




BELLS ELEMENTARY SCHOOL
2016-2017
Grade Span 01-05

15-5500-025
GLOUCESTER
WASHINGTON TWP
227 GREENTREE RD
TURNERSVILLE, NJ 08012

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

This table shows the percentage of students by racial and ethnic group.

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| 1 | 88 | 93 | 78 |
| 2 | 95 | 90 | 90 |
| 3 | 99 | 102 | 89 |
| 4 | 98 | 92 | 94 |
| 5 | 117 | 99 | 94 |
| Ungraded | 0 | 0 | 0 |
| Total | 497 | 476 | 445 |

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 53% | 52% | 54% |
| Male | 47% | 48% | 47% |
| Economically Disadvantaged Students | 22% | 28% | 17% |
| Students with Disabilities | 23% | 20% | 19% |
| English Learners | 1% | 4% | 4% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 2% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 87.4% |
| Hispanic | 5.8% |
| Asian | 2.5% |
| Black or African American | 1.6% |
| American Indian or Alaska Native | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 2.7% |

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

| Home Language | % of Students |
|---------------|---------------|
| English | 99.6% |
| Other | 0.4% |



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 224 | 98.5 | 52.70 | 52.10 | 54.90 | 52.7 | 54 | Met Target† |
| White | 200 | 98.8 | 53.00 | 53.40 | 63.90 | 53 | 56.4 | Met Target† |
| Hispanic | * | * | * | * | 39.80 | * | ** | ** |
| Black or African American | * | * | * | * | 35.20 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | 80.70 | * | ** | ** |
| American Indian or Alaska Native | N | N | N | 50.00 | 53.70 | N | ** | ** |
| Two or More Races | * | * | * | * | 54.90 | * | ** | ** |
| Female | 126 | 98.7 | 60.30 | 61.00 | 62.20 | 60.3 | | |
| Male | 98 | 98.4 | 42.80 | 43.30 | 48.10 | 42.8 | | |
| Economically Disadvantaged Students | 36 | 100.0 | 44.50 | 35.30 | 36.20 | 44.5 | 39 | Met Target |
| Non-Economically Disadvantaged Students | 188 | 98.2 | 54.20 | 55.90 | 65.80 | 54.2 | | |
| Students with Disabilities | 43 | 96.4 | 25.60 | * | 20.50 | 25.6 | 31.5 | Met Target† |
| Students without Disabilities | 181 | 99.1 | 59.10 | * | 61.90 | 59.1 | | |
| English Learners | N | N | N | 26.80 | 25.20 | N | ** | ** |
| Non-English Learners | 224 | 98.5 | 52.70 | 52.30 | 57.40 | 52.7 | | |
| Homeless Students | N | N | N | 16.70 | 26.40 | N | | |
| Students In Foster Care | * | * | * | * | 24.80 | * | | |
| Military-Connected Students | N | N | N | N | 53.50 | N | | |
| Migrant Students | N | N | N | N | 23.00 | N | | |

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 86 | 740 | 747 | 749 | * | 21% | 27% | 43% | * | 43% | 50% |
| White | 76 | 742 | 749 | 759 | * | 21% | 26% | 45% | * | 45% | 61% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 35% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Female | 49 | 741 | 752 | 754 | * | * | * | 47% | 0% | 47% | 55% |
| Male | 37 | 738 | 742 | 745 | * | * | * | 38% | 0% | 38% | 46% |
| Economically Disadvantaged Students | 16 | 731 | 735 | 731 | * | * | * | * | * | 38% | 31% |
| Non-Economically Disadvantaged Students | 70 | 742 | 751 | 762 | * | * | * | * | * | 44% | 63% |
| Students with Disabilities | 13 | 705 | * | 720 | * | * | * | * | * | 15% | 24% |
| Students without Disabilities | 73 | 746 | * | 755 | * | * | * | * | * | 48% | 55% |
| English Learners | * | * | * | 709 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 752 | * | * | * | * | * | * | 53% |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 21% |
| Students in Foster Care | * | * | * | 721 | * | * | * | * | * | * | 26% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | N | 734 | N | N | N | N | N | N | 29% |



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 88 | 747 | 746 | 753 | * | 15% | 34% | 44% | * | 48% | 56% |
| White | 80 | 747 | 750 | 762 | * | 15% | 35% | 44% | * | 48% | 67% |
| Hispanic | * | * | * | 740 | * | * | * | * | * | * | 40% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N | 777 | N | N | N | N | N | N | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 755 | * | * | * | * | * | * | 56% |
| Female | 51 | 753 | 750 | 758 | * | * | 29% | 55% | * | 59% | 61% |
| Male | 37 | 738 | 742 | 749 | * | * | 41% | 30% | * | 32% | 51% |
| Economically Disadvantaged Students | 16 | 746 | 734 | 737 | * | * | * | * | * | 38% | 36% |
| Non-Economically Disadvantaged Students | 72 | 747 | 749 | 764 | * | * | * | * | * | 50% | 69% |
| Students with Disabilities | 19 | 729 | 721 | 725 | * | * | * | * | * | 26% | 25% |
| Students without Disabilities | 69 | 752 | 751 | 759 | * | * | * | * | * | 54% | 62% |
| English Learners | N | N | N | 711 | N | N | N | N | N | N | 10% |
| Non-English Learners | 88 | 747 | 746 | 755 | * | 15% | 34% | 44% | * | 48% | 58% |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 30% |
| Students in Foster Care | * | * | * | 728 | * | * | * | * | * | * | 31% |
| Military-Connected Students | N | N | N | 755 | N | N | N | N | N | N | 60% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 36% |



