



Batesburg-Leesville Middle

425 Shealy Road

Batesburg-Leesville, South

Grades	6-8 Middle School	
Enrollment	472 Students	
Principal	Mrs. Angela Rye	803-532-3831
Superintendent	Dr. William M. Gummerson	803-532-4423
Board Chair	Billy Berry	803-532-3551

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

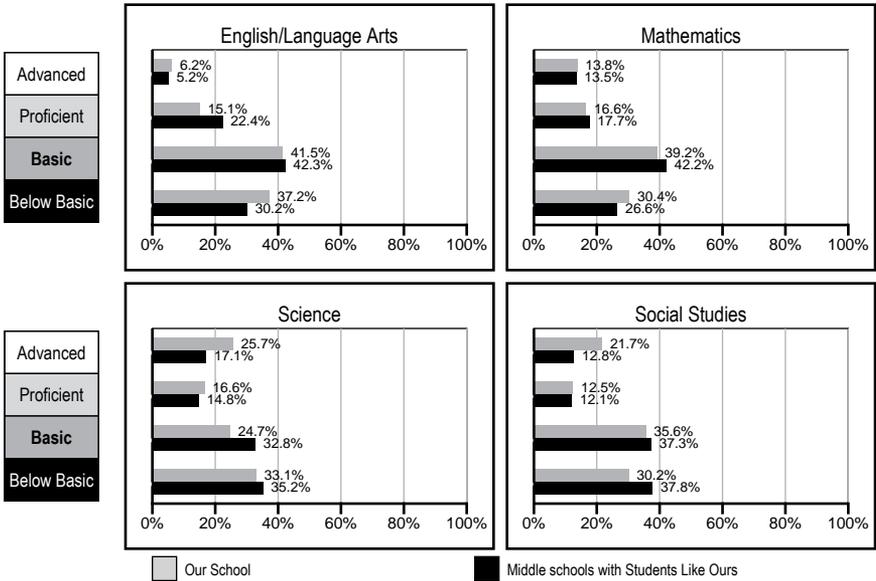
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	17	29	5

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	97.4
English 1	93.5	97.0
Physical Science	0	50.0
All Subjects	96.8	96.6

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=472)				
Students enrolled in high school credit courses (grades 7 & 8)	33.2%	Down from 47.6%	22.8%	19.4%
Retention rate	2.5%	Down from 5.0%	1.6%	1.8%
Attendance rate	95.4%	Up from 95.2%	95.8%	95.8%
Eligible for gifted and talented	22.8%	Down from 25.9%	17.2%	15.3%
With disabilities other than speech	14.2%	Down from 14.9%	14.2%	12.9%
Older than usual for grade	4.9%	Up from 2.4%	2.9%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 3.0%	0.6%	0.7%
Annual dropout rate	0.0%	Down from 1.1%	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	53.8%	Up from 48.6%	54.1%	55.0%
Continuing contract teachers	71.8%	Down from 83.8%	73.5%	70.6%
Teachers with emergency or provisional certificates	5.7%	Up from 0.0%	5.3%	5.4%
Teachers returning from previous year	88.1%	Down from 89.8%	84.8%	83.4%
Teacher attendance rate	91.9%	Down from 93.9%	94.9%	94.9%
Average teacher salary	\$44,825	Down 2.0%	\$44,220	\$44,706
Professional development days/teacher	5.5 days	Down from 18.6 days	11.4 days	11.8 days
School				
Principal's years at school	1.0	Down from 11.0	3.0	3.0
Student-teacher ratio in core subjects	13.6 to 1	Down from 18.6 to 1	20.6 to 1	20.1 to 1
Prime instructional time	85.9%	Down from 87.7%	89.2%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	23.7%	Down from 97.4%	97.5%	98.0%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil*	\$8,468	Up 11.6%	\$7,025	\$7,097
Percent of expenditures for instruction*	66.2%	Up from 65.9%	64.3%	64.4%
Percent of expenditures for teacher salaries*	52.7%	Down from 63.2%	59.8%	59.4%

* 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

Report of Principal and School Improvement Council

Batesburg-Leesville Middle School had an award-winning year in 2007-2008. Our students and staff were recognized as a South Carolina Silver Award Winner for academic improvement (1 of 14 in the state).

The improvement in PACT scores at Batesburg-Leesville Middle School can be attributed to several factors. During the 2006-2007 school year, the middle school teaming concept was implemented. Core groups of four academic teachers were assigned a team of students. Utilizing common planning time, teachers were able to conference with students individually and in small groups to help them set and work toward academic goals for success. This helped keep lower performing students on track.

The administration of Batesburg-Leesville Middle School, working with department heads, placed a strong emphasis on aligning teaching directly to the standards. Teachers maintained standards checklists and submitted these to the assistant principal at regular intervals. During regularly scheduled departmental meetings, teachers reviewed the Academic Standards for their discipline and discussed strategies for helping students achieve mastery.

During the 2007-2008 school year, every academic teacher utilized a presentation cart equipped with a laptop computer, LCD projector, document reader, and an interactive tablet. This promoted the integration of technology into instruction. Teachers were able to plan interactive lessons, utilize United Streaming videos, and incorporate Internet resources. This provided opportunities for students to be more actively involved in the learning process.

Teachers at Batesburg-Leesville Middle School are encouraged to participate in professional growth opportunities. Teachers attend state-level conferences for their disciplines, as well as the South Carolina Middle School conference. These meetings provide opportunities for teachers to get the latest information from Department of Education representatives concerning Academic Standards and curriculum development. This information is shared during department meetings.

