



SC Annual School Report Card Summary

Bells Elementary
Colleton

Grades: PK-5

Enrollment: 346

Principal: Cordelia Jenkins

Superintendent: Charles W. Gale Jr.

Board Chair: P. A. Pournelle

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/SILVER AWARD	AYP STATUS	NCLB IMPROVEMENT STATUS
2008	At-Risk	At-Risk	TBD	Not Met	R
2007	At-Risk	Average	N/A	Not Met	R
2006	Below Average	At-Risk	N/A	Not Met	RP

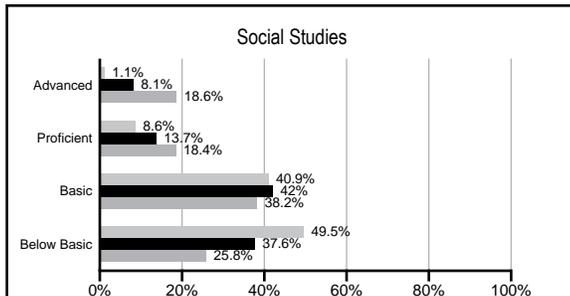
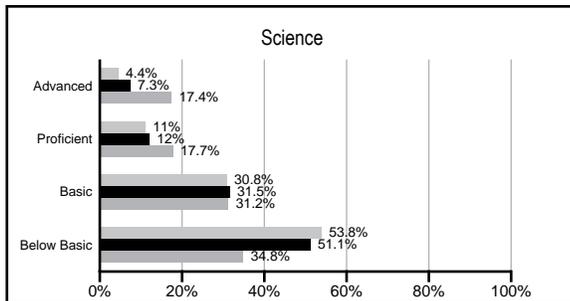
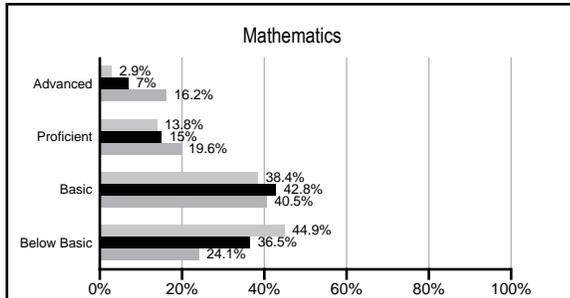
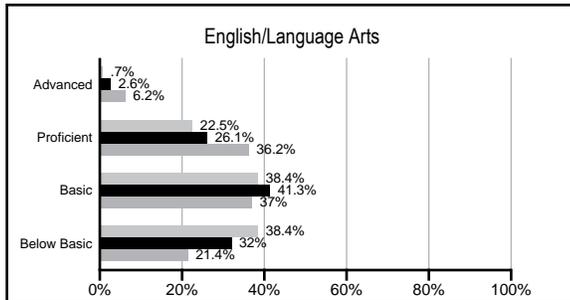
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	12	59	41

* Ratings are calculated with data available by 02/17/2009. Schools with Students like Ours are Elementary Schools with poverty indices of no more than 5% above or below the index for this school.

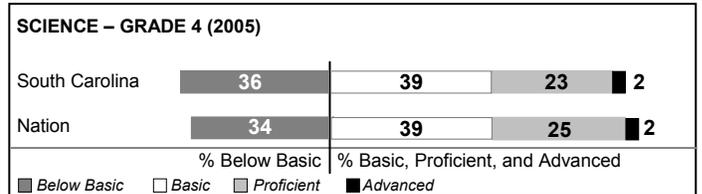
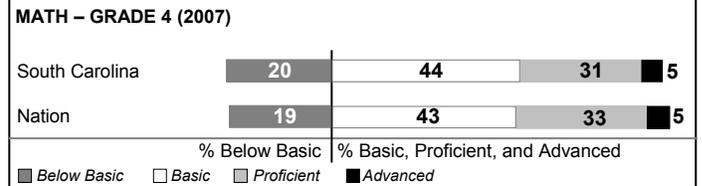
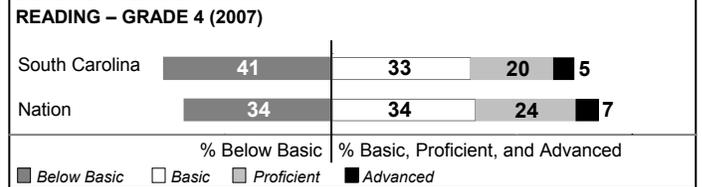
PACT PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

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



SC PERFORMANCE GOAL

2010 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.

2020 Goal: TBD

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
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Bells Elementary [Colleton]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=346)				
Retention rate	1.3%	Down from 3.2%	3.0%	2.3%
Attendance rate	96.5%	Up from 96.3%	96.0%	96.3%
Eligible for gifted and talented	2.6%	Down from 6.2%	3.9%	10.4%
With disabilities other than speech	8.9%	Up from 7.9%	7.9%	7.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Up from 0.0%	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	59.1%	Up from 56.5%	54.8%	56.7%
Continuing contract teachers	54.5%	Down from 69.6%	70.4%	77.3%
Teachers with emergency or provisional certificates	16.7%	Up from 10.5%	0.0%	0.0%
Teachers returning from previous year	82.6%	Up from 81.3%	83.4%	86.4%
Teacher attendance rate	93.8%	Up from 93.5%	95.0%	94.9%
Average teacher salary	\$43,270	Down 4.6%	\$43,988	\$45,345
Classes not taught by highly qualified teachers	0.0%	No Change	0.5%	0.0%
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 16.9 to 1	16.8 to 1	18.5 to 1
Prime instructional time	86.5%	Up from 85.6%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$6,531	Up 20.7%	\$7,870	\$7,052
Percent of expenditures for instruction*	69.1%	Up from 64.5%	69.1%	69.1%
Percent of expenditures for teacher salaries*	66.8%	Up from 47.3%	62.6%	64.2%
% of AYP objectives met	53.8%		73.7%	85.7%

* Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	19	36	20
Percent satisfied with learning environment	100.0%	77.8%	75.0%
Percent satisfied with social and physical environment	94.7%	77.8%	94.7%
Percent satisfied with school-home relations	57.9%	83.3%	89.5%

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

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 is a Reading First school and utilizes best practices to enable every student to hit high standards.

Instruction at Bells is standards-driven. The rituals and routines in reading and math blocks prepare students to deal with demanding content and become independent learners. Inquiry-based science and social studies are integrated into the instructional program. Independent Consultants in English language arts, mathematics, science, and social studies are utilized in the upper elementary grades. Literacy, science and math coaches assist teachers in implementing standards-based learning activities.

Instruction at Bells is data-driven. Bells has become a Reading First school. 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. Orchard software assigns instructional exercises based on the students' assessed weaknesses and strengths. The students remediate in safety nets, such as short-term, skill-specific focus groups, after-school homework, and summer enrichment.

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. Bells Explorers "strive for excellence" and students 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

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