



Barnwell Elementary

10524 Marlboro Ave.
Barnwell, SC 29812

Grades	4-6 Elementary School	
Enrollment	566 Students	
Principal	Jackie Sease	803-541-1285
Superintendent	Roy Sapough	803-541-1300
Board Chair	Chad Perry	803-259-9753

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

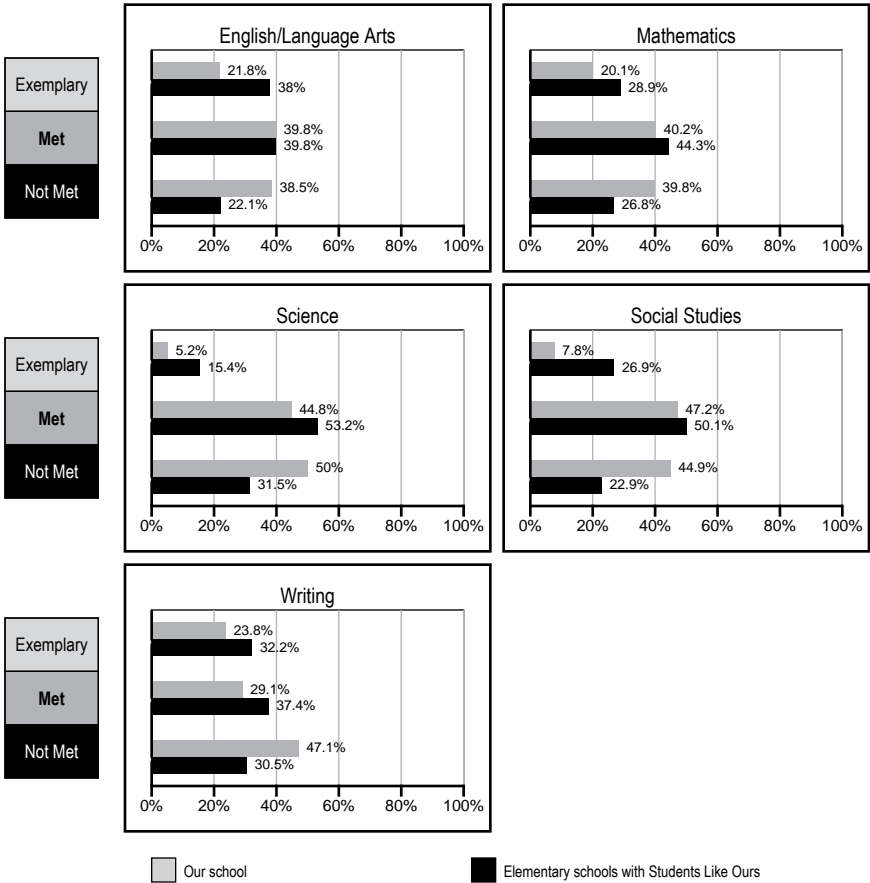
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	25	74	3	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=566)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.5%	No Change	2.1%	1.9%
Attendance rate	94.9%	Down from 95.1%	96.3%	96.3%
Eligible for gifted and talented	13.8%	Down from 14.6%	10.7%	10.0%
With disabilities other than speech	12.0%	Up from 11.2%	9.3%	7.7%
Older than usual for grade	1.4%	No Change	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.5%	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	47.4%	Up from 43.2%	59.1%	59.4%
Continuing contract teachers	86.8%	Down from 89.2%	83.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.1%	Up from 83.7%	86.9%	85.9%
Teacher attendance rate	92.6%	Down from 94.3%	95.1%	95.1%
Average teacher salary*	\$47,677	Up 5.1%	\$47,217	\$47,149
Professional development days/teacher	2.9 days	Down from 12.6 days	11.8 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	19.4 to 1	Up from 15.8 to 1	19.1 to 1	18.8 to 1
Prime instructional time	87.3%	Down from 89.0%	90.4%	90.4%
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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,915	Up 7.5%	\$7,242	\$7,458
Percent of expenditures for instruction**	63.4%	Up from 58.8%	68.1%	68.8%
Percent of expenditures for teacher salaries**	61.0%	Up from 55.6%	63.0%	63.2%

* 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 /S–Insufficient Sample

Report of Principal and School Improvement Council

With this year, my third as principal of Barnwell Elementary School, we have begun the year with new leadership and new and ever concerning economic issues and conditions. We are encouraged and have continued to instill pride in self, school, and community. We have installed new bulletin boards and each grade level has one dedicated to "Character Trots," photographs of students identified doing good deeds, many demonstrating the character trait of the month.

New swing sets and basketball goals were installed over the summer and the beginning of the school year. There were also a lot of playground balls purchased and well used by the students. New picnic tables were also purchased and placed in various places on the playground for use by students and teachers.

