



## BARNWELL ELEMENTARY

10524 Marlboro Ave.  
Barnwell, SC 29812

<b>Grades</b>	4-6 Elementary School	
<b>Enrollment</b>	585 Students	
<b>Principal</b>	Jackie Sease	803-541-1285
<b>Superintendent</b>	Roy Sapough	803-541-1300
<b>Board Chair</b>	Chad Perry	803-259-9753

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

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

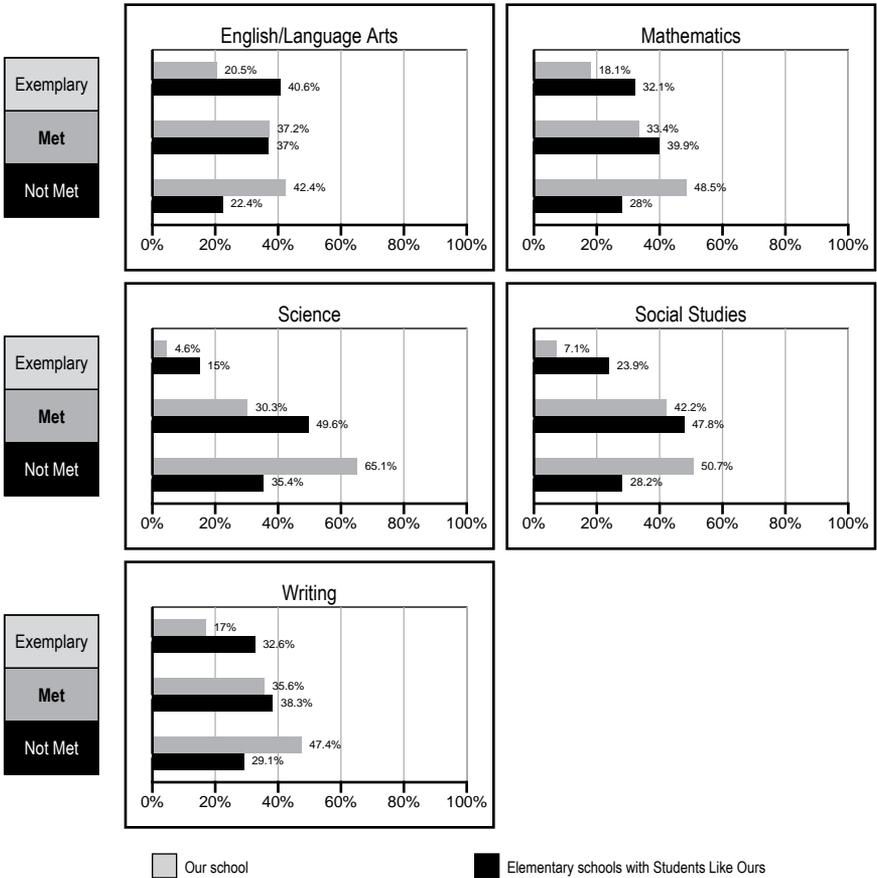
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
7	24	85	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=585)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.5%	No Change	1.2%	1.2%
Attendance rate	95.3%	Up from 94.9%	95.9%	96.1%
Eligible for gifted and talented	12.2%	Down from 13.8%	11.8%	11.7%
With disabilities other than speech	10.9%	Down from 12.0%	8.6%	8.0%
Older than usual for grade	0.3%	Down from 1.4%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	No Change	0.0%	0.0%
<b>Teachers (n=30)</b>				
Teachers with advanced degrees	50.0%	Up from 47.4%	59.3%	60.5%
Continuing contract teachers	100.0%	Up from 86.8%	86.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.1%	Down from 89.1%	88.5%	87.0%
Teacher attendance rate	90.2%	Down from 92.6%	95.4%	95.4%
Average teacher salary*	\$49,072	Up 2.9%	\$47,002	\$47,288
Professional development days/teacher	7.3 days	Up from 2.9 days	10.3 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	18.5 to 1	Down from 19.4 to 1	19.2 to 1	19.2 to 1
Prime instructional time	86.3%	Down from 87.3%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Below Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,015	Up 1.4%	\$7,400	\$7,548
Percent of expenditures for instruction**	64.3%	Up from 63.4%	67.4%	68.7%
Percent of expenditures for teacher salaries**	62.6%	Up from 61.0%	64.3%	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

Barnwell Elementary School is a rural school serving 588 students in grades four through six.

