

## Belle Hall Elementary

385 Egypt Road  
Mt. Pleasant, SC 29464

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	714 Students	
<b>Principal</b>	Terri H. Nichols	843-849-2841
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Ms. Nancy Cook	843-760-2635

# THE STATE OF SOUTH CAROLINA 2007 ANNUAL SCHOOL REPORT CARD

### RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Improvement Rating
2007	Excellent	Good
2006	Excellent	Excellent
2005	Excellent	Good
2004	Excellent	Excellent
2003	Excellent	Good

### DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School 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 2006-07 whose 2005-06 test scores were located.

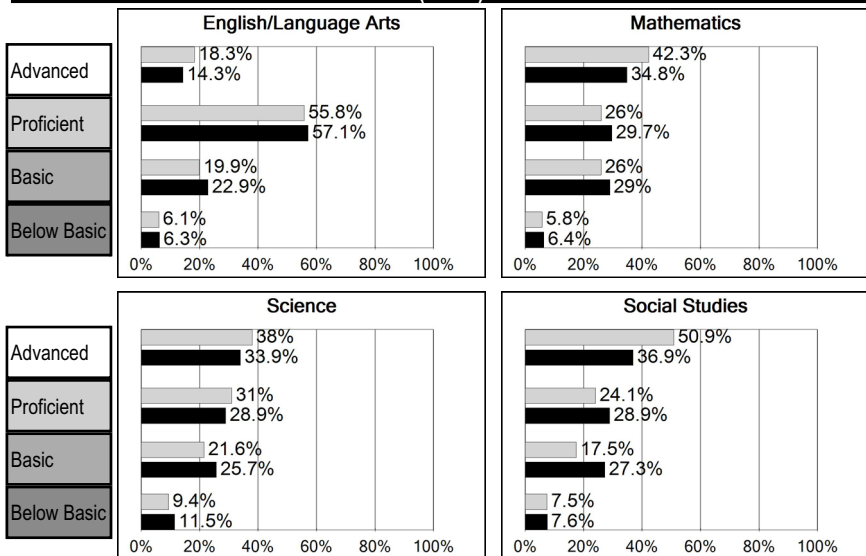
95.5%

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

Excellent	Good	Average	Below Average	Unsatisfactory
7	3	0	0	0

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

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**



Our School

Elementary Schools with Students Like Ours

\* Elementary Schools with Students Like Ours are elementary schools with Poverty Indices of no more than 5% above or below the index for this school.

**DEFINITION OF CRITICAL TERMS**

<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
<b>Proficient</b>	Well prepared to work at next grade level; met expectations
<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
<b>Below Basic</b>	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**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 714)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 98.5%	100.0%	100.0%
Retention rate	2.7%	Up from 1.8%	0.9%	2.6%
Attendance rate	96.7%	No change	96.7%	96.2%
Eligible for gifted and talented	37.0%	Up from 35.7%	35.1%	10.4%
With disabilities other than speech	6.2%	Down from 6.4%	3.6%	7.1%
Older than usual for grade	0.2%	Down from 0.9%	0.2%	1.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Down from 0.3%	0.0%	0.0%
<b>Teachers (n= 58)</b>				
Teachers with advanced degrees	58.6%	Down from 61.8%	62.5%	56.3%
Continuing contract teachers	87.9%		85.3%	79.8%
Teachers with emergency or provisional certificates	3.7%	Up from 1.9%	0.0%	0.0%
Teachers returning from previous year	89.6%	Up from 88.7%	85.1%	86.7%
Teacher attendance rate	97.2%	Up from 96.2%	95.7%	95.1%
Average teacher salary	\$44,847	Up 2.3%	\$44,845	\$43,872
Prof. development days/teacher	15.8 days	Down from 16.0 days	12.7 days	13.1 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 19.3 to 1	18.9 to 1	18.5 to 1
Prime instructional time	93.5%	Up from 92.2%	91.8%	89.8%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	No	No change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.0%	100.0%	100.0%
Character development	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,115	Up 4.1%	\$6,149	\$6,753
Percent of expenditures for teacher salaries*	71.0%	Up from 70.0%	67.4%	65.3%
Percent of expenditures for instruction*	75.2%	Up from 74.9%	68.0%	69.3%

\* Prior year audited financial data are reported.

