



BELTON ELEMENTARY

202 Watkins Street
Belton, SC 29627

Grades	3-5 Elementary School	
Enrollment	479 Students	
Principal	Tara L. Brice	864-338-7738
Superintendent	Thomas T. Chapman	864-369-7364
Board Chair	Dr. Danny Hawkins	864-369-7364

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Below Average
2007	Good	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://eoc.sc.gov>

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

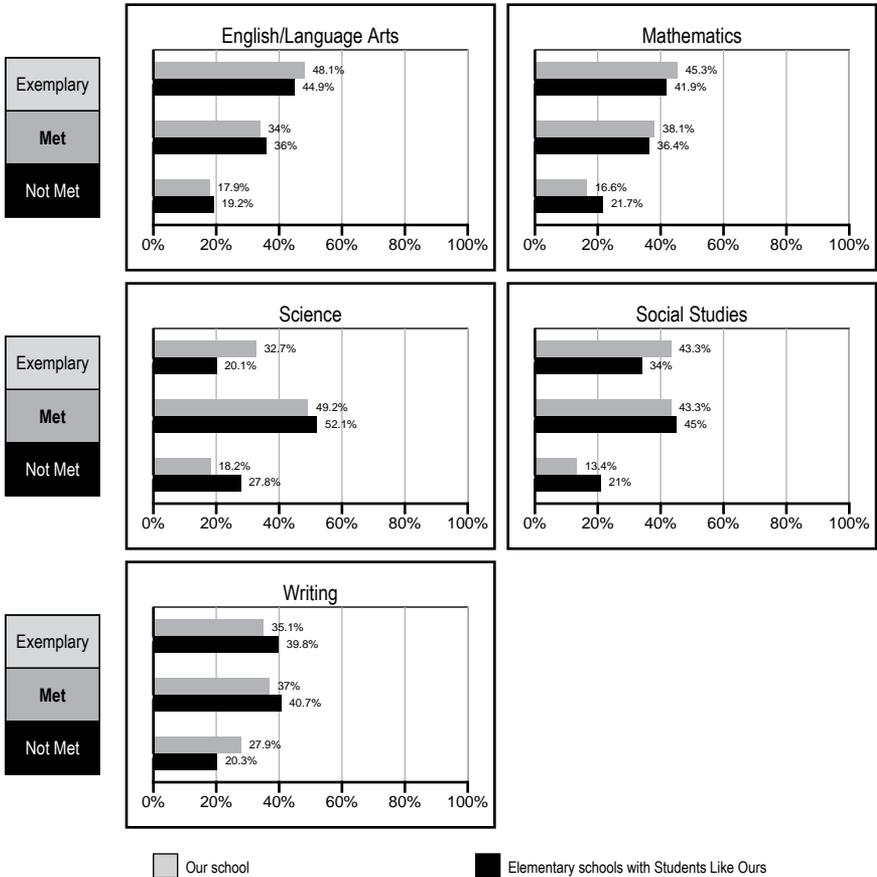
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
30	37	37	0	0

* Ratings are calculated with data available by 11/09/2011.

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=479)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.8%	No Change	1.1%	1.1%
Attendance rate	95.1%	Down from 99.0%	96.1%	96.2%
Served by gifted and talented program	20.0%	Up from 18.6%	16.5%	13.4%
With disabilities other than speech	5.4%	Up from 5.1%	4.5%	4.1%
Older than usual for grade	1.4%	Up from 1.0%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	28.0%	Down from 29.6%	61.5%	62.5%
Continuing contract teachers	88.0%	Up from 81.5%	90.3%	88.2%
Teachers returning from previous year	94.4%	Up from 89.6%	88.5%	87.8%
Teacher attendance rate	95.8%	Down from 96.4%	95.4%	95.2%
Average teacher salary*	\$42,039	Down 5.4%	\$46,912	\$46,773
Professional development days/teacher	12.6 days	Up from 11.2 days	10.6 days	10.5 days
School				
Principal's years at school	1.0	Down from 4.0	5.0	4.0
Student-teacher ratio in core subjects	24.4 to 1	Up from 19.7 to 1	20.5 to 1	19.9 to 1
Prime instructional time	89.9%	Down from 94.6%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.9%	Up from 93.9%	100.0%	100.0%
Character development program	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$5,945	Up 1.0%	\$6,913	\$7,447
Percent of expenditures for instruction**	70.5%	Down from 72.7%	68.8%	68.4%
Percent of expenditures for teacher salaries**	67.6%	Down from 69.8%	66.2%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Belton Elementary School is committed to providing a climate where all students can achieve and experience success. Our mission, through collaborative efforts with the home and community, is to encourage students to believe in themselves, excel in performance, and to succeed in life. We strive daily to fulfill this mission.

