



## Battery Creek High

1 Blue Dolphin Drive  
Beaufort, South Carolina

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,386 Students	
<b>Principal</b>	Edmond Burnes	843-322-5545
<b>Superintendent</b>	Dr. Valerie Truesdale	843-322-2300
<b>Board Chair</b>	Fred Washington	843-322-2356

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Excellent</b>
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Good	Average
2004	Good	Excellent

## 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.

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
3	8	16	4	0

\* Ratings are calculated with data available by September 30.

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

Percent	Our High School			High Schools with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	69.2	66.5	69.7	71.5	73.9	75.7
Passed 1 subtest (%)	15.3	17.1	15.7	13.6	15.1	12.8
Passed no subtests (%)	15.6	16.5	14.6	14.9	11.7	11.5

**HSAP Passage Rate by Spring 2008**

Percent	Our High School	High Schools with Students Like Ours
	88.8%	92.2%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	317	184
Number of Diplomas	208	139
Rate	65.6%	76.3%

**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	47.0	66.0
English 1	49.3	56.0
Physical Science	29.3	42.5
All Tests	42.1	54.3

\* 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
<b>Students (n=1,386)</b>				
Retention rate	12.5%	Up from 6.5%	6.4%	6.1%
Attendance rate	95.5%	Down from 96.6%	94.4%	95.0%
Eligible for gifted and talented	10.0%	Down from 13.5%	8.4%	8.3%
With disabilities other than speech	13.3%	Up from 11.9%	14.2%	13.0%
Older than usual for grade	12.0%	Up from 5.8%	11.0%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	No Change	1.4%	1.5%
Enrolled in AP/IB programs	21.1%	Up from 18.0%	9.5%	11.4%
Successful on AP/IB exams	N/A	N/A	37.0%	54.3%
Eligible for LIFE Scholarship	33.7%	Up from 30.2%	29.8%	30.5%
Annual dropout rate	2.7%	No Change	4.0%	3.5%
Career/technology students in co-curricular organizations	2.8%	Down from 3.7%	6.6%	3.1%
Enrollment in career/technology courses	996	Up from 960	502	559
Students participating in work-based experiences	2.5%	Down from 24.3%	11.7%	10.6%
Career/technology students attaining technical skills	67.7%	Down from 74.9%	80.2%	79.6%
Career/technology completers placed	98.1%	Down from 100.0%	96.8%	98.5%
<b>Teachers (n=88)</b>				
Teachers with advanced degrees	50.0%	Up from 47.1%	56.0%	57.4%
Continuing contract teachers	58.0%	Down from 63.2%	69.0%	69.6%
Teachers with emergency or provisional certificates	14.9%	Up from 12.5%	11.5%	8.7%
Teachers returning from previous year	77.1%	Down from 80.4%	85.1%	85.0%
Teacher attendance rate	94.0%	Down from 94.3%	95.0%	95.4%
Average teacher salary	\$47,082	Up 5.3%	\$46,149	\$46,061
Professional development days/teacher	18.2 days	Up from 17.8 days	11.2 days	11.4 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	3.0
Student-teacher ratio in core subjects	27.6 to 1	Up from 27.5 to 1	25.9 to 1	25.4 to 1
Prime instructional time	87.9%	Down from 89.3%	88.1%	89.1%
Dollars spent per pupil*	\$6,566	Up 0.4%	\$7,459	\$7,279
Percent of expenditures for teacher salaries*	60.2%	Down from 61.5%	56.1%	55.3%
Percent of expenditures for instruction*	62.8%	Down from 64.6%	61.6%	60.8%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	63.1%	Down from 68.6%	94.7%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Good	Up from Below Average	Good	Good
Modern Language Program Assessment	Good	N/A	Good	Good
Classical Language Program Assessment	Good	N/A	Good	Average

\* 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 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	267	88.8%	1049	42.1%	317	65.6%	No
<b>Gender</b>							
Male	129	89.1%	541	38.1%	159	60.4%	N/A
Female	138	88.4%	508	46.5%	158	70.9%	N/A
<b>Racial/Ethnic Group</b>							
White	87	95.4%	262	61.1%	103	68.0%	N/A
African American	165	84.2%	685	35.2%	195	64.6%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	73	45.2%	13	53.8%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	24	54.2%	148	13.5%	33	30.3%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	44	29.5%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	166	84.3%	695	38.3%	191	59.7%	N/A

\* 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

Battery Creek High School (BCHS), one of the four public high schools in Beaufort County, is located in a rural area that is north and west of the city of Beaufort. Demographically, we are 65% Black, 28% White, 5% Hispanic, and 2% Other. Combined with pockets of 4x4 classes, we continue to operate predominately on an AB block schedule. In line with the Education and Economic Development Act (EEDA), a greater emphasis has been placed on selecting career majors.

Prior to the opening of the 2007-2008 school year, the BCHS staff was honored to host a district-wide back-to-school rally. This exciting rally was promulgated by our new Superintendent's desire to bring all Beaufort County School District (BCSD) employees together to express her appreciation for what they have done to positively impact the lives of students, to communicate an inspiring year-opening message, and to offer her relentless support. Student groups throughout Beaufort County were invited to share their talents with those in attendance at this remarkable event.

Driven by the pursuit of providing an optimal learning environment that will promote the greatest opportunities for success, our Leadership Team and all staff members bought into the High Schools That Work (HSTW) comprehensive school reform model. Focus teams were established, and bi-monthly enrichment days were implemented. Character development and academic acceleration were the major foci of the enrichment days. It was our desire to build on the successes of the previous two years of progress in student achievement, especially in the area of performance on the High School Assessment Program (HSAP) Exit Exam. Meeting 16 out of 19 possible Adequate Yearly Progress (AYP) objectives became a catalyst of stakeholder motivation. Among the stakeholders were students, parents, staff, and community members. To enhance the likelihood of continual success, we continued to employ our quarterly celebrations of student achievement, established a teacher incentive plan, and offered extra help after school hours via our 21st Century Learning Center Grant. We also continued the execution of our Drop Everything and Do Math and Drop Everything and Read initiatives.

Extracurricular opportunities are highly valued at BCHS. The excitement surrounding our student activity programs is second to none. Our Up Club hosted several Challenge Days and Brown Bag lunches, and our SADD Club continued to demonstrate community service leadership throughout our district. Our MCJROTC program maintained its recognition as a flagship cadet-training organization for our State, and our Interact Club maintained its determination to spearhead many blood drives. Our FBLA members continued to shine in State business leadership competitions. In the field of athletics, our wrestling program maintained its top ten State status, and several of our teams qualified for the State playoffs for the first time in several years. We also were fortunate to have a student athlete crowned as a State Champion in the 400 meter run. We, the BCHS Dolphins, continue to value student and staff achievements, as well as school pride.

Edmond Burnes, Principal

Randy Roberts, School Improvement Council Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	68	203	31
Percent satisfied with learning environment	56.7%	44.3%	58.1%
Percent satisfied with social and physical environment	39.7%	42.3%	48.4%
Percent satisfied with school-home relations	29.2%	63.1%	70.0%

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

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**School Adequate Yearly Progress**

NO

This school met 16 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**

N/A

**School Improvement Key**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
<b>DELAY</b>	<b>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."</b>
<b>HOLD</b>	<b>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."</b>

**Teacher Quality Data**

	<b>Our School</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	6.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	11.2%	6.8%

  

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	8.6%	0.0%	No

Abbreviations for Missing Data

**HSAP 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 = 52.3% (Proficient and Advanced)**

All Students	348	98.9	18.4	35.3	30.6	15.6	58.1	65.3	69.7	Yes	Yes
Male	172	99.4	24.8	36.3	25.5	13.4	51.6	58.5	64.6	N/A	N/A
Female	176	98.3	12.3	34.4	35.6	17.8	64.4	72.1	74.8	N/A	N/A
White	87	98.9	8.9	25.3	36.7	29.1	73.4	84.2	81.7	Yes	Yes
African American	244	99.2	21.2	39.8	28.8	10.2	52.2	50.2	53.6	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	66.7	83.1	I/S	I/S
Hispanic	12	91.7	30	20	30	20	60	46	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	65.5	I/S	I/S						
Disabled	45	97.8	70	27.5	2.5	0	10	21.4	25.2	Yes	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	20.9	47.3	I/S	I/S
Subsized meals	224	98.2	22.7	42	27.1	8.2	52.2	48	55.1	No	Yes

**Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)**

All Students	348	98.6	24.8	33.2	27.9	14.1	52	60.5	67.2	Yes	Yes
Male	172	98.8	28.8	31.4	25.6	14.1	49.4	56.9	66.3	N/A	N/A
Female	176	98.3	20.9	35	30.1	14.1	54.6	64.2	68	N/A	N/A
White	87	97.7	12.8	34.6	25.6	26.9	62.8	78	79.6	Yes	Yes
African American	244	99.2	29.2	33.2	28.3	9.3	48.2	44.9	49.7	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	60	88.9	I/S	I/S
Hispanic	12	91.7	20	30	20	30	50	48.3	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	69.5	I/S	I/S						
Disabled	45	97.8	72.5	27.5	0	0	5	13.6	23.8	Yes	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	30.8	54.9	I/S	I/S
Subsized meals	224	97.8	30.6	33.5	27.2	8.7	46.6	46.2	53.1	No	Yes

**Physical Science (End-of-Course Performance by Group)**

All Students	393	83.7	73.3	8.7	1.3	0.5	I/S	N/A	N/A	N/A	N/A
Male	194	84.5	75.3	7.2	1.0	1.0	I/S	N/A	N/A	N/A	N/A
Female	199	82.9	71.4	10.1	1.5	N/A	I/S	N/A	N/A	N/A	N/A
White	101	81.2	59.4	14.9	5.0	2.0	I/S	N/A	N/A	N/A	N/A
African American	260	85.0	78.5	6.5	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	27	85.2	77.8	7.4	N/A	N/A	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	54	77.8	77.8	N/A	N/A	N/A	I/S	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	18	72.2	72.2	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Subsized meals	262	83.6	75.6	8.0	N/A	N/A	I/S	N/A	N/A	N/A	N/A

\* 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

**Two-Year HSAP Trend Data**

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
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**English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)**

All Students	2007	340	98.2	17.0	36.7	32.5	13.8	59.2	66.5	70.7
	2008	348	98.9	18.4	35.3	30.6	15.6	58.1	65.3	69.7

**Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)**

All Students	2007	340	97.6	31.4	33.0	23.0	12.6	47.6	53.7	62.2
	2008	348	98.6	24.8	33.2	27.9	14.1	52	60.5	67.2

Abbreviations for Missing Data

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