



Barnwell #19 School District

297 Pascallas Street
Blackville, SC 29817.00

Grades	PK-12 District	
Enrollment	802 Students	
Superintendent	Dr. Teresa L. Pope	803-284-5605
Board Chair	Ms. Evelyn Coker	803-284-4515

THE STATE OF SOUTH CAROLINA 2012 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	At-Risk
2011	Average	Good
2010	Average	Excellent
2009	At-Risk	At-Risk
2008	At-Risk	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 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.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

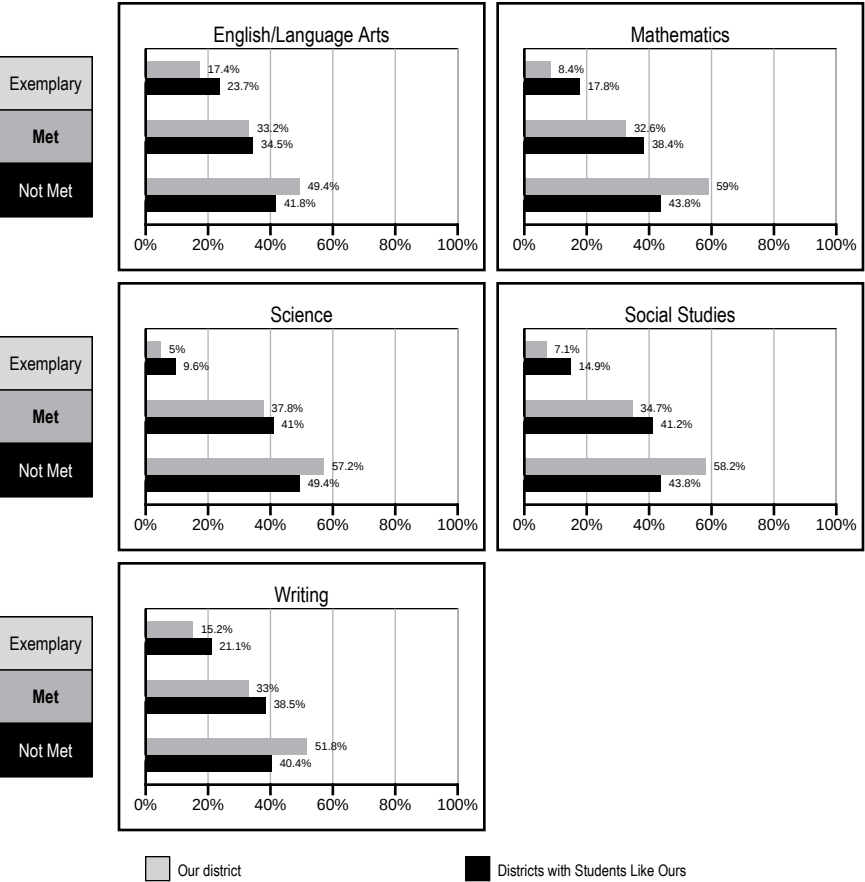
98.9%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	2	8	3	6

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

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

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

	Our District			Districts with Students Like Ours		
Percent	2010	2011	2012	2010	2011	2012
Passed both subtests	71.7%	80.0%	70.0%	63.5%	65.9%	65.2%
Passed one subtest	18.9%	7.1%	20.0%	17.2%	18.3%	18.7%
Passed no subtests	9.4%	12.9%	10.0%	19.4%	15.9%	16.1%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	73.3%	60.2%
English 1	39.7%	54.4%
Biology 1/Applied Biology 2	53.8%	53.8%
US History and the Constitution	48.4%	25.4%
All Subjects	53.6%	48.6%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2011*	2012	2011	2012
Number of Students in Four-Year Cohort	70	65	191	189
Number of Graduates in Cohort	61	50	134	137
Rate	87.1%	76.9%	72.9%	74.8%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2011	2012	2011	2012
Number of Students in Cohort	70	70	197	188
Number of Graduates in Cohort	49	63	141	139
Rate	70.0%	90.0%	73.0%	76.5%