Our students continue to achieve academically. Once again our students scored above the state average on the 2010 PASS in all subjects and in all grades. In addition, we met the Adequate Yearly Progress criteria as stipulated by the federal law, No Child Left Behind. We received an Excellent absolute rating and an Excellent growth rating on our school report card, which qualified us for another Palmetto Gold Award. We were also recognized by the Education Oversight Committee for Closing the Achievement Gap for our students who qualify for Free and Reduced Lunch. One of the highlights of the school year for BES was being nominated as a National Blue Ribbon School! We are certainly proud of our educational accomplishments.

Our students learned to be good citizens through participation in community projects such as Relay for Life, the Sharing Tree, and Pennies for Patients. Leadership opportunities abound for students, such as the BES Morning News, Library Helpers, Panda Post Office, and Panda Patrol which are designed to assist students in becoming responsible citizens. Our faculty continually strives to meet the needs of our students to create the best learning environment possible. Our teachers continue to spend hours in staff development to learn to utilize research-based best practices. This year, we had a yearlong focus on writing partnership with the Upstate Writing Project of Clemson University. All of our classrooms are equipped with Promethean Boards which allow teachers to integrate technology into their instruction. Our Curriculum Nights and Family Reading Nights were designed to increase parent participation and involvement with their children in the academics thus helping parents understand the curriculum and instructional strategies used with their children so they are better able to reinforce those at home. We continue to have strong participation in our Accelerated Reader program, with record breaking quarterly achievements during this past school year. We introduced a new initiative this year entitled "One School, One Book" in which the school provided a particular novel for every faculty member to read and for every student to read together with their parents followed by school literacy discussions and activities resulting in high interest and enthusiasm for reading. Monthly every faculty member and student participates in our DIVE DAY where we "dive into a good book" for 20 uninterrupted minutes. Students also enjoyed our monthly "Book Swaps" this year. We truly emphasize the importance of reading at BES!

At Belton Elementary School, we continue to be proud of our many accomplishments and high levels of achievement thus generating excitement about our future.

