



BATESBURG-LEESVILLE ELEMENTARY

403 S Lee St
Batesburg-Leesville, SC

Grades	3-5 Elementary School	
Enrollment	449 Students	
Principal	Dr. Darlene Stephens	803-532-1155
Superintendent	Dr. J Chester Floyd	803-532-4423
Board Chair	Cheryl Burgess	803-532-4423

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

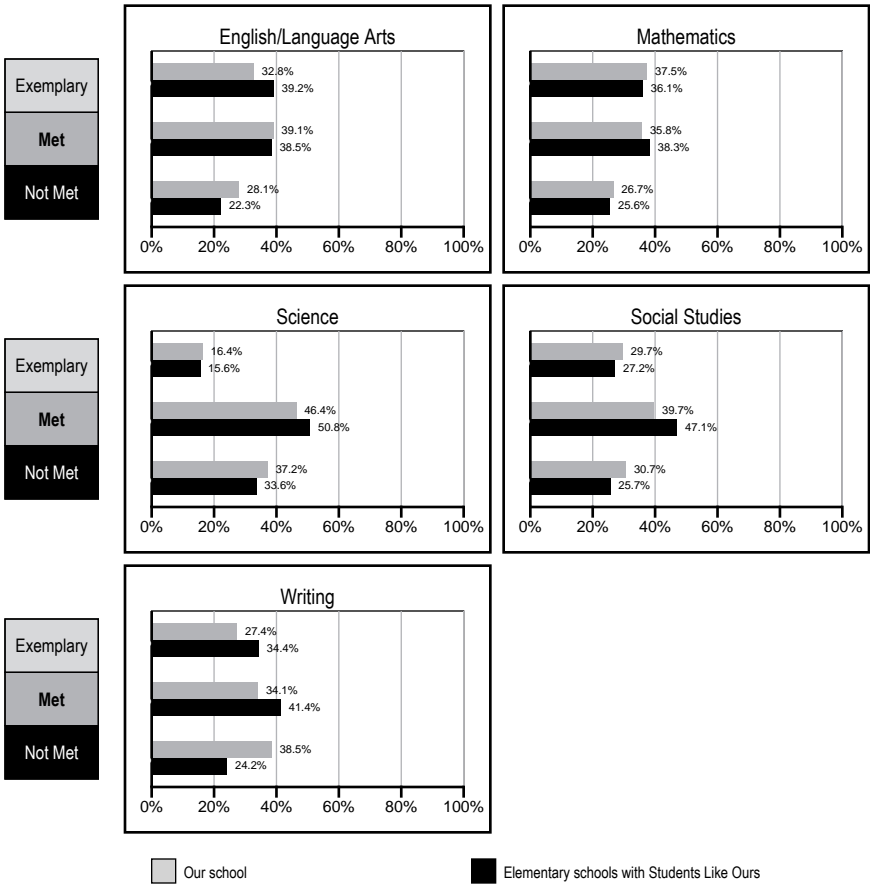
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	34	73	5	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

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
Students (n=449)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	3.6%	Down from 4.7%	1.0%	1.1%
Attendance rate	96.1%	Down from 99.9%	96.0%	96.2%
Served by gifted and talented program	14.2%	Up from 12.0%	12.9%	13.4%
With disabilities other than speech	7.8%	Down from 12.4%	4.9%	4.1%
Older than usual for grade	3.4%	Down from 4.2%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	63.3%	Down from 65.6%	60.9%	62.5%
Continuing contract teachers	100.0%	Up from 96.9%	90.9%	88.2%
Teachers returning from previous year	95.4%	Up from 94.3%	88.0%	87.8%
Teacher attendance rate	96.2%	Up from 94.8%	95.0%	95.2%
Average teacher salary*	\$48,846	Up 1.3%	\$46,605	\$46,773
Professional development days/teacher	6.6 days	Up from 5.5 days	11.2 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Up from 13.9 to 1	19.7 to 1	19.9 to 1
Prime instructional time	91.8%	Down from 93.7%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.9%	Down from 99.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,206	Down 5.2%	\$7,304	\$7,447
Percent of expenditures for instruction**	63.2%	Up from 62.1%	67.9%	68.4%
Percent of expenditures for teacher salaries**	60.8%	Up from 58.7%	65.1%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

This year has been the most successful year at Batesburg-Leesville Elementary School in many years. For the second year in a row, the school posted an Absolute Rating of "Average" and a Growth Rating of "Average" on The State of South Carolina Annual School Report Card. Seventy-two percent of schools like ours posted this same rating. Additionally, Batesburg-Leesville Elementary School met 20 out of 21 "Adequate Yearly Progress" (AYP) objectives – more than have been met since the inception of AYP.

