



## Bell's Crossing Elementary

804 Scuffletown Road  
Simpsonville, SC 29681

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	1,234 Students	
<b>Principal</b>	Barbara A. Barlow	864-355-3800
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Dr. Keith Ray	864-288-0476

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Average</b>
2007	Good	Average
2006	Good	Below Average
2005	Excellent	Good
2004	Excellent	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

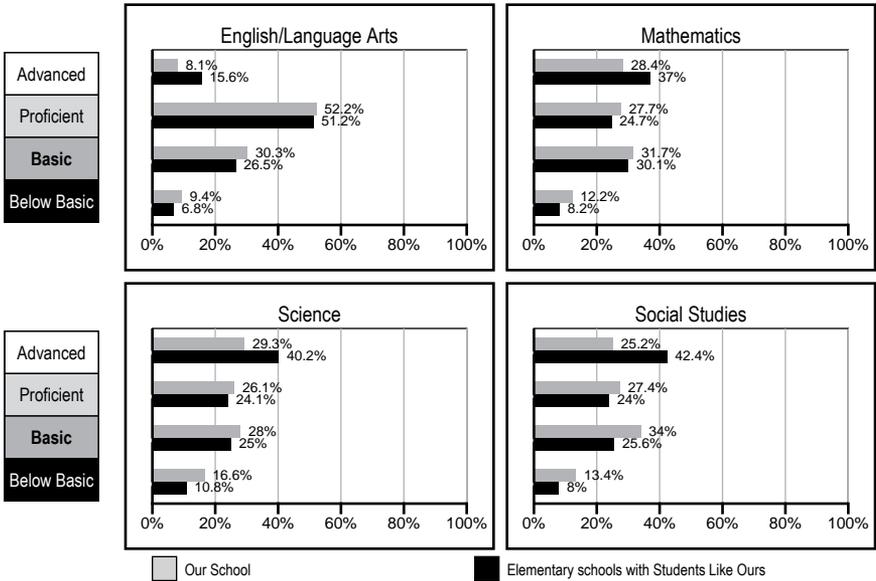
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.1%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
8	8	0	0	0

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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
<b>Students (n=1,234)</b>				
First graders who attended full-day kindergarten	97.5%	Down from 98.3%	99.4%	100.0%
Retention rate	1.1%	Down from 1.2%	1.1%	2.3%
Attendance rate	97.0%	Up from 96.8%	97.0%	96.3%
Eligible for gifted and talented	21.5%	Down from 23.4%	28.0%	10.4%
With disabilities other than speech	6.8%	No Change	5.1%	7.5%
Older than usual for grade	0.2%	Down from 0.3%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=72)</b>				
Teachers with advanced degrees	58.3%	Up from 53.7%	65.8%	56.7%
Continuing contract teachers	75.0%	Down from 86.6%	83.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.0%	Down from 87.7%	86.3%	86.4%
Teacher attendance rate	96.9%	Up from 96.3%	94.9%	94.9%
Average teacher salary	\$44,105	Up 4.0%	\$47,888	\$45,345
Professional development days/teacher	10.5 days	Down from 15.5 days	11.2 days	12.6 days
<b>School</b>				
Principal's years at school	6.5	Up from 5.5	3.0	4.0
Student-teacher ratio in core subjects	22.7 to 1	Down from 23.4 to 1	19.8 to 1	18.5 to 1
Prime instructional time	91.8%	Up from 91.2%	90.6%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$5,096	Up 9.5%	\$6,296	\$7,052
Percent of expenditures for instruction*	71.1%	Up from 70.2%	71.1%	69.1%
Percent of expenditures for teacher salaries*	61.6%	Down from 64.6%	62.4%	64.2%

\* Prior year audited financial data are reported.

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**Report of Principal and School Improvement Council**

Bell's Crossing is in the sixth year of implementing the Baldrige model, a data driven process for growth. The school hosts two Quality Days each year to demonstrate these principles to other educators in our district. Over one hundred thirty-five professionals attended this year.

