



Barnwell Primary

734 Hagood Ave.
Barnwell, SC 29812

Grades	PK-3 Elementary School	
Enrollment	875 Students	
Principal	Robbie Eubanks	803-541-1320
Superintendent	Roy Sapough	803-541-1300
Board Chair	Valenda D. Black	803-259-1687

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

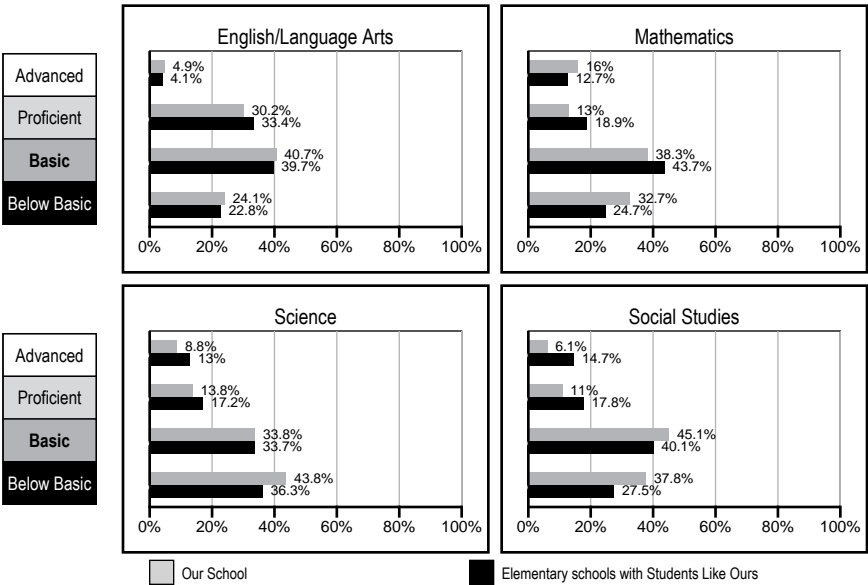
Percent of students tested in 2007-08 whose 2006-07 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	41	44	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 | I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=875)				
First graders who attended full-day kindergarten	100.0%	Up from 99.1%	100.0%	100.0%
Retention rate	3.3%	Down from 5.4%	2.9%	2.3%
Attendance rate	94.8%	Up from 92.8%	96.1%	96.3%
Eligible for gifted and talented	10.6%	Up from 6.3%	9.0%	10.4%
With disabilities other than speech	6.6%	Up from 6.4%	9.0%	7.5%
Older than usual for grade	1.5%	Down from 2.2%	0.9%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	No Change	0.0%	0.0%
Teachers (n=64)				
Teachers with advanced degrees	50.0%	Up from 42.6%	56.5%	56.7%
Continuing contract teachers	93.8%	Up from 91.8%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.5%	Up from 83.5%	87.0%	86.4%
Teacher attendance rate	94.5%	N/R	94.8%	94.9%
Average teacher salary	\$45,361	Up 3.5%	\$45,395	\$45,345
Professional development days/teacher	15.7 days	Up from 14.5 days	12.8 days	12.6 days
School				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 19.4 to 1	18.4 to 1	18.5 to 1
Prime instructional time	89.0%	N/R	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.9%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$7,280	Up 3.5%	\$7,184	\$7,052
Percent of expenditures for instruction*	70.5%	Up from 70.0%	68.4%	69.1%
Percent of expenditures for teacher salaries*	65.5%	Down from 66.7%	63.6%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Barnwell Primary School consists of a strong faculty, parents, volunteers, and community supporters. By working together as a team and with a shared vision, we are successfully able to teach each student.

Barnwell Primary School is committed to raising student achievement for all students in 4K - 3rd grade. To achieve this goal, BPS has three full-day 4K classes. Beginning with 4K, BPS has a sequential curriculum that addresses the South Carolina Standards and is updated regularly to meet the needs of the students. BPS is dedicated to driving the curriculum with individualized test data to insure that all students are provided differentiated instruction to meet their individual needs. All students in Kindergarten - 3rd grade are administered the Measures of Academic Progress (MAP) test to monitor and adjust instruction needs. Students in Kindergarten and first grade are administered the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to monitor reading and language needs. An after-school program for third grade students provided remediation in ELA and Math. BPS received the trail version of Study Island to assist in PACT coaching. To promote reading for pleasure, all students participated in the Reading Race Challenge.

Barnwell Primary School has a very active PTO, School Improvement Council, and volunteer program. The PTO sponsors a fundraiser each year to assist in purchasing supplies, resources, and materials for teachers and students. The PTO also sponsored our first Fall Carnival to help promote parent involvement. The School Improvement Council meets five times a year, assuring the influential voices of parents and community members in the education of their children. Along with a strong parent-volunteer program, BPS has seven Grandparent Volunteers who serve in various classrooms to assist low-achieving students. BPS had eighty-five high school students participating in a mentoring / Rotary Reader program.