Our MAPS assessment program was again given three times this year. Teachers use this data to fine tune instruction to fit the needs of the students and improve instruction and ultimately student learning. I continued announcing the names of students and their gains; the students looked forward to hearing their names and scores recognized. We maintain our SACS accreditation; 5th graders again participated in DARE; the Scholastic Book Fair was again held in the fall and spring; awards were presented each quarter; the Barrier Island trip was taken; 4th grade TAG held an art show; the PTO was active and raised funds for our school; professional development continued; Mrs. Laurie Abbott was selected Teacher of the Year for 2009. We continued to utilize the Fast ForWord software to maximize the student progress in reading. A greater number of students have been able to take advantage of this program and many have moved into the more advanced sections of the software. Progress is being made. Our adapted curriculum continues to be used and modified to fit our needs and streamline instruction, keeping the focus on state standards.

Many new media center selections were made, targeting science and social studies, as we need to support those curricula areas with more current literature. We will continue to purchase more titles of student interest. New Accelerated Reader books and tests were also purchased to support the AR program.

S. D. Moore, Student Improvement Council Chair

W. A. Owen, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	174	120
Percent satisfied with learning environment	88.9%	90.2%	82.4%
Percent satisfied with social and physical environment	91.4%	83.8%	78.0%
Percent satisfied with school-home relations	68.6%	91.2%	79.2%

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

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 Adequate Yearly Progress

NO

This school met 19 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

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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.9%	94.0%*	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	557	100	38.5	39.8	21.8	76.4	73.3	82.8	Yes	Yes
Gender										
Male	286	100	45.8	34.7	19.6	69	68	79.3	N/A	N/A
Female	271	100	30.9	45	24	84	78.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	285	100	27.6	41.1	31.3	84.7	83.4	89.5	Yes	Yes
African American	253	100	51.5	38.1	10.5	66.1	61.3	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	72.7	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	78	100	77.6	21.1	1.3	44.7	41.7	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	325	100	48.2	40.2	11.6	68.5	63.8	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	557	100	39.8	40.2	20.1	72.2	68.4	78.9	Yes	Yes
Gender										
Male	286	100	41.7	38.4	19.9	70.1	66.3	77	N/A	N/A
Female	271	100	37.8	42	20.2	74.4	70.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	285	100	28.7	42.5	28.7	81.1	79.2	87.2	Yes	Yes
African American	253	100	54	36.8	9.2	61.5	55.7	66.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	54.5	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	78	100	N/AV	N/AV	N/AV	39.5	36.5	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	325	100	51.8	39.5	8.7	64	58.1	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	361	100	50	44.8	5.2	50	48.7	67.5
Gender								
Male	197	100	50.3	42.8	7	49.7	48.4	67
Female	164	100	49.7	47.2	3.1	50.3	48.9	68
Racial/Ethnic Group								
White	185	100	33.3	56.7	10	66.7	64.6	79.5
African American	166	100	N/AV	N/AV	N/AV	31.6	29.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	54	100	N/AV	N/AV	N/AV	21.2	20.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsided meals	215	100	62.3	36.7	1	37.7	34.7	55.1
Social Studies								
All Students	359	100	44.9	47.2	7.8	55.1	51.7	72.3
Gender								
Male	183	100	44.6	45.1	10.3	55.4	52.6	71.5
Female	176	100	45.3	49.4	5.3	54.7	50.9	73.2
Racial/Ethnic Group								
White	190	100	33.2	54.3	12.5	66.8	63.8	80.7
African American	155	100	61.9	36.7	1.4	38.1	35.8	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	49	100	N/AV	N/AV	N/AV	22.9	23.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsided meals	207	100	57.3	40.2	2.5	42.7	39.2	62.1

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
Writing										
All Students	555	98.7	46.7	29.3	24	53.3	52.7	70.2	94.9	94.7
Gender										
Male	283	98.6	54.8	26.7	18.5	45.2	46	63.2	94.6	94.5
Female	272	98.9	38.4	31.9	29.7	61.6	59.7	77.5	95.4	95
Racial/Ethnic Group										
White	284	98.6	35.6	31.3	33.1	64.4	66.5	79.1	94.6	94.6
African American	252	98.8	59.8	28	12.1	40.2	36.7	57.6	95.3	94.9
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	86.2	97	95.6
Hispanic	6	I/S	I/S	I/S	I/S	I/S	36.4	62.6	94.9	95.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	68.7	92.6	91.1
Disability Status										
Disabled	73	97.3	N/AV	N/AV	N/AV	4.3	5.1	26.1	93.3	93.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	61.2	N/A	96.8
Socio-Economic Status										
Subsidized meals	325	99.1	60.3	26.6	13.1	39.7	38.9	58.9	94.2	94.3

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	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
	Mathematics						
2009	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
	Science						
2009	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
	Social Studies						
2009	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
	Writing						
2009	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

Abbreviations for Missing Data

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