We are proud of numerous areas in which we have grown this year. The school was cited as a "Closing the Gap" school in math for FARMS students for the fourth year in a row. There are eight NBCT teachers on staff and all teachers and paraprofessionals are Highly Qualified. All teachers participate in professional growth opportunities each year as aligned with our school improvement plan. Many staff members share their expertise by presenting at local, state, and national conferences. Family nights are held in most months to provide families an opportunity for active learning with their child. The school collaborates with several universities on special projects. The school was recognized this year as a Red Carpet recipient for the second time. We are proud of our writing program and the progress our students are making in reading. We have addressed improvements in Math by offering morning tutorial sessions as well as the after school tutorial program funded by EAA.

All students participate in enrichment clubs on designated school days. Field trips and grade level presentations extend the curriculum in each grade level and department. Our students demonstrate leadership through service learning activities throughout the year.

The PTA has had six consecutive years of 100% faculty and parental membership. The PTA and SIC provided a library for the Latino community for the second year in a row. This year the state recognized our SIC on the Honor Roll for their work in the Latino community. The PTA provides ongoing support through mini-grants, classroom donations, and volunteerism. All parents attend conferences during the year and are involved in their child's education. The School Improvement Council is active, monitors the school goals, and serves as an advisory board with inputs on budgets and improvements. The SIC serves as the Guidance Steering Committee.

Our areas of opportunity for next year are to improve student achievement in Math and Technology. Technology improvements will be made as funds are available.

Barbara A. Barlow, Principal  
Julia Palmer, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	69	144	64
Percent satisfied with learning environment	95.7%	78.3%	77.8%
Percent satisfied with social and physical environment	97.1%	83.9%	75.0%
Percent satisfied with school-home relations	98.6%	84.7%	77.4%

\* 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 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

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. Sanction: Implement the restructuring plan.
DELAY	<b>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."</b>
HOLD	<b>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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.5%	0.0%	No
Student attendance rate	97.0%	94.0%	Yes