Community service projects at BPS include: recycling projects involving aluminum cans, ink cartridges, cell phones, and box tops; Relay for Life activities that raised \$4,722.00; sponsorship of Secret Santa for children; Jump Rope for Heart; and Special Olympics.

All BPS students participated in off-campus field trips to enhance the curriculum and units of study. In addition to academic enhanced field trips, all third grade students were able to attend the Education Outreach production of Scrooge at the Koger Center in Columbia.

We are proud of our successes this year and we realize they are only made possible through the dedication and hard work of the entire BPS family – students, parents, volunteers, faculty and staff.

Robbie Eubanks, Principal
Amanda Bridgmon, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	59	158	120
Percent satisfied with learning environment	96.6%	85.9%	85.7%
Percent satisfied with social and physical environment	100.0%	74.2%	76.7%
Percent satisfied with school-home relations	81.4%	89.8%	80.7%

* 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 12 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

Newly Identified

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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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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	182	99.5	23.8	41.1	29.8	5.4	50.6	35.6	48.2	Yes	Yes
Gender											
Male	108	99.1	32	39.2	24.7	4.1	46.4	32.5	41.7	N/A	N/A
Female	74	100	12.7	43.7	36.6	7	56.3	39	55	N/A	N/A
Racial/Ethnic Group											
White	97	100	13.5	39.3	38.2	9	67.4	49.7	60	Yes	Yes
African American	79	98.7	35.1	45.9	17.6	1.4	29.7	18.5	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	27.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	37	97.3	62.5	28.1	6.3	3.1	25	8.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	117	99.2	32.1	45.3	20.8	1.9	35.8	21.3	34	No	Yes

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

All Students	182	100	32.5	39.1	13	15.4	40.8	35.6	45.8	No	Yes
Gender											
Male	108	100	37.8	36.7	13.3	12.2	37.8	37.1	45.6	N/A	N/A
Female	74	100	25.4	42.3	12.7	19.7	45.1	33.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	97	100	15.7	44.9	15.7	23.6	56.2	51.8	59	Yes	Yes
African American	79	100	52	33.3	9.3	5.3	21.3	15.6	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	37	100	60.6	33.3	6.1	0	21.2	11.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	117	100	43.9	42.1	10.3	3.7	25.2	20.3	31.4	No	Yes

* Adj - 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

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	96	100	43	33.7	14	9.3	23.3	19	35.7	94.8	94.6
Gender											
Male	54	100	38.3	40.4	12.8	8.5	21.3	20.6	37.4	94.6	94.4
Female	42	100	48.7	25.6	15.4	10.3	25.6	17.3	33.8	94.9	94.9
Racial/Ethnic Group											
White	53	100	22.9	41.7	25	10.4	35.4	30.1	49.2	94.4	94.3
African American	41	100	70.3	24.3	0	5.4	5.4	5.2	17	95.1	95
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	93	93.5
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	95.9	95.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	92.8	90.3
Disability Status											
Disabled	19	100	50	25	18.8	6.3	25	9.6	14	93.1	93.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	94.4	94.1
Socio-Economic Status											
Subsidized meals	61	100	50.9	35.8	7.5	5.7	13.2	7.3	21.1	94.4	94.1
Social Studies											
All Students	90	100	37.9	44.8	11.5	5.7	17.2	14	34	94.8	94.6
Gender											
Male	57	100	46.3	31.5	14.8	7.4	22.2	17.2	36.6	94.6	94.4
Female	33	100	24.2	66.7	6.1	3	9.1	10.6	31.3	94.9	94.9
Racial/Ethnic Group											
White	46	100	25.6	39.5	23.3	11.6	34.9	23	44.5	94.4	94.3
African American	40	100	50	50	0	0	0	4.1	19.1	95.1	95
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	93	93.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	95.9	95.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	92.8	90.3
Disability Status											
Disabled	22	100	71.4	19	9.5	0	9.5	6.1	14.4	93.1	93.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	94.4	94.1
Socio-Economic Status											
Subsidized meals	59	100	45.6	45.6	7	1.8	8.8	7.2	21	94.4	94.1

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

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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	217	100	26.6	38.6	32.9	1.9	34.8
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	3	182	99.5	23.8	41.1	29.8	5.4	35.1
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	I/S
Mathematics								
2007	3	217	100	30.9	47.3	12.6	9.2	21.7
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	3	182	100	32.5	39.1	13	15.4	28.4
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	I/S
Science								
2007	3	114	100	40.6	42.6	12.9	4	16.8
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	3	96	100	43	33.7	14	9.3	23.3
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	I/S
Social Studies								
2007	3	109	100	23.2	51.5	20.2	5.1	25.3
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	3	90	100	37.9	44.8	11.5	5.7	17.2
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	I/S

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