This year, Batesburg-Leesville Elementary School continued on its journey to improve student achievement through the implementation of Mathematics and Reading Data Walls. Using these Data Walls, teachers, interventionists, coaches, and administrators tracked student progress and differentiated instruction accordingly for optimal success. Teachers continued to perfect instruction in Balanced Literacy, Everyday Mathematics, science, social studies, and related arts classes. Students participated in the second annual "Mathathon" and the first annual "Readathon" to compete with each other in an effort to improve their skills. Several students received awards at the University of South Carolina Regional Science Fair. Several students were also selected to participate in the SC Honors Choir. As South Carolina's "Recycling School of the Year," students continued to learn more about preservation of the environment. As recipient of an "Arts Curricular Innovation Distinguished Arts Grant," the school continued its focus on arts integration and providing exemplary arts programs for students. Through the school's "21st Century Community Learning Centers" grant, quality afterschool programs were offered for Batesburg-Leesville Elementary School students. Finally, students were recognized and rewarded for their academic and co-curricular improvements through Parent Teacher Organization (PTO) sponsored reward celebrations, administrator sponsored award programs, and school recognition for students with superior report card grades and Jr. Beta Club status.

In regard to student behavior, it was a stellar year. School discipline referrals continued to decline. Additionally, the State Department of Education recognized Batesburg-Leesville Elementary School as a Positive Behavior Interventions and Supports (PBIS) Banner school for its fidelity and quality in implementing school wide PBIS.

Along those same lines, Batesburg-Leesville Elementary School continued its focus on Character Education. Each month, the school focused on a positive character trait of the month, and teachers selected students who most exhibited those traits to be recognized on the school's "Character Wall of Fame." The school was recognized by the State Department of Education as a "SC Emerging School of Character." The National Character Education Partnership also recognized Batesburg-Leesville Elementary School for its "Promising Practice" in Character Education. The school will be recognized for this accomplishment at the National Forum on Character Education in October 2011.

The school continued to work with parents, community members, students, faith based organizations, and other stakeholders to offer the best educational experience possible for its students. In closing, this year was a year to be remembered for the school's many accomplishments.

Dr. Darlene Stephens, Principal
Mr. Jason Williams, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	128	60
Percent satisfied with learning environment	80.6%	83.5%	83.1%
Percent satisfied with social and physical environment	93.5%	85.9%	77.2%
Percent satisfied with school-home relations	87.1%	92.2%	84.7%

* 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 26 out of 29 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

