



Bells Elementary

12088 Bells Highway
Ruffin, South Carolina

Grades	PK-5 Elementary School	
Enrollment	371 Students	
Principal	Cordelia Jenkins	843-866-2417
Superintendent	Ms. Leila Williams	843-782-4510
Board Chair	Mr. Paul Haase	843-782-4510

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	Average
2006	Below Average	At-Risk
2005	Average	At-Risk

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

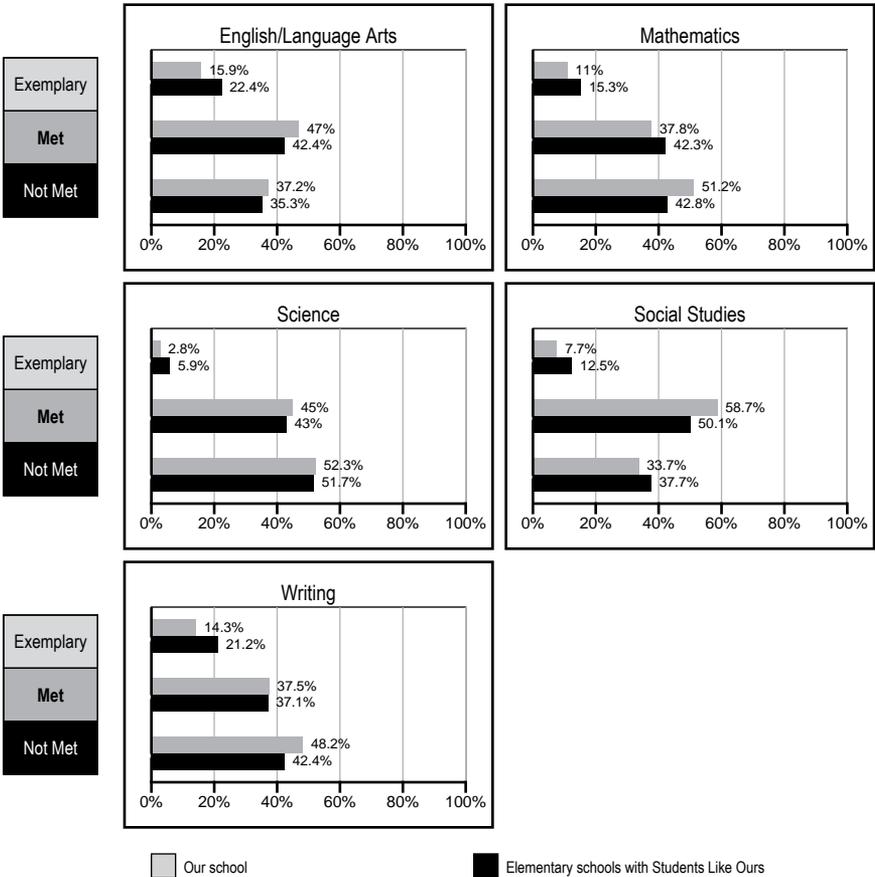
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	75	63	32

* Ratings are calculated with data available by 06/01/2010.

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
Students (n=371)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 1.3%	2.5%	1.9%
Attendance rate	97.1%	Up from 96.5%	96.0%	96.3%
Eligible for gifted and talented	2.2%	Down from 2.6%	3.3%	10.0%
With disabilities other than speech	7.5%	Down from 8.9%	7.7%	7.7%
Older than usual for grade	0.7%	Up from 0.4%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.6%	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	65.2%	Up from 59.1%	57.1%	59.4%
Continuing contract teachers	65.2%	Up from 54.5%	71.8%	80.0%
Teachers with emergency or provisional certificates	5.3%	Down from 16.7%	0.0%	0.0%
Teachers returning from previous year	79.1%	Down from 82.6%	82.1%	85.9%
Teacher attendance rate	95.1%	Up from 93.8%	95.2%	95.1%
Average teacher salary*	\$45,541	Up 5.2%	\$45,725	\$47,149
Professional development days/teacher	6.3 days	Down from 18.2 days	10.8 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 19.4 to 1	16.7 to 1	18.8 to 1
Prime instructional time	90.5%	Up from 86.5%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.5%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,082	Up 8.4%	\$8,618	\$7,458
Percent of expenditures for instruction**	71.8%	Up from 69.1%	68.3%	68.8%
Percent of expenditures for teacher salaries**	66.3%	Down from 66.8%	62.1%	63.2%