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 94 | 757 | 756 | 756 | * | * | 21% | 62% | * | 65% | 59% |
| White | 82 | 758 | 758 | 763 | * | * | 20% | 65% | * | 67% | 69% |
| Hispanic | * | * | * | 743 | * | * | * | * | * | * | 44% |
| Black or African American | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Female | 48 | 765 | 762 | 761 | * | * | * | 71% | * | 75% | 66% |
| Male | 46 | 749 | 749 | 750 | * | * | * | 52% | * | 54% | 53% |
| Economically Disadvantaged Students | 13 | 747 | 741 | 740 | * | * | * | * | * | 46% | 40% |
| Non-Economically Disadvantaged Students | 81 | 759 | 759 | 765 | * | * | * | * | * | 68% | 71% |
| Students with Disabilities | 21 | 743 | 736 | 725 | * | * | * | * | * | 43% | 22% |
| Students without Disabilities | 73 | 761 | 760 | 762 | * | * | * | * | * | 71% | 66% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | 12% |
| Non-English Learners | 94 | 757 | 756 | 757 | * | * | 21% | 62% | * | 65% | 60% |
| Homeless Students | N | N | N | 733 | N | N | N | N | N | N | 30% |
| Students in Foster Care | * | * | * | 727 | * | * | * | * | * | * | 23% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 731 | N | N | N | N | N | N | 36% |

