



BATESBURG-LEESVILLE ELEMENTARY

116 Windjammer Dr.
Leesville, SC 29070

Grades	3-5 Elementary School	
Enrollment	472 Students	
Principal	Dr. Darlene Stephens	803-532-1155
Superintendent	Dr. J. Chester Floyd	803-532-4423
Board Chair	Ralph Kennedy, Jr.	803-532-4100

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	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 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.

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

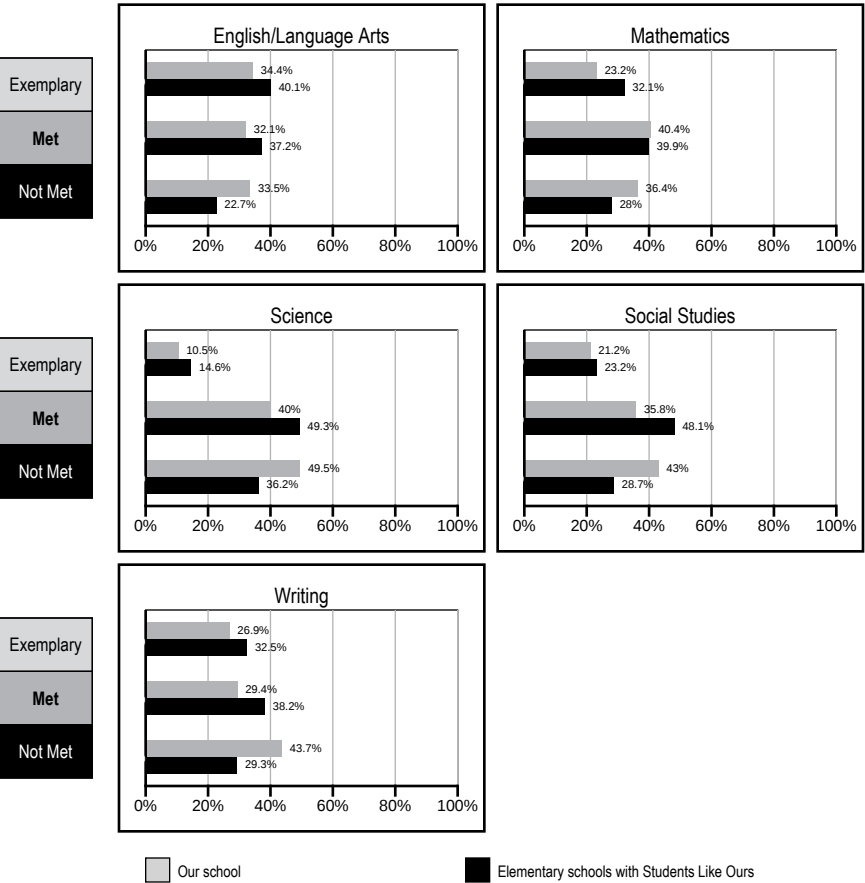
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	24	88	2	0

* Ratings are calculated with data available by 03/09/2011.

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=472)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	4.7%	Down from 5.5%	1.2%	1.2%
Attendance rate	99.9%	Up from 95.8%	95.9%	96.1%
Eligible for gifted and talented	12.0%	Down from 12.3%	11.8%	11.7%
With disabilities other than speech	12.4%	Down from 12.7%	8.6%	8.0%
Older than usual for grade	4.2%	Up from 3.0%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	65.6%	Up from 63.6%	60.0%	60.5%
Continuing contract teachers	96.9%	Up from 87.9%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.3%	Up from 93.0%	88.8%	87.0%
Teacher attendance rate	94.8%	Down from 95.0%	95.5%	95.4%
Average teacher salary*	\$48,241	Down 4.0%	\$47,240	\$47,288
Professional development days/teacher	5.5 days	Down from 6.6 days	10.3 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	13.9 to 1	Down from 14.8 to 1	19.1 to 1	19.2 to 1
Prime instructional time	93.7%	Up from 89.8%	90.6%	90.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Up from 95.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,658	Down 2.3%	\$7,494	\$7,548
Percent of expenditures for instruction**	62.1%	Down from 63.4%	67.3%	68.7%
Percent of expenditures for teacher salaries**	58.7%	Down from 59.7%	63.7%	65.1%

* 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

It has been a very successful year at Batesburg-Leesville Elementary School (BLES). The BLES learning community continues to prepare students academically and behaviorally to be productive citizens.