**Abbreviations for Missing Data**

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## REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The information in this report card reflects PACT testing results and School Climate Surveys of parents in grades one through four for the spring of 2007. We are extremely proud of our students' performance and achievement levels on the PACT. We continue to place academics and student achievement as our first priorities. We provide a safe and nurturing environment providing character development through regularly scheduled guidance classes. Our curriculum is rigorous with challenging activities for students as they grow and stretch their minds. Belle Hall is a successful school that benefits from the hard work and determination of our students, teachers, parents and staff. We received the 2007 Palmetto Gold Award, which is based on exemplary student achievement. This is the sixth year in a row we have received this designation. We were also recognized by the South Carolina Education Oversight Committee for closing the achievement gap for historically underperforming groups of students. Many thanks to all of those who helped us attain these goals!

The mission of Belle Hall Elementary is to develop skilled, respected, independent seekers of knowledge by providing a rich, diverse, and challenging curriculum. We serve an ethnically diverse population of 725 students in Child Development through the 5th grade, with 82% of the population white and 18% non-white. Instructional programs include all special education services, Reading Recovery, Gifted and Talented, fine arts, computer, guidance, Accelerated Reader, chorus, handbells, and regular intervention groups for students needing academic assistance. Students may also participate on the track team, basketball team, and tennis team. Students in 2nd through 5th grades may qualify for the Gifted and Talented program. This year over 40% of our children participated in this program. We strive to maintain low numbers in 1st grade with fewer than 20 in most classes. Second and third grades maintain a 24:1 average student-teacher ratio. Less than 1% of our teachers choose to leave Belle Hall and over 80% of our teachers hold a Master's Degree or above. Belle Hall teachers currently average 19 years of teaching experience, with three holding National Board Certification. Adequate time for teacher planning and training can at times be a barrier to meeting the needs of students.

The Belle Hall journey to meet the needs of all children, enabling them to be successful, happy learners, continues.

Terri H. Nichols, Principal  
Joyce Menon, 2006-07 SIC Chair

### EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	55	97	43
Percent satisfied with learning environment	100.0%	96.9%	95.3%
Percent satisfied with social and physical environment	100.0%	95.9%	95.3%
Percent satisfied with school-home relations	98.1%	99.0%	93.0%

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

# NO CHILD LEFT BEHIND

## SCHOOL ADEQUATE YEARLY PROGRESS

**YES**

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate, 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.

## TEACHER QUALITY AND STUDENT ATTENDANCE

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.4%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	9.8%	9.0%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.9%	0.0%	No
Student attendance	96.7%	94.0%	Yes

\*or greater than last year

### Abbreviations for Missing Data

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### PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced (Adj)*	District % Proficient and Advanced (Adj)*	State % Proficient and Advanced (Adj)*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>											
All Students	330	100.0	6.3	20.4	54.9	18.5	82.8	50.5	46.8	Yes	Yes
<b>Gender</b>											
Male	179	100.0	8.7	26.0	52.0	13.3	76.3	44.5	40.1	N/A	N/A
Female	151	100.0	3.4	13.7	58.2	24.7	90.4	56.8	53.8	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	264	100.0	4.2	16.2	57.7	21.9	88.5	75.3	58.7	Yes	Yes
African American	54	100.0	17.0	42.6	36.2	4.3	55.3	29.8	30.3	Yes	Yes
Asian/Pacific Islander	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	77.0	69.0	I/S	I/S
Hispanic	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	36.1	35.7	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	75.0	45.8	I/S	I/S
<b>Disability Status</b>											
Disabled	35	100.0	46.9	34.4	12.5	6.3	28.1	18.7	15.9	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	20.0	26.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	33.8	33.1	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	38	100.0	28.1	40.6	31.3	0.0	43.8	30.4	32.3	I/S	I/S
<b>Mathematics – State Performance Objective = 36.7%</b>											
All Students	330	100.0	5.6	27.0	26.0	41.4	82.4	48.8	45.8	Yes	Yes
<b>Gender</b>											
Male	179	100.0	8.1	28.3	19.7	43.9	78.6	48.5	45.1	N/A	N/A
Female	151	100.0	2.7	25.3	33.6	38.4	87.0	49.2	46.6	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	264	100.0	3.5	23.1	26.2	47.3	90.0	74.3	59.2	Yes	Yes
African American	54	100.0	17.0	48.9	27.7	6.4	42.6	27.0	26.9	Yes	Yes
Asian/Pacific Islander	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	79.8	71.6	I/S	I/S
Hispanic	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	39.3	37.6	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	75.0	45.7	I/S	I/S
<b>Disability Status</b>											
Disabled	35	100.0	50.0	31.3	15.6	3.1	31.3	19.7	17.2	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	20.0	26.8	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	38.7	37.0	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	38	100.0	25.0	50.0	25.0	0.0	37.5	29.0	31.3	I/S	I/S

