Male	93	98.9	31.4	58.1	10.5	68.6	69.4	67
Female	93	100	33.3	55.2	11.5	66.7	67.6	68
Racial/Ethnic Group								
White	135	99.3	28.3	59.1	12.6	71.7	78.5	79.5
African American	40	100	37.1	54.3	8.6	62.9	52.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.5	84.3
Hispanic	11	100	N/AV	N/AV	N/AV	36.4	61.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.2	71.2
Disability Status								
Disabled	21	95.2	66.7	27.8	5.6	33.3	34.9	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	12	100	N/AV	N/AV	N/AV	41.7	61.3	59.6
Socio-Economic Status								
Subsided meals	110	100	42	51	7	58	56.9	55.1

Social Studies

All Students	184	100	33.1	48.3	18.6	66.9	69	72.3
Gender								
Male	87	100	33.3	46.2	20.5	66.7	69.3	71.5
Female	97	100	33	50	17	67	68.8	73.2
Racial/Ethnic Group								
White	134	100	29.1	50.4	20.5	70.9	76.5	80.7
African American	37	100	46.9	40.6	12.5	53.1	56.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.5	88.5
Hispanic	13	100	38.5	46.2	15.4	61.5	62.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	72.2
Disability Status								
Disabled	15	100	61.5	30.8	7.7	38.5	40.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	15	100	33.3	46.7	20	66.7	63.8	67.9
Socio-Economic Status								
Subsided meals	110	100	37	54	9	63	59	62.1

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
Writing										
All Students	271	94.1	32.8	40.9	26.3	67.2	71.8	70.2	96.3	95.9
Gender										
Male	131	96.2	40	40	20	60	65.9	63.2	96.2	95.7
Female	140	92.1	26	41.7	32.3	74	78.1	77.5	96.4	96
Racial/Ethnic Group										
White	194	93.8	29.2	41.6	29.2	70.8	78.3	79.1	95.9	95.8
African American	60	93.3	34.6	44.2	21.2	65.4	61.4	57.6	97	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84	86.2	N/A	97.7
Hispanic	17	100	64.7	23.5	11.8	35.3	65.9	62.6	97.2	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60.9	68.7	N/A	96
Disability Status										
Disabled	26	88.5	72.7	18.2	9.1	27.3	23	26.1	96.7	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	95
English Proficiency										
Limited English Proficient	19	100	57.9	31.6	10.5	42.1	64.9	61.2	97.4	96.4
Socio-Economic Status										
Subsidized meals	158	93	41.1	39	19.9	58.9	61.4	58.9	96	95.2

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
English/Language Arts							
2009	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
Mathematics							
2009	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
Science							
2009	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
Social Studies							
2009	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
Writing							
2009	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

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