



SC Annual School Report Card Summary

Bells Elementary School
COLLETON COUNTY SCHOOLS
Grades: PK-5 Enrollment: 329
Principal: Cordelia Jenkins
Superintendent: Dr. Franklin Foster
Board Chair: Mr. Charles Murdaugh

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Below Average	At-Risk	TBD	TBD	F	N/A
2013	Average	At-Risk	N/A	N/A	F	N/A
2012	Average	Average	N/A	N/A	A	N/A

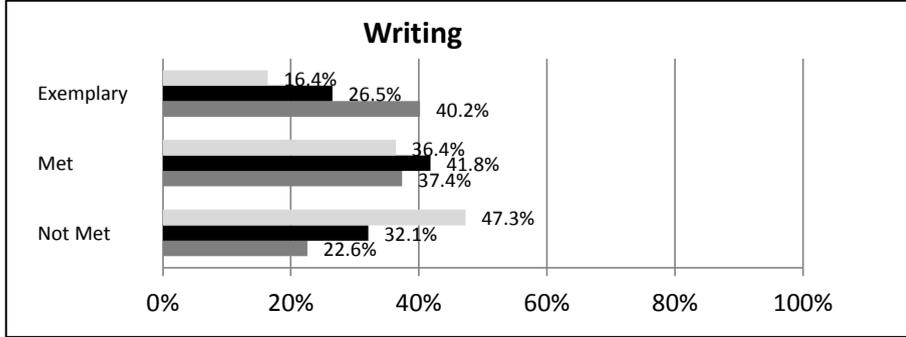
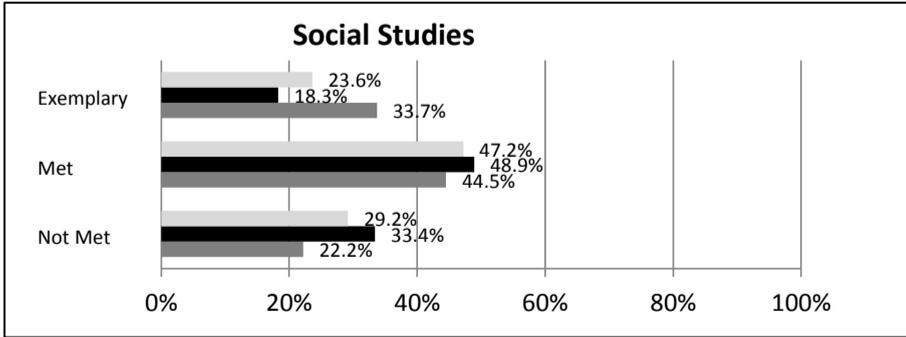
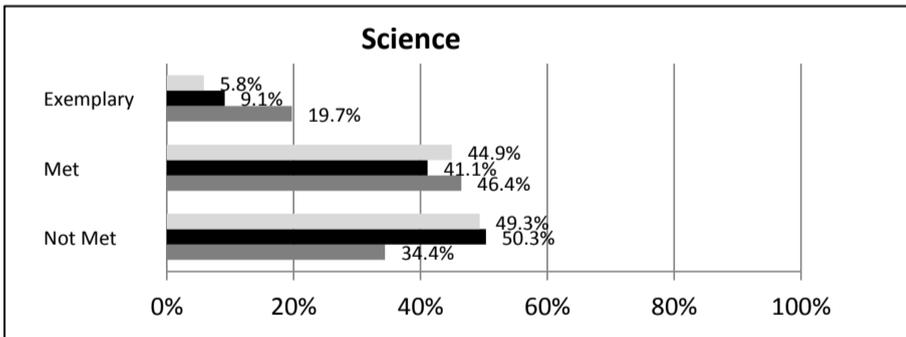
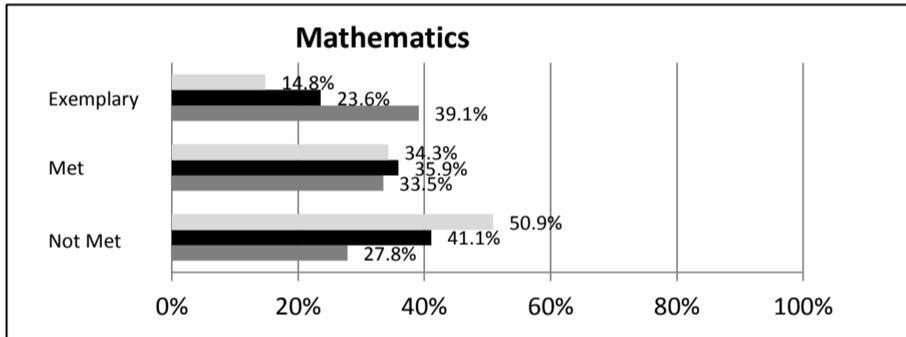
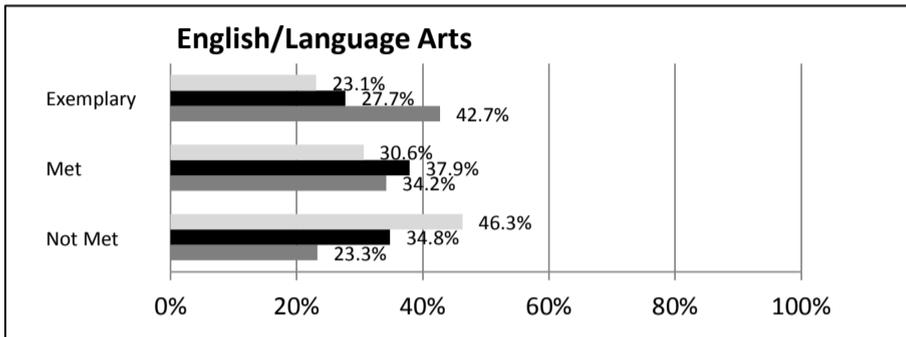
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
3	11	131	48	16

