



## BELLE HALL ELEMENTARY

385 Egypt Road  
Mt. Pleasant, SC 29464

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	787 Students	
<b>Principal</b>	Kevin Conklin	843-849-2841
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Ruth Jordan	843-345-4529

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Excellent</b>	<b>Excellent</b>
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Excellent	Good
2006	Excellent	Excellent

## 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**

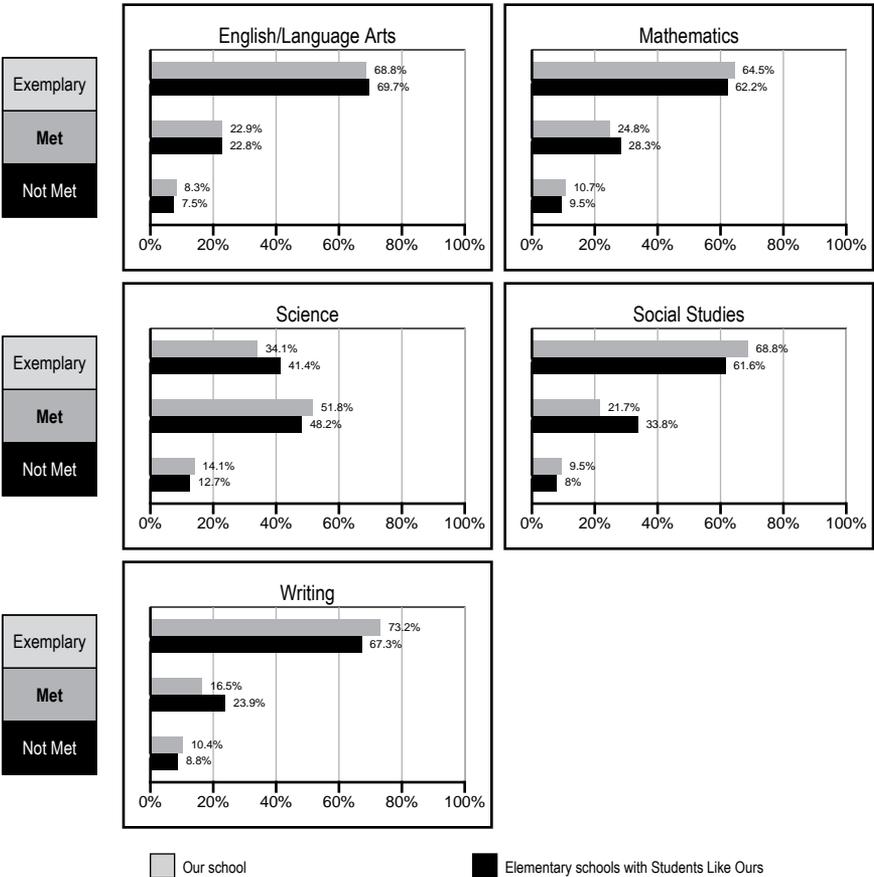
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.2%

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

Excellent	Good	Average	Below Average	At-Risk
16	2	0	0	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
<b>Students (n=787)</b>				
First graders who attended full-day kindergarten	95.6%	Down from 98.4%	100.0%	100.0%
Retention rate	0.7%	Up from 0.6%	0.2%	1.2%
Attendance rate	96.8%	No Change	96.9%	96.1%
Eligible for gifted and talented	30.4%	Up from 30.2%	36.5%	11.7%
With disabilities other than speech	3.5%	Down from 5.8%	4.5%	8.0%
Older than usual for grade	0.3%	Up from 0.2%	0.0%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=48)</b>				
Teachers with advanced degrees	62.5%	Down from 62.7%	67.0%	60.5%
Continuing contract teachers	97.9%	Up from 96.1%	88.6%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.6%	Up from 90.9%	88.9%	87.0%
Teacher attendance rate	97.6%	Up from 96.5%	95.1%	95.4%
Average teacher salary*	\$51,709	Up 1.5%	\$50,174	\$47,288
Professional development days/teacher	6.5 days	Up from 6.2 days	8.4 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	5.5	4.0
Student-teacher ratio in core subjects	22.1 to 1	Up from 20.2 to 1	20.7 to 1	19.2 to 1
Prime instructional time	94.2%	Up from 93.1%	93.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,708	Up 3.4%	\$7,425	\$7,548
Percent of expenditures for instruction**	78.1%	Up from 75.8%	67.9%	68.7%
Percent of expenditures for teacher salaries**	74.6%	Up from 71.5%	65.8%	65.1%