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

**Abbreviations for Missing Data**

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### PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> 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	225	100.0	9.4	21.6	31.0	38.0	69.0	36.0	33.0	96.7	95.6
<b>Gender</b>											
Male	119	100.0	11.8	16.4	31.8	40.0	71.8	38.0	34.0	96.8	95.5
Female	106	100.0	6.8	27.2	30.1	35.9	66.0	33.0	31.0	96.7	95.8
<b>Racial/Ethnic Group</b>											
White	178	100.0	4.7	17.4	34.9	43.0	77.9	63.0	45.0	96.7	95.8
African American	36	100.0	36.7	40.0	16.7	6.7	23.3	13.0	15.0	96.9	95.4
Asian/Pacific Islander	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	71.0	55.0	N/A	97.2
Hispanic	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	24.0	22.0	N/A	95.6
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	50.0	33.0	N/A	95.4
<b>Disability Status</b>											
Disabled	22	100.0	50.0	35.7	7.1	7.1	14.3	38.0	36.0	96.8	95.8
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	29.0	11.0	N/A	95.4
<b>English Proficiency</b>											
Limited English Proficient	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	24.0	21.0	N/A	95.9
<b>Socio-Economic Status</b>											
Subsidized meals	27	100.0	30.0	50.0	15.0	5.0	20.0	15.0	19.0	95.9	95.0
<b>Social Studies</b>											
All Students	224	100.0	7.5	17.5	24.1	50.9	75.0	36.0	30.0	96.7	95.6
<b>Gender</b>											
Male	127	100.0	5.9	17.8	24.6	51.7	76.3	38.0	32.0	96.8	95.5
Female	97	100.0	9.6	17.0	23.4	50.0	73.4	34.0	28.0	96.7	95.8
<b>Racial/Ethnic Group</b>											
White	179	100.0	5.2	13.2	26.4	55.2	81.6	60.0	40.0	96.7	95.8
African American	37	100.0	20.0	40.0	10.0	30.0	40.0	16.0	16.0	96.9	95.4
Asian/Pacific Islander	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	61.0	54.0	N/A	97.2
Hispanic	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	25.0	23.0	N/A	95.6
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	69.0	31.0	N/A	95.4
<b>Disability Status</b>											
Disabled	27	100.0	45.0	35.0	5.0	15.0	20.0	16.0	14.0	95.7	94.4
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	29.0	16.0	N/A	95.4
<b>English Proficiency</b>											
Limited English Proficient	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	27.0	23.0	N/A	95.9
<b>Socio-Economic Status</b>											
Subsidized meals	26	100.0	26.3	57.9	10.5	5.3	15.8	17.0	18.0	95.9	95.0

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient & Advanced
<b>English/Language Arts</b>								
<b>2006</b>	3	114	98.2	1.0	9.5	51.4	38.1	89.5
	4	108	98.1	1.9	14.6	56.3	27.2	83.5
	5	134	91.8	8.3	29.2	53.3	9.2	62.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	105	100.0	4.0	12.1	52.5	31.3	83.8
	4	114	100.0	5.4	19.6	57.1	17.9	75.0
	5	111	100.0	9.3	28.7	54.6	7.4	62.0
	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>Mathematics</b>								
<b>2006</b>	3	114	99.1	0.0	20.0	23.8	56.2	80.0
	4	108	98.1	4.9	20.4	29.1	45.6	74.8
	5	134	90.3	7.6	31.4	22.9	38.1	61.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	105	100.0	4.0	40.4	25.3	30.3	55.6
	4	114	100.0	6.3	17.9	25.9	50.0	75.9
	5	111	100.0	6.5	24.1	26.9	42.6	69.4
	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>Science</b>								
<b>2006</b>	3	114	100.0	6.6	32.1	28.3	33.0	61.3
	4	108	98.1	6.7	23.8	26.7	42.9	69.5
	5	134	91.0	19.1	24.4	13.0	43.5	56.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	54	100.0	12.2	26.5	40.8	20.4	61.2
	4	114	100.0	8.9	18.8	32.1	40.2	72.3
	5	57	100.0	7.7	23.1	19.2	50.0	69.2
	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>Social Studies</b>								
<b>2006</b>	3	114	100.0	1.9	13.2	42.5	42.5	84.9
	4	108	98.1	5.7	34.3	19.0	41.0	60.0
	5	134	91.0	16.0	24.4	19.8	39.7	59.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	53	100.0	4.2	6.3	33.3	56.3	89.6
	4	114	100.0	6.3	22.3	26.8	44.6	71.4
	5	57	100.0	13.5	17.3	9.6	59.6	69.2
	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

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample