



## Batesburg-Leesville Elementary

403 South Lee St.  
Batesburg-Leesville, SC

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	446 Students	
<b>Principal</b>	Dr. Darlene Stephens	803-532-1155
<b>Superintendent</b>	Dr. William M. Gummerson	803-532-4423
<b>Board Chair</b>	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
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk
2004	Average	At-Risk

## 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

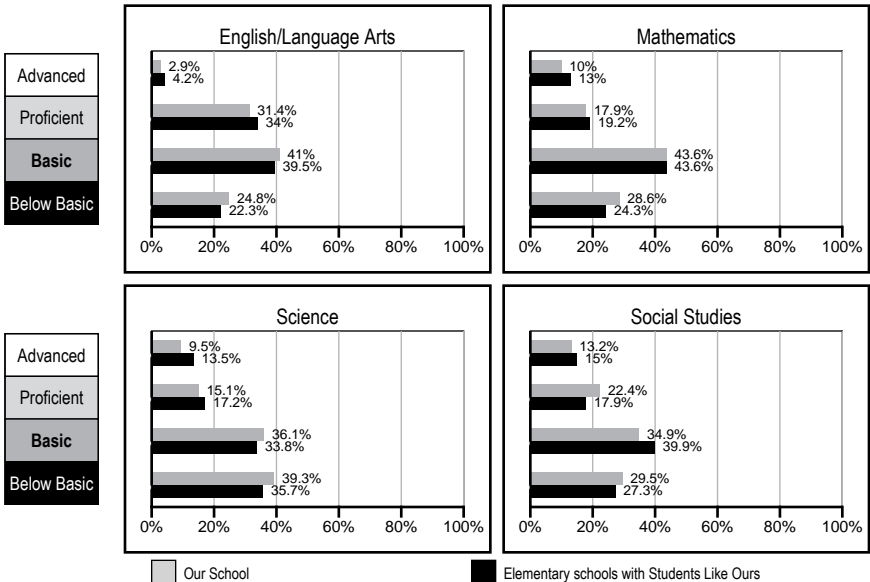
96.7%

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

Excellent	Good	Average	Below Average	At-Risk
0	4	44	41	1

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

**Palmetto Achievement Challenge Tests (PACT)**



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

**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

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=446)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.8%	Down from 2.8%	2.7%	2.3%
Attendance rate	96.2%	Down from 96.4%	96.1%	96.3%
Eligible for gifted and talented	12.6%	No Change	9.2%	10.4%
With disabilities other than speech	11.7%	Up from 7.8%	8.7%	7.5%
Older than usual for grade	1.6%	No Change	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=33)</b>				
Teachers with advanced degrees	57.6%	Up from 45.7%	56.5%	56.7%
Continuing contract teachers	90.9%	Down from 91.4%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	95.3%	Up from 93.4%	87.0%	86.4%
Teacher attendance rate	95.3%	Down from 96.1%	94.8%	94.9%
Average teacher salary	\$47,012	Up 5.4%	\$45,266	\$45,345
Professional development days/teacher	3.6 days	Down from 9.5 days	12.9 days	12.6 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Up from 15.4 to 1	18.5 to 1	18.5 to 1
Prime instructional time	90.1%	Down from 90.7%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.3%	Down from 99.3%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$8,409	Up 10.7%	\$6,959	\$7,052
Percent of expenditures for instruction*	64.0%	Up from 63.2%	68.7%	69.1%
Percent of expenditures for teacher salaries*	52.1%	Down from 61.4%	64.7%	64.2%

\* 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

It has been a successful school year at Batesburg-Leesville Elementary (BLES). The BLES learning community continues its efforts to prepare students to be productive citizens and lifelong learners.

This year, students, teachers, staff, and the greater community focused on a positive character trait of the month and recognized students who exhibited good character. The USDA awarded BLES the HealthierUS Silver Award for our special attention on proper nutrition and exercise. We strengthened our environmental dedication through recycling and "clean-up" activities. We began a South Carolina Butterfly Garden with vermin composting area. In addition to being named a "Take Pride in America" school, Lexington County Soil and Water Conservation District named two of our teachers Conservation Teacher of the Year for Lexington County.

Academically, we continue to use Measures of Academic Progress (MAP) to gage our instruction and adjust it for improvement throughout the year. BLES students made significant gains on MAP this year. We attribute this to our teachers and students becoming more experienced and knowledgeable of differentiated instruction. Our PTO worked with the school's administration to provide rewards for students who achieved academic success throughout the school year. In science, our teachers increased time spent on hands-on lab experiments. Many of our students participated in the USC Regional Science Fair, where six won awards. In English Language Arts, our teachers focused on the study of Balanced Literacy and implemented Thinking Maps in all classes. We set aside time for an enrichment block to focus on students' weaknesses in reading. In math, teachers visited other schools to learn more about hands-on differentiated instruction and plan to implement much of what we learned in our math classes in the coming school year.

The school continues to improve its relationship with parents and the greater community through business partnerships, School Improvement Council, PTO, the mentoring program, and reading buddies. This year, BLES has improved its commitment to prepare students to contribute through both service and academics to our world.