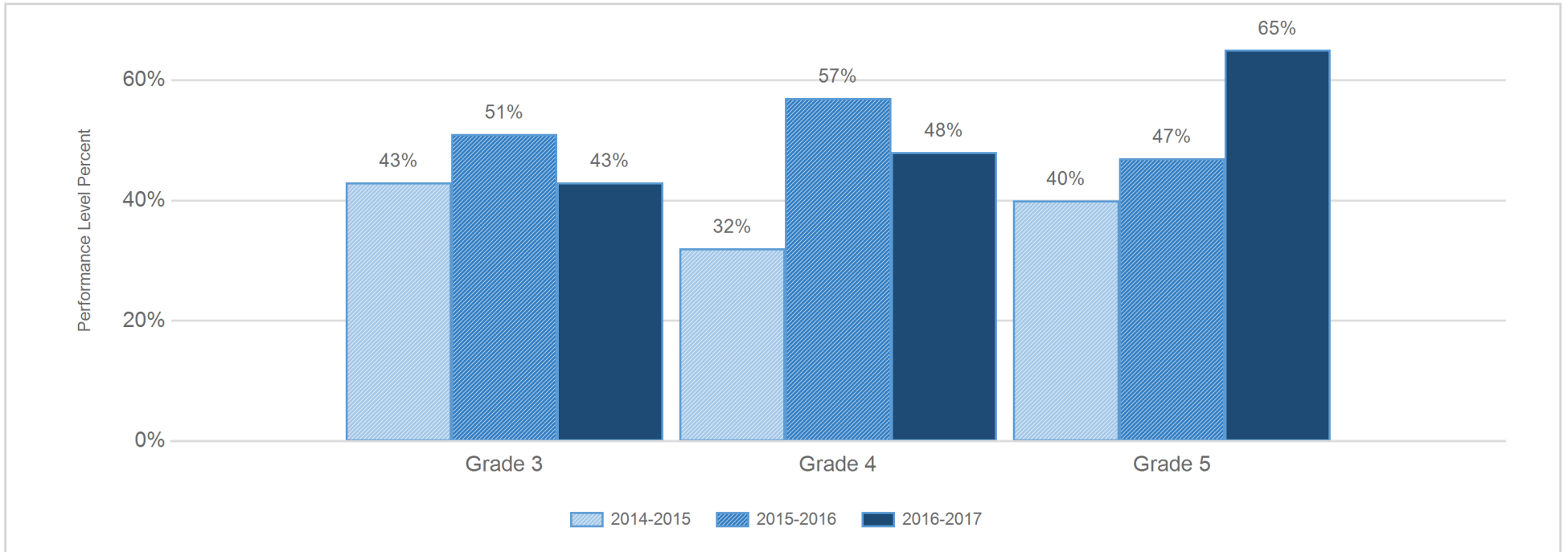


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 225 | 98.5 | 37.30 | 39.80 | 43.50 | 37.3 | 45.6 | Not Met |
| White | 201 | 98.8 | 37.80 | 41.00 | 52.40 | 37.8 | 46.9 | Not Met |
| Hispanic | * | * | * | * | 27.60 | * | ** | ** |
| Black or African American | * | * | * | * | 21.70 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | 75.60 | * | ** | ** |
| American Indian or Alaska Native | N | N | N | * | 42.50 | N | ** | ** |
| Two or More Races | * | * | * | * | 44.90 | * | ** | ** |
| Female | 127 | 98.7 | 39.40 | 40.10 | 44.10 | 39.4 | | |
| Male | 98 | 98.4 | 34.70 | 39.70 | 42.90 | 34.7 | | |
| Economically Disadvantaged Students | 37 | 100.0 | 24.30 | * | 25.10 | 24.3 | 30.2 | Met Target† |
| Non-Economically Disadvantaged Students | 188 | 98.2 | 39.90 | * | 54.30 | 39.9 | | |
| Students with Disabilities | 43 | 96.4 | 23.30 | 15.30 | 16.50 | 23.3 | 24.6 | Met Target† |
| Students without Disabilities | 182 | 99.1 | 40.70 | 44.50 | 48.80 | 40.7 | | |
| English Learners | * | * | * | * | 23.30 | * | ** | ** |
| Non-English Learners | * | * | * | * | 45.20 | * | | |
| Homeless Students | N | N | N | * | 16.40 | N | | |
| Students In Foster Care | * | * | * | * | 15.10 | * | | |
| Military-Connected Students | N | N | N | N | 39.90 | N | | |
| Migrant Students | N | N | N | N | 18.20 | N | | |

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 86 | 742 | 749 | 751 | * | 13% | 36% | 40% | * | 42% | 53% |
| White | 76 | 745 | 752 | 759 | * | 13% | 34% | 42% | * | 45% | 63% |
| Hispanic | * | * | * | 738 | * | * | * | * | * | * | 37% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Female | 49 | 743 | 750 | 751 | * | * | 35% | 39% | * | 43% | 52% |
| Male | 37 | 742 | 749 | 751 | * | * | 38% | 41% | * | 41% | 53% |
| Economically Disadvantaged Students | 16 | 735 | 738 | 736 | * | * | * | * | * | 31% | 34% |
| Non-Economically Disadvantaged Students | 70 | 744 | 753 | 761 | * | * | * | * | * | 44% | 65% |
| Students with Disabilities | 13 | 715 | * | 729 | * | * | * | * | * | 15% | 29% |
| Students without Disabilities | 73 | 747 | * | 755 | * | * | * | * | * | 47% | 57% |
| English Learners | * | * | * | 724 | * | * | * | * | * | * | 21% |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | 55% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 22% |
| Students in Foster Care | * | * | * | 727 | * | * | * | * | * | * | 27% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 35% |



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 89 | 742 | 746 | 747 | * | 16% | 43% | 36% | * | 36% | 47% |
| White | 81 | 743 | 750 | 755 | * | 16% | 42% | 37% | * | 37% | 59% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 25% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N | 774 | N | N | N | N | N | N | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Female | 52 | 745 | 745 | 747 | * | * | 42% | 39% | 0% | 39% | 47% |
| Male | 37 | 739 | 747 | 747 | * | * | 43% | 32% | 0% | 32% | 48% |
| Economically Disadvantaged Students | 17 | 740 | 733 | 732 | * | * | * | * | * | 24% | 27% |
| Non-Economically Disadvantaged Students | 72 | 743 | 750 | 757 | * | * | * | * | * | 39% | 61% |
| Students with Disabilities | 19 | 728 | 725 | 724 | * | * | * | * | * | 26% | 22% |
| Students without Disabilities | 70 | 746 | 751 | 751 | * | * | * | * | * | 39% | 52% |
| English Learners | * | * | * | 716 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 749 | * | * | * | * | * | * | 49% |
| Homeless Students | N | N | N | 723 | N | N | N | N | N | N | 18% |
| Students in Foster Care | * | * | * | 722 | * | * | * | * | * | * | 18% |
| Military-Connected Students | N | N | N | 749 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 22% |



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 94 | 742 | 750 | 747 | * | 15% | 45% | 33% | * | 35% | 46% |
| White | 82 | 741 | 751 | 754 | * | 15% | 46% | 31% | * | 33% | 57% |
| Hispanic | * | * | * | 735 | * | * | * | * | * | * | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 47% |
| Female | 48 | 743 | 752 | 747 | * | * | 50% | 33% | * | 35% | 47% |
| Male | 46 | 741 | 747 | 746 | * | * | 39% | 33% | * | 35% | 46% |
| Economically Disadvantaged Students | 13 | 728 | 738 | 732 | * | * | * | * | * | 15% | 27% |
| Non-Economically Disadvantaged Students | 81 | 744 | 752 | 756 | * | * | * | * | * | 38% | 59% |
| Students with Disabilities | 21 | 738 | 736 | 725 | * | * | * | * | * | 33% | 19% |
| Students without Disabilities | 73 | 743 | 752 | 751 | * | * | * | * | * | 36% | 52% |
| English Learners | N | N | N | 717 | N | N | N | N | N | N | 12% |
| Non-English Learners | 94 | 742 | 750 | 748 | * | 15% | 45% | 33% | * | 35% | 48% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 18% |
| Students in Foster Care | * | * | * | 721 | * | * | * | * | * | * | 13% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 48% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 18% |

