



Bells Elementary

12088 Bells Highway
Ruffin, South Carolina

Grades	PK-5 Elementary School	
Enrollment	346 Students	
Principal	Cordelia Jenkins	843-866-2417
Superintendent	Charles W. Gale Jr.	843-782-4510
Board Chair	P. A. Pournelle	843-549-5715

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	Average
2006	Below Average	At-Risk
2005	Average	At-Risk
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

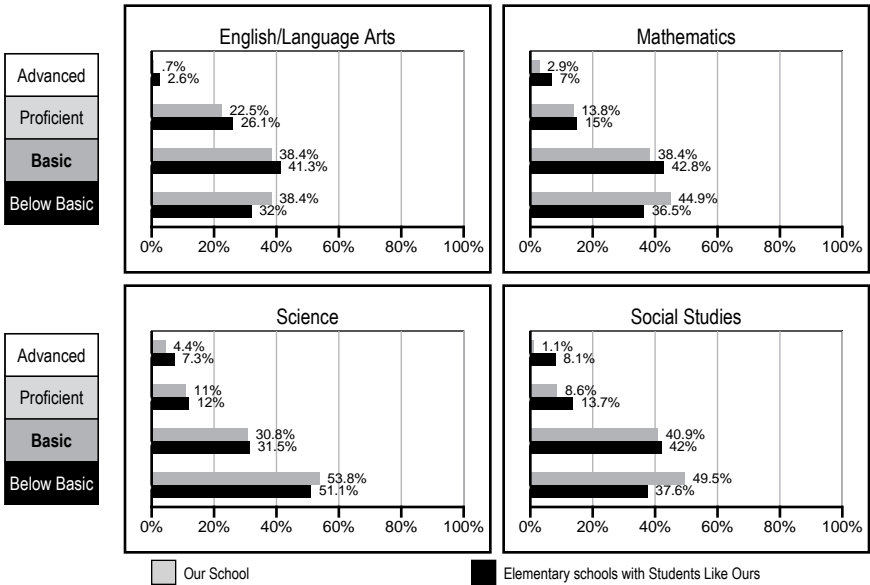
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 91.4%

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 September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=346)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
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%
Older than usual for grade	0.4%	Down from 0.8%	1.4%	0.6%
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
Professional development days/teacher	18.2 days	Up from 14.2 days	13.3 days	12.6 days
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
Parents attending conferences	97.5%	Up from 93.9%	100.0%	100.0%
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%

* 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 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

Evaluations by Teachers, Students and Parents

	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 and their parents were included.

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School Adequate Yearly Progress

NO

This school met 7 out of 13 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

Restructure

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. Sanction: Implement the restructuring plan.
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%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	10.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	154	99.4	38.4	38.4	22.5	0.7	31.2	33	48.2	No	Yes
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Gender

Male	64	100	45.6	29.8	24.6	0	29.8	26.9	41.7	N/A	N/A
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Female	90	98.9	33.3	44.4	21	1.2	32.1	38.8	55	N/A	N/A
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Racial/Ethnic Group

White	39	100	21.9	40.6	34.4	3.1	43.8	45.5	60	I/S	I/S
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African American	109	100	44.1	39.2	16.7	0	25.5	23.3	31.7	No	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	33.3	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.8	47	I/S	I/S
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Disability Status

Disabled	21	100	95	5	0	0	0	8.9	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	42.9	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	133	100	42.9	38.7	18.5	0	27.7	27.3	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	154	99.4	44.9	38.4	13.8	2.9	27.5	29.4	45.8	No	Yes
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Gender

Male	64	100	42.1	38.6	17.5	1.8	29.8	29.5	45.6	N/A	N/A
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Female	90	98.9	46.9	38.3	11.1	3.7	25.9	29.4	45.9	N/A	N/A
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Racial/Ethnic Group

