



## Bell's Crossing

804 Scuffletown Rd  
Simpsonville, SC 29681

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	978 Students	
<b>Principal</b>	Christopher Ross	864-355-3800
<b>Superintendent</b>	Mr. Burke Royster	864-355-3100
<b>Board Chair</b>	Mr. Chuck Saylor	803-360-3527

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Excellent</b>	<b>Good</b>
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Good

## 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**

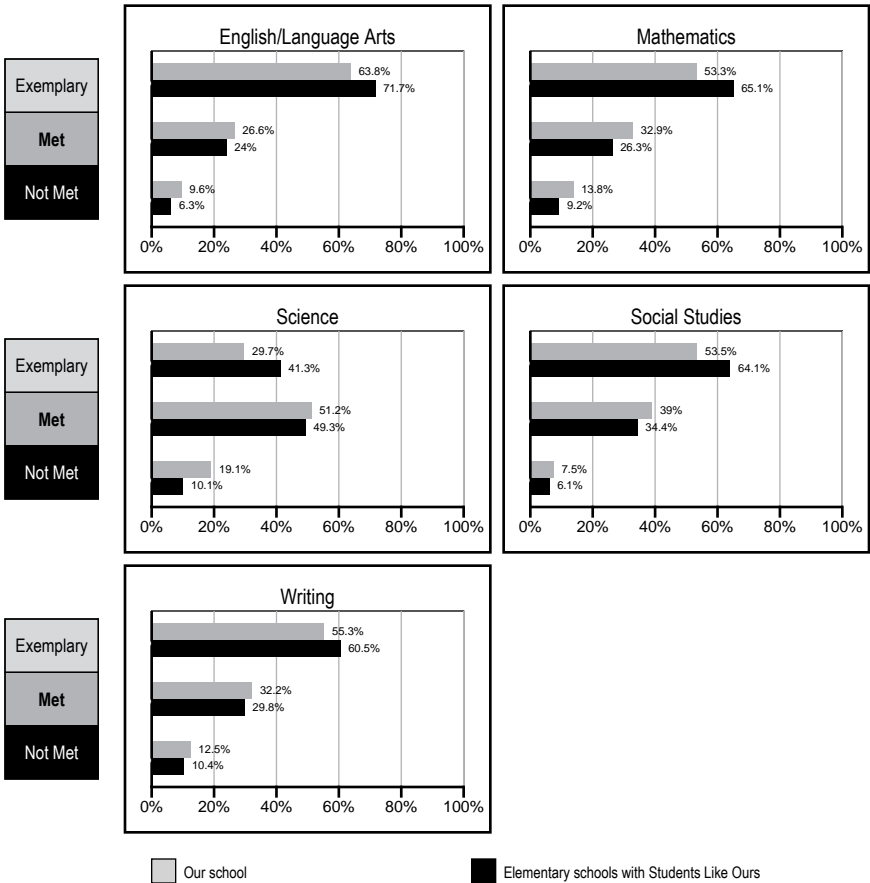
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.3%

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

Excellent	Good	Average	Below Average	At-Risk
15	0	0	0	0

\* Ratings are calculated with data available by 12/14/2013.

**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=978)</b>				
First graders who attended full-day kindergarten	98.8%	Up from 96.2%	99.2%	100.0%
Retention rate	0.5%	Up from 0.4%	0.4%	0.9%
Attendance rate	97.4%	Down from 97.7%	97.2%	96.3%
Served by gifted and talented program	15.8%	N/A	18.2%	7.2%
With disabilities	11.0%	N/A	10.9%	12.4%
Older than usual for grade	0.7%	N/A	0.7%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=54)</b>				
Teachers with advanced degrees	63.0%	Down from 63.5%	66.7%	62.5%
Continuing contract teachers	85.2%	Down from 88.9%	92.7%	83.3%
Teachers returning from previous year	88.3%	Down from 93.4%	91.5%	88.3%
Teacher attendance rate	93.8%	Down from 95.3%	95.2%	95.0%
Average teacher salary*	\$48,672	Up 1.3%	\$50,266	\$48,193
Professional development days/teacher	10.8 days	Up from 8.2 days	9.2 days	11.0 days
<b>School</b>				
Principal's years at school	1.0	Down from 10.0	4.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Down from 22.9 to 1	20.4 to 1	20.1 to 1
Prime instructional time	89.9%	Down from 91.6%	91.4%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,281	Up 6.8%	\$7,370	\$7,364
Percent of expenditures for instruction**	69.0%	Down from 69.7%	73.0%	68.0%
Percent of expenditures for teacher salaries**	68.0%	Down from 69.0%	71.0%	66.0%

\* 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 Elementary School is a place where students learn today and lead tomorrow. The school is known as a Continuous Improvement/Baldrige School as well as a Covey school. The Baldrige Model of continuous improvement has students taking ownership of their learning through setting goals, tracking their progress, and communicating their growth. The Covey Model uses character strategies found in Stephen Covey's Book, *Highly Effective People*. The two models complement each other to make Bell's Crossing a School of Leaders.