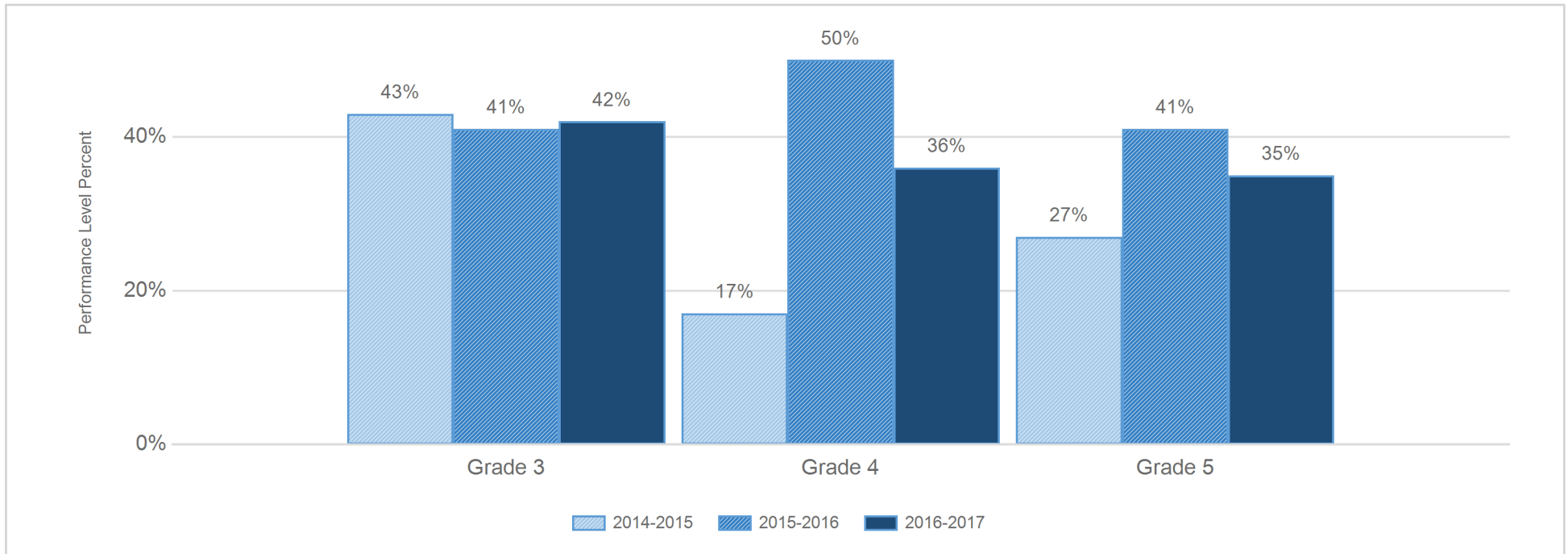


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

| Grade | ELA: # Students Tested | Math: # Students Tested |
|-------|---------------------------|----------------------------|
| 3 | N | N |
| 4 | N | N |
| 5 | N | N |

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 1 | * | * | * |
| 2 | * | * | * |
| 3 | * | * | * |
| 4 | * | * | * |
| 5+ | * | * | * |



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

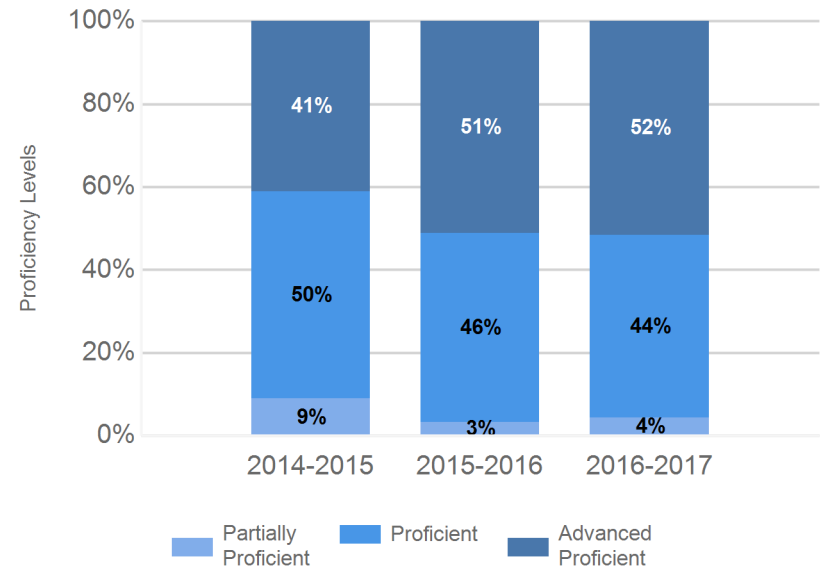
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 45% | 40% | 14% |
| Schoolwide | 52% | 44% | 4% |
| White | 51% | 45% | * |
| Hispanic | * | * | * |
| Black or African American | * | * | N |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | * | N |
| Economically Disadvantaged Students | 19% | 69% | 13% |
| Students with Disabilities | 47% | 47% | 5% |
| English Learners | N | N | * |

