



Bells Elementary School

12088 Bells Hwy
Ruffin, SC 29475

Grades	PK-5 Elementary School	
Enrollment	300 Students	
Principal	Cordelia Jenkins	843-782-0012
Superintendent	Mrs. Leila Williams	843-782-4510
Board Chair	Mr. John Barnes	843-538-7409

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	At-Risk
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	Below Average	Below 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://www.eoc.sc.gov>

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

Percent of students tested in 2012-13 whose 2011-12 test scores were located

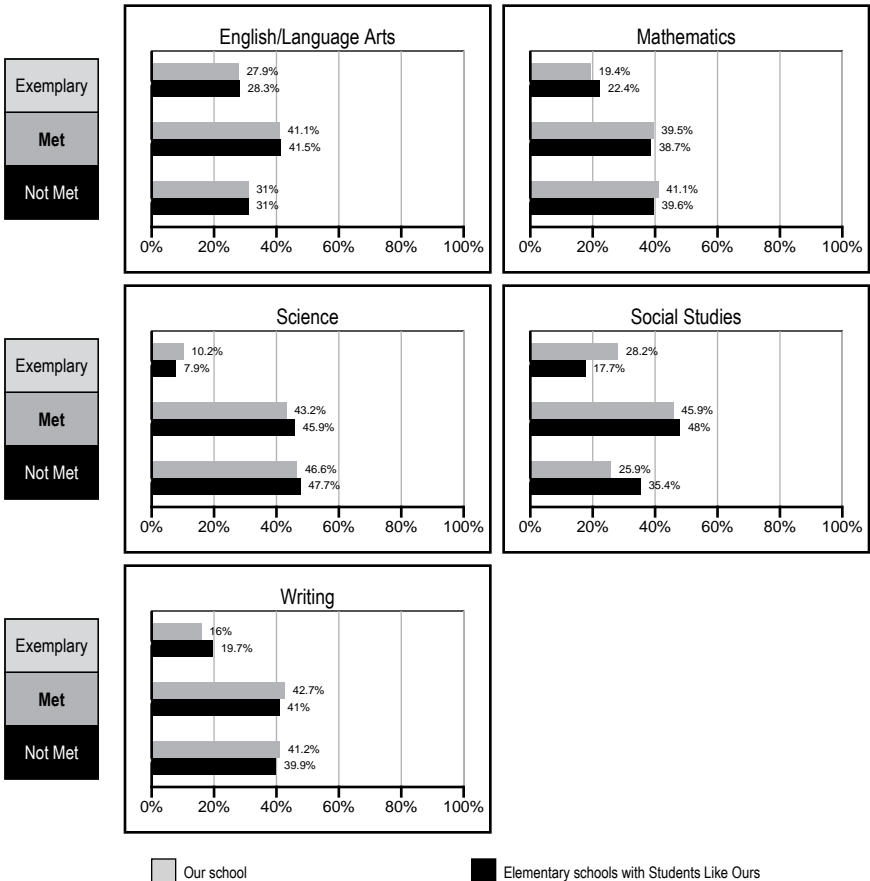
96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	13	99	46	15

* Ratings are calculated with data available by 12/14/2013.

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
Students (n=300)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	Down from 1.7%	1.1%	0.9%
Attendance rate	96.6%	Down from 97.1%	95.9%	96.3%
Served by gifted and talented program	2.8%	N/A	2.7%	7.2%
With disabilities	10.5%	N/A	13.5%	12.4%
Older than usual for grade	4.9%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	55.6%	Down from 56.5%	60.0%	62.5%
Continuing contract teachers	88.9%	Up from 87.0%	76.7%	83.3%
Teachers returning from previous year	82.6%	Up from 81.5%	84.8%	88.3%
Teacher attendance rate	94.3%	Down from 95.7%	94.9%	95.0%
Average teacher salary*	\$44,817	Up 4.2%	\$46,110	\$48,193
Professional development days/teacher	6.9 days	Up from 3.3 days	10.4 days	11.0 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 19.0 to 1	18.2 to 1	20.1 to 1
Prime instructional time	89.5%	Down from 92.7%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	51.3%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Good	Excellent
Dollars spent per pupil**	\$6,240	Down 4.1%	\$8,254	\$7,364
Percent of expenditures for instruction**	67.0%	Down from 70.4%	67.0%	68.0%
Percent of expenditures for teacher salaries**	66.0%	Down from 69.9%	64.0%	66.0%

* 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 promote academic excellence in a safe and nurturing environment. Bells Elementary utilizes best practices to enable every student to achieve high standards. Instruction at Bells Elementary 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 SC embarks on the transition to Common Core Standards, teachers at Bells Elementary will participate in South Carolina Teacher Advancement Program (SCTAP), a professional development model with new compensation and career advancement possibilities that encourages teachers to grow through professional training. 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 monitor 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.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	43	24
Percent satisfied with learning environment	94.1%	72.1%	75%
Percent satisfied with social and physical environment	83.3%	81.8%	75%
Percent satisfied with school-home relations	70.6%	79.5%	84%

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

Abbreviations for Missing Data

ESEA/Federal Accountability Rating System

In July 2013, 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.

Overall Weighted Points Total	56.8
Overall Grade Conversion	F

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

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	5.9%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.3%	0.0%	No
Student attendance rate	96.6%	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
Grades 3-5						
All Students	639.7	626.5	602.3	629.7	98.6	99.3
Male	636.6	626.8	605.9	633.6	98.9	100.0
Female	645.3	625.9	597.1	620.6	98.1	98.1
White	654.9	639.2	626.0	643.7	100.0	100.0
African American	630.7	617.6	587.6	617.5	98.7	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	638.3	624.9	602.1	629.5	98.4	99.2
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	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
English/Language Arts							
2012	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
2013	3	41	97.6	23.1	35.9	41	76.9
	4	45	100	38.6	31.8	29.5	61.4
	5	54	98.2	30.4	54.3	15.2	69.6
	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
Mathematics							
2012	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
2013	3	41	97.6	35.9	41	23.1	64.1
	4	45	100	38.6	38.6	22.7	61.4
	5	54	100	47.8	39.1	13	52.2
	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
Science							
2012	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
2013	3	20	100	40	50	10	60
	4	45	100	47.7	38.6	13.6	52.3
	5	27	96.3	50	45.8	4.2	50
	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
Social Studies							
2012	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
2013	3	20	95	21.1	68.4	10.5	78.9
	4	45	100	29.5	38.6	31.8	70.5
	5	27	96.3	22.7	40.9	36.4	77.3
	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
Writing							
2012	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
2013	3	41	92.7	42.1	36.8	21.1	57.9
	4	46	97.8	37.8	48.9	13.3	62.2
	5	52	92.3	41.3	43.5	15.2	58.7
	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

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