



BELLS ELEMENTARY

12088 Bells Highway
Ruffin, South Carolina

Grades	PK-5 Elementary School	
Enrollment	381 Students	
Principal	Cordelia Jenkins	843-866-2417
Superintendent	Mrs. Leila Williams	843-782-4510
Board Chair	Ms. Mary Jones	843-782-4510

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	Average
2006	Below 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

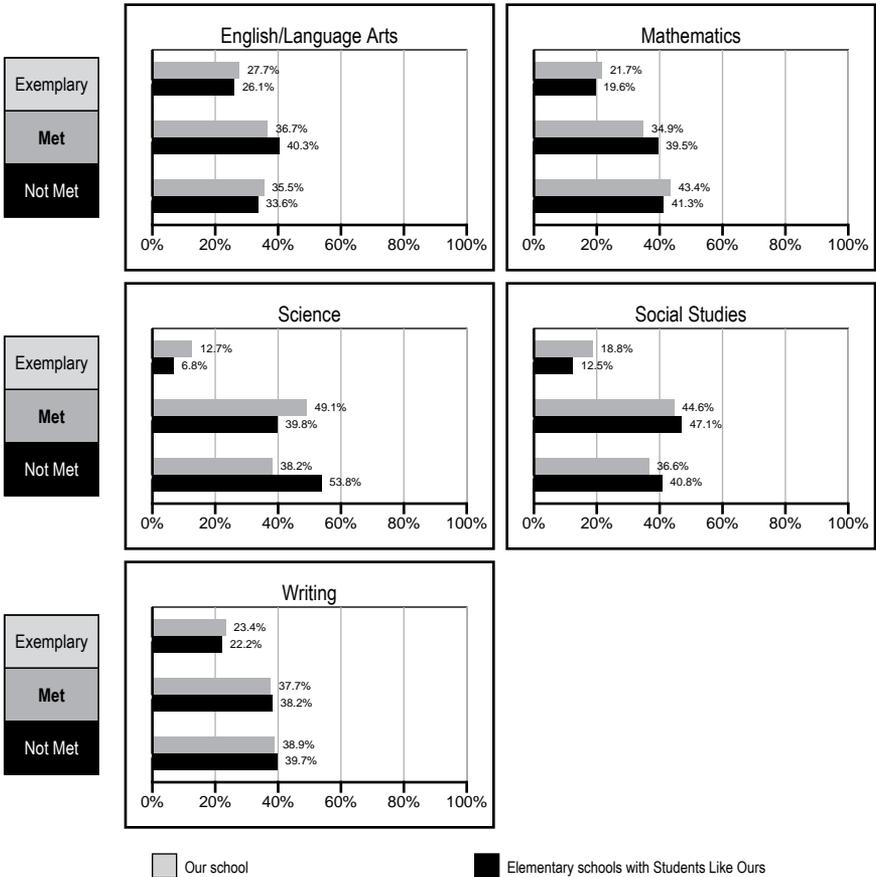
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	99	54	22

* 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
Students (n=381)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.6%	Up from 1.1%	1.5%	1.2%
Attendance rate	97.2%	Up from 97.1%	95.8%	96.1%
Eligible for gifted and talented	2.9%	Up from 2.2%	4.9%	11.7%
With disabilities other than speech	7.4%	Down from 7.5%	8.5%	8.0%
Older than usual for grade	2.0%	Up from 0.7%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	57.7%	Down from 65.2%	59.0%	60.5%
Continuing contract teachers	57.7%	Down from 65.2%	80.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 5.3%	0.0%	0.0%
Teachers returning from previous year	77.1%	Down from 79.1%	84.6%	87.0%
Teacher attendance rate	97.4%	Up from 95.1%	95.3%	95.4%
Average teacher salary*	\$42,912	Down 5.8%	\$45,280	\$47,288
Professional development days/teacher	6.3 days	No Change	10.6 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 20.5 to 1	17.5 to 1	19.2 to 1
Prime instructional time	93.4%	Up from 90.5%	90.3%	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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,238	Up 2.2%	\$8,383	\$7,548
Percent of expenditures for instruction**	74.1%	Up from 71.8%	68.1%	68.7%
Percent of expenditures for teacher salaries**	67.5%	Up from 66.3%	62.9%	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

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. Bells Elementary utilizes best practices to enable every student to hit high standards. Instruction at Bells is standards and data-driven. The rituals and routines in reading and math blocks prepare students to deal with demanding content and become independent learners. Social studies and inquiry-based science are integrated into the instructional program. The Literacy Coach assists teachers in implementing standards-based learning activities.

Teachers use Dominic Reading & Writing Assessment Portfolios and running records to assess students' reading progress. Reading Renaissance tracks students' "just right" reading levels. MAP (Measures of Academic Progress from the Northwest Evaluation Association) program assists teachers in grades 2-5 to develop targeted, student-focused, data-driven decisions regarding instructional strategies. Computer-assisted programs, Orchard and Skills Tutor, assign instructional exercises based on the students' assessed weaknesses and strengths. The students remediate in safety nets, such as short-term, skill-specific focus groups, and summer enrichment.

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. Bells Elementary "strives for excellence," and students are empowered to reach their academic potential. Bells Elementary's proactive, targeted measures toward student success get results.