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide | 45 | 53 | 50 | Met Target | 43 | 52 | 50 | Met Target |
| White | 45 | 52 | 50 | Met Target | 43 | 52 | 52 | Met Target |
| Hispanic | * | 51.5 | 49 | ** | * | 51 | 47 | ** |
| Black or African American | * | 52 | 45 | ** | * | 38.5 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | 66 | 60 | ** | * | 61 | 59 | ** |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | * | * | 51 | ** | * | * | 52 | ** |
| Economically Disadvantaged | 45 | 54 | 47 | Met Target | 43 | 49 | 46 | Met Target |
| Students with Disabilities | 36 | 47 | 41 | Not Met | 56 | 49 | 43 | Met Target |
| English Learners | * | 69 | 53 | ** | * | 46 | 51 | ** |

** ESSA accountability targets are only included if data is available for at least 20 students.



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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

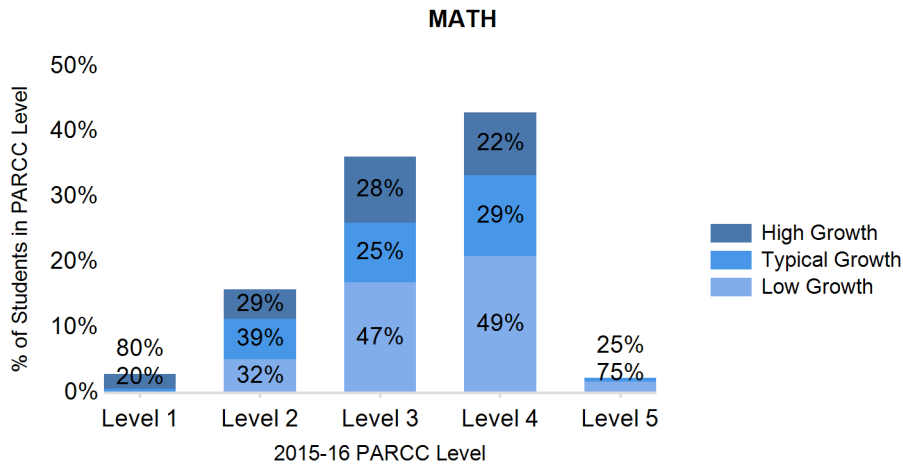
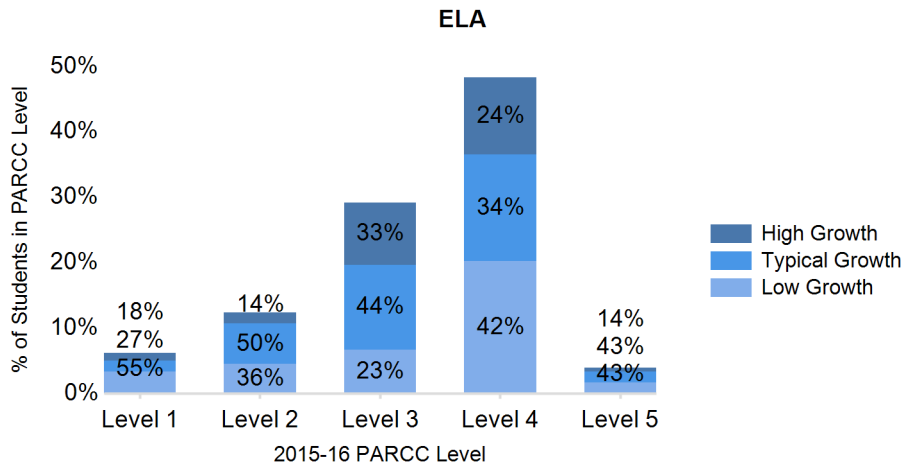
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