Dr. Darlene Stephens, Principal

Mrs. Janice Kneece, School Improvement Council Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	124	76
Percent satisfied with learning environment	70.6%	83.9%	72.4%
Percent satisfied with social and physical environment	88.2%	82.1%	76.0%
Percent satisfied with school-home relations	85.3%	89.5%	77.0%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 14 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

Restructure

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	<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>
HOLD	<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 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	96.2%	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	453	99.1	23.9	41.6	31.6	2.9	48.1	37.9	48.2	Yes	Yes
<b>Gender</b>											
Male	240	99.2	30.8	42	25.4	1.8	43.8	34.3	41.7	N/A	N/A
Female	213	99.1	16	41.2	38.7	4.1	53.1	41.8	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	216	99.5	13.4	37.6	44.1	5	66.8	52.9	60	Yes	Yes
African American	211	99.1	31.4	48.5	19.1	1	30.4	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	24	95.8	60	20	20	0	25	25.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
<b>Disability Status</b>											
Disabled	68	100	64.5	30.6	4.8	0	9.7	10.4	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	24	95.8	57.1	19	23.8	0	28.6	29.6	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	311	98.7	30.1	44.7	22.7	2.5	37.9	28.3	34	No	Yes

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

All Students	453	98.7	27.8	44.3	17.9	10	39.5	37.1	45.8	No	Yes
<b>Gender</b>											
Male	240	98.3	32.6	38.4	17.9	11.2	39.3	38.1	45.6	N/A	N/A
Female	213	99.1	22.2	51	18	8.8	39.7	36.1	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	216	98.6	13.4	44.1	25.7	16.8	55.4	52.2	59	Yes	Yes
African American	211	99.1	40.2	45.9	11.3	2.6	24.7	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	24	95.8	55	35	5	5	15	25.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	68	98.5	66.1	29	3.2	1.6	6.5	8.8	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	24	95.8	52.4	33.3	4.8	9.5	19	25.9	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	311	98.1	35.8	45.7	12.8	5.7	29.4	24.9	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

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*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	306	99.4	39.1	36.3	15.1	9.5	24.6	33.8	35.7	96.2	95.8
<b>Gender</b>											
Male	163	98.8	39.9	33.3	15	11.8	26.8	35.7	37.4	96.1	95.7
Female	143	100	38.2	39.7	15.3	6.9	22.1	31.7	33.8	96.2	95.9
<b>Racial/Ethnic Group</b>											
White	145	100	19	40.1	23.4	17.5	40.9	52.4	49.2	95.9	95.6
African American	144	99.3	58.6	31.6	7.5	2.3	9.8	15.4	17	96.5	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	95.5	94.5
Hispanic	16	93.8	53.8	46.2	0	0	0	0	24.9	95.3	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	99.9
<b>Disability Status</b>											
Disabled	49	100	66.7	26.7	2.2	4.4	6.7	6.7	14	94.7	94.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	89.3	89.3
<b>English Proficiency</b>											
Limited English Proficient	16	93.8	50	42.9	7.1	0	7.1	5.6	24.4	95.5	95.8
<b>Socio-Economic Status</b>											
Subsized meals	207	99	49.2	39.7	8.5	2.6	11.1	17.1	21.1	95.7	95.3
<b>Social Studies</b>											
All Students	304	99.3	28.9	35	22.9	13.2	36.1	35.4	34	96.2	95.8
<b>Gender</b>											
Male	159	98.7	31.8	35.8	17.6	14.9	32.4	35.1	36.6	96.1	95.7
Female	145	100	25.8	34.1	28.8	11.4	40.2	35.7	31.3	96.2	95.9
<b>Racial/Ethnic Group</b>											
White	136	100	15.6	37.5	25.8	21.1	46.9	47.2	44.5	95.9	95.6
African American	146	99.3	41	32.1	20.9	6	26.9	22.8	19.1	96.5	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	95.5	94.5
Hispanic	20	95	37.5	43.8	12.5	6.3	18.8	28.6	27.5	95.3	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	99.9
<b>Disability Status</b>											
Disabled	41	100	70.3	21.6	5.4	2.7	8.1	13.2	14.4	94.7	94.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	89.3	89.3
<b>English Proficiency</b>											
Limited English Proficient	20	95	35.3	41.2	17.6	5.9	23.5	28.6	27.3	95.5	95.8
<b>Socio-Economic Status</b>											
Subsized meals	212	99.1	35.9	32.3	21.9	9.9	31.8	27.8	21	95.7	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*	
<b>English/Language Arts</b>									
<b>2007</b>	3	157	100	26.2	34.9	34.2	4.7	38.9	
	4	138	99.3	27.1	43.6	24.8	4.5	29.3	
	5	154	99.4	35.8	50.7	12.8	0.7	13.5	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	156	99.4	22.4	37.4	34	6.1	40.1	
	4	162	98.8	20.5	41.1	37.7	0.7	38.4	
	5	135	99.3	29.6	47.2	21.6	1.6	23.2	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>									
<b>2007</b>	3	157	100	26.8	53	12.8	7.4	20.1	
	4	138	100	28.4	41	14.9	15.7	30.6	
	5	154	100	25.5	50.3	17.4	6.7	24.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	156	99.4	33.3	42.9	12.2	11.6	23.8	
	4	162	98.2	21.9	47.9	19.9	10.3	30.1	
	5	135	98.5	28	41.6	22.4	8	30.4	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>									
<b>2007</b>	3	78	100	58.1	28.4	13.5	0	13.5	
	4	138	100	44.8	26.9	18.7	9.7	28.4	
	5	78	100	48.6	29.2	8.3	13.9	22.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	78	100	53.3	24	18.7	4	22.7	
	4	161	98.8	33.6	41.1	14.4	11	25.3	
	5	67	100	34.9	39.7	12.7	12.7	25.4	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>									
<b>2007</b>	3	79	100	20	48	20	12	32	
	4	138	99.3	39.1	38.3	14.3	8.3	22.6	
	5	79	100	60.8	27	8.1	4.1	12.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	77	100	22.2	31.9	27.8	18.1	45.8	
	4	161	98.8	25.3	38.4	24.7	11.6	36.3	
	5	66	100	45.2	30.6	12.9	11.3	24.2	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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