



## Bells Elementary School

12088 Bells Hwy  
Ruffin, SC 29488

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	333 Students	
<b>Principal</b>	Cordelia Jenkins	843-782-0012
<b>Superintendent</b>	Mrs. Leila Williams, Ed.S.	843-782-4510
<b>Board Chair</b>	Mr. William Bowman, Jr	843-217-0033

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Average</b>	<b>Average</b>
2011	Average	Average
2010	Average	Average
2009	Below Average	Below Average
2008	At-Risk	At-Risk

## 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://www.eoc.sc.gov>

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

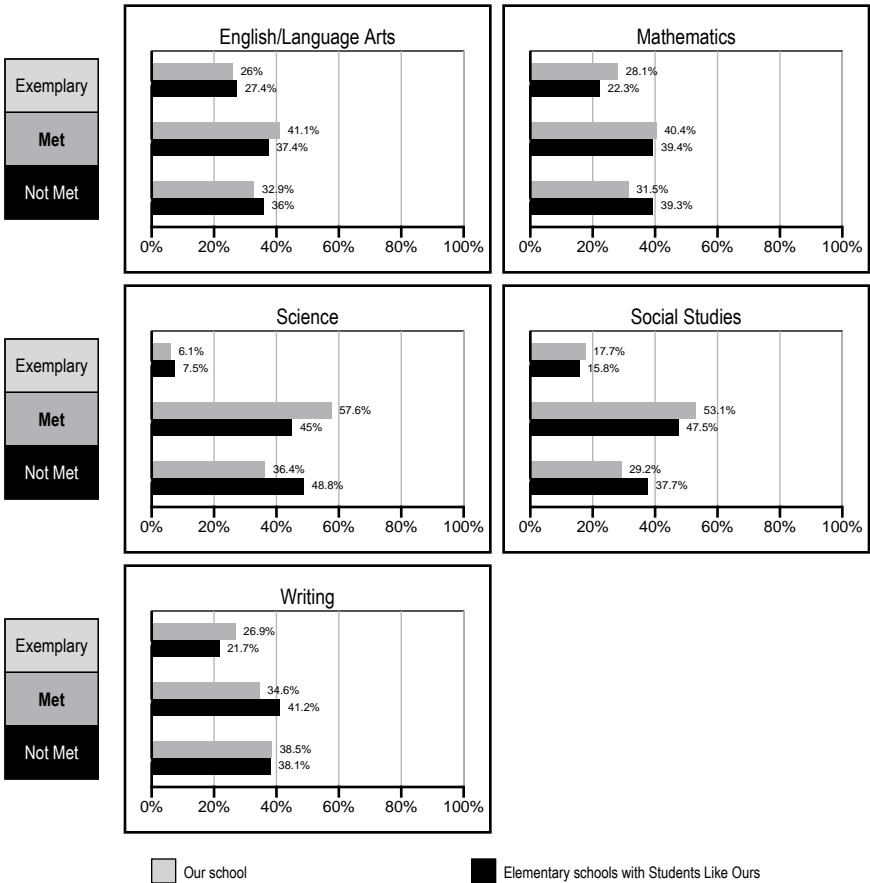
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 96.1%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
2	12	86	47	19

\* Ratings are calculated with data available by 11/07/2012.

**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=333)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Up from 1.6%	1.3%	1.0%
Attendance rate	97.1%	Up from 96.8%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=23)</b>				
Teachers with advanced degrees	56.5%	Up from 45.8%	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	81.5%	Up from 79.0%	85.3%	88.7%
Teacher attendance rate	95.7%	Down from 95.9%	95.3%	95.1%
Average teacher salary*	\$43,009	Up 2.6%	\$45,127	\$47,210
Professional development days/teacher	3.3 days	Down from 5.7 days	9.7 days	10.5 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 20.8 to 1	18.1 to 1	20.0 to 1
Prime instructional time	92.7%	Up from 91.3%	90.6%	90.5%
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**	\$6,508	Down 1.2%	\$8,355	\$7,247
Percent of expenditures for instruction**	70.4%	Down from 72.4%	66.0%	68.2%
Percent of expenditures for teacher salaries**	69.9%	Down from 71.0%	63.1%	65.7%

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

\*\* 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 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. As S. C. embarks on the transition to Common Core Standards, teachers at Bells Elementary will participate in SCTAP, a professional development model with new compensation and career advancement possibilities that encourages teachers to grow through professional training. Teachers use Dominion 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. 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  
 Amanda Munn, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	0	54	32
Percent satisfied with learning environment	N/R	77.8%	83.3%
Percent satisfied with social and physical environment	N/R	77.8%	80.0%
Percent satisfied with school-home relations	N/R	79.6%	90.0%

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

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**ESEA/Federal Accountability Rating System**

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>96.4</b>
<b>Overall Grade Conversion</b>	<b>A</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

**Accountability Indicator for Title I Schools**

Bells Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

**Teacher Quality and Student Attendance**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	4.5%	5.1%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	3.5%	0.0%	No
Student attendance rate	97.1%	94.0%*	Yes

\* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	639.5	642.9	609.7	627.5	100.0	100.0
Male	638.9	645.3	610.7	630.0	100.0	100.0
Female	640.2	639.4	608.3	623.3	100.0	100.0
White	652.9	657.3	627.5	635.6	100.0	100.0
African American	633.0	633.9	601.8	623.2	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	636.2	640.4	605.7	626.1	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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>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>2012</b>	3	50	100	32.6	23.9	43.5	67.4
	4	53	100	32.7	51	16.3	67.3
	5	57	100	33.3	47.1	19.6	66.7
	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>Mathematics</b>							
<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>2012</b>	3	50	100	30.4	28.3	41.3	69.6
	4	53	100	34.7	46.9	18.4	65.3
	5	57	100	29.4	45.1	25.5	70.6
	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>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
<b>2012</b>	3	26	92.3	52.2	30.4	17.4	47.8
	4	53	100	N/AV	N/AV	N/AV	69.4
	5	29	93.1	25	66.7	8.3	75
	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>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>2012</b>	3	24	95.8	28.6	38.1	33.3	71.4
	4	53	100	26.5	63.3	10.2	73.5
	5	28	96.4	29.2	50	20.8	70.8
	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>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
<b>2012</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	56	100	38.5	34.6	26.9	61.5
	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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