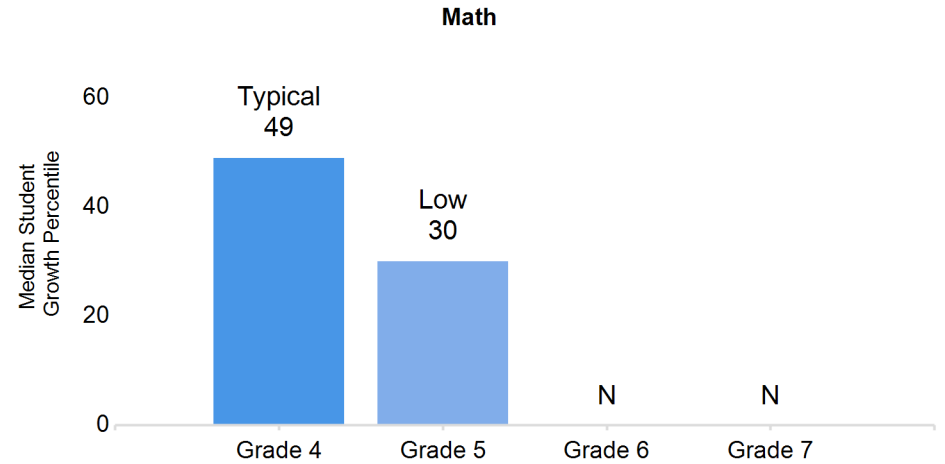
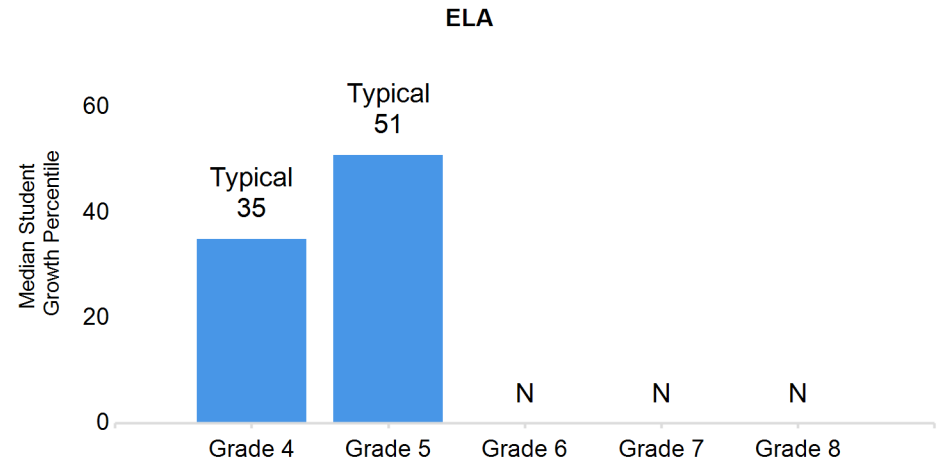
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

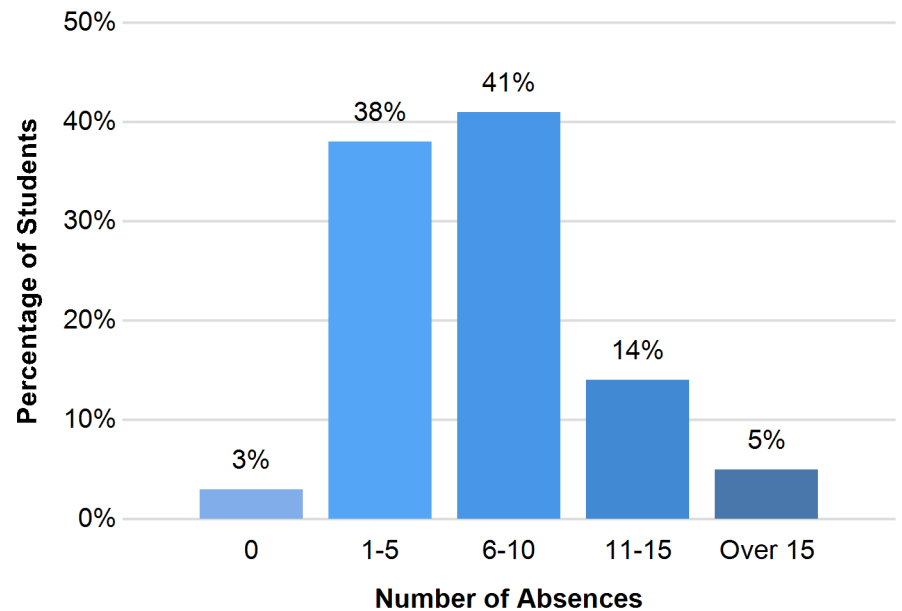
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 3.30 | 7.60 | Met Target |
| White | 3.60 | 7.60 | Met Target |
| Hispanic | 3.80 | 7.60 | Met Target |
| Black or African American | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | N | ** | ** |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 6.30 | 7.60 | Met Target |
| Students with Disabilities | 1.10 | 7.60 | Met Target |
| English Learners | N | ** | ** |