This year, BLES worked to make the school climate more positive. The BLES staff implemented Positive Behavior Interventions Supports (PBIS) as a means of increasing positive behaviors and decreasing negative behaviors at BLES. Our first year of implementation was extremely successful. The learning environment was much more positive, and the number of discipline referrals to the office was cut in half this year. BLES also continued to focus on a positive character education trait each month and selected a student from each class to be recognized for his/her exemplary behavior as it related to the character education trait of the month. BLES continued to provide a “family friendly” atmosphere. The school’s appearance and customer service paved the way for BLES to receive a Red Carpet Award for 2010-13.

BLES also experienced and celebrated many positive outcomes in academics this year. The School Report Card and AYP results showed tremendous improvements. Teachers, staff, and students were recognized and rewarded frequently for their efforts to increase student achievement. The school boasted five USC Regional Science Fair winners, five SC Honors Choir participants, and the winning fourth-grade team in the SC Mathfest competition.

BLES sought to improve instruction in mathematics through the implementation of the Everyday Math program and the formation of a school Math Club. BLES sought to improve in the area of writing through increased staff development in writing and a greater focus on writing in the classroom.

BLES continued its dedication to teaching students how to preserve and take care of the environment. Rain barrels were added to the school’s SC Butterfly Garden and students, staff, and the greater community continued their recycling efforts. This commitment to the environment resulted in BLES being named the Department of Health and Environmental Control’s (DHEC’s) SC Recycling School of the Year.

Students and staff learned more about how to integrate the arts into the regular classroom through the school’s arts grants. Students and staff attended theater and musical events, and staff participated in arts integration staff development.

It was a successful year at BLES and staff, students, and the greater community turned a corner on their way to excellence.

Darlene Stephens, Principal
Jason Williams, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	147	77
Percent satisfied with learning environment	90.9%	78.9%	76.0%
Percent satisfied with social and physical environment	90.9%	76.7%	75.3%
Percent satisfied with school-home relations	72.7%	75.3%	80.0%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 20 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	R
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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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.9%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	473	99.8	33.3	32.2	34.4	81.8	78.6	83.5	Yes	Yes
Gender										
Male	229	99.6	38.8	31.1	30.1	75.8	73.4	80.1	N/A	N/A
Female	244	100	28.1	33.3	38.5	87.4	83.6	87	N/A	N/A
Racial/Ethnic Group										
White	214	99.5	18.5	28.8	52.7	90.7	89	89.6	Yes	Yes
African American	218	100	49.8	35.1	15.1	71.7	67.6	74.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	31	100	30	40	30	83.3	75.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	76	98.7	71.2	17.8	11	57.5	45.6	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	33	100	33.3	39.4	27.3	81.8	76.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	332	100	45.7	32.4	21.9	75.2	71.8	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	473	99.8	36.2	40.7	23.1	75.3	76	80.4	Yes	Yes
Gender										
Male	229	99.6	42.9	35.6	21.5	70.8	72.6	78.4	N/A	N/A
Female	244	100	29.9	45.5	24.7	79.7	79.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	214	99.5	21	40	39	87.8	87.5	87.8	Yes	Yes
African American	218	100	54.1	38	7.8	61	63	69.3	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	31	100	26.7	63.3	10	83.3	82.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	76	98.7	78.1	19.2	2.7	37	38.7	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	33	100	27.3	57.6	15.2	81.8	80.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	332	100	47.3	41	11.7	67.3	68.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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
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Science

