

Dear Belle Hall Parents,
 This Annual School Report is prepared for you and our school community. It highlights our most recent SCREADY scores, SCPASS scores and gives an overview of the initiatives and strategies found in our School Renewal Plan. This report also emphasizes the fact that we continue to place academics and student achievement as our top priorities as we prepare for this year's South Carolina SCREADY, SCPASS, MAP and FastBridge assessments. If you have any questions, please contact Principal Kevin Conklin at 849-2841. kevin.conklin@charleston.k12.sc.us

2018-2019 Belle Hall

School Improvement Council

Marshelle Grant, Chair/parent
 Ashley Player, parent
 Debbie Doyle, teacher
 Alicia Ross, teacher
 Kevin Conklin, Principal
 Bonita Foster, Asst. Principal
 Nicole Elliott, PTA President
 Mark Ruppel, community
 Mt. Pleasant Police Dept. rep.
 Mt. Pleasant Fire Dept. rep.

Belle Hall

Mission Statement

The mission of Belle Hall Elementary School is to develop skilled, respected, independent seekers of knowledge by providing a rich, diverse and challenging curriculum.

The new SC School Report Card rating incorporates student growth.

The lowest performing 20% of student scores factor heavily. This and achievement gaps across student groups are areas of focus for BHES.

Belle Hall Elementary has an enrollment of 725+ students in Pre-K through 5th grade classes.

2018

SCREADY & PASS Scores

Percentages "at or above standard"

ELA	Math	Sci.	Soc.St.
77.0%	77.0%	72.7%	89.0%



SCREADY & SCPASS EXAMS

Since Spring 2016, the SCREADY exams have annually measured 3rd, 4th and 5th graders' knowledge in ELA-English Language Arts [Reading, Writing and English] as well as Math. SCPASS stands for Palmetto Assessment of State Standards and this exam has been a state testing program since 2009. The PASS exams measure 4th and 5th graders' knowledge in science and social studies, respectively. Each child's test is scored by the academic standards for his or her grade level and subject area. For ELA, Math and Science exams, students can score at the levels of "Exceeds", "Meets", "Approaches" or "Does Not Meet" Expectations. For the Social Studies exam, a student can receive an Exemplary, Met or Not Met score. The top two levels combined are considered the "at or above standard" range. These results reflect a student's level of skills mastery as compared to children across the state. SCREADY and SCPASS do not rank students. These exams are based on South Carolina curriculum standards. For spring 2019, students will be assessed with SCREADY, SCPASS and Measures of Academic Progress (MAP) exams. Kindergarten and 1st Grade take FastBridge assessments.

SC School Report Card 2018 Ratings

Overall Rating: GOOD
Academic Achievement Rating: EXCELLENT
Student Progress Rating: BELOW AVERAGE

Performance Goal: By Spring 2022, 87.1% of students in Grades 3-5 will score "at or above standard" level in Math.
Action Steps:

- Utilize state adopted math curriculum and supplemental curriculum to emphasize mathematical problem solving.
- Provide remediation / acceleration groups for targeted groups of students.
- Use Fall/Wtr/Spring MAP testing to benchmark student achievement.
- Analyze the standardized test scores & MAP scores by grade level and develop plans to address weak areas.

Performance Goal: By Spring 2022 for students in Grades 4 and 5, the percentage scoring "at or above standard" level will be 78.0% in Science and 95.0% in Social Studies on SCPASS.
Action Steps:

- Continue hands-on science activities, historical simulations, research and project work at all grade levels.
- Continue use of science notebooks & written expression in grades 1-5.
- Utilize interactive science kits & adaptive technology in all grades.
- Emphasize the inquiry method to promote science process skills and document based questioning (DBQ) in social studies instruction.

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School Renewal Plan Summary

Performance Goal: By Spring 2022, 89.3% of students in Grades 3-5 will score "at or above standard" level in English / Language Arts. **Action Steps:**

- Analyze the standardized state test scores & MAP scores and develop plans to address weak areas.
- Emphasize literacy and math instruction as well as professional development to support students with reading and math difficulties.
- Conduct small group intervention groups 2 to 4 times per weekly.
- Use Fall/Winter/Spring MAP testing to benchmark student achievement.
- Hold weekly Multi-Tiered System of Support Team and Teacher Curriculum Team meetings employing the Response to Intervention (RtI) model to provide extra support for students.
- Fund additional technological and intervention resources as available.