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



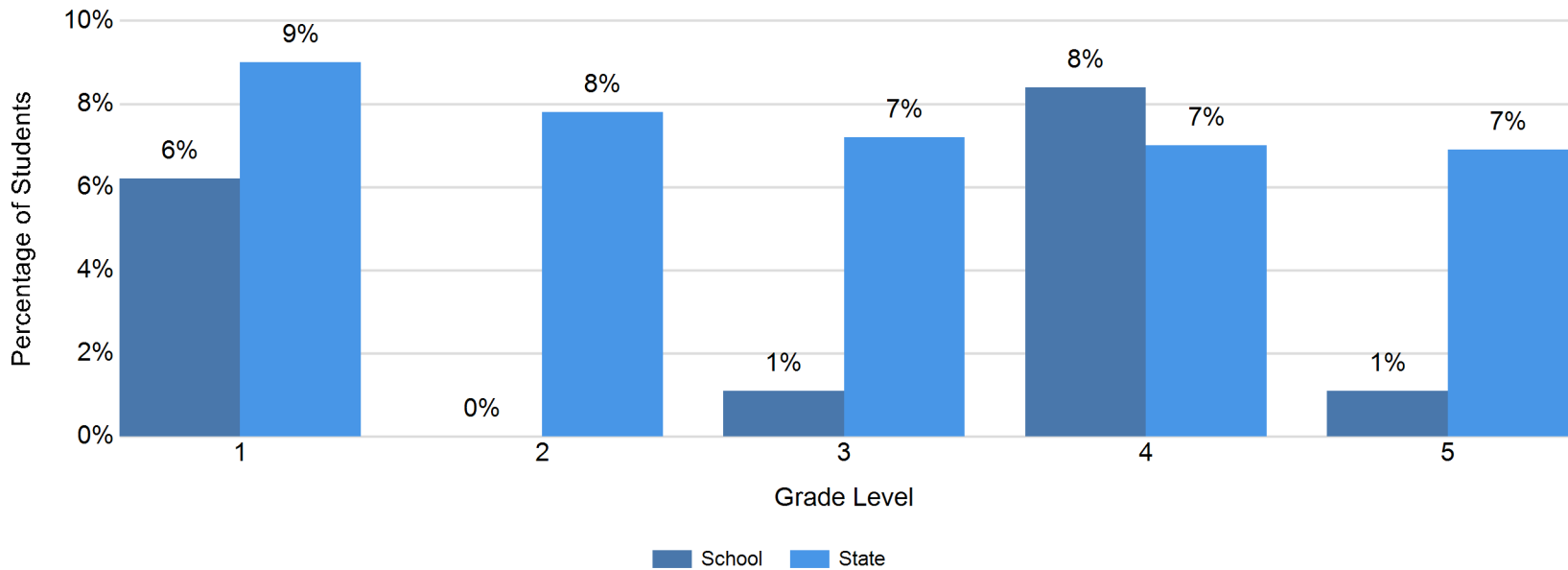


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 9:00AM |
| Typical End Time | 3:20PM |
| Length of School Day | 6 Hrs 20 Mins |
| Full Time - Instructional Time | 5 Hrs. 40 Mins. |
| Shared Time - Instructional Time | * |

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 2 |
| Vandalism | 0 |
| Weapons | 1 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 1 |
| Total Unique Incidents | 4 |
| Incidents Per 100 Students Enrolled | 0.90 |

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 0.0% |
| Out-of-School Suspensions | 0.7% |
| Any Suspension | 0.7% |

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.3:1 | 272.6 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs).

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|------------------------|---------|--------------|----------|
| District Total | \$412 | \$16,165 | \$16,577 |



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 50 | 120,724 |
| Average years experience in public schools | 12.2 | 11.8 |
| Average years experience in district | 10.9 | 10.5 |
| Teachers in district for 4 or more years | 68% | 74% |

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 45 | 9,506 |
| Average years experience in public schools | 19.1 | 15.9 |
| Average years experience in district | 15.6 | 11.6 |
| Administrators in district for 4 or more years | 80% | 74% |

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 9:1 | 11:1 |
| Administrators | 223:1 | 163:1 |
| Librarian/Media Specialists | | 564:1 |
| Nurses | | 611:1 |
| Counselors | | 272:1 |
| Child Study Team | | 306:1 |



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 89% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 90% | 88% |

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 96% |



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

| Accountability Indicator | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency | 41.9 | 17.5% |
| Mathematics Proficiency | 30.5 | 17.5% |
| English Language Arts Growth | 27.7 | 25.0% |
| Mathematics Growth | 34.5 | 25.0% |
| Chronic Absenteeism | 90.6 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 41.8 |
| Summative Rating: Percentile rank of Summative Score | | 36.8 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 41.8 | 11.9 | No | Met Target† | Not Met | Met Target | Met Target | Met Target | No |
| White | 29.4 | 11.9 | No | Met Target† | Not Met | Met Target | Met Target | Met Target | No |
| Hispanic | ** | ** | No | ** | ** | Met Target | ** | ** | No |
| Black or African American | ** | ** | No | ** | ** | ** | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | ** | ** | ** | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | 50.7 | 11.9 | No | Met Target | Met Target† | Met Target | Met Target | Met Target | No |
| Students with Disabilities | 66.2 | 11.9 | No | Met Target† | Met Target† | Met Target | Not Met | Met Target | No |
| English Learners | ** | ** | No | ** | ** | ** | ** | ** | No |

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

| | | | |
|-------------------|--|-----------------------|--|
| Principal: | Ms. Grier | Email Address: | vgrier@wtps.org |
| Address: | 227 GREENTREE RD TURNERSVILLE, NJ 08012 | Website: | www.wtps.org/Bells |
| Phone: | (856)589-8441 | | |

