

BELL'S CROSSING ELEMENTARY

804 Scuffletown Road
Simpsonville, SC 29681

Grades	K-5 Elementary School	
Enrollment	1,210 Students	
Principal	Barbara A. Barlow	864-355-3800
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Excellent**	**Excellent**
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Average
2007	Good	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://.eoc.sc.gov

BELL'S CROSSING ELEMENTARY	11/09/11-2301112

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

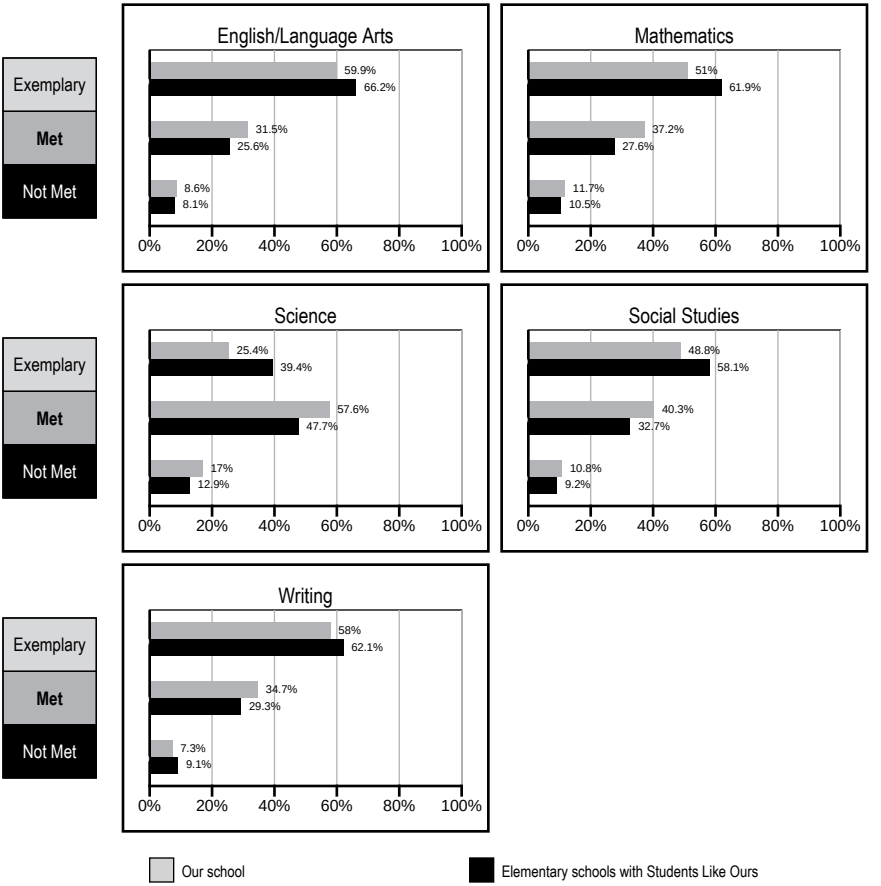
Percent of students tested in 2010-11 whose 2009-10 test scores were located	96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	1	0	0	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=1,210)				
First graders who attended full-day kindergarten	97.7%	Up from 97.0%	100.0%	100.0%
Retention rate	0.5%	Up from 0.4%	0.5%	1.1%
Attendance rate	97.3%	Up from 96.9%	96.7%	96.2%
Served by gifted and talented program	28.2%	Up from 26.6%	32.8%	13.4%
With disabilities other than speech	4.4%	Down from 6.4%	2.7%	4.1%
Older than usual for grade	0.0%	Down from 0.1%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=62)				
Teachers with advanced degrees	64.5%	Up from 63.6%	65.4%	62.5%
Continuing contract teachers	95.2%	Up from 93.9%	88.5%	88.2%
Teachers returning from previous year	93.0%	Up from 86.8%	88.4%	87.8%
Teacher attendance rate	94.8%	Down from 96.6%	95.3%	95.2%
Average teacher salary*	$47,687	Up 0.5%	$49,087	$46,773
Professional development days/teacher	7.1 days	Down from 7.8 days	8.7 days	10.5 days
School				
Principal's years at school	9.5	Up from 8.5	5.0	4.0
Student-teacher ratio in core subjects	24.0 to 1	Up from 23.8 to 1	21.7 to 1	19.9 to 1
Prime instructional time	92.2%	Down from 93.4%	91.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	99.7%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$5,084	Down 5.8%	$6,567	$7,447
Percent of expenditures for instruction**	69.9%	Down from 71.1%	68.5%	68.4%
Percent of expenditures for teacher salaries**	68.8%	Up from 67.8%	68.1%	65.8%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Bell's Crossing is in its ninth year of implementing the Baldrige model, a data driven process for growth. The Baldrige model provides a framework incorporating the philosophy of total quality education management which consists of leadership, customer focus, systems thinking, and teamwork. All students maintain data notebooks to chart and graph their progress

We are proud of numerous areas in which we have grown this year. There are eleven NBCT teachers on staff and all teachers and paraprofessionals are Highly Qualified. Teachers participate in professional growth opportunities each year, present at conferences, and work collaboratively to ensure a consistency of learning across and within the grade levels. Community involvement and outreach continue to grow through family nights, parenting workshops, a mentoring program, and a multitude of volunteer opportunities supported by over 900 volunteers in our PTA. All parents attend conferences during the year and are involved in their child's education. A new playground and walking track was added as a result of the hard work from our PTA. Our school made AYP and earned an Absolute Rating of Excellent and a Growth Rating of Excellent this year resulting in a Palmetto Gold Award. We are proud of the gains our students have made on standardized tests, attributable in part to our use of technology throughout the school. We have addressed improvements in math by offering morning tutorial sessions. We offer early intervention programs in kindergarten through second grade in the area of reading to close the gap as early as possible. Promethean boards have been installed in 99% of our classrooms.

All students are provided leadership opportunities through Student Council, Peer Tutors, Bell's Buddies and other in-house programs. Character education is taught throughout the school as the staff strives to educate the whole child and serve as role models for our students. The program is based on the 7 Habits of Highly Effective People. The school was recognized as a SC School of Character and went on to be distinguished as a National School of Character this year. Our school was also recognized as a Safe Kids School this year. Fine Arts education is promoted as all children have the opportunity to participate in at least one grade-level or school wide production throughout the year. The PTA and SIC provided a library for the Latino community for the fourth year in a row. The School Improvement Council is active, monitors the school goals, and serves as an advisory board with inputs on budgets and improvements. The SIC also serves as the Guidance Steering Committee.

We are continuing to ensure that our environment is supportive of learning with a positive school climate and discipline policy, keeping our facility as clean as possible. Other areas of opportunity for next year are to improve achievement for our FARMS and special education students. We will seek to provide more differentiation across the curriculum next year with the implementation of Balanced Literacy.

Barbara A. Barlow, Principal Mr. Michael Budd, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	62	194	119
Percent satisfied with learning environment	98.4%	90.7%	96.6%
Percent satisfied with social and physical environment	100.0%	92.3%	96.6%
Percent satisfied with school-home relations	100.0%	89.7%	97.5%

* 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 27 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	

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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.6%	0.0%	No
Student attendance rate	97.3%	94.0%**	Yes

* Or greater than last year

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BELL'S CROSSING ELEMENTARY 11/09/11-2301112

