

SC Annual School Report Card Summary

Bells Elementary School
Colleton County
Grades: PK-5 **Enrollment: 300**
Principal: Cordelia Jenkins
Superintendent: Mrs. Leila Williams
Board Chair: Mr. John Barnes

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		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Average	At-Risk	TBD	TBD	F	N/A
2012	Average	Average	N/A	N/A	A	N/A
2011	Average	Average	N/A	N/A	Not Met	N/A

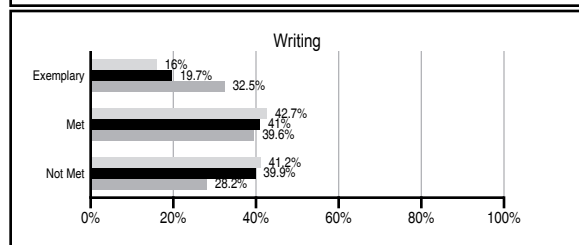
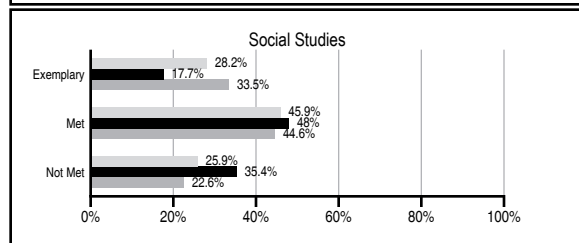
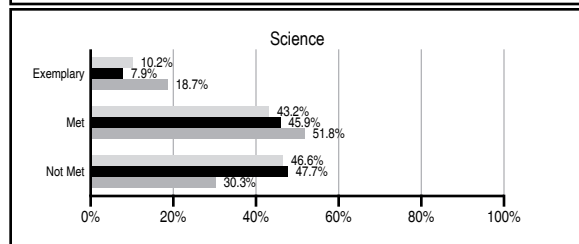
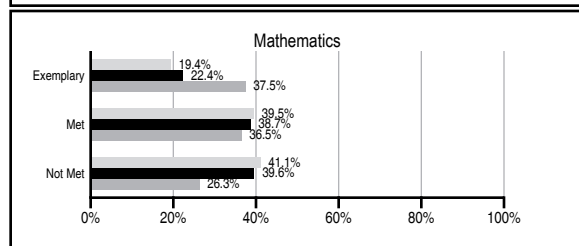
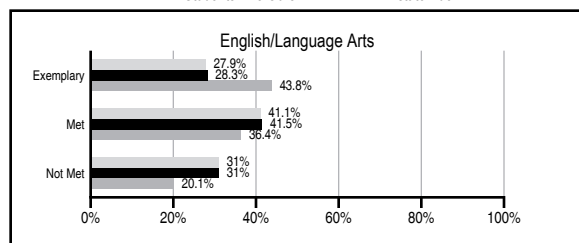
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	13	99	46	15

* Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

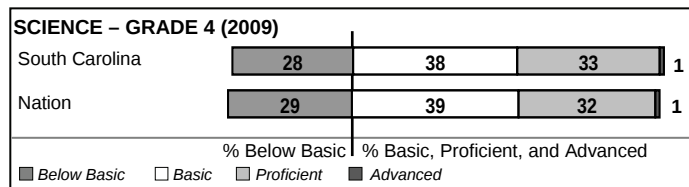
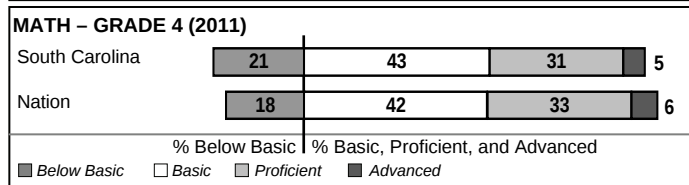
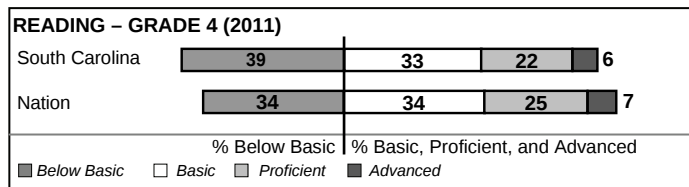
PASS PERFORMANCE

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.



SC 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.

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

Bells Elementary School [Colleton County]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=300)				
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%	76.6%	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%	\$46,095	\$48,193
Classes not taught by highly qualified teachers	4.3%	Up from 3.5%	0.0%	0.0%
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%	\$8,246	\$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%
ESEA composite index score	56.8	Down from 96.4	71.5	88.0

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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%	83.7%	84%

*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 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 Dominie 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.

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status