



Battery Creek High

1 Blue Dolphin Drive
Beaufort, South Carolina

Grades	9-12 High School	
Enrollment	1,300 Students	
Principal	Edmond Burnes	843-322-5545
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	At-Risk
2008	Average	Excellent
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Good	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 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	5	15	5	0

* Ratings are calculated with data available by 03/25/2010.

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

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	66.5	69.7	61.9	73.9	75.7	72.9
Passed 1 subtest (%)	17.1	15.7	17.0	15.1	12.8	14.2
Passed no subtests (%)	16.5	14.6	21.1	11.7	11.5	12.8

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	88.1%	93.0%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	308	218
Number of Diplomas	220	156
Rate	71.4%	73.7%

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	52.8	67.0
English 1	48.3	54.9
Physical Science	41.6	43.1
US History and the Constitution	19.5	31.4
All Tests	41.5	48.4

* 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=1,300)				
Retention rate	8.5%	Down from 12.5%	5.4%	4.8%
Attendance rate	98.1%	Up from 95.5%	94.8%	95.5%
Eligible for gifted and talented	11.0%	Up from 10.0%	9.4%	9.2%
With disabilities other than speech	11.0%	Down from 13.3%	14.2%	12.6%
Older than usual for grade	10.7%	Down from 12.0%	10.5%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	1.7%	1.2%
Enrolled in AP/IB programs	16.7%	Down from 21.1%	9.5%	13.2%
Successful on AP/IB exams	49.7%	N/A	46.9%	55.6%
Eligible for LIFE Scholarship	35.9%	Up from 33.7%	29.0%	29.8%
Annual dropout rate	4.3%	Up from 2.7%	3.5%	3.5%
Career/technology students in co-curricular organizations	0.0%	Down from 2.8%	8.7%	3.0%
Enrollment in career/technology courses	950	Down from 996	556	523
Students participating in work-based experiences	11.6%	Up from 2.5%	12.9%	12.9%
Career/technology students attaining technical skills	63.2%	Down from 67.7%	81.6%	79.3%
Career/technology completers placed	98.0%	Down from 98.1%	96.8%	98.8%
Teachers (n=88)				
Teachers with advanced degrees	56.8%	Up from 50.0%	55.7%	58.6%
Continuing contract teachers	65.9%	Up from 58.0%	69.7%	71.6%
Teachers with emergency or provisional certificates	7.6%	Down from 14.9%	10.3%	8.1%
Teachers returning from previous year	76.2%	Down from 77.1%	84.4%	85.0%
Teacher attendance rate	95.4%	Up from 94.0%	95.4%	95.5%
Average teacher salary*	\$50,740	Up 7.8%	\$47,377	\$47,761
Professional development days/teacher	17.3 days	Down from 18.2 days	9.7 days	10.8 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	25.1 to 1	Down from 27.6 to 1	25.7 to 1	26.1 to 1
Prime instructional time	91.7%	Up from 87.9%	89.5%	89.8%
Dollars spent per pupil**	\$7,065	Up 7.6%	\$8,201	\$7,883
Percent of expenditures for teacher salaries**	52.6%	Down from 60.2%	53.0%	54.1%
Percent of expenditures for instruction**	64.8%	Up from 62.8%	59.7%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	76.8%	Up from 63.1%	94.9%	95.8%
Character development program	Below Average	Down from Good	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Good

* 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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	253	88.1%	1240	41.5%	308	71.4%	No
Gender							
Male	112	83.0%	637	39.4%	147	63.9%	N/A
Female	141	92.2%	603	43.8%	161	78.3%	N/A
Racial/Ethnic Group							
White	85	92.9%	352	60.5%	100	72.0%	N/A
African American	154	85.1%	791	32.5%	186	71.5%	N/A
Asian/Pacific Islander	N/A	N/A	13	53.8%	N/A	N/A	N/A
Hispanic	N/A	N/A	81	45.7%	15	60.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	19	26.3%	122	19.7%	28	17.9%	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	32	21.9%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	162	84.6%	804	32.3%	197	68.0%	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

Battery Creek High School (BCHS), is one of the four public high schools in Beaufort County that is located in a rural area that is northwest of the city of Beaufort. Combined with pockets of 4x4 classes, we continue to operate predominately on an AB block schedule. Our basic structure is driven by career academies with a focus being placed on the selection of career majors.

For the second year in a row our Superintendent brought all school district employees together for a district-wide back-to-school rally. The excitement of this rally mirrored that of the 2007-2008 school year. All Beaufort County School District (BCSD) employees came together for a new year's welcome by our Superintendent and to witness the Superintendent's expression of appreciation for what they had done to positively impact the lives of students. Student groups throughout Beaufort County were invited to share their talents with those in attendance at this impressive event.

