

SC Annual School Report Card Summary

Bells Elementary
Colleton

Grades: PK-5

Enrollment: 371

Principal: Cordelia Jenkins

Superintendent: Ms. Leila Williams

Board Chair: Mr. Paul Haase

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		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	Below Average	Below Average	TBD	TBD	Not Met	R
2008	At-Risk	At-Risk	N/A	N/A	Not Met	R
2007	At-Risk	Average	N/A	N/A	Not Met	R

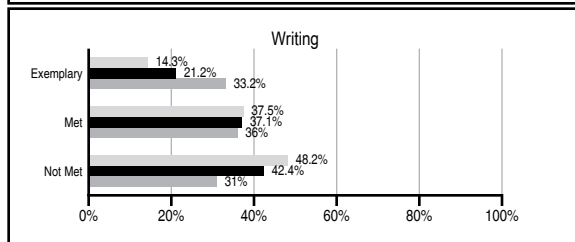
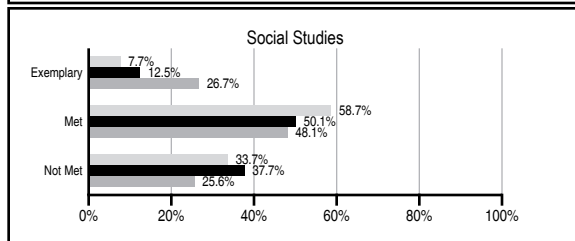
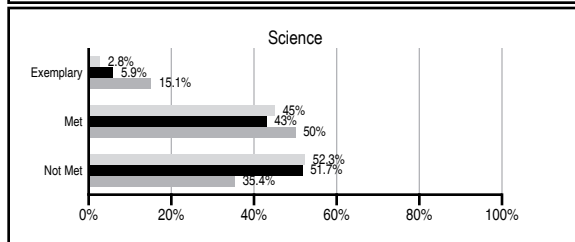
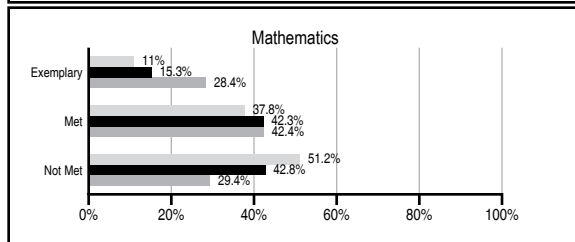
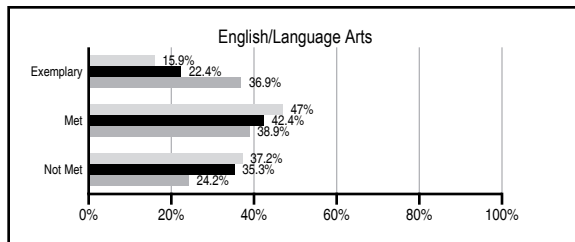
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	3	75	63	32

* Ratings are calculated with data available by 06/01/2010. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS 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.

READING – GRADE 4 (2007)

South Carolina	41	33	20	5
Nation	34	34	24	7
% Below Basic % Basic, Proficient, and Advanced				
Below Basic Basic Proficient Advanced				

MATH – GRADE 4 (2007)

South Carolina	20	44	31	5
Nation	19	43	33	5
% Below Basic % Basic, Proficient, and Advanced				
Below Basic Basic Proficient Advanced				

SCIENCE – GRADE 4 (2005)

South Carolina	36	39	23	2
Nation	34	39	25	2
% Below Basic % Basic, Proficient, and Advanced				
Below Basic Basic Proficient Advanced				

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 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

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=371)				
Retention rate	1.1%	Down from 1.3%	2.5%	1.9%
Attendance rate	97.1%	Up from 96.5%	96.0%	96.3%
Eligible for gifted and talented	2.2%	Down from 2.6%	3.3%	10.0%
With disabilities other than speech	7.5%	Down from 8.9%	7.7%	7.7%
Older than usual for grade	0.7%	Up from 0.4%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.6%	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	65.2%	Up from 59.1%	57.1%	59.4%
Continuing contract teachers	65.2%	Up from 54.5%	71.8%	80.0%
Teachers with emergency or provisional certificates	5.3%	Down from 16.7%	0.0%	0.0%
Teachers returning from previous year	79.1%	Down from 82.6%	82.1%	85.9%
Teacher attendance rate	95.1%	Up from 93.8%	95.2%	95.1%
Average teacher salary*	\$45,541	Up 5.2%	\$45,725	\$47,149
Classes not taught by highly qualified teachers	17.0%	Up from 0.0%	0.0%	0.0%
Professional development days/teacher	6.3 days	Down from 18.2 days	10.8 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 19.4 to 1	16.7 to 1	18.8 to 1
Prime instructional time	90.5%	Up from 86.5%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.5%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,082	Up 8.4%	\$8,618	\$7,458
Percent of expenditures for instruction**	71.8%	Up from 69.1%	68.3%	68.8%
Percent of expenditures for teacher salaries**	66.3%	Down from 66.8%	62.1%	63.2%
% of AYP objectives met	94.1%	Up from 53.8%	100.0%	100.0%

* Length of contract = 185+ days.
** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	22	53	25
Percent satisfied with learning environment	100.0%	84.9%	75.0%
Percent satisfied with social and physical environment	100.0%	66.0%	68.0%
Percent satisfied with school-home relations	71.4%	71.7%	84.0%

*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.

Instruction at Bells is data-driven. Bells Elementary is a Reading First school that utilizes best practices in literacy and integration of subjects using authentic literature to enable every student to close the gap, as we strive to meet or exceed state standards. Teachers use Dominie Reading and Writing Assessment Portfolios and running records to assess students' reading progress. They use this data to instruct the whole class, small groups, and individual students by meeting them where they are. Teachers attended professional learning communities in order to see best practices in literacy being modeled by the Literacy Coach. Reading Renaissance tracks students' "just right" reading levels. MAP (Measures of Academic Progress from the Northwest Evaluation Association) assessments were given in the Fall, Winter, and Spring to track student progress and assist teachers in grades 2-5 to develop small groups using data to drive their instruction. The students received pull out intervention for Reading and Math in flexible small groups as determined by their MAP scores. PASS-like common assessments in ELA, Math, Science, and Social Studies were given bi-weekly. All students had the opportunity to participate in Supplemental Educational Services at various sites throughout the district after school and to attend summer enrichment programs.

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. The Academic Leadership team consists of the principal, a Literacy Coach, a Curriculum Facilitator, and a Math Coach/Interventionist. They met bimonthly with the state department representative, ERTL, as they monitored progress in meeting the goals set forth in the Focused School Renewal Plan. Bells Explorers "strive for excellence" and 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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