All Students	311	99.7	49	40.5	10.5	51	62.3	67.3
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Gender

Male	145	99.3	54.7	32.4	12.9	45.3	58.1	66.9
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Female	166	100	43.9	47.8	8.3	56.1	66.1	67.7
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Racial/Ethnic Group

White	123	100	27.4	51.3	21.4	72.6	78.7	79.6
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African American	158	99.4	N/A	N/A	N/A	32.9	47.4	49.7
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	84.4
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Hispanic	23	100	47.8	34.8	17.4	52.2	53.1	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
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Disability Status

Disabled	52	100	N/A	N/A	N/A	15.7	23.5	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	23	100	47.8	30.4	21.7	52.2	53.1	58.6
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Socio-Economic Status

Subsidized meals	233	100	59.7	35.7	4.5	40.3	52.7	55.4
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Social Studies

All Students	310	99	42.8	36	21.2	57.2	63	70.9
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Gender

Male	154	98.1	43.8	34.7	21.5	56.3	61.7	70.1
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Female	156	100	41.9	37.2	20.9	58.1	64.4	71.7
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Racial/Ethnic Group

White	150	99.3	23.9	42.3	33.8	76.1	76.3	79.2
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African American	135	98.5	65.1	28.6	6.3	34.9	48.4	58.4
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	86.8
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Hispanic	18	100	41.2	47.1	11.8	58.8	64.3	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
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Disability Status

Disabled	48	93.8	76.7	18.6	4.7	23.3	22.2	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	21	100	42.9	42.9	14.3	57.1	58.6	68
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Socio-Economic Status

Subsidized meals	205	99	58.6	30.4	11	41.4	51.7	60.8
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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 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	467	98.7	43.3	29.6	27.1	56.7	63.3	72.1	99.9	99.9
Gender										
Male	225	98.7	53.5	26.3	20.3	46.5	53.6	65.2	99.9	99.9
Female	242	98.8	33.6	32.8	33.6	66.4	72.5	79.2	99.9	99.9
Racial/Ethnic Group										
White	213	99.1	23.9	33.2	42.9	76.1	79.4	80.8	99.9	99.9
African American	213	98.1	61.7	26.4	11.9	38.3	48.3	59.7	99.9	99.9
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	87	99.9	99.9
Hispanic	31	100	53.3	26.7	20	46.7	46.7	64.6	99.9	99.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	99.9
Disability Status										
Disabled	76	96.1	86.1	8.3	5.6	13.9	20.3	27.7	99.9	99.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	33	100	57.6	21.2	21.2	42.4	41.3	63.7	99.9	99.9
Socio-Economic Status										
Subsidized meals	330	98.8	56.1	29.2	14.7	43.9	52.5	61.9	99.9	99.9

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							
2009	3	153	99.4	30.8	33.6	35.7	69.2
	4	162	100	36.5	37.8	25.6	63.5
	5	152	100	29.6	46.5	23.9	70.4
	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
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
Mathematics							
2009	3	153	99.4	39.2	32.2	28.7	60.8
	4	162	100	37.8	44.2	17.9	62.2
	5	152	100	33.1	47.2	19.7	66.9
	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
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
Science							
2009	3	76	100	54.2	29.2	16.7	45.8
	4	161	100	51	39.4	9.7	49
	5	76	100	32.9	58.9	8.2	67.1
	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
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

Abbreviations for Missing Data

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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							
2009	3	76	100	35.2	50.7	14.1	64.8
	4	162	100	20.5	58.3	21.2	79.5
	5	76	100	47.8	33.3	18.8	52.2
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	153	98	39.2	26.6	34.3	60.8
	4	161	98.8	46.8	29.9	23.4	53.2
	5	154	99.4	39.6	38.9	21.5	60.4
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
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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