



## BELLS ELEMENTARY

12088 Bells Highway  
Ruffin, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	367 Students	
<b>Principal</b>	Cordelia Jenkins	843-782-0012
<b>Superintendent</b>	Ms. Leila Williams	843-782-4510
<b>Board Chair</b>	Mr. Wayne Shider	843-782-4510

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	Average

## 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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

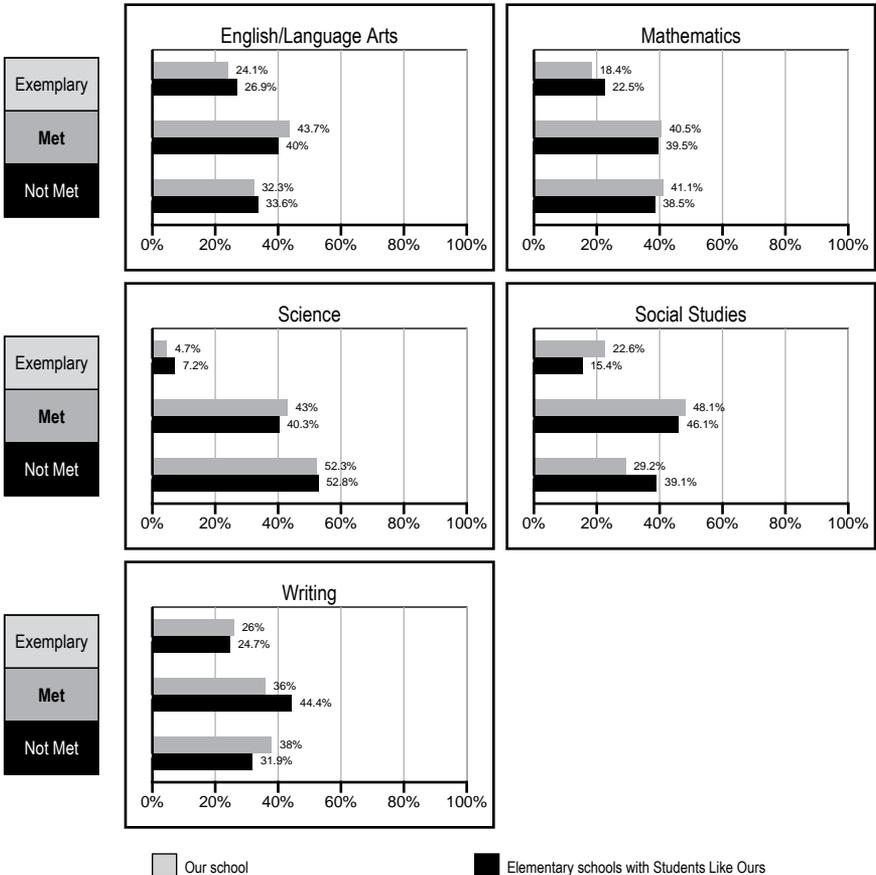
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	8	96	53	23

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=367)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Down from 5.6%	1.5%	1.1%
Attendance rate	96.8%	Down from 97.2%	96.1%	96.2%
Served by gifted and talented program	5.8%	Up from 2.9%	5.6%	13.4%
With disabilities other than speech	1.9%	Down from 7.4%	4.3%	4.1%
Older than usual for grade	1.4%	Down from 2.0%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=24)</b>				
Teachers with advanced degrees	45.8%	Down from 57.7%	61.5%	62.5%
Continuing contract teachers	75.0%	Up from 57.7%	82.6%	88.2%
Teachers returning from previous year	79.0%	Up from 77.1%	84.8%	87.8%
Teacher attendance rate	95.9%	Down from 97.4%	95.1%	95.2%
Average teacher salary*	\$41,925	Down 2.3%	\$44,958	\$46,773
Professional development days/teacher	5.7 days	Down from 6.3 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	3.5	4.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 20.9 to 1	17.6 to 1	19.9 to 1
Prime instructional time	91.3%	Down from 93.4%	90.3%	90.4%
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**	\$6,588	Down 9.0%	\$8,359	\$7,447
Percent of expenditures for instruction**	72.4%	Down from 74.1%	67.9%	68.4%
Percent of expenditures for teacher salaries**	71.0%	Up from 67.5%	64.2%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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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 achieve 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.

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. Teachers use Dominic Reading & Writing Assessment Portfolios and running records to assess students' reading progress. Common assessments at all grade levels in all content areas track student mastery of the standards. Reading Renaissance tracks students' "just right" reading levels. 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.