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

| | |
|---|--|
|  <p>Highlights:</p> | <ul style="list-style-type: none"> • Curriculum includes Everyday Math, Balanced Literacy, Integration of Technology, and Inquiry Based Instruction. • Intervention periods allow for differentiated instruction tailored to the unique learning needs of our students. • Character education programs including Paw Pride are awarded to students for demonstrating strong character traits. |
|  <p>Mission, Vision, Theme:</p> | <p>The mission of Bells School is to foster a safe and supportive environment where individuals can strive towards their unique potential through challenging and diverse learning opportunities. Innovative instructional practices, outstanding curriculum, exemplary professional development, and a safe learning community underscore Birches School's dedication to "Excellence in Education" for all students.</p> |
|  <p>Awards, Recognition, Accomplishments:</p> | <p>Bells School has a state winning Chess Club. The club competes at various levels throughout the state, and the club has received various high ranking awards for as a result of these competitions.</p> |






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|  <p>Courses, Curriculum, Instruction:</p> | <p>A comprehensive balanced literacy approach provides students with opportunities to engage in variety of authentic reading and writing activities while learning foundational skills in a systematic approach. In addition to an inquiry based approach to science and social studies, an observable connection exists with literacy integrated throughout the curriculum. Mathematics instruction fosters critical thinking and problem solving skills while students work in small guided groups or partnerships.</p> |
|  <p>Clubs and Activities:</p> | <p>Students may elect to engage in the following clubs: Drama Club, STEM Club, Strategic Games Club, Newspaper Club, and the Environmental "Green" Club. The majority of these clubs are available to students in grades two through five. In addition, students in fifth grade may be selected to serve as a School Safety. School safeties support arrival and dismissal procedures, as well as, the orderly operations of special events. Bells also has a morning announcement club involving 5th graders.</p> |
|  <p>Before and After School Programs:</p> | <p>The Get Set Program and the Good Morning Math Program, are intensive tutoring programs which provide diagnostic-prescriptive instruction after school for identified students in grades one through five. Working Writers, aimed at improving students' writing skills, exposes students to a wide variety of writing genres and writing tasks. Overall, students are provided with additional time to improve their math and literacy skills during these programs.</p> |







**BELLS ELEMENTARY SCHOOL
2016-2017**

Grade Span 01-05

15-5500-025
GLOUCESTER
WASHINGTON TWP
227 GREENTREE RD
TURNERSVILLE, NJ 08012

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

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|  <p>Staff and Professional Learning:</p> | <p>The Bells staff engages in district-level and site-based, job-embedded professional development opportunities. These high quality workshops develop theoretical understanding, provide demonstrations and/or modeling, and include opportunities for collaboration. Analysis of student data guides the content of these programs. In addition, the sharing of instructional strategies adds to the innovation of these professional development experiences.</p> |
|  <p>Student Supports and Services:</p> | <p>Bells school houses all ELL students, grade 1-5 for the district. The program teaches English while celebrating their individual cultures. The district hosts an International Night for all to attend. Teachers analyze data during data meetings and individual PLC's to direct instruction. Intervention periods are scheduled throughout the day to meet individual student needs. Friends groups are run by counselors and CST members to support students socially.</p> |
|  <p>Student Health and Wellness:</p> | <p>Bells School maintains a Wellness Committee which brings in local organizations to offer training and workshops on various topics such as heart health and reading food labels. Staff in turn shares this with students do ensure student wellness. There is an annual Wellness fair for the Bells' families. Students have regular physical education. Breakfast after the Bell is provided for all students.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Our school offers parent involvement in a variety of formats. Our PTO is an active organization along with our district Special Education Parent Advisory Group (SEPAG). Parent involvement nights such as Parents as Partners and Stepping Up to the Next Grade are informative sessions about curriculum, instruction, and social and emotional supports.</p> |





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|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>Bells' students complete the OLWEUS survey annually. The data from this survey is used to address hotspots and provide programs to meet the needs of the students. The Olweus team and school culture committee use this data to plan activities.</p> |
|  <p>Facilities:</p> | <p>The original Bells building was built in 1967 with an addition in 1995. The entire building boasts a media center, computer lab, art and music rooms, and a full gym. Classrooms and small group instructions rooms as well as labs are available throughout the fully air conditioned building.</p> |



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Other Information:

Technology applications continue to be infused into every aspect of the curriculum. This allows technology to open doors for students to access a world of knowledge that exists beyond the doors of our school. The computerized classroom assessment program, STAR Enterprise Reading and Math, is used by all students in all grade levels. The program is used for screening, benchmarking, and progress monitoring. STAR allows teachers to spend less time on assessment and more time on instruction. The Accelerated Reader Program challenges students to read engaging books and then test their comprehension ability through on-line quizzes. First in Math, a robust, online math supplemental program, provides students with opportunities to practice math facts and problem solving skills in a fun and engaging format. Fast ForWord, a computerized program, accelerates learning by developing cognitive skills, memory, attention, processing, and sequencing through a series of activities. Other students participate in Read 180 or System 44 to enhance their acquisition of literacy skills. All of our classrooms are equipped with computers, Smart Boards, document cameras, Red Cat amplification systems, LCD projectors, and/ or short throw projectors. The addition of short throw technology transforms our whiteboards into interactive computer screens viewable by an entire classroom. Our school enables parent access to grades and attendance using the data management system, PowerSchool. The school website and staff web pages provide parents with detailed information regarding daily events and curriculum information.