Our teachers continue to use data to drive instruction. Teachers and administrators met after MAP was given in the fall and spring. Plans were made to determine the paths that would best help the students reach success. Teachers also used PASS results and common assessments to remain focused on helping students reach their full potential. Data walls were displayed in the hallways, and the students were proud to see their progress.

Students in grades four and five continued to participate in Fast ForWord. All students used Study Island in the subjects of ELA, math, science, and social studies. We were all delighted to have SMART Boards placed in all classrooms.

We are very proud of our accomplishments this year. Following are a few examples. Our fourth grade students participated in the Roses Rock program and planted a rose garden. We were the first participant on the east coast. The fifth grade students participated in the D.A.R.E. program. Our 6th grade band played three times this year, and two of our sixth grade classes performed in a play. Students participated in a variety of field studies that correlated with grade-specific standards.

The B.E.S. Mustangs also reached out to help others during the year. In November and December, canned-food drives were held. Students also raised money to help the victims of the Haiti earthquake and for Pennies for Patients.

Our PTO was instrumental in helping us with our fall carnival and BINGO night that were enjoyed by all.

As always, the Mustangs are galloping towards success.

LaToya Shuler, School Improvement Chair Person  
Jackie Sease, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	203	139
Percent satisfied with learning environment	96.2%	86.4%	87.0%
Percent satisfied with social and physical environment	95.8%	83.0%	76.8%
Percent satisfied with school-home relations	84.6%	89.4%	81.6%

\* 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

NO

This school met 18 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

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 and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	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	0.0%	0.0%	Yes
Student attendance rate	95.3%	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
<b>English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)</b>										
All Students	586	99.8	42.4	37.2	20.5	72.5	74.7	83.5	Yes	Yes
<b>Gender</b>										
Male	308	100	47.4	37.2	15.4	67.2	68.3	80.1	N/A	N/A
Female	278	99.6	36.7	37.1	26.1	78.4	81.7	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	287	100	30.4	38.4	31.2	82.6	82.4	89.6	Yes	Yes
African American	283	99.7	55.6	35.7	8.6	61.7	65.1	74.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	100	92.7	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	71	100	81.4	17.1	1.4	31.4	41.1	51.7	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	349	100	50.4	35.6	14	67.1	69	76.9	Yes	Yes
<b>Mathematics - State Performance Objective = 57.8% (Met or Exemplary)</b>										
All Students	586	99.8	48.5	33.4	18.1	67.9	69.1	80.4	Yes	Yes
<b>Gender</b>										
Male	308	100	51.2	31.7	17.1	66.9	68.5	78.4	N/A	N/A
Female	278	99.6	45.5	35.2	19.3	68.9	69.7	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	287	100	34.8	36.6	28.6	77.5	79.7	87.8	Yes	Yes
African American	283	99.7	63.5	30.1	6.4	57.1	56.6	69.3	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	100	93.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	71	100	N/A	N/A	N/A	24.3	32.9	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	349	100	60.3	29.7	9.9	60.3	60.3	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	396	99.8	65.1	30.4	4.6	34.9	43.7	67.3
<b>Gender</b>								
Male	208	100	69	27.9	3	31	41.1	66.9
Female	188	99.5	60.6	33.1	6.3	39.4	46.6	67.7
<b>Racial/Ethnic Group</b>								
White	182	100	45.1	46.2	8.7	54.9	59.1	79.6
African American	202	99.5	N/A	N/A	N/A	15.4	25.9	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
<b>Disability Status</b>								
Disabled	50	98	N/A	N/A	N/A	8.2	19	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	249	99.6	75.3	22.6	2.1	24.7	32.9	55.4
<b>Social Studies</b>								
All Students	401	100	50.7	42.2	7.1	49.3	50.8	70.9
<b>Gender</b>								
Male	211	100	50.3	41.7	8	49.7	52.1	70.1
Female	190	100	51.1	42.8	6.1	48.9	49.4	71.7
<b>Racial/Ethnic Group</b>								
White	209	100	41	47.5	11.5	59	61.5	79.2
African American	185	100	61.8	36.4	1.7	38.2	38.7	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	42	100	N/A	N/A	N/A	17.1	19.2	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	68
<b>Socio-Economic Status</b>								
Subsidized meals	233	100	58.7	38.3	3	41.3	41.2	60.8