* 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

The mission of Bells Elementary School is to build success through teamwork in a safe and welcoming environment where every child is nurtured to achieve academic excellence through higher expectations, enabling them to become productive and lifelong learners.

Instruction at Bells is data-driven. Bells Elementary is a Reading First school that utilizes best practices in literacy and integration of subjects using authentic literature to enable every student to close the gap, as we strive to meet or exceed state standards. Teachers use Dominic Reading and Writing Assessment Portfolios and running records to assess students' reading progress. They use this data to instruct the whole class, small groups, and individual students by meeting them where they are. Teachers attended professional learning communities in order to see best practices in literacy being modeled by the Literacy Coach. Reading Renaissance tracks students' "just right" reading levels. MAP (Measures of Academic Progress from the Northwest Evaluation Association) assessments were given in the Fall, Winter, and Spring to track student progress and assist teachers in grades 2-5 to develop small groups using data to drive their instruction. The students received pull out intervention for Reading and Math in flexible small groups as determined by their MAP scores. PASS-like common assessments in ELA, Math, Science, and Social Studies were given bi-weekly. All students had the opportunity to participate in Supplemental Educational Services at various sites throughout the district after school and to attend summer enrichment programs.

Instruction at Bells is student-support driven. Learning takes place in an environment conducive to learning. The guidance counselor guides and structures students' educational and vocational direction. The Student Concerns Specialist aids students, teachers, and parents in creating better disciplined students. The school nurse promotes attendance at school through healthy choices. The principal leads school-wide planning through the collaboration of the leadership team with parents and the school community through PTO and School Improvement Council. The Academic Leadership team consists of the principal, a Literacy Coach, a Curriculum Facilitator, and a Math Coach/Interventionist. They met bimonthly with the state department representative, ERTL, as they monitored progress in meeting the goals set forth in the Focused School Renewal Plan. Bells Explorers "strive for excellence" and are empowered to reach their academic potential. Bells Elementary has taken proactive measures toward success that targets each student's performance and gets results.

Cordelia Jenkins, Principal
Gloria Bolden, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	53	25
Percent satisfied with learning environment	100.0%	84.9%	75.0%
Percent satisfied with social and physical environment	100.0%	66.0%	68.0%
Percent satisfied with school-home relations	71.4%	71.7%	84.0%

* 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 16 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

R

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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	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."
HOLD	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	24.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	17.0%	0.0%	No
Student attendance rate	97.1%	94.0%*	Yes

* Or greater than last year

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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	173	100	37.2	47	15.9	78	74.8	82.8	Yes	Yes
Gender										
Male	86	100	36.3	43.8	20	78.8	69.7	79.3	N/A	N/A
Female	87	100	38.1	50	11.9	77.4	79.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	47	100	17.4	58.7	23.9	89.1	82.3	89.5	Yes	Yes
African American	114	100	44	44	11.9	74.3	68.6	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	92.3	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	69.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.1	82.5	I/S	I/S
Disability Status										
Disabled	25	100	83.3	8.3	8.3	41.7	34.5	52	I/S	I/S
Migrant Status										
Migrant	5	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	76.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	149	100	41.4	47.1	11.4	75	71.3	75.5	Yes	Yes

