



Batesburg-Leesville High

600 Summerland Ave.

Batesburg-Leesville, SC

Grades	9-12 High School	
Enrollment	591 Students	
Principal	Pat Padgett	803-532-9251
Superintendent	Dr. J. Chester Floyd, Interim	803-532-4423
Board Chair	Billy Berry	803-532-3551

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	At-Risk
2008	Excellent	Excellent
2007	Good	Average
2006	Average	At-Risk
2005	Good	At-Risk

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	8	24	4	1

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

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

	Our High School			High Schools with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	75.6	89.0	71.4	77.0	79.2	73.7
Passed 1 subtest (%)	14.0	6.2	15.8	12.9	11.2	13.9
Passed no subtests (%)	10.5	4.8	12.8	10.4	9.6	12.4

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	93.8%	93.4%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	181	251
Number of Diplomas	131	183
Rate	72.4%	74.7%

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	76.2	70.3
English 1	53.3	58.7
Physical Science	60.1	48.2
US History and the Constitution	27.4	36.0
All Tests	53.5	52.3

* 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
Students (n=591)				
Retention rate	6.7%	Down from 8.4%	4.8%	4.8%
Attendance rate	94.9%	Down from 95.0%	94.9%	95.5%
Eligible for gifted and talented	22.4%	Up from 17.3%	10.0%	9.2%
With disabilities other than speech	13.2%	Down from 13.6%	13.7%	12.6%
Older than usual for grade	12.0%	Up from 11.1%	9.1%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 1.9%	0.7%	1.2%
Enrolled in AP/IB programs	16.4%	Up from 7.3%	11.6%	13.2%
Successful on AP/IB exams	38.2%	Down from 60.0%	51.2%	55.6%
Eligible for LIFE Scholarship	28.5%	Down from 41.7%	29.4%	29.8%
Annual dropout rate	4.8%	Up from 4.2%	4.4%	3.5%
Career/technology students in co-curricular organizations	10.9%	Down from 20.7%	3.0%	3.0%
Enrollment in career/technology courses	420	Down from 463	445	523
Students participating in work-based experiences	23.0%	Down from 26.3%	13.6%	12.9%
Career/technology students attaining technical skills	82.4%	No Change	78.3%	79.3%
Career/technology completers placed	97.1%	No Change	97.3%	98.8%
Teachers (n=42)				
Teachers with advanced degrees	64.3%	Down from 65.1%	57.6%	58.6%
Continuing contract teachers	81.0%	Up from 79.1%	76.1%	71.6%
Teachers with emergency or provisional certificates	4.8%	Down from 4.9%	6.4%	8.1%
Teachers returning from previous year	95.0%	Up from 93.1%	86.9%	85.0%
Teacher attendance rate	94.7%	Up from 94.1%	95.5%	95.5%
Average teacher salary*	\$49,412	Up 3.3%	\$47,839	\$47,761
Professional development days/teacher	7.0 days	Down from 10.4 days	12.4 days	10.8 days
School				
Principal's years at school	12.0	Up from 11.0	5.0	3.0
Student-teacher ratio in core subjects	27.6 to 1	Up from 26.0 to 1	26.2 to 1	26.1 to 1
Prime instructional time	88.4%	Up from 87.0%	89.7%	89.8%
Dollars spent per pupil**	\$9,612	Up 15.2%	\$7,641	\$7,883
Percent of expenditures for teacher salaries**	50.6%	Up from 46.3%	54.1%	54.1%
Percent of expenditures for instruction**	54.1%	Down from 55.0%	59.2%	60.2%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.4%	No Change	96.4%	95.8%
Character development program	Good	No Change	Good	Good
Modern language program assessment	At-Risk	N/A	Average	Average
Classical language program assessment	N/A	N/A	Good	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	146	93.8%	538	53.5%	181	72.4%	No
Gender							
Male	71	91.5%	289	54.3%	96	64.6%	N/A
Female	75	96.0%	249	52.6%	85	81.2%	N/A
Racial/Ethnic Group							
White	87	96.6%	264	67.0%	102	79.4%	N/A
African American	55	89.1%	268	40.7%	75	61.3%	N/A
Asian/Pacific Islander	N/A	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	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	18	55.6%	76	25.0%	22	31.8%	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	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	73	89.0%	341	46.6%	101	61.4%	N/A

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

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

During the 2008-2009 school year, Batesburg-Leesville High School continued its mission of preparing students to reach their maximum potential in academics, arts, athletics, and responsible citizenship. The administration, faculty/staff, and students at Batesburg-Leesville High School are proud of the many accomplishments and gains that were achieved by the school during the past year. Many students and faculty members have been recognized for their outstanding representation of our school.