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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	650	100	8.6	31.5	59.9	95.2	84.1	82.4	Yes	Yes
Gender										
Male	354	100	9.8	34.4	55.8	95.1	80.8	78.7	N/A	N/A
Female	296	100	7	28.1	64.9	95.4	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	496	100	6.8	27.7	65.5	96.7	89.7	88.9	Yes	Yes
African American	76	100	15.9	52.2	31.9	89.9	72.2	72.9	Yes	Yes
Asian/Pacific Islander	26	100	4.2	29.2	66.7	95.8	93.3	93	I/S	I/S
Hispanic	51	100	17.6	41.2	41.2	88.2	79.2	79.3	Yes	Yes
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	83.8	83	I/S	I/S
Disability Status										
Disabled	74	100	40.3	33.3	26.4	72.2	48.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	51	100	16.4	32.7	50.9	89.1	79.3	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	123	100	17.9	42.9	39.3	89.3	75.7	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	650	100	11.7	37.2	51	93.7	84.4	81.9	Yes	Yes
Gender										
Male	354	100	12.1	35.8	52	93.4	82.9	79.9	N/A	N/A
Female	296	100	11.2	38.9	49.8	94	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	496	100	10.1	35.1	54.8	94.9	89.4	88.9	Yes	Yes
African American	76	100	20.3	50.7	29	88.4	72	71.4	Yes	Yes
Asian/Pacific Islander	26	100	4.2	16.7	79.2	95.8	95.6	94.6	I/S	I/S
Hispanic	51	100	19.6	49	31.4	88.2	82.7	81.1	Yes	Yes
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	86.3	84.4	I/S	I/S
Disability Status										
Disabled	74	100	44.4	37.5	18.1	65.3	47.1	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	51	100	20	38.2	41.8	87.3	83.6	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	123	100	25	45.5	29.5	83.9	76.5	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	441	99.3	17.1	57.7	25.2	82.9	71.6	68.6
Gender								
Male	238	99.2	17.7	54.3	28	82.3	71.4	68.3
Female	203	99.5	16.3	61.7	21.9	83.7	71.9	68.9
Racial/Ethnic Group								
White	338	99.1	12.7	57.6	29.7	87.3	81	80.7
African American	53	100	38	58	4	62	52.3	51.4
Asian/Pacific Islander	19	100	5.6	72.2	22.2	94.4	85.1	85.3
Hispanic	30	100	36.7	50	13.3	63.3	61.4	61.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	76.8	70.8
Disability Status								
Disabled	51	100	44.9	49	6.1	55.1	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	28	100	34.4	50	15.6	65.6	61.8	60.7
Socio-Economic Status								
Subsidized meals	85	98.8	35.9	52.6	11.5	64.1	58.4	57.3
Social Studies								
All Students	440	99.3	10.9	40.2	48.9	89.1	76.1	72.5
Gender								
Male	240	99.6	10.3	39.1	50.6	89.7	75.9	72
Female	200	99	11.6	41.6	46.8	88.4	76.2	73.1
Racial/Ethnic Group								
White	327	99.7	9.4	37.3	53.3	90.6	82.8	81
African American	56	98.2	18	60	22	82	61.5	60
Asian/Pacific Islander	19	94.7	5.9	29.4	64.7	94.1	88.5	89
Hispanic	37	100	16.2	43.2	40.5	83.8	69.6	69.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	75.5	73.5
Disability Status								
Disabled	51	100	34.7	42.9	22.4	65.3	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	41	100	17.1	41.5	41.5	82.9	70.5	69.7
Socio-Economic Status								
Subsidized meals	90	97.8	24.7	43.2	32.1	75.3	65.2	62.9

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BELL'S CROSSING ELEMENTARY 11/09/11-2301112

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	223	100	7.3	34.7	58	92.7	76	73.2	97.3	96.4
Gender										
Male	127	100	10.2	36.2	53.5	89.8	70.2	67.2	97.3	96.3
Female	96	100	3.3	32.6	64.1	96.7	82.1	79.4	97.2	96.4
Racial/Ethnic Group										
White	176	100	5.7	31.6	62.6	94.3	83.1	81.5	97.1	96.2
African American	17	100	18.8	62.5	18.8	81.3	62.2	61.3	97.8	96.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	90.3	87	97.8	97.6
Hispanic	20	100	15	40	45	85	64.3	66.7	97.3	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	97.8	95.8
Disability Status										
Disabled	22	100	45.5	36.4	18.2	54.5	26.5	26	97	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	14	100	21.1	31.6	47.4	78.9	65.3	65.7	97.6	97.2
Socio-Economic Status										
Subsidized meals	32	100	23.3	43.3	33.3	76.7	63.7	63.2	96.6	95.9

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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	225	100	11.8	15.9	72.3	88.2
	4	228	99.6	12.6	29.7	57.7	87.4
	5	179	100	10.4	34.7	54.9	89.6
	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	196	100	5.8	24.2	70	94.2
	4	231	100	11.7	32.4	55.9	88.3
	5	223	100	7.8	37	55.3	92.2
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	225	100	15.5	37.3	47.3	84.5
	4	228	99.6	13.5	38.3	48.2	86.5
	5	179	100	18.5	42.8	38.7	81.5
	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	196	100	14.7	31.6	53.7	85.3
	4	231	100	11.3	43.2	45.5	88.7
	5	223	100	9.6	36.1	54.3	90.4
	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
Science							
2010	3	113	100	23.6	38.2	38.2	76.4
	4	227	100	17	51.1	31.8	83
	5	91	100	13.8	67.8	18.4	86.2
	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	98	98	27.1	47.9	25	72.9
	4	231	100	16.2	63.1	20.7	83.8
	5	112	99.1	10	55.5	34.5	90
	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	112	100	16.2	42.3	41.4	83.8
	4	227	100	13.9	41.7	44.4	86.1
	5	89	100	18.6	46.5	34.9	81.4
	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	98	98	8.6	35.5	55.9	91.4
	4	231	100	12.2	44.1	43.7	87.8
	5	111	99.1	10.2	36.1	53.7	89.8
	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
Writing							
2010	3	225	99.1	14.7	28.9	56.4	85.3
	4	227	99.6	14.4	27.9	57.7	85.6
	5	179	100	12.6	34.5	52.9	87.4
	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
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	223	100	7.3	34.7	58	92.7
	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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