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elem Schools Statewide



NAEP*

*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample TBD-To Be Determined

**Bells Elementary School
COLLETON COUNTY SCHOOLS**

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 329)				
Retention rate	1.8%	Up from 0.3%	1.6%	1.0%
Attendance rate	96.4%	Down from 96.6%	96.0%	96.5%
Served by gifted and talented program	9.4%	Up from 2.8%	3.1%	7.3%
With disabilities	10.7%	Up from 10.5%	13.8%	12.5%
Older than usual for grade	4.9%	No change	2.8%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n = 21)				
Teachers with advanced degrees	71.4%	Up from 55.6%	59.5%	62.3%
Continuing contract teachers	85.7%	Down from 88.9%	75.0%	81.2%
Teachers returning from previous year	85.1%	Up from 82.6%	84.3%	88.4%
Teacher attendance rate	95.1%	Up from 94.3%	95.3%	95.3%
Average teacher salary*	\$45,637	Up 1.8%	\$46,198	\$47,902
Classes not taught by highly qualified teachers	4.1%	Down from 4.3%	0.0%	0.0%
Professional development days/teacher	7.6 days	Up from 6.9 days	10.4 days	10.9 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Down from 21.2 to 1	18.6 to 1	19.9 to 1
Prime instructional time	89.9%	Up from 89.5%	90.4%	90.7%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	51.3%	No change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,787	Up 8.8%	\$8,339	\$7,680
Percent of expenditures for instruction**	67.0%	No change	65.7%	66.8%
Percent of expenditures for teacher salaries**	66.3%	Up from 66.0%	64.8%	66.0%
ESEA composite index score	54.0	Down from 56.8	71.5	85.7

* Length of contract = 185+ days.

**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	17	40	22
Percent satisfied with learning environment	94.1%	67.5%	72.8%
Percent satisfied with social and physical environment	50.0%	60.0%	68.2%
Percent satisfied with school-home relations	44.4%	70.7%	61.9%

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

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Bells Elementary School is to promote academic excellence in a safe and nurturing environment. Bells Elementary utilizes best practices to enable every student to achieve high standards. Instruction at Bells Elementary 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. Our highly qualified teachers are first to identify the academic needs of our students. Teachers are the first line of defense in data-driven instruction. As SC embarks on the transition to Common Core Standards, teachers at Bells Elementary will participate in South Carolina Teacher Advancement Program (SCTAP), a professional development model with new compensation and career advancement possibilities that encourages teachers to grow through professional training. Teachers use Dominie Reading & Writing Assessment Portfolios and running records to assess students' reading progress. Common assessments at all grade levels in all content areas monitor student mastery of the standards. Teachers use Measures of Academic Progress (MAP) to assist in developing targeted, student-focused, data-driven decisions regarding instructional strategies. Computer-assisted instruction, such as Orchard and Fun Brain, provide instructional exercises based on the students' assessed weaknesses and strengths. Students accelerate in safety nets, such as short-term, skill-specific focus groups, and summer enrichment and interventions groups.

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