\* 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

This report card data reflects PASS results and School Climate Surveys of parents and students in grade five for the spring of 2010. Belle Hall Elementary (BHE) is proud of the students' performance and achievement on the PASS. We continue to place academics and student achievement as priorities as we focus on teaching the South Carolina Curriculum Standards in preparation for success on the Palmetto Assessment of State Standards (PASS) exam. The school provides a safe and nurturing environment, promoting character development through regularly-scheduled guidance classes. Our curriculum is rigorous with challenging activities for developing students. Belle Hall is a successful school that benefits from the hard work and determination of our students, teachers, parents, staff, and community. BHE received the 2009 Palmetto Gold Award, which is based on exemplary student achievement. This is our ninth consecutive year for this distinction. Thank you to everyone who supported us in pursuit of these goals!

Belle Hall Elementary's mission is to develop skilled, respected, independent seekers of knowledge by providing a rich, diverse, and challenging curriculum. The school's ethnically diverse population of 781 students in grades Child Development through 5th has an enrollment of 80% white and 20% non-white students. Instructional programs include various special education services, Gifted and Talented, fine arts, technology, guidance, Accelerated Reader, chorus, handbells, and regular intervention groups for students needing academic assistance. Students may also participate in swimming, volleyball, and basketball, among other extracurricular activities. Students in 3rd through 5th grades may qualify for the Gifted and Talented program. This year, 39% of our children participated in this program. Efforts are consistently made to provide additional resources to classrooms challenged with increasing student-teacher ratios. In 2009-10, average class sizes were 22:1 in kindergarten, 20:1 in first grade, 23:1 in 2nd and 3rd grades, and 29:1 in the upper grades. Teacher turnover is rare at Belle Hall, and the majority of teachers holds a Master's Degree or above. Belle Hall teachers currently average greater than 20 years of teaching experience, with five holding National Board Certification. Adequate time for teacher planning and training remains a challenge to meeting the needs of students.

The Belle Hall continues to support all children and enable them to be successful, fulfilled learners.

Mr. Kevin Conklin, Principal  
 Mr. David Manzi, 2009-10 SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	102	80
Percent satisfied with learning environment	100.0%	99.0%	97.5%
Percent satisfied with social and physical environment	100.0%	98.0%	96.2%
Percent satisfied with school-home relations	100.0%	98.0%	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

YES

This school met 17 out of 17 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	340	100	8.3	22.9	68.8	94.8	85	83.5	Yes	Yes
<b>Gender</b>										
Male	185	100	10.1	25.3	64.6	93.8	81.6	80.1	N/A	N/A
Female	155	100	6	20.1	73.8	96	88.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	282	100	4.8	19.3	75.9	97	95.3	89.6	Yes	Yes
African American	46	100	31.1	42.2	26.7	80	75.2	74.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	96.1	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	20	100	72.2	22.2	5.6	44.4	49	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	N/A	N/A	N/A	100	80.2	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	42	100	27.5	35	37.5	82.5	76.4	76.9	Yes	Yes

