



BARNWELL HIGH

474 Jackson Street
Barnwell, SC 29812

Grades	9-12 High School	
Enrollment	695 Students	
Principal	Linda Zionkowski	803-541-1390
Superintendent	Roy Sapough	803-541-1300
Board Chair	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
2010	Average	At-Risk
2009	Average	Good
2008	Average	At-Risk
2007	Good	Excellent
2006	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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	11	23	1	0

* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	80.0%	66.9%	74.3%	79.8%	76.0%	77.7%
Passed 1 subtest (%)	7.8%	12.7%	11.7%	10.9%	13.0%	11.6%
Passed no subtests (%)	12.2%	20.5%	14.0%	9.4%	11.1%	11.0%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	88.2%	89.8%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	220	182	265	281
Number of Graduates in Cohort	147	136	195	198
Rate	66.8%	74.7%	75.2%	71.2%

*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	74.4%	75.3%
English 1	57.2%	67.2%
Physical Science	35.4%	55.9%
US History and the Constitution	18.2%	42.5%
All Tests	45.9%	59.9%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=695)				
Retention rate	6.8%	Up from 6.7%	3.7%	3.7%
Attendance rate	90.9%	Down from 92.1%	95.3%	95.4%
Eligible for gifted and talented	3.8%	Up from 2.9%	12.2%	12.4%
With disabilities other than speech	14.0%	Down from 14.3%	13.1%	12.8%
Older than usual for grade	11.5%	Up from 10.0%	9.3%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	1.2%	1.1%
Enrolled in AP/IB programs	5.1%	Up from 2.4%	13.1%	13.1%
Successful on AP/IB exams	92.9%	Down from 100.0%	47.1%	50.4%
Eligible for LIFE Scholarship	40.1%	Down from 50.0%	30.9%	30.4%
Annual dropout rate	1.0%	Down from 2.4%	3.8%	3.1%
Career/technology students in co-curricular organizations	4.7%	Down from 5.4%	1.2%	2.2%
Enrollment in career/technology courses	326	Down from 590	421	424
Students participating in work-based experiences	94.5%	Down from 95.2%	12.6%	11.7%
Career/technology students attaining technical skills	76.8%	Down from 78.7%	77.2%	78.7%
Career/technology completers placed	95.0%	Up from 88.2%	97.4%	98.5%
Teachers (n=46)				
Teachers with advanced degrees	43.5%	Down from 44.4%	59.5%	60.4%
Continuing contract teachers	89.1%	Up from 81.5%	79.9%	76.6%
Teachers with emergency or provisional certificates	4.8%	Up from 2.0%	6.3%	6.5%
Teachers returning from previous year	86.2%	Down from 90.9%	87.6%	86.8%
Teacher attendance rate	89.6%	Down from 94.9%	95.5%	95.8%
Average teacher salary*	\$48,251	Down 1.9%	\$47,232	\$47,390
Professional development days/teacher	4.1 days	Down from 14.5 days	10.8 days	10.0 days
School				
Principal's years at school	7.0	Up from 6.0	3.3	4.0
Student-teacher ratio in core subjects	24.5 to 1	Up from 23.3 to 1	27.1 to 1	25.8 to 1
Prime instructional time	81.6%	Down from 86.7%	89.2%	90.1%
Dollars spent per pupil**	\$9,178	Up 2.2%	\$7,672	\$7,974
Percent of expenditures for teacher salaries**	61.8%	Down from 62.0%	54.3%	55.4%
Percent of expenditures for instruction**	66.0%	Down from 67.8%	59.3%	60.4%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	95.3%	96.0%
Character development program	Average	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

* 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 I/S–Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	161	88.2%	747	45.9%	182	74.7%	No
Gender							
Male	62	85.5%	407	41.8%	71	69.0%	N/A
Female	99	89.9%	340	50.9%	111	78.4%	N/A
Racial/Ethnic Group							
White	96	94.8%	417	59.0%	106	84.0%	N/A
African American	59	78.0%	313	27.8%	70	60.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	11	63.6%	86	10.5%	11	63.6%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	88	84.1%	438	32.0%	103	64.1%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Barnwell High School's mission is to prepare all students to become independent lifelong learners and productive members of society. Furthermore, Barnwell High School believes that education is important to any modern society. In a society such as ours, it should be dedicated to the worth of the individual and committed to the nurturing of free, responsible men and women. Therefore, we should, in this changing society, be impelled to foster individual fulfillment in all students.