Cordelia Jenkins, Principal  
 Rhonda Jones, School Improvement Council

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	13	48	21
Percent satisfied with learning environment	100.0%	72.9%	85.7%
Percent satisfied with social and physical environment	92.3%	68.8%	81.0%
Percent satisfied with school-home relations	61.5%	83.3%	81.0%

\* 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 12 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

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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 = 79.4% (Met or Exemplary)**

All Students	174	99.4	32.3	43.7	24.1	77.2	77	82.4	No	Yes
<b>Gender</b>										
Male	99	99	35.2	42	22.7	73.9	72.6	78.7	N/A	N/A
Female	75	100	28.6	45.7	25.7	81.4	81.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	50	100	20	35.6	44.4	91.1	83.9	88.9	Yes	Yes
African American	112	100	35.6	48.1	16.3	73.1	70.1	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	93	I/S	I/S
Hispanic	12	91.7	I/S	I/S	I/S	I/S	80.6	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.1	83	I/S	I/S
<b>Disability Status</b>										
Disabled	23	100	59.1	27.3	13.6	45.5	37.6	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	12	91.7	I/S	I/S	I/S	I/S	63.6	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	91.7	I/S	I/S	I/S	I/S	82.5	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	156	99.4	34.3	47.1	18.6	75	73.7	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	174	99.4	41.1	40.5	18.4	70.9	76	81.9	No	Yes
<b>Gender</b>										
Male	99	99	37.5	37.5	25	71.6	74.4	79.9	N/A	N/A
Female	75	100	45.7	44.3	10	70	77.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	50	100	28.9	44.4	26.7	80	83.8	88.9	Yes	Yes
African American	112	100	46.2	37.5	16.3	67.3	68.2	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	94.6	I/S	I/S
Hispanic	12	91.7	I/S	I/S	I/S	I/S	79	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.9	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	23	100	68.2	22.7	9.1	36.4	39.3	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	12	91.7	I/S	I/S	I/S	I/S	72.7	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	91.7	I/S	I/S	I/S	I/S	85.7	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	156	99.4	42.9	42.9	14.3	69.3	72.5	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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
<b>Science</b>								
All Students	119	100	52.3	43	4.7	47.7	67.1	68.6
<b>Gender</b>								
Male	60	100	43.4	50.9	5.7	56.6	67	68.3
Female	59	100	61.1	35.2	3.7	38.9	67.2	68.9
<b>Racial/Ethnic Group</b>								
White	30	100	25.9	63	11.1	74.1	79.7	80.7
African American	80	100	60.3	37	2.7	39.7	55.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	85.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	70	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	70.8
<b>Disability Status</b>								
Disabled	15	100	N/AV	N/AV	N/AV	33.3	34.5	35.7
<b>Migrant Status</b>								
Migrant	9	I/S	I/S	I/S	I/S	I/S	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	61.9	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	108	100	55.2	42.7	2.1	44.8	62.6	57.3
<b>Social Studies</b>								
All Students	114	100	29.2	48.1	22.6	70.8	71.8	72.5
<b>Gender</b>								
Male	65	100	28.3	45	26.7	71.7	73.1	72
Female	49	100	30.4	52.2	17.4	69.6	70.5	73.1
<b>Racial/Ethnic Group</b>								
White	36	100	21.9	40.6	37.5	78.1	78.3	81
African American	72	100	32.4	50	17.6	67.6	65.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	89
Hispanic	6	I/S	I/S	I/S	I/S	I/S	68.2	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	73.5
<b>Disability Status</b>								
Disabled	17	100	43.8	50	6.3	56.3	46.8	40.5
<b>Migrant Status</b>								
Migrant	6	I/S	I/S	I/S	I/S	I/S	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	70.5	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	100	100	31.5	51.1	17.4	68.5	67.2	62.9

Abbreviations for Missing Data

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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
<b>Writing</b>										
All Students	53	98.1	36.7	36.7	26.5	63.3	59.2	73.2	96.8	95.5
<b>Gender</b>										
Male	33	97	30	46.7	23.3	70	51.2	67.2	97.1	95.3
Female	20	100	47.4	21.1	31.6	52.6	67.4	79.4	96.4	95.6
<b>Racial/Ethnic Group</b>										
White	17	94.1	40	33.3	26.7	60	68.8	81.5	95.9	94.7
African American	35	100	33.3	39.4	27.3	66.7	50.7	61.3	97.2	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	38.5	66.7	96.4	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60	72.2	99.9	94
<b>Disability Status</b>										
Disabled	6	I/S	I/S	I/S	I/S	I/S	14.6	26	96.9	94.6
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	40.5	96.2	96.2
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	57.1	65.7	96.1	96.4
<b>Socio-Economic Status</b>										
Subsidized meals	45	97.8	39	39	22	61	54.5	63.2	96.6	95.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	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
<b>2011</b>	3	60	100	34	43.4	22.6	66
	4	60	100	32.7	41.8	25.5	67.3
	5	54	98.2	30	46	24	70
	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
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	3	60	100	50.9	34	15.1	49.1
	4	60	100	40	43.6	16.4	60
	5	54	98.2	32	44	24	68
	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
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	3	32	100	N/AV	N/AV	N/AV	44.4
	4	60	100	50.9	40	9.1	49.1
	5	27	100	N/AV	N/AV	N/AV	48
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	3	28	100	50	38.5	11.5	50
	4	60	100	18.2	58.2	23.6	81.8
	5	26	100	32	36	32	68
	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
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	53	98.1	36.7	36.7	26.5	63.3
	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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