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

All Students	340	100	10.7	24.8	64.5	92	81	80.4	Yes	Yes
<b>Gender</b>										
Male	185	100	11.8	25.8	62.4	90.4	78.9	78.4	N/A	N/A
Female	155	100	9.4	23.5	67.1	94	83.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	282	100	5.9	21.1	73	95.9	94.5	87.8	Yes	Yes
African American	46	100	40	48.9	11.1	68.9	68	69.3	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	96.1	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	20	100	N/A	N/A	N/A	22.2	43.8	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	16.7	16.7	66.7	83.3	77.6	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	42	100	35	47.5	17.5	75	70.2	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	229	100	14.1	51.8	34.1	85.9	67.4	67.3
<b>Gender</b>								
Male	130	100	15.1	55.6	29.4	84.9	66.2	66.9
Female	99	100	12.8	46.8	40.4	87.2	68.5	67.7
<b>Racial/Ethnic Group</b>								
White	187	100	7.3	53.6	39.1	92.7	89	79.6
African American	34	100	54.5	42.4	3	45.5	46.7	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
<b>Disability Status</b>								
Disabled	12	100	I/S	I/S	I/S	I/S	29.2	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	58.2	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	29	100	59.3	37	3.7	40.7	49.3	55.4
<b>Social Studies</b>								
All Students	230	100	9.5	21.7	68.8	90.5	73.8	70.9
<b>Gender</b>								
Male	124	100	10.1	22.7	67.2	89.9	72.3	70.1
Female	106	100	8.8	20.6	70.6	91.2	75.3	71.7
<b>Racial/Ethnic Group</b>								
White	185	100	5.1	18.6	76.3	94.9	90.1	79.2
African American	36	100	31.4	37.1	31.4	68.6	58.4	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.3	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
<b>Disability Status</b>								
Disabled	13	100	75	16.7	8.3	25	38.9	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	10	I/S	9.1	27.3	63.6	90.9	66.7	68
<b>Socio-Economic Status</b>								
Subsidized meals	32	100	25.8	35.5	38.7	74.2	60.2	60.8

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
<b>Writing</b>										
All Students	337	99.4	9.8	16.6	73.6	90.2	75	72.1	96.8	95.7
<b>Gender</b>										
Male	184	98.9	11.9	22.6	65.5	88.1	69.1	65.2	96.8	95.5
Female	153	100	7.4	9.4	83.2	92.6	81	79.2	96.8	95.8
<b>Racial/Ethnic Group</b>										
White	280	99.6	6.3	15.2	78.5	93.7	91	80.8	96.8	95.8
African American	45	97.8	31.8	27.3	40.9	68.2	60.2	59.7	97.1	95.5
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	89.2	87	97.8	97
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.7	64.6	95.5	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	98.9	95.6
<b>Disability Status</b>										
Disabled	20	100	80	5	15	20	28.4	27.7	95.6	94.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
<b>English Proficiency</b>										
Limited English Proficient	11	100	16.7	8.3	75	83.3	63.5	63.7	97.4	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	41	100	31.7	29.3	39	68.3	61.1	61.9	96.3	95.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	120	100	11.8	14.5	73.6	88.2
	4	116	100	4.7	26.2	69.2	95.3
	5	97	100	4.2	28.4	67.4	95.8
	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
<b>2010</b>	3	108	100	10.6	13.5	76	89.4
	4	119	100	8.8	30.7	60.5	91.2
	5	113	100	5.5	23.9	70.6	94.5
	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
<b>Mathematics</b>							
<b>2009</b>	3	120	100	20	30	50	80
	4	116	100	7.5	28	64.5	92.5
	5	97	100	5.3	31.6	63.2	94.7
	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
<b>2010</b>	3	108	100	19.2	25	55.8	80.8
	4	119	100	9.6	30.7	59.6	90.4
	5	113	100	3.7	18.3	78	96.3
	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
<b>Science</b>							
<b>2009</b>	3	60	100	13	48.1	38.9	87
	4	116	100	10.2	38.9	50.9	89.8
	5	48	100	2.1	54.2	43.8	97.9
	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
<b>2010</b>	3	53	100	21.2	38.5	40.4	78.8
	4	119	100	14	57	28.9	86
	5	57	100	7.4	53.7	38.9	92.6
	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

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
<b>Social Studies</b>							
<b>2009</b>	3	61	100	14.3	25	60.7	85.7
	4	116	100	6.5	15.9	77.6	93.5
	5	49	98	2.2	23.9	73.9	97.8
	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
<b>2010</b>	3	55	100	13.5	25	61.5	86.5
	4	119	100	8.8	24.6	66.7	91.2
	5	56	100	7.3	12.7	80	92.7
	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
<b>Writing</b>							
<b>2009</b>	3	120	100	16.2	18.9	64.9	83.8
	4	117	99.2	7.5	13.1	79.4	92.5
	5	97	97.9	5.4	25.8	68.8	94.6
	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
<b>2010</b>	3	108	100	15.4	15.4	69.2	84.6
	4	117	98.3	8	20.5	71.4	92
	5	112	100	6.4	13.6	80	93.6
	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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