A major highlight of this past year was our designation as a Palmetto Gold and Silver Award recipient for academic performance and success in closing the achievement gap. Additionally, Batesburg-Leesville High School was named as one of 50 out of 200 South Carolina high schools to make Federal No Child Left Behind Standards of Annual Yearly Progress (AYP) for 2008.

The class of 2009 received 3.75 million in scholarships; in addition, 53% of our seniors qualified for either 2-year or 4-year LIFE Scholarships. Five students qualified for the Palmetto Fellows Scholarship. Numerous student awards were won by members of the student body through various competitions with FCCLA, FFA, Science Fair, and JROTC.

In Fine Arts, our marching band competed in the state finals for the sixth consecutive year winning the 2A State Championship for the first time in school history! Another first for our band program was the implementation of the BLHS Winter Guard and Competitive Percussion Ensemble. Under the outstanding leadership of our band director, Mr. Chaz Paxton, the Winter Guard won the SCBDA Regional A State Championship and the Percussion Ensemble brought home a Silver Medal Award.

Continuing a proud tradition of excellence in athletics, eleven varsity sports teams qualified for the state playoffs. Twenty five players made All-Region and five were selected to All-State teams in their respective sports.

As we enter year three of implementation of the "High Schools That Work" model, our focus will be on development of an advisor/advisee period so that every student has a faculty mentor. This will further help us to achieve our goal of meeting the needs of all our students.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	110	40
Percent satisfied with learning environment	97.8%	76.1%	77.5%
Percent satisfied with social and physical environment	97.8%	82.7%	67.5%
Percent satisfied with school-home relations	81.4%	91.8%	72.5%

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

School Adequate Yearly Progress

NO

This school met 11 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	N/A		1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

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
--	----------------------------------	----------	---------------	---------	--------------	------------	-------------------------------------	---------------------------------------	------------------------------------	------------------------------	--------------------------------

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

All Students	137	97.1	24.2	38.6	19.7	17.4	50.8	50.8	61.8	No	Yes
Male	84	97.6	28	39	18.3	14.6	45.1	45.1	57.4	N/A	N/A
Female	53	96.2	18	38	22	22	60	60	66.1	N/A	N/A
White	77	97.4	20.3	28.4	23	28.4	66.2	66.2	74.3	Yes	Yes
African American	58	96.6	28.6	51.8	16.1	3.6	32.1	32.1	44.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	77.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	55.4	I/S	I/S
Disabled	20	95	73.7	26.3	0	0	5.3	5.3	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	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	74	94.6	31.9	50.7	13	4.3	33.3	33.3	45.6	No	Yes

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

All Students	133	99.2	16.8	29	22.1	32.1	68.7	68.7	62.7	Yes	Yes
Male	82	98.8	16	24.7	24.7	34.6	69.1	69.1	61.8	N/A	N/A
Female	51	100	18	36	18	28	68	68	63.6	N/A	N/A
White	75	98.7	5.5	24.7	21.9	47.9	79.5	79.5	75.1	Yes	Yes
African American	56	100	32.1	33.9	21.4	12.5	53.6	53.6	45.1	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.8	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	59.2	I/S	I/S
Disabled	19	100	42.1	47.4	5.3	5.3	26.3	26.3	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	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	70	100	27.5	37.7	20.3	14.5	55.1	55.1	47.9	No	Yes

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

All Students	137	92.0	54.0	13.9	13.1	10.9	24.1	N/A	N/A	N/A	N/A
Male	84	91.7	47.6	14.3	16.7	13.1	29.8	N/A	N/A	N/A	N/A
Female	53	92.5	64.2	13.2	7.5	7.5	I/S	N/A	N/A	N/A	N/A
White	77	97.4	45.5	16.9	16.9	18.2	35.1	N/A	N/A	N/A	N/A
African American	58	84.5	63.8	10.3	8.6	1.7	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	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	20	85.0	80.0	5.0	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	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	74	86.5	67.6	5.4	12.2	1.4	13.5	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

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*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2008	147	100	7.7	35.7	37.8	18.9	68.5	68.5	69.7
	2009	137	97.1	24.2	38.6	19.7	17.4	50.8	50.8	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	147	100	8.4	23.1	38.5	30.1	79	79	67.2
	2009	133	99.2	16.8	29	22.1	32.1	68.7	68.7	62.7

* Adjusted to account for natural variation in performance.