Norma Hughes-Smith, SIC chairperson
Tara L. Brice, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	155	92
Percent satisfied with learning environment	96.6%	94.2%	87.0%
Percent satisfied with social and physical environment	96.3%	91.6%	88.0%
Percent satisfied with school-home relations	89.7%	94.8%	80.4%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.1%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	485	99	17	34.4	48.7	87.7	89.2	82.4	Yes	Yes
Gender										
Male	254	98.4	21.8	32.8	45.4	84	86.7	78.7	N/A	N/A
Female	231	99.6	11.6	36.1	52.3	91.7	91.9	86.2	N/A	N/A
Racial/Ethnic Group										
White	365	99.2	14	33.1	52.9	89.2	91	88.9	Yes	Yes
African American	103	98.1	27.7	37.2	35.1	81.9	82.1	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	16	100	20	46.7	33.3	86.7	80	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
Disability Status										
Disabled	85	94.1	63.5	18.9	17.6	45.9	55.7	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	27.3	54.5	18.2	81.8	82.1	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	270	98.5	26	37.8	36.2	80.5	83.4	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	485	100	16.6	38.1	45.3	90.2	90.4	81.9	Yes	Yes
Gender										
Male	254	100	18.2	35.1	46.7	88	89.3	79.9	N/A	N/A
Female	231	100	14.7	41.5	43.8	92.6	91.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	365	100	12.7	36.3	51	92.8	92.9	88.9	Yes	Yes
African American	103	100	31.3	40.6	28.1	80.2	78.9	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	16	100	13.3	66.7	20	93.3	93.3	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
Disability Status										
Disabled	85	100	46.8	35.4	17.7	68.4	64.4	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	18.2	63.6	18.2	90.9	92.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	270	100	22.4	47.2	30.4	86.8	86	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	319	100	18.2	49.2	32.7	81.8	81.6	68.6
Gender								
Male	166	100	15.8	45.6	38.6	84.2	81.4	68.3
Female	153	100	20.7	53.1	26.2	79.3	81.7	68.9
Racial/Ethnic Group								
White	238	100	14.1	48	37.9	85.9	85.1	80.7
African American	67	100	32.3	48.4	19.4	67.7	66.3	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	13	100	N/AV	N/AV	N/AV	76.9	76.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
Disability Status								
Disabled	58	100	52.8	32.1	15.1	47.2	48.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	73.9	60.7
Socio-Economic Status								
Subsidized meals	180	100	29	51.5	19.5	71	73.2	57.3
Social Studies								
All Students	326	100	13.4	43.3	43.3	86.6	80.1	72.5
Gender								
Male	171	100	16.1	39.8	44.1	83.9	79.9	72
Female	155	100	10.3	47.3	42.5	89.7	80.4	73.1
Racial/Ethnic Group								
White	250	100	11.4	41.5	47	88.6	83	81
African American	66	100	19.4	54.8	25.8	80.6	68.8	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	9	I/S	I/S	I/S	I/S	I/S	61.1	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
Disability Status								
Disabled	53	100	49	44.9	6.1	51	49.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	60	69.7
Socio-Economic Status								
Subsidized meals	177	100	19.6	48.5	31.9	80.4	72.5	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	161	100	27.9	37	35.1	72.1	77.6	73.2	95.1	95.4
Gender										
Male	82	100	37.2	34.6	28.2	62.8	70.8	67.2	94.8	95.3
Female	79	100	18.4	39.5	42.1	81.6	85.7	79.4	95.4	95.6
Racial/Ethnic Group										
White	122	100	27.1	38.1	34.7	72.9	80.5	81.5	94.7	95.3
African American	34	100	25	34.4	40.6	75	69.2	61.3	95.9	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	93.3	97.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	66.7	97.8	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	N/A
Disability Status										
Disabled	21	100	75	20	5	25	31.1	26	94.7	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	65.7	97.8	96.8
Socio-Economic Status										
Subsidized meals	92	100	36.5	40	23.5	63.5	69.2	63.2	94.4	94.6

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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							
2010	3	150	99.3	12.1	27.9	60	87.9
	4	159	98.1	13	36.3	50.7	87
	5	165	100	8.9	41.8	49.4	91.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	164	98.2	15.1	19.7	65.1	84.9
	4	160	98.8	17.4	38.3	44.3	82.6
	5	161	100	18.3	45.1	36.6	81.7
	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
Mathematics							
2010	3	150	99.3	20	25.7	54.3	80
	4	159	98.7	10.3	47.9	41.8	89.7
	5	165	100	17.1	51.9	31	82.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	164	100	18.1	31.6	50.3	81.9
	4	160	100	11.3	43.7	45	88.7
	5	161	100	20.3	39.2	40.5	79.7
	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
Science							
2010	3	76	100	17.1	35.7	47.1	82.9
	4	159	100	10.3	53.4	36.3	89.7
	5	82	100	11.4	59.5	29.1	88.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	81	100	18.4	36.8	44.7	81.6
	4	160	100	15.9	53.6	30.5	84.1
	5	78	100	22.4	52.6	25	77.6
	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

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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							
2010	3	73	100	15.7	45.7	38.6	84.3
	4	159	100	14.4	47.3	38.4	85.6
	5	83	100	22.8	41.8	35.4	77.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	83	100	11.4	40.5	48.1	88.6
	4	160	100	9.9	45	45	90.1
	5	83	100	22.1	42.9	35.1	77.9
	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							
2010	3	156	99.4	28.1	31.5	40.4	71.9
	4	159	100	21.8	45.6	32.7	78.2
	5	167	98.8	22.2	46.8	31	77.8
	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
2011	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	161	100	27.9	37	35.1	72.1
	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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