Cordelia Jenkins, Principal
 Brandy Gerard, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	45	31
Percent satisfied with learning environment	100.0%	77.8%	90.3%
Percent satisfied with social and physical environment	93.3%	80.0%	90.3%
Percent satisfied with school-home relations	60.0%	77.8%	89.7%

* 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

R-DELAY

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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.5%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.2%	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	172	99.4	35.2	37	27.9	81.8	78.1	83.5	Yes	Yes
Gender										
Male	87	100	34.9	33.7	31.3	80.7	74	80.1	N/A	N/A
Female	85	98.8	35.4	40.2	24.4	82.9	82.3	87	N/A	N/A
Racial/Ethnic Group										
White	50	100	12.2	38.8	49	89.8	84.9	89.6	Yes	Yes
African American	109	99.1	45.7	34.3	20	78.1	71.5	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	100	92.7	I/S	I/S
Hispanic	13	100	36.4	54.5	9.1	81.8	81	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.3	85.1	I/S	I/S
Disability Status										
Disabled	29	100	71.4	10.7	17.9	60.7	41.8	51.7	I/S	I/S
Migrant Status										
Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	86.4	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	152	99.3	37.2	37.2	25.5	80.7	74.9	76.9	Yes	Yes

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

All Students	172	100	43.4	34.9	21.7	70.5	71.8	80.4	Yes	Yes
Gender										
Male	87	100	39.8	33.7	26.5	74.7	70	78.4	N/A	N/A
Female	85	100	47	36.1	16.9	66.3	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	50	100	26.5	28.6	44.9	85.7	80.9	87.8	Yes	Yes
African American	109	100	50.9	36.8	12.3	62.3	63.1	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	95	93.5	I/S	I/S
Hispanic	13	100	45.5	45.5	9.1	81.8	76.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	96.7	83.2	I/S	I/S
Disability Status										
Disabled	29	100	60.7	28.6	10.7	42.9	37	46.1	I/S	I/S
Migrant Status										
Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	83.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	152	100	43.8	34.9	21.2	68.5	68.1	72.8	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	114	100	38.2	49.1	12.7	61.8	64.7	67.3
Gender								
Male	61	100	37.9	50	12.1	62.1	64.5	66.9
Female	53	100	38.5	48.1	13.5	61.5	64.9	67.7
Racial/Ethnic Group								
White	38	100	18.4	52.6	28.9	81.6	79	79.6
African American	69	100	48.5	47	4.5	51.5	51.5	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	100	84.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	65.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.2	69.5
Disability Status								
Disabled	23	100	63.6	27.3	9.1	36.4	31.7	33.8
Migrant Status								
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	36.5
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	73.8	58.6
Socio-Economic Status								
Subsidized meals	100	100	40.6	46.9	12.5	59.4	59.6	55.4
Social Studies								
All Students	115	100	36.6	44.6	18.8	63.4	63	70.9
Gender								
Male	62	100	31.7	43.3	25	68.3	61.7	70.1
Female	53	100	42.3	46.2	11.5	57.7	64.5	71.7
Racial/Ethnic Group								
White	29	100	14.3	46.4	39.3	85.7	72	79.2
African American	75	100	45.3	41.3	13.3	54.7	54.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	77.8	86.8
Hispanic	11	100	I/S	I/S	I/S	I/S	73	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.8	71.2
Disability Status								
Disabled	15	100	53.3	40	6.7	46.7	32.2	39.3
Migrant Status								
Migrant	6	I/S	I/S	I/S	I/S	I/S	I/S	55
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	74.4	68
Socio-Economic Status								
Subsidized meals	103	100	38	47	15	62	58.9	60.8

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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	170	99.4	38.9	37.7	23.4	61.1	58	72.1	97.2	96.2
Gender										
Male	85	98.8	43.4	32.5	24.1	56.6	49.5	65.2	97.4	95.9
Female	85	100	34.5	42.9	22.6	65.5	66.9	79.2	96.9	96.5
Racial/Ethnic Group										
White	50	100	22.4	36.7	40.8	77.6	69.1	80.8	96.9	96
African American	109	99.1	44.9	39.3	15.9	55.1	47.7	59.7	97.4	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.5	87	97.2	97.8
Hispanic	11	100	54.5	27.3	18.2	45.5	55.6	64.6	96.6	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.4	N/A	94.4
Disability Status										
Disabled	27	100	63	22.2	14.8	37	20.2	27.7	97.6	95.5
Migrant Status										
Migrant	5	I/S	I/S	I/S	I/S	I/S	I/S	63.5	96.7	96.3
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	64.7	63.7	96.6	96.9
Socio-Economic Status										
Subsidized meals	149	99.3	40.4	37.7	21.9	59.6	53.9	61.9	97.1	96

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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
2010	3	63	98.4	39.7	19	41.4	60.3
	4	57	100	28.6	42.9	28.6	71.4
	5	52	100	37.3	51	11.8	62.7
	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
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
2010	3	63	100	45.8	27.1	27.1	54.2
	4	57	100	32.1	42.9	25	67.9
	5	52	100	52.9	35.3	11.8	47.1
	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
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
2010	3	31	100	42.9	39.3	17.9	57.1
	4	57	100	30.4	55.4	14.3	69.6
	5	26	100	50	46.2	3.8	50
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
2010	3	32	100	67.7	19.4	12.9	32.3
	4	57	100	23.2	53.6	23.2	76.8
	5	26	100	28	56	16	72
	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
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
2010	3	62	98.4	45	30	25	55
	4	56	100	33.9	41.1	25	66.1
	5	52	100	37.3	43.1	19.6	62.7
	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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