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

All Students	173	100	51.2	37.8	11	61	69	78.9	Yes	Yes
Gender										
Male	86	100	46.3	38.8	15	66.3	66.6	77	N/A	N/A
Female	87	100	56	36.9	7.1	56	71.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	47	100	37	41.3	21.7	73.9	77.8	87.2	Yes	Yes
African American	114	100	59.6	34.9	5.5	54.1	61.4	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.3	93	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	80.8	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	64.3	79.5	I/S	I/S
Disability Status										
Disabled	25	100	83.3	12.5	4.2	25	35.1	45.5	I/S	I/S
Migrant Status										
Migrant	5	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	84.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	149	100	53.6	37.9	8.6	58.6	65.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	116	100	52.3	45	2.8	47.7	58.6	67.5
Gender								
Male	54	100	44.9	51	4.1	55.1	57.7	67
Female	62	100	58.3	40	1.7	41.7	59.5	68
Racial/Ethnic Group								
White	33	100	34.4	62.5	3.1	65.6	72.5	79.5
African American	77	100	60.3	37	2.7	39.7	48	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	76.5	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	59.5	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60	71.2
Disability Status								
Disabled	16	100	N/AV	N/AV	N/AV	N/AV	22.3	35.6
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	46.1
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	68.1	59.6
Socio-Economic Status								
Subsized meals	99	100	58.7	39.1	2.2	41.3	52.9	55.1
Social Studies								
All Students	111	100	33.7	58.7	7.7	66.3	66.9	72.3
Gender								
Male	55	100	32	54	14	68	65.5	71.5
Female	56	100	35.2	63	1.9	64.8	68.3	73.2
Racial/Ethnic Group								
White	27	100	19.2	61.5	19.2	80.8	74.5	80.7
African American	74	100	39.4	56.3	4.2	60.6	59.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	88.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	76.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	72.2
Disability Status								
Disabled	14	100	64.3	28.6	7.1	35.7	37.7	43.5
Migrant Status								
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	50.7
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	78.4	67.9
Socio-Economic Status								
Subsized meals	93	100	37.2	59.3	3.5	62.8	62.4	62.1

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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
Writing										
All Students	176	100	48.2	37.5	14.3	51.8	55.6	70.2	97.1	95.3
Gender										
Male	89	100	50.6	34.9	14.5	49.4	46.8	63.2	97.4	94.9
Female	87	100	45.9	40	14.1	54.1	64.3	77.5	96.8	95.7
Racial/Ethnic Group										
White	50	100	33.3	52.1	14.6	66.7	67.1	79.1	95.9	94.6
African American	114	100	55	30.6	14.4	45	46.5	57.6	97.6	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.5	86.2	N/A	96.4
Hispanic	12	100	I/S	I/S	I/S	I/S	48.1	62.6	97.1	95.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	68.7	N/A	92.3
Disability Status										
Disabled	25	100	76	20	4	24	16.8	26.1	97	94.2
Migrant Status										
Migrant	5	I/S	I/S	I/S	I/S	I/S	I/S	54.7	97.3	96.1
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	57.6	61.2	97.1	96.3
Socio-Economic Status										
Subsided meals	149	100	51.4	35.2	13.4	48.6	49.8	58.9	97.1	95.1

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	61	100	33.3	40.4	26.3	66.7
	4	54	100	40.8	51	8.2	59.2
	5	58	100	37.9	50	12.1	62.1
	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
Mathematics							
2009	3	61	100	45.6	33.3	21.1	54.4
	4	54	100	49	44.9	6.1	51
	5	58	100	58.6	36.2	5.2	41.4
	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
Science							
2009	3	31	100	44.8	44.8	10.3	55.2
	4	54	100	N/AV	N/AV	N/AV	51
	5	31	100	N/AV	N/AV	N/AV	35.5
	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
Social Studies							
2009	3	30	100	35.7	57.1	7.1	64.3
	4	54	100	30.6	59.2	10.2	69.4
	5	27	100	37	59.3	3.7	63
	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
Writing							
2009	3	60	100	42.1	33.3	24.6	57.9
	4	55	100	49	39.2	11.8	51
	5	61	100	53.3	40	6.7	46.7
	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

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