Our Leadership Team and all staff members implemented various practices of the High Schools That Work (HSTW) comprehensive school reform model. Character development and academic acceleration topped the major focus areas. It was our desire to build on the successes of the previous three 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 21 possible Adequate Yearly Progress (AYP) objectives reflected a slight decrease in student high-level performances when compared to the previous school year. To enhance the likelihood of renewing expected successes we continued to employ our quarterly celebrations of student achievement, rewarded teachers via an 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. In addition to this, we established an Advancement Via Individual Determination (AVID) program.

Our Dolphin Pride and SADD Clubs continued to demonstrate community service leadership throughout our district. Our MCJROTC program maintained its recognition as a flagship cadet training organization throughout our State, and our Interact Club continued to spearhead many blood drives. In the field of athletics, our girls and boys basketball teams were region champions (including a final four finish by our boys basketball team), our wrestling team maintained its top ten State status (and also had a final four finish), and several of our teams qualified for the State playoffs. We were also fortunate to have a nationally ranked student athlete crowned as a State Champion in the triple jump.

Edmond Burnes, Principal
 Betty Shell, School Improvement Council Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	124	36
Percent satisfied with learning environment	52.6%	64.5%	73.5%
Percent satisfied with social and physical environment	45.9%	65.9%	66.7%
Percent satisfied with school-home relations	40.5%	78.0%	55.6%

* 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 10 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	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	9.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.0%	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	299	98.3	24.5	41.5	22.7	11.2	47.7	60.1	61.8	No	Yes
Male	147	98.6	34.1	39.3	18.5	8.1	39.3	57.4	57.4	N/A	N/A
Female	152	98	15.5	43.7	26.8	14.1	55.6	62.8	66.1	N/A	N/A
White	86	97.7	17.7	29.1	26.6	26.6	63.3	79.3	74.3	No	Yes
African American	195	98.5	26.5	47.5	21.5	4.4	40.3	41.6	44.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	47.1	77.4	I/S	I/S
Hispanic	14	100	30.8	46.2	15.4	7.7	53.8	40	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	55.4	I/S	I/S						
Disabled	37	94.6	70.6	20.6	5.9	2.9	8.8	15.8	19.4	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	9	I/S	I/S	I/S	I/S	I/S	I/S	23.5	38.5	I/S	I/S
Subsized meals	217	98.2	25.9	44.3	19.9	10	44.3	41.5	45.6	No	Yes

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

All Students	298	98.7	35	29.2	22.7	13	46.6	59.1	62.7	No	Yes
Male	147	98.6	43.7	20.7	25.2	10.4	41.5	59.6	61.8	N/A	N/A
Female	151	98.7	26.8	37.3	20.4	15.5	51.4	58.5	63.6	N/A	N/A
White	85	98.8	20.3	16.5	32.9	30.4	69.6	79.3	75.1	Yes	Yes
African American	195	98.5	42	34.3	18.8	5	37.6	36.8	45.1	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	64.7	83.8	I/S	I/S
Hispanic	14	100	23.1	38.5	23.1	15.4	38.5	44.9	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	59.2	I/S	I/S						
Disabled	37	94.6	70.6	20.6	8.8	0	14.7	17.8	21.8	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	9	I/S	I/S	I/S	I/S	I/S	I/S	32.7	52.3	I/S	I/S
Subsized meals	217	98.2	37.8	30.3	22.9	9	42.8	43	47.9	No	Yes

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

All Students	299	91.6	76.6	12.0	1.7	1.3	I/S	N/A	N/A	N/A	N/A
Male	147	89.8	75.5	10.9	2.0	1.4	I/S	N/A	N/A	N/A	N/A
Female	152	93.4	77.6	13.2	1.3	1.3	I/S	N/A	N/A	N/A	N/A
White	86	93.0	60.5	23.3	4.7	4.7	I/S	N/A	N/A	N/A	N/A
African American	195	90.8	83.6	6.7	0.5	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	14	92.9	78.6	14.3	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	37	81.1	81.1	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	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	217	92.2	79.7	11.5	N/A	0.9	I/S	N/A	N/A	N/A	N/A

* 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 or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2008	348	98.9	18.4	35.3	30.6	15.6	58.1	65.3	69.7
	2009	299	98.3	24.5	41.5	22.7	11.2	47.7	60.1	61.8

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

All Students	2008	348	98.6	24.8	33.2	27.9	14.1	52	60.5	67.2
	2009	298	98.7	35	29.2	22.7	13	46.6	59.1	62.7

* 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