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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	581	99	46.8	36	17.2	53.2	60.1	72.1	95.3	94.7
<b>Gender</b>										
Male	306	99	55.5	33.1	11.4	44.5	51.3	65.2	95.3	94.6
Female	275	98.9	37.3	39.2	23.6	62.7	69.7	79.2	95.4	94.9
<b>Racial/Ethnic Group</b>										
White	283	99.3	33.6	39.1	27.4	66.4	72.4	80.8	95.2	94.6
African American	282	98.6	61	33.3	5.7	39	45.9	59.7	95.5	94.9
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	100	87	96.5	96.7
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	64.6	95.7	95.1
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.4	96.7	94.5
<b>Disability Status</b>										
Disabled	72	97.2	89.9	8.7	1.4	10.1	15	27.7	94.3	93.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	99.9
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	63.7	98.3	95.7
<b>Socio-Economic Status</b>										
Subsidized meals	347	98.6	58.1	33.3	8.6	41.9	50.1	61.9	94.7	94.2

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
<b>English/Language Arts</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	163	100	45	31.9	23.1	55
	5	206	100	34.2	48.2	17.6	65.8
	6	188	100	37.4	37.4	25.3	62.6
	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	0	N/A	N/A	N/A	N/A	N/A
	4	212	100	44.1	37.4	18.5	55.9
	5	163	99.4	44.9	37.2	17.9	55.1
	6	211	100	38.8	36.9	24.3	61.2
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	163	100	38.8	39.4	21.9	61.3
	5	206	100	46.2	41.7	12.1	53.8
	6	188	100	33.3	39.1	27.6	66.7
	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	0	N/A	N/A	N/A	N/A	N/A
	4	212	100	52.3	31.8	15.9	47.7
	5	163	99.4	51.9	29.5	18.6	48.1
	6	211	100	42.2	37.9	19.9	57.8
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	163	100	51.3	45	3.8	48.8
	5	103	100	46.5	48.5	5.1	53.5
	6	95	100	51.7	40.4	7.9	48.3
	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	0	N/A	N/A	N/A	N/A	N/A
	4	212	100	63.1	33.3	3.6	36.9
	5	79	100	65.3	29.3	5.3	34.7
	6	105	99.1	68.6	25.5	5.9	31.4
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	163	100	49.4	44.4	6.3	50.6
	5	103	100	48	38	14	52
	6	93	100	32.9	63.5	3.5	67.1
	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	0	N/A	N/A	N/A	N/A	N/A
	4	212	100	57.9	37.4	4.6	42.1
	5	83	100	51.9	39.5	8.6	48.1
	6	106	100	35.9	53.4	10.7	64.1
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	165	98.2	52.8	26.4	20.8	47.2
	5	206	98.5	50.8	27.6	21.6	49.2
	6	184	99.5	36.6	33.7	29.7	63.4
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	209	98.1	52.1	31.8	16.1	47.9
	5	160	100	50.6	28.8	20.5	49.4
	6	212	99.1	39	45.4	15.6	61
	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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