Abbreviations for Missing Data

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=802)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.3%
Retention rate	2.1%	Up from 1.1%	2.4%	2.0%
Attendance rate	96.1%	Down from 96.3%	96.0%	96.1%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Down from 0.8%	0.8%	0.6%
Enrolled in AP/IB programs	14.0%	Up from 8.9%	2.4%	13.5%
Successful on AP/IB exams	N/A	N/A	34.8%	49.9%
Eligible for LIFE Scholarship	28.8%	Up from 13.6%	28.8%	30.3%
Enrolled in adult education GED or diploma programs	2	Down from 5	37	59
Completions in adult education GED or diploma programs	1	Down from 2	18	31
Annual dropout rate	2.7%	Up from 2.0%	2.5%	2.7%
Teachers (n=60)				
Teachers with advanced degrees	53.3%	Up from 51.6%	59.7%	62.4%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	89.0%	Up from 87.6%	86.9%	91.1%
Teacher attendance rate	94.9%	Up from 93.3%	94.8%	95.1%
Average teacher salary*	\$40,960	Up 0.9%	\$43,519	\$46,595
Vacancies for more than nine weeks	0.0%	No Change	0.5%	0.1%
Professional development days/teacher	6.5 days	Down from 7.1 days	11.8 days	12.4 days
District				
Superintendent's years at district	6.0	Up from 5.0	2.0	3.0
Student-teacher ratio in core subjects	15.6 to 1	Down from 17.1 to 1	20.8 to 1	21.7 to 1
Prime instructional time	89.6%	Up from 88.9%	89.6%	89.9%
Dollars spent per pupil**	\$26,289	Up 128.1%	\$10,569	\$8,866
Percent of expenditures for teacher salaries**	54.5%	Up from 43.9%	48.7%	53.1%
Percent of expenditures for instruction**	57.2%	Up from 49.9%	51.6%	55.9%
Opportunities in the arts	Good	Down from Excellent	Good	Excellent
Number of schools	3	No Change	4	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	2.4%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	3.0	No Change	4.0	8.0
Parents attending conferences	100.0%	No Change	96.8%	99.5%
Average administrator salary	\$61,355	Up 0.5%	\$71,059	\$77,744

* 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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Performance By Student Groups

	HSAP Passage Rate by Spring 2012		End of Course Tests Passage Rate		On-time Graduation Rate, 2012	
	n	%	t	%	n	%
All Students	50	96.0%	237	53.6%	65	76.9%
Gender						
Male	19	100.0%	121	51.2%	27	66.7%
Female	31	93.5%	116	56.0%	38	84.2%
Racial/Ethnic Group						
White	10	90.0%	61	65.6%	14	57.1%
African American	39	97.4%	171	49.7%	48	83.3%
Asian/Pacific Islander	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
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	N/A	N/A	23	26.1%	N/A	N/A
Migrant Status						
Migrant	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
Socio-Economic Status						
Subsidized meals	41	95.1%	199	50.3%	53	77.4%

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

HSAP Passage Rate by Spring 2012

	Our District	Districts with Students Like Ours
Percent	96.0%	86.2%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2011	2012	2011	2012	2011	2012	2011	2012		
District	405	421	415	424	387	393	1207	1237		
State	479	477	489	487	459	458	1427	1422		
Nation	493	491	506	505	482	481	1481	1477		
ACT	English		Math		Reading		Science		Total	
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
District	15.8	13.3	17.0	15.9	16.8	15.8	17.4	15.4	16.9	15.2
State	19.0	19.1	20.1	20.1	20.0	20.1	19.9	19.9	19.9	19.9
Nation	20.6	20.5	21.1	21.1	21.3	21.3	20.9	20.9	21.1	21.1

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School District Governance

Board Membership	5 trustees elected to at-large seats
Fiscal Authority	District Board/Referendum
Average Number of Hours of Training Annually	22.5 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

We completed the 2011-2012 school year with an emphasis on accomplishing our goals by maintaining high expectations and a firm belief that we would get what we expected. This required a positive "can-do" attitude. While we struggled to continue all the programs we felt were necessary for student achievement, it was difficult due to a decrease in financial and human resources. Yet, we pulled together and forged ahead making sure that we put the needs of our students first.