White	39	100	21.9	43.8	25	9.4	50	42.9	59	I/S	I/S
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African American	109	100	52.9	36.3	9.8	1	19.6	18.8	26.9	No	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	31.3	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	46.2	I/S	I/S
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Disability Status

Disabled	21	100	80	20	0	0	0	9.7	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	42.9	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	133	100	50.4	36.1	10.9	2.5	22.7	23.8	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	102	100	53.8	30.8	11	4.4	15.4	25.8	35.7	96.5	94.6
Gender											
Male	42	100	47.4	34.2	10.5	7.9	18.4	28.2	37.4	96.6	94.1
Female	60	100	58.5	28.3	11.3	1.9	13.2	23.5	33.8	96.4	95.2
Racial/Ethnic Group											
White	26	100	47.6	28.6	19	4.8	23.8	41.9	49.2	95.5	93.8
African American	72	100	58.2	31.3	7.5	3	10.4	13	17	96.9	95.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	58	96.1	96
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	37.5	24.9	97.2	95.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	35.3	37.4	N/A	91.2
Disability Status											
Disabled	12	100	91.7	8.3	0	0	0	9.5	14	97.1	93.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	98	97
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	34.3	24.4	97.1	95.8
Socio-Economic Status											
Subsized meals	89	100	55.7	31.6	7.6	5.1	12.7	17.6	21.1	96.5	94.3
Social Studies											
All Students	103	100	49.5	40.9	8.6	1.1	9.7	18.6	34	96.5	94.6
Gender											
Male	44	100	46.2	35.9	17.9	0	17.9	20.8	36.6	96.6	94.1
Female	59	100	51.9	44.4	1.9	1.9	3.7	16.5	31.3	96.4	95.2
Racial/Ethnic Group											
White	28	100	31.8	50	18.2	0	18.2	28.3	44.5	95.5	93.8
African American	73	100	55.1	37.7	5.8	1.4	7.2	11.8	19.1	96.9	95.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.5	58.9	96.1	96
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	17.2	27.5	97.2	95.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	10.5	32.7	N/A	91.2
Disability Status											
Disabled	17	100	87.5	12.5	0	0	0	4.2	14.4	97.1	93.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	98	97
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	23.1	27.3	97.1	95.8
Socio-Economic Status											
Subsized meals	91	100	53.7	41.5	3.7	1.2	4.9	13.3	21	96.5	94.3

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	48	100	47.5	40	12.5	0	12.5	
	4	45	100	39.5	32.6	27.9	0	27.9	
	5	50	100	33.3	44.4	22.2	0	22.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	53	98.1	21.7	34.8	41.3	2.2	43.5	
	4	52	100	41.3	41.3	17.4	0	17.4	
	5	49	100	52.2	39.1	8.7	0	8.7	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	48	100	67.5	30	2.5	0	2.5	
	4	45	100	41.9	37.2	16.3	4.7	20.9	
	5	50	100	24.4	53.3	8.9	13.3	22.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
2008	3	53	98.1	32.6	54.3	8.7	4.3	13	
	4	52	100	58.7	19.6	19.6	2.2	21.7	
	5	49	100	43.5	41.3	13	2.2	15.2	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	25	100	85.7	14.3	0	0	0	
	4	45	100	51.2	34.9	4.7	9.3	14	
	5	25	100	57.1	28.6	0	14.3	14.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
2008	3	25	100	31.8	45.5	22.7	0	22.7	
	4	52	100	54.3	30.4	6.5	8.7	15.2	
	5	25	100	73.9	17.4	8.7	0	8.7	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	23	100	31.6	68.4	0	0	0	
	4	45	100	65.1	32.6	2.3	0	2.3	
	5	25	100	41.7	45.8	8.3	4.2	12.5	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
2008	3	27	100	25	58.3	12.5	4.2	16.7	
	4	52	100	45.7	45.7	8.7	0	8.7	
	5	24	100	82.6	13	4.3	0	4.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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