Barnwell High School continues to strive for excellence through hard work, commitment, and dedication by our students, parents, teachers, and staff. We are proud to announce that the graduating class of 2010 received a total of \$2,663,038.00 in scholarships. Six students were named Palmetto Fellows, twenty-four students received four-year life scholarships, thirty-one students received two-year life scholarships, and sixty-seven students were awarded South Carolina Lottery Tuition money.

Barnwell High School continues the tradition in extracurricular and co-curricular activities, which are integral parts of a well-rounded school experience. The following teams were named Region Champions: girls' soccer team, boys' soccer, and girls' softball. The girls' softball team was also district champions. Many athletes received individual awards for their sports. The Industrial Technology Program garnered several awards for its participation in robotics competitions. The JROTC unit again was recognized as an "Honor Unit of Distinction." The Scarlet Knights Marching Band received numerous awards during marching band season. The "Models of Perfection" step team won several awards throughout the year. The Debate team and the FCCLA won several awards throughout the year.

Our parent and student organizations continue to be strengths of our school. The School Improvement Council continues to be a committed group of parents, students, teachers, and community members that work hard to improve our school. All of our booster organizations worked diligently to produce an environment where students are connected to the community and dedicated to academic excellence. The Warhorse Club and Band Booster Club continue to provide avenues for parental involvement and support for our programs.

It is our belief that we will continue to improve as long as we work together with our students as our focus. We are continuing to yield the types of program results that will position us closer to state and national benchmarks. We look forward to the upcoming school year and the challenges that face us. It is with confidence that we commit to serving our students and community in providing the best educational opportunities possible. Barnwell High School continues to provide all of the added ingredients for a quality and comprehensive education.

Mrs. Linda Zionkowski, Principal
Mrs. Dawn Wilbanks, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	114	35
Percent satisfied with learning environment	76.2%	71.1%	71.4%
Percent satisfied with social and physical environment	81.0%	77.2%	57.1%
Percent satisfied with school-home relations	69.0%	88.6%	57.1%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was 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 9 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

N/A

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 Data			
	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	9.0%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	180	99.4	19.7	33.7	29.8	16.9	56.7	56.7	65.9	No	Yes
Male	97	99	26.3	30.5	26.3	16.8	52.6	52.6	60.8	N/A	N/A
Female	83	100	12	37.3	33.7	16.9	61.4	61.4	71	N/A	N/A
White	105	99	12.6	30.1	34	23.3	68.9	68.9	77.5	No	Yes
African American	72	100	29.2	40.3	25	5.6	38.9	38.9	49.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.9	I/S	I/S
Disabled	27	100	61.5	34.6	3.8	0	15.4	15.4	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47.3	I/S	I/S
Subsidized meals	104	99	27.5	41.2	27.5	3.9	42.2	42.2	51.5	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	180	99.4	19.1	32	23	25.8	59	59	62.3	No	Yes
Male	97	99	18.9	29.5	24.2	27.4	60	60	61.7	N/A	N/A
Female	83	100	19.3	34.9	21.7	24.1	57.8	57.8	63	N/A	N/A
White	105	99	10.7	27.2	25.2	36.9	71.8	71.8	75	Yes	Yes
African American	72	100	31.9	38.9	19.4	9.7	38.9	38.9	44	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	62.5	I/S	I/S
Disabled	27	100	53.8	30.8	11.5	3.8	23.1	23.1	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	52.6	I/S	I/S
Subsidized meals	104	99	29.4	40.2	16.7	13.7	41.2	41.2	48.1	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	180	98.9	60.1	23.6	10.7	5.6	16.3	N/A	N/A	N/A	N/A
Male	97	97.9	61.1	20.0	10.5	8.4	18.9	N/A	N/A	N/A	N/A
Female	83	100.0	59.0	27.7	10.8	2.4	13.3	N/A	N/A	N/A	N/A
White	105	99.0	48.1	26.9	15.4	9.6	25.0	N/A	N/A	N/A	N/A
African American	72	100.0	77.8	18.1	4.2	0.0	4.2	N/A	N/A	N/A	N/A
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	27	96.3	96.2	3.8	0.0	0.0	0.0	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	104	99.0	74.8	18.4	4.9	1.9	6.8	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2009	167	99.4	23.7	32.7	28.8	14.7	53.2	52.8	61.8
	2010	180	99.4	19.7	33.7	29.8	16.9	56.7	56.7	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	166	99.4	23.9	27.1	23.2	25.8	56.1	55.1	62.7
	2010	180	99.4	19.1	32	23	25.8	59	59	62.3

* Adjusted to account for natural variation in performance.