Plans for 2008-2009 include implementation of "Balanced Literacy," continuing NovaNet Remediation Labs, adding additional "Promethian Boards," and being a proud participant in the 21st Century Community Learning Center Grant (Afterschool Program).

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	138	100
Percent satisfied with learning environment	80.5%	73.9%	73.5%
Percent satisfied with social and physical environment	92.7%	77.9%	67.7%
Percent satisfied with school-home relations	65.9%	83.2%	67.7%

* Only students at the highest middle 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 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. 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	95.4%	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	473	100	38.7	41.9	14.6	4.7	28.4	37.9	48.2	No	Yes
Gender											
Male	237	100	43.2	41.9	11.7	3.2	24.8	34.3	41.7	N/A	N/A
Female	236	100	34.2	41.9	17.6	6.3	32	41.8	55	N/A	N/A
Racial/Ethnic Group											
White	245	100	26	46.8	21.3	6	40.9	52.9	60	No	Yes
African American	217	100	54.2	35.8	7	3	13.9	22	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	25.9	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	70	100	82.5	7.9	3.2	6.3	11.1	10.4	16	No	Yes
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	7	I/S	I/S	I/S	I/S	I/S	I/S	29.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	274	100	51.2	38.9	7.1	2.8	17.5	28.3	34	No	Yes

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

All Students	473	100	33.1	40.1	15.5	11.3	34.9	37.1	45.8	No	Yes
Gender											
Male	237	100	31.1	43.2	12.2	13.5	36.9	38.1	45.6	N/A	N/A
Female	236	100	35.1	36.9	18.9	9	32.9	36.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	245	100	20.4	40.4	21.3	17.9	49.4	52.2	59	Yes	Yes
African American	217	100	48.8	38.8	9	3.5	16.9	20.8	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	25.9	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	70	100	79.4	11.1	4.8	4.8	11.1	8.8	17.1	No	Yes
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	7	I/S	I/S	I/S	I/S	I/S	I/S	25.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	274	100	45.6	40.9	7.9	5.6	19.8	24.9	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	320	100	33.1	24.4	16.4	26.1	42.5	33.8	35.7	95.4	95.8
Gender											
Male	162	100	29.6	25.7	18.4	26.3	44.7	35.7	37.4	95.4	95.7
Female	158	100	36.7	23.1	14.3	25.9	40.1	31.7	33.8	95.5	95.9
Racial/Ethnic Group											
White	162	100	18.7	18.7	21.9	40.6	62.6	52.4	49.2	95.3	95.6
African American	151	100	48.9	30.2	10.1	10.8	20.9	15.4	17	95.5	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	91.5	94.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	0	24.9	96.2	95.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	99.9	99.9
Disability Status											
Disabled	49	100	77.3	15.9	2.3	4.5	6.8	6.7	14	92.4	94.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	89.3
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	5.6	24.4	95.8	95.8
Socio-Economic Status											
Subsided meals	185	100	46.7	29.3	12	12	24	17.1	21.1	94.7	95.3
Social Studies											
All Students	320	100	29.8	35.5	12.7	22.1	34.8	35.4	34	95.4	95.8
Gender											
Male	163	100	25.8	36.4	12.6	25.2	37.7	35.1	36.6	95.4	95.7
Female	157	100	33.8	34.5	12.8	18.9	31.8	35.7	31.3	95.5	95.9
Racial/Ethnic Group											
White	167	100	20.6	31.9	17.5	30	47.5	47.2	44.5	95.3	95.6
African American	144	100	40.6	40.6	6.8	12	18.8	22.8	19.1	95.5	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	91.5	94.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	28.6	27.5	96.2	95.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	99.9	99.9
Disability Status											
Disabled	44	100	64.1	17.9	7.7	10.3	17.9	13.2	14.4	92.4	94.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	89.3
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	28.6	27.3	95.8	95.8
Socio-Economic Status											
Subsided meals	184	100	39.9	36.9	8.3	14.9	23.2	27.8	21	94.7	95.3

* 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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	167	100	51	27.4	16.6	5.1	21.7
	7	150	100	36.1	36.7	25.2	2	27.2
	8	158	100	44	38	14	4	18
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	159	100	40.7	40	12.7	6.7	19.3
	7	167	100	37	44.8	16.2	1.9	18.2
	8	147	100	38.6	40.7	15	5.7	20.7
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	167	100	31.2	40.8	16.6	11.5	28
	7	150	100	24.5	38.8	19	17.7	36.7
	8	158	100	30	44	16	10	26
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	159	100	37.3	32.7	18	12	30
	7	167	100	30.5	44.8	9.1	15.6	24.7
	8	147	100	31.4	42.9	20	5.7	25.7
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	85	100	52.6	20.5	15.4	11.5	26.9
	7	150	100	25.3	28.8	21.2	24.7	45.9
	8	79	100	31.9	31.9	13.9	22.2	36.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	81	100	53.9	18.4	10.5	17.1	27.6
	7	166	100	24.2	29.4	18.3	28.1	46.4
	8	73	100	30	20	18.6	31.4	50
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	83	98.8	23.1	42.3	16.7	17.9	34.6
	7	150	100	39.7	28.1	17.1	15.1	32.2
	8	80	100	21.6	60.8	14.9	2.7	17.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	79	100	16	28	18.7	37.3	56
	7	167	100	39	35.1	6.5	19.5	26
	8	74	100	24.3	44.3	20	11.4	31.4

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