\* Or greater than last year

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	568	99.8	9.2	30.3	52.3	8.1	71.3	52.4	48.2	Yes	Yes
<b>Gender</b>											
Male	299	99.7	12.4	30.9	50	6.7	65.2	46.1	41.7	N/A	N/A
Female	269	100	5.8	29.7	54.8	9.7	78	59.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	435	100	7.7	28.2	55.9	8.2	74.7	62.3	60	Yes	Yes
African American	68	98.5	13.8	46.2	35.4	4.6	52.3	31.7	31.7	Yes	Yes
Asian/Pacific Islander	24	100	4.3	30.4	52.2	13	82.6	74.9	70.4	I/S	I/S
Hispanic	33	100	22.6	32.3	38.7	6.5	54.8	36.7	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	88	100	32.9	38.8	25.9	2.4	37.6	20.3	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	37	100	17.6	38.2	32.4	11.8	61.8	36.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	82	100	23.7	47.4	26.3	2.6	42.1	34.3	34	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	568	100	12.2	31.7	27.7	28.4	68.3	49.5	45.8	Yes	Yes
<b>Gender</b>											
Male	299	100	12.7	30.7	27.9	28.6	68.9	49.9	45.6	N/A	N/A
Female	269	100	11.6	32.8	27.4	28.2	67.6	49	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	435	100	9.6	30.8	28.4	31.1	71.1	59.4	59	Yes	Yes
African American	68	100	27.3	43.9	18.2	10.6	45.5	27.2	26.9	Yes	Yes
Asian/Pacific Islander	24	100	4.3	17.4	34.8	43.5	78.3	75.3	71.3	I/S	I/S
Hispanic	33	100	19.4	32.3	25.8	22.6	67.7	37.4	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	88	100	35.3	47.1	7.1	10.6	30.6	20.1	17.1	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	37	100	20.6	29.4	20.6	29.4	61.8	38.4	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	82	100	30.3	40.8	19.7	9.2	42.1	32.2	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	385	100	16.6	28	26.1	29.3	55.4	39.3	35.7	97	96.5
<b>Gender</b>											
Male	214	100	17.2	22.2	31	29.6	60.6	41.6	37.4	97	96.4
Female	171	100	15.8	35.2	20	29.1	49.1	36.9	33.8	97	96.6
<b>Racial/Ethnic Group</b>											
White	299	100	13.3	28.8	25.3	32.6	57.9	49.7	49.2	97	96.4
African American	47	100	32.6	32.6	21.7	13	34.8	18.2	17	97.2	96.4
Asian/Pacific Islander	13	100	0	15.4	53.8	30.8	84.6	60.9	58	97.2	97.7
Hispanic	19	100	38.9	16.7	27.8	16.7	44.4	23.7	24.9	96.4	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	94.5	95.3
<b>Disability Status</b>											
Disabled	61	100	46.6	29.3	12.1	12.1	24.1	16.3	14	96.9	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	22	100	30	25	30	15	45	22.6	24.4	96.7	97.2
<b>Socio-Economic Status</b>											
Subsided meals	50	100	45.8	35.4	14.6	4.2	18.8	21.3	21.1	96.1	95.8
<b>Social Studies</b>											
All Students	385	100	13.4	34	27.4	25.2	52.6	38.1	34	97	96.5
<b>Gender</b>											
Male	202	100	15.8	28.9	28.4	26.8	55.3	41	36.6	97	96.4
Female	183	100	10.9	39.4	26.3	23.4	49.7	35	31.3	97	96.6
<b>Racial/Ethnic Group</b>											
White	291	100	11.2	33.7	27.9	27.2	55.1	46.1	44.5	97	96.4
African American	48	100	26.1	34.8	23.9	15.2	39.1	20.5	19.1	97.2	96.4
Asian/Pacific Islander	14	100	7.7	23.1	46.2	23.1	69.2	60.2	58.9	97.2	97.7
Hispanic	26	100	16.7	45.8	16.7	20.8	37.5	27.7	27.5	96.4	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	94.5	95.3
<b>Disability Status</b>											
Disabled	62	100	36.7	38.3	15	10	25	17.1	14.4	96.9	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	24	100	14.3	52.4	14.3	19	33.3	27.6	27.3	96.7	97.2
<b>Socio-Economic Status</b>											
Subsided meals	55	100	20.4	42.9	28.6	8.2	36.7	22.8	21	96.1	95.8

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	200	99.5	9.3	24.6	58.5	7.7	66.1
	4	186	100	8.4	36	50	5.6	55.6
	5	187	100	8.9	40.2	46.9	3.9	50.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	180	100	5.2	17.8	59.2	17.8	77
	4	202	99.5	11.6	26.8	57.4	4.2	61.6
	5	186	100	10.7	46.3	40.1	2.8	42.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	200	99.5	15.8	51.4	21.9	10.9	32.8
	4	186	100	11.2	33.1	23	32.6	55.6
	5	187	100	8.9	38	31.8	21.2	53.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	180	100	8.6	28.7	25.9	36.8	62.6
	4	202	100	15.7	27.2	29.3	27.7	57.1
	5	186	100	11.9	39.5	27.7	20.9	48.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	100	100	30.4	38	23.9	7.6	31.5
	4	186	100	18.5	28.1	23.6	29.8	53.4
	5	94	98.9	22	29.7	23.1	25.3	48.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	90	100	10.1	24.7	32.6	32.6	65.2
	4	202	100	17.3	28.3	25.7	28.8	54.5
	5	93	100	21.6	30.7	20.5	27.3	47.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	100	99	9.9	48.4	30.8	11	41.8
	4	186	100	14	32.6	18	35.4	53.4
	5	93	98.9	6.8	44.3	23.9	25	48.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	90	100	5.9	38.8	35.3	20	55.3
	4	202	100	15.2	33.5	26.2	25.1	51.3
	5	93	100	16.9	30.3	22.5	30.3	52.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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