Our focus on student achievement (academic excellence) included planning and monitoring to ensure coverage of standards and effective use of technology. Our teachers and administrators used the data from state assessments to improve and modify instruction. We consistently shared the belief of high expectations as a motivator among ourselves and with our students.

Professional development served as a key element in our goal to retain a highly qualified staff. The support provided led to a high retention rate. Team building and vertical articulation improved the climate throughout our schools and fostered good working relationships and sharing of information to enhance the total school program. Collegiality and collaboration improved communication within each school which was a starting point to improving communication district-wide.

In our efforts to create an environment where "failure is not an option" we developed additional strategies centered on school climate, staff morale and parental involvement. In order for our students to achieve excellence and experience success, we fully believe that we must communicate this belief to everyone. Some of the strategies included a continuation and a renewed purpose in our meetings. Parents and Leaders United for Success (PLUS), Parent Teacher Conferences, Teacher Forum, Student Council and Beta Club Meetings with Superintendent, and Teacher/ Staff and Student Recognitions at Board Meetings all emphasized our Mission Statement.

Blackville Hilda Public Schools is a district where . . .

High expectations lead to
Academic achievement in an environment

Where failure is not an option,
Knowledge leads to excellence and
Success Prevails.

Our theme "Excellence by Choice . . . Not by Chance" is a reminder that we are "Striving for Excellence." Our goals of improved academic achievement, teacher and administrator quality, positive school climate/staff morale and increased parental involvement were aligned with our mission and our theme.

Teresa Larke Pope, Ph.D.
Superintendent

ESEA/Federal Accountability Rating System

South Carolina uses new Annual Measures of Objectives (AMOs) that are based on actual school performance as measured by student test scores on the state standards assessments and end-of-course exams.

Overall Weighted Points Total	48.8
Overall Grade Conversion	F
Points Total - Elementary Grades	48.7
Points Total - Middle Grades	44.3
Points Total - High School Grades	62.9

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator (Title I Schools)

The Barnwell #19 School District consists of 3 public schools with 0 of these schools, or 0%, in improvement status.

Accountability Indicator Definitions

Title I Reward Schools for Performance are among the highest performing Title I schools in a given year.

Title I Reward Schools for Progress are Title I schools that demonstrates the most substantial progress in identified subgroups of students.

Title I Focus Schools are Title I schools with the highest average performance gap between subgroups.

Title I Priority Schools are the 5% lowest performing Title I schools.

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	632.4	611.4	594.7	608.7	98.3	100.0
Male	625.4	610.9	593.4	611.3	97.4	100.0
Female	640.6	612.0	596.5	605.3	99.4	100.0
White	649.0	627.0	612.0	628.2	97.7	100.0
African American	627.3	606.0	587.6	603.9	98.8	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	100.0	100.0
Hispanic	N/A	N/A	N/A	N/A	91.7	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	100.0	100.0
Disabled	N/A	N/A	N/A	N/A	90.2	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	90.0	100.0
Subsidized meals	630.7	609.4	591.9	608.1	98.1	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0
Grades 6-8						
All Students	612.5	613.2	594.5	588.6	98.3	100.0
Male	604.3	612.5	593.9	586.7	97.4	100.0
Female	622.2	614.0	595.1	590.8	99.4	100.0
White	621.1	619.6	602.3	581.6	97.7	100.0
African American	608.6	610.5	591.3	591.4	98.8	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	100.0	100.0
Hispanic	N/A	N/A	N/A	N/A	91.7	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	100.0	100.0
Disabled	N/A	N/A	N/A	N/A	90.2	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	90.0	100.0
Subsidized meals	609.4	612.2	593.8	586.3	98.1	100.0
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0
Grades 9-12						
All Students	222	223	70	67	100.0	100.0
Male	223	229	69	69	100.0	100.0
Female	222	219	70	66	100.0	100.0
White	233	229	74	72	100.0	100.0
African American	219	222	68	66	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	209	211	N/A	73	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	200	199	61	62	100.0	100.0
Limited English Proficient	225	243	N/A	64	100.0	100.0
Subsidized meals	217	219	69	66	100.0	100.0
Annual Measurable Objective (AMO)	223	220	76	71	95	95

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							
2011	3	70	95.7	40.7	27.1	32.2	59.3
	4	65	98.5	27.1	50.8	22	72.9
	5	56	100	39.6	52.8	7.5	60.4
	6	55	100	58	32	10	42
	7	66	100	54	28.6	17.5	46
	8	48	100	55.8	37.2	7	44.2
2012	3	67	95.5	35.6	37.3	27.1	64.4
	4	63	95.2	40.7	42.4	16.9	59.3
	5	58	100	50	36.2	13.8	50
	6	50	100	51.1	31.9	17	48.9
	7	57	100	58.8	25.5	15.7	41.2
	8	59	100	57.4	29.6	13	42.6
Mathematics							
2011	3	70	97.1	65	28.3	6.7	35
	4	65	100	41.7	50	8.3	58.3
	5	56	100	54.7	43.4	1.9	45.3
	6	55	100	56	34	10	44
	7	66	100	61.9	28.6	9.5	38.1
	8	48	100	62.8	34.9	2.3	37.2
2012	3	67	100	67.7	22.6	9.7	32.3
	4	63	100	58.1	33.9	8.1	41.9
	5	58	100	55.2	39.7	5.2	44.8
	6	50	100	40.4	46.8	12.8	59.6
	7	57	100	60.8	27.5	11.8	39.2
	8	59	100	70.4	25.9	3.7	29.6
Science							
2011	3	33	100	58.6	41.4	0	41.4
	4	65	100	55	40	5	45
	5	28	100	60.7	39.3	0	39.3
	6	29	100	63	37	0	37
	7	66	100	63.5	34.9	1.6	36.5
	8	25	100	47.8	52.2	0	52.2
2012	3	33	100	66.7	26.7	6.7	33.3
	4	63	100	53.2	43.5	3.2	46.8
	5	29	100	44.8	51.7	3.4	55.2
	6	25	100	62.5	37.5	0	37.5
	7	57	100	68.6	25.5	5.9	31.4
	8	29	100	46.2	42.3	11.5	53.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	36	94.4	43.8	31.3	25	56.3
	4	65	100	45	48.3	6.7	55
	5	28	96.4	56	44	0	44
	6	27	100	58.3	37.5	4.2	41.7
	7	66	100	57.1	30.2	12.7	42.9
	8	23	100	65	30	5	35
2012	3	34	100	31.3	50	18.8	68.8
	4	63	100	61.3	35.5	3.2	38.7
	5	29	100	51.7	34.5	13.8	48.3
	6	25	100	47.8	52.2	0	52.2
	7	56	100	70	22	8	30
	8	30	100	75	25	0	25
Writing							
2011	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	56	100	47.2	43.4	9.4	52.8
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	48	100	41.9	58.1	0	58.1
2012	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	58	100	48.3	29.3	22.4	51.7
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	59	100	55.6	37	7.4	44.4

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
English/Language Arts								
All Students	2011	N/A	100.0	14.8	37.7	36.1	11.5	57.4
	2012	50	100.0	22.4	40.8	22.4	14.3	44.9

Mathematics								
All Students	2011	N/A	100.0	19.7	49.2	24.6	6.6	49.2
	2012	50	100.0	18.4	40.8	24.5	16.3	51.0

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	5.1%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.7%	0.0%	No
Student attendance rate, grades K-8	96.1%	94.0%*	Yes

* Adjusted to account for natural variation in performance.
** Or greater than last year

Abbreviations for Missing Data