



Batesburg-Leesville Middle School

425 Shealy Road
Batesburg, SC 29006

Grades	6-8 Middle School	
Enrollment	450 Students	
Principal	Angie Rye	803-532-3831
Superintendent	Dr. J. Chester Floyd	803-532-4423
Board Chair	Cheryl Burgess	803-532-4423

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Good
2011	Average	Good
2010	Average	Good
2009	Average	Average
2008	Below Average	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 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://www.eoc.sc.gov>

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

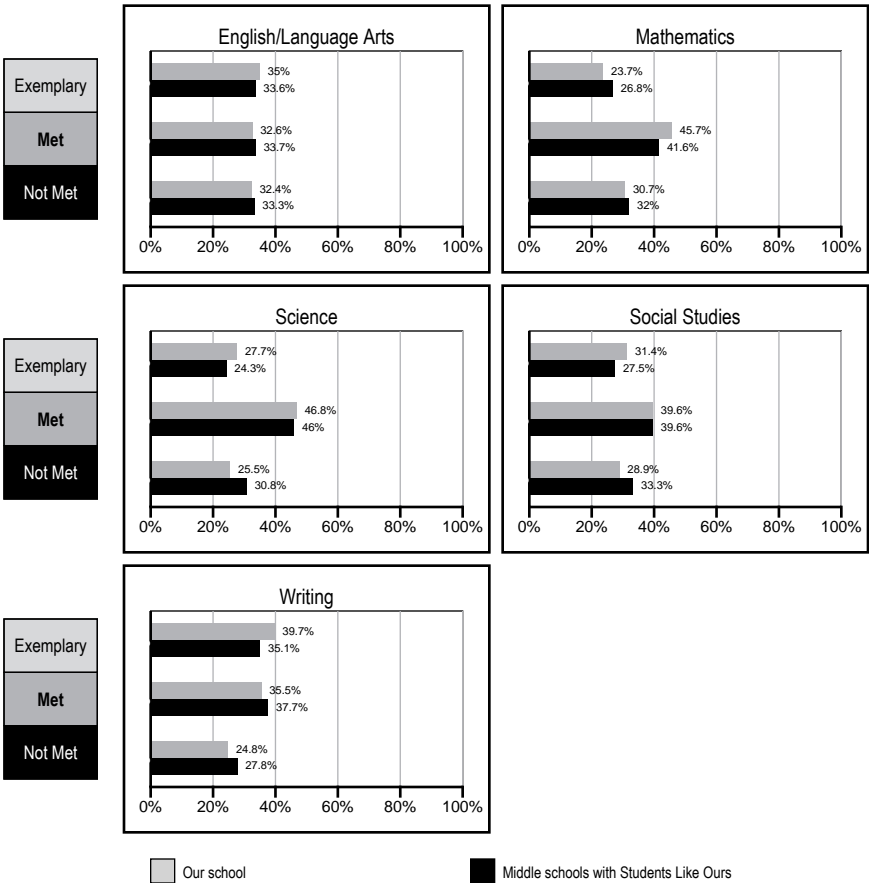
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 97.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	10	43	4	2

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	97.1%	96.6%
English 1	100.0%	96.5%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	98.3%	96.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=450)				
Students enrolled in high school credit courses (grades 7 & 8)	89.0%	Up from 86.9%	21.7%	22.9%
Retention rate	0.9%	Up from 0.7%	0.8%	0.8%
Attendance rate	95.7%	Down from 96.0%	95.9%	96.2%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.5%	0.5%
Annual dropout rate	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	66.7%	Up from 63.3%	60.0%	61.3%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	83.2%	Down from 85.7%	87.0%	86.7%
Teacher attendance rate	95.8%	Up from 95.5%	95.3%	95.2%
Average teacher salary*	\$47,779	Up 3.5%	\$46,483	\$46,422
Professional development days/teacher	7.6 days	Down from 8.5 days	10.0 days	10.0 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	24.3 to 1	Up from 19.1 to 1	21.7 to 1	22.0 to 1
Prime instructional time	91.2%	Up from 90.9%	89.8%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.6%	Up from 92.4%	98.6%	98.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$8,243	Down 7.8%	\$7,120	\$7,245
Percent of expenditures for instruction**	63.1%	Down from 64.7%	62.5%	63.1%
Percent of expenditures for teacher salaries**	60.3%	Down from 61.3%	60.8%	60.9%

* 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

Report of Principal and School Improvement Council

This year, Lexington School District Three unveiled a literacy plan that will enable our students to increase achievement in reading and writing across grades K-12. Our goals support the state wide goal to increase the amount of time students spend reading and writing to 75% of the school day. In order to accomplish this, our teachers have worked collaboratively to plan for authentic literacy integration across content areas each week. Additionally, we implemented a school wide goal that each student and staff member read twenty books over the course of the school year. Our summer reading program provided three books for each middle school student and encouraged students to read five books during the summer months to offset "summer loss" that many students experience in reading achievement.