R

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 and Student Attendance

	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	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%**	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	444	100	28	39	32.9	82.7	79	82.4	Yes	Yes
Gender										
Male	229	100	28.1	43.4	28.5	81.9	76.9	78.7	N/A	N/A
Female	215	100	28	34.3	37.7	83.6	81.2	86.2	N/A	N/A
Racial/Ethnic Group										
White	199	100	12.4	42	45.6	94.3	88.7	88.9	Yes	Yes
African American	197	100	45.3	34.7	20	69.5	68.2	72.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	43	100	22.5	47.5	30	87.5	79.7	79.3	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	69	100	60.6	31.8	7.6	51.5	41.9	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	44	100	21.4	42.9	35.7	90.5	83.6	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	308	100	36.9	40.3	22.7	76.6	73.1	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	444	100	26.6	35.7	37.6	82	84	81.9	Yes	Yes
Gender										
Male	229	100	27.1	35.7	37.1	81.9	83	79.9	N/A	N/A
Female	215	100	26.1	35.7	38.2	82.1	85.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	199	100	14	32.1	53.9	91.7	92.9	88.9	Yes	Yes
African American	197	100	42.1	36.3	21.6	71.1	74.7	71.4	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	43	100	17.5	50	32.5	85	84.4	81.1	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	69	100	60.6	33.3	6.1	57.6	55.6	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	44	100	14.3	47.6	38.1	88.1	85.2	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	308	100	35.9	38.3	25.8	75.9	78.8	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	305	99.3	36.6	46.6	16.8	63.4	65.7	68.6
Gender								
Male	148	98.7	34	47.5	18.4	66	65.8	68.3
Female	157	100	39.1	45.7	15.2	60.9	65.6	68.9
Racial/Ethnic Group								
White	140	99.3	20.6	51.5	27.9	79.4	80	80.7
African American	133	99.3	55.6	38.1	6.3	44.4	50.8	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	29	100	25.9	66.7	7.4	74.1	67.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	48	100	65.2	26.1	8.7	34.8	33.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	28	100	29.6	55.6	14.8	70.4	65	60.7
Socio-Economic Status								
Subsidized meals	212	99.5	46	46.5	7.4	54	57.4	57.3
Social Studies								
All Students	302	99.7	30.3	40	29.7	69.7	70.8	72.5
Gender								
Male	162	99.4	28.2	41	30.8	71.8	71.3	72
Female	140	100	32.8	38.8	28.4	67.2	70.4	73.1
Racial/Ethnic Group								
White	133	100	14.1	43	43	85.9	82.5	81
African American	136	99.3	49.6	35.1	15.3	50.4	56.8	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	28	100	19.2	46.2	34.6	80.8	81	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	46	97.8	56.8	34.1	9.1	43.2	34.2	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	29	100	17.9	42.9	39.3	82.1	80	69.7
Socio-Economic Status								
Subsidized meals	214	99.5	40.7	38.2	21.1	59.3	63.8	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	141	98.6	38.5	34.1	27.4	61.5	63.9	73.2	96.1	95.8
Gender										
Male	75	97.3	49.3	33.3	17.4	50.7	56.2	67.2	96	95.8
Female	66	100	27.3	34.8	37.9	72.7	72.8	79.4	96.1	95.7
Racial/Ethnic Group										
White	61	98.4	24.1	31	44.8	75.9	77.7	81.5	95.4	95.4
African American	68	98.5	49.2	35.4	15.4	50.8	52.6	61.3	96.5	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	97.4	97.4
Hispanic	11	100	N/AV	N/AV	N/AV	45.5	43.8	66.7	96.9	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	96.8
Disability Status										
Disabled	25	92	N/AV	N/AV	N/AV	19	14.3	26	95.8	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	45.5	45.5	9.1	54.5	42.9	65.7	97.2	96.7
Socio-Economic Status										
Subsidized meals	96	99	52.7	35.2	12.1	47.3	53	63.2	95.7	95.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	160	99.4	24.5	25.8	49.7	75.5
	4	149	100	36.9	35.5	27.7	63.1
	5	164	100	39	35.7	25.3	61
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	141	100	25.7	28.7	45.6	74.3
	4	162	100	23.7	50	26.3	76.3
	5	141	100	35.3	36.8	27.9	64.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	160	99.4	35.5	40	24.5	64.5
	4	149	100	34	43.3	22.7	66
	5	164	100	39	39	22.1	61
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	141	100	30.9	25.7	43.4	69.1
	4	162	100	21.2	44.2	34.6	78.8
	5	141	100	28.7	36	35.3	71.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	80	100	49.4	30.4	20.3	50.6
	4	148	100	45.7	47.9	6.4	54.3
	5	83	98.8	54.5	37.7	7.8	45.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	71	98.6	40.3	37.3	22.4	59.7
	4	162	100	29.5	55.8	14.7	70.5
	5	72	98.6	49.3	34.8	15.9	50.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	79	100	38.2	42.1	19.7	61.8
	4	149	99.3	39.3	39.3	21.4	60.7
	5	82	97.6	53.9	23.7	22.4	46.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	70	100	38.2	25	36.8	61.8
	4	162	100	23.1	48.1	28.8	76.9
	5	70	98.6	39.4	36.4	24.2	60.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
	Writing						
2010	3	158	99.4	37.4	24.5	38.1	62.6
	4	147	99.3	44.7	31.2	24.1	55.3
	5	162	97.5	48	33.3	18.7	52
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	141	98.6	38.5	34.1	27.4	61.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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