Bell's Crossing has been recognized across the state and country for its accomplishments. The school has received the Palmetto Gold Award each of its 11 years in existence. This award is attributed to its high achievement. Bell's Crossing has also earned the Exemplary Writing Award, Red Carpet Award, South Carolina School of Character, and National School of Character. The state Teacher of the Year is a member of the staff, serving as the school's instructional coach. This past year the school was recognized as a Star Energy School and a Safe Kids School. Bell's Crossing will continue to achieve at the highest of levels.

The school has a proven history of being a model for leadership. The students are provided leadership opportunities through Student Council, Peer Tutors, News Team, and Community Service Projects. Character education is taught throughout the school as the staff strives to educate the whole child and serve as role models for our students. Fine Arts education is promoted through school productions, Reflections Contest, and other events. The School Improvement Council is active, monitors the school goals, and serves as an advisory board with input of school improvements. The Parent Teacher Association supports the school with strong programs and financial resources.

Technology has moved to the forefront at the school recently. Bell's Crossing has an interactive whiteboard in every classroom, along with devices for each student to interact with the board. Students have access to two computer labs and eight laptop carts. This past year, the school transformed a classroom into a virtual field trip lab. Students have the opportunities to visit places like NASA, London Archives, and the Royal Botanical Gardens of Canada to enrich and expand their studies. Bell's Crossing will be implementing tablets this school year to further move the school towards a 21st century classroom.

Bell's Crossing strives to provide the best education for our students. Our school climate promotes a supportive learning environment for our children. We believe in educating the whole child in order for our students to soar and succeed, to grow and to lead.

Christopher Ross, Principal

Mrs. Stacey Daniel, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	54	175	97
Percent satisfied with learning environment	100%	85.2%	88.7%
Percent satisfied with social and physical environment	100%	85.8%	95.8%
Percent satisfied with school-home relations	96.4%	93.3%	89.6%

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

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## ESEA/Federal Accountability Rating System

In July 2013, 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.

<b>Overall Weighted Points Total</b>	<b>98.4</b>
<b>Overall Grade Conversion</b>	<b>A</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

Bell's Crossing 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	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.4%	94.0%*	Yes

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	682.3	668.5	642.7	665.7	100.0	100.0
Male	678.8	671.9	646.3	671.6	100.0	100.0
Female	686.4	664.5	638.5	658.4	100.0	100.0
White	684.3	671.2	646.6	667.4	100.0	100.0
African American	662.0	641.0	606.5	641.2	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	669.3	657.5	640.5	661.5	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	642.8	622.9	605.6	626.9	100.0	100.0
Limited English Proficient	676.5	668.9	638.0	665.8	100.0	100.0
Subsidized meals	662.8	643.7	612.2	648.2	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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>2012</b>	3	189	100	8.3	15	76.7	91.7
	4	195	100	7.9	31.7	60.3	92.1
	5	226	100	15.8	32.6	51.6	84.2
	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
<b>2013</b>	3	182	100	11.2	20.2	68.5	88.8
	4	161	100	11	27.7	61.3	89
	5	181	100	6.9	32	61.1	93.1
	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
<b>Mathematics</b>							
<b>2012</b>	3	189	100	11.7	28.9	59.4	88.3
	4	195	100	9.5	45	45.5	90.5
	5	226	100	13.1	40.3	46.6	86.9
	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>2013</b>	3	182	100	19.7	28.7	51.7	80.3
	4	161	100	11.6	32.9	55.5	88.4
	5	181	100	9.7	37.1	53.1	90.3
	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>Science</b>							
<b>2012</b>	3	94	98.9	15.6	45.6	38.9	84.4
	4	195	100	12.2	72	15.9	87.8
	5	114	100	16.1	50.9	33	83.9
	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>2013</b>	3	91	97.8	29.1	41.9	29.1	70.9
	4	161	100	12.9	52.9	34.2	87.1
	5	91	100	18.4	58.6	23	81.6
	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

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>2012</b>	3	95	97.9	16.7	38.9	44.4	83.3
	4	195	100	7.9	48.1	43.9	92.1
	5	112	100	16.5	33	50.5	83.5
	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>2013</b>	3	91	100	4.4	45.6	50	95.6
	4	161	99.4	9.1	42.9	48.1	90.9
	5	90	98.9	5.7	26.4	67.8	94.3
	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>Writing</b>							
<b>2012</b>	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	228	99.6	16.1	29.1	54.7	83.9
	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>2013</b>	3	181	100	12.9	27.5	59.6	87.1
	4	160	100	12.3	38.1	49.7	87.7
	5	183	100	12.4	31.6	55.9	87.6
	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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