For the second year, our sixth grade teachers offered a transition camp to provide opportunities for students to transition smoothly into a new school environment. Our guidance team planned quarterly "Mix It Up" Days during lunch to encourage students to sit with students outside of their regular friend groups and combat bullying. Junior Beta Club and Student Council both provided a variety of activities for our students including an 8th grade dance, student talent show, and Poetry Alive! assemblies. Our students raised money for several community projects including a project to provide two bullet proof vests for canine officers at the B-L Police Department and record contributions to Relay for Life.

Our faculty has continued to work collaboratively to plan and implement high quality instruction and common assessments. A faculty study of the book, Focus, allowed us to examine school wide teaching practice and effectiveness. Additionally, our teachers conducted walkthrough visits across classrooms to learn and reflect on teacher effectiveness. Our ELA teachers also continued to work with a literacy coach from the State Department of Education who assisted in collaborative planning and data analysis.

As we look ahead to 2012-13, our faculty is preparing for the implementation of the Common Core State Standards with a continued emphasis on literacy and technology skills needed to be college and career ready. We will also continue to work with the BLMS SIC, PTO, and Student Council to provide opportunities for our students and parents to be active members of our school community.

We appreciate your continued support as we look forward to next year. Working together will enable us to prepare BLMS students for the future now!

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	137	80
Percent satisfied with learning environment	100.0%	79.3%	83.5%
Percent satisfied with social and physical environment	100.0%	80.3%	84.4%
Percent satisfied with school-home relations	94.7%	82.5%	81.0%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	80.3
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Batesburg-Leesville Middle School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

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 Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	641.3	636.3	632.7	633.3	100.0	100.0
Male	631.3	629.7	632.2	632.3	100.0	100.0
Female	651.2	642.9	633.2	634.5	100.0	100.0
White	658.6	649.0	653.3	647.1	100.0	100.0
African American	622.3	622.6	606.6	617.1	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	586.8	595.7	582.2	588.1	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	627.5	624.4	618.4	621.8	100.0	100.0
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

Abbreviations for Missing Data

N/A–Not Applicable	N/AV–Not Available	N/C–Not Collected	N/R–Not Reported	I/S–Insufficient Sample
--------------------	--------------------	-------------------	------------------	-------------------------

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	156	100	38	32	30	62
	7	145	100	34.8	32.6	32.6	65.2
	8	113	100	38.7	31.1	30.2	61.3
2012	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	142	100	37.4	28.2	34.4	62.6
	7	154	100	28.8	35.6	35.6	71.2
	8	147	100	32.1	32.9	35	67.9
Mathematics							
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	156	100	26	54	20	74
	7	144	100	22.6	48.9	28.5	77.4
	8	113	100	22.6	52.8	24.5	77.4
2012	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	142	100	35.9	38.9	25.2	64.1
	7	154	100	36.3	43.2	20.5	63.7
	8	147	100	20.7	54.3	25	79.3
Science							
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	80	100	44.7	50	5.3	55.3
	7	144	100	26.3	51.1	22.6	73.7
	8	57	100	27.3	29.1	43.6	72.7
2012	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	72	100	38.8	53.7	7.5	61.2
	7	153	100	26.2	44.1	29.7	73.8
	8	73	100	11.8	44.1	44.1	88.2

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	76	100	14.9	55.4	29.7	85.1
	7	144	100	31.4	36.5	32.1	68.6
	8	56	100	37.3	33.3	29.4	62.7
2012	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	70	100	21.9	53.1	25	78.1
	7	154	100	33.6	33.6	32.9	66.4
	8	74	100	27.8	38.9	33.3	72.2
Writing							
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	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	116	99.1	33	37.6	29.4	67
2012	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	N/A	N/AV	N/A	N/A	N/A	N/A
	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	146	99.3	24.8	35.5	39.7	75.2

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample