



BELTON MIDDLE

102 Cherokee Road
Belton, South Carolina

Grades	6-8 Middle School	
Enrollment	459 Students	
Principal	Adrienne Davenport	864-338-6595
Superintendent	Mr. Thomas T. Chapman	864-369-7364
Board Chair	Mrs. Brenda Cooley	864-369-7364

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent*
2009	Good	Good
2008	Average	Below Average
2007	Average	Below Average
2006	Average	At-Risk

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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 GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

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.

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

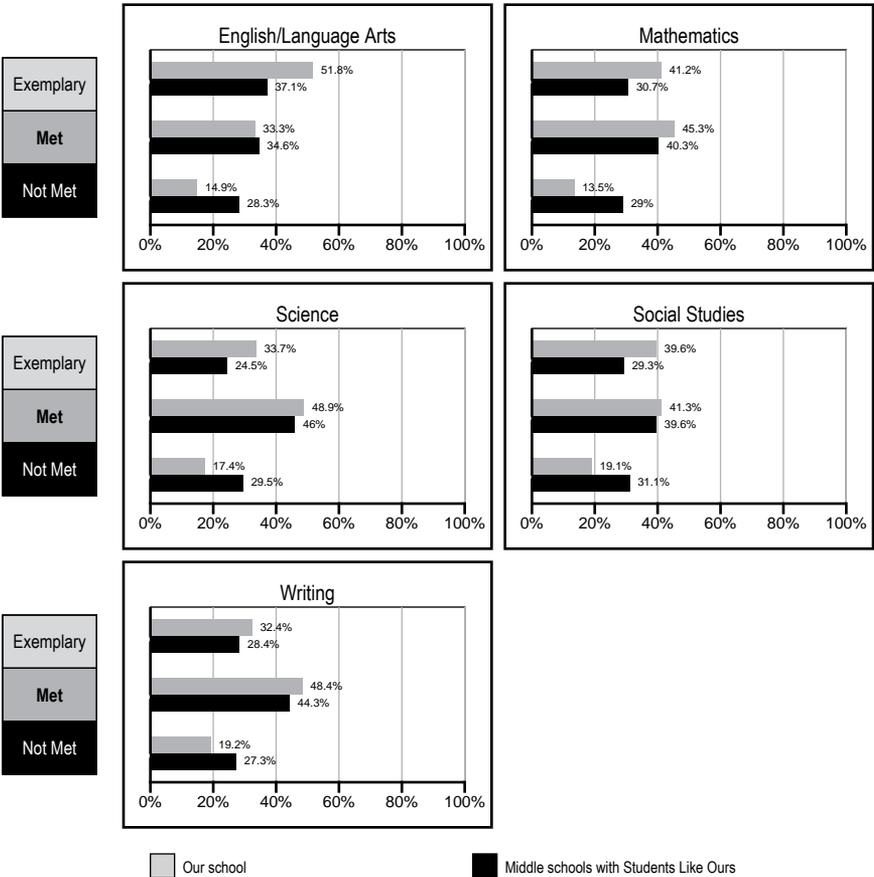
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	12	42	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	96.7%
English 1	100.0%	97.4%
Physical Science	N/A	44.2%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=459)				
Students enrolled in high school credit courses (grades 7 & 8)	13.3%	Down from 15.4%	27.3%	24.2%
Retention rate	2.2%	Up from 1.3%	0.7%	0.7%
Attendance rate	96.1%	Up from 96.0%	95.9%	95.9%
Eligible for gifted and talented	31.5%	Up from 21.5%	18.7%	16.4%
With disabilities other than speech	13.5%	Down from 15.4%	12.1%	12.0%
Older than usual for grade	4.1%	Up from 3.4%	2.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.4%	Up from 1.7%	0.9%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	58.6%	Up from 58.1%	61.5%	58.5%
Continuing contract teachers	93.1%	Down from 96.8%	84.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	2.9%	4.0%
Teachers returning from previous year	87.9%	Down from 90.1%	85.7%	84.6%
Teacher attendance rate	96.4%	Down from 96.8%	95.5%	95.4%
Average teacher salary*	\$48,552	Down 0.3%	\$47,447	\$46,561
Professional development days/teacher	10.8 days	Down from 18.2 days	10.3 days	10.2 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Down from 22.0 to 1	21.9 to 1	21.1 to 1
Prime instructional time	90.4%	Down from 90.6%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.9%	Up from 98.5%	98.5%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,457	Up 2.9%	\$7,527	\$7,802
Percent of expenditures for instruction**	69.7%	Up from 69.0%	63.9%	63.8%
Percent of expenditures for teacher salaries**	66.3%	Up from 57.7%	60.5%	60.0%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Belton Middle School, the students, the parents, and the community are dedicated to sustaining an environment that promotes student achievement, encourages compassion and civility, affirms responsibility, and cultivates character and integrity while embracing individuality.

All students at Belton Middle School are expected to meet high standards of rigor. This is achieved by offering programs and practices that meet the ideals proposed by the South Carolina Schools to Watch Program and the National Forum to Accelerate Middle Grades in the areas of Academic Excellence, Social Equity, Developmental Responsiveness, and Organizational Structure.

Belton Middle School does many things to ensure students' equal access to quality education and providing all students with highly qualified teachers, resources, learning opportunities, and support programs. Having a common vision, which emphasizes student success and achievement, is the basis for all the efforts of school improvement. Belton Middle School is dedicated to organizational structures and processes which are designed "for the good of the children." The school holds itself accountable to providing the best educational opportunities for all students. Our school motto is Positive Expectations for Achievement, Character, and Environment(PEACE).

2009-2010 Highlights:

- Palmetto Silver Award Winner for Academic Achievement
- PBIS Exemplar State Award Winner
- Service Learning Activities: Hoops for Heart-American Heart Association, Hoops for Haiti-American Red Cross, Foothills Alliance
- National School of Caring
- District Winner (8th): State Superintendent's Writing Award
- PBIS Lunch of Champions
- AdvancEd Grant for the Gateway to Technology Program
- Music Ideal Performance at the Southeastern Regional Music Conference in Charleston
- Excellent Rating at the State Band Competition
- Superior Ratings for Music Ideals and Band at the Carowinds Music Program Competitions
- Field Studies to Washington DC, Disney World Y.E.S. Programs, Atlanta, Chimney Rock, and The Peace Center
- 6th Grade Pi Day featured on Dale's School Salute

Margaret H. Spivey, Principal
 Emily Peeples, S.I.C. Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	148	119
Percent satisfied with learning environment	100.0%	81.8%	82.1%
Percent satisfied with social and physical environment	100.0%	80.4%	74.8%
Percent satisfied with school-home relations	100.0%	88.5%	69.0%

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

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 21 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%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	454	100	15.9	34.9	49.2	92.8	92.2	83.5	Yes	Yes
Gender										
Male	233	100	18.6	33.2	48.2	90.9	90.5	80.1	N/A	N/A
Female	221	100	13.1	36.6	50.2	94.8	94.1	87	N/A	N/A
Racial/Ethnic Group										
White	321	100	13.1	30.1	56.7	93.6	93.3	89.6	Yes	Yes
African American	107	100	22.2	50.5	27.3	89.9	87.2	74.6	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	16	100	25	41.7	33.3	100	96.2	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	66	100	57.1	31.7	11.1	73	70.5	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	95	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	239	100	20.6	40.4	39	90.1	88.7	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	454	100	14.5	47.6	37.9	91	90.4	80.4	Yes	Yes
Gender										
Male	233	100	17.3	45.9	36.8	89.5	89.6	78.4	N/A	N/A
Female	221	100	11.7	49.3	39	92.5	91.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	321	100	13.1	44.2	42.6	92	91.8	87.8	Yes	Yes
African American	107	100	21.2	56.6	22.2	86.9	83.2	69.3	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	16	100	8.3	66.7	25	91.7	92.3	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	66	100	47.6	46	6.3	65.1	66.7	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	90	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	239	100	21.1	52	26.9	86.5	86.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	300	100	17.4	48.9	33.7	82.6	85	67.3
Gender								
Male	156	100	15.2	47.6	37.2	84.8	85.2	66.9
Female	144	100	19.7	50.4	29.9	80.3	84.7	67.7
Racial/Ethnic Group								
White	211	100	13.2	46.1	40.7	86.8	87.7	79.6
African American	72	100	30.8	60	9.2	69.2	72.2	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	10	I/S	I/S	I/S	I/S	I/S	85.7	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	49	100	54.3	41.3	4.3	45.7	56	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	83.3	58.6
Socio-Economic Status								
Subsidized meals	165	100	26	52.7	21.3	74	78.4	55.4
Social Studies								
All Students	301	100	19.1	41.3	39.6	80.9	83.7	70.9
Gender								
Male	159	100	18.9	32.4	48.6	81.1	83.6	70.1
Female	142	100	19.3	51.1	29.6	80.7	83.9	71.7
Racial/Ethnic Group								
White	214	100	17.4	39.1	43.5	82.6	85.6	79.2
African American	67	100	23.3	51.7	25	76.7	76.1	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	13	100	I/S	I/S	I/S	I/S	73.7	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	36	100	57.6	36.4	6.1	42.4	59.3	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	80	68
Socio-Economic Status								
Subsidized meals	153	100	25.7	43.6	30.7	74.3	76.9	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	458	99.3	18.6	48.7	32.6	81.4	78.4	72.1	96.1	97.5
Gender										
Male	236	98.7	24.2	49.3	26.5	75.8	71.5	65.2	96.1	97.4
Female	222	100	13	48.1	38.9	87	85.8	79.2	96.2	97.7
Racial/Ethnic Group										
White	326	99.1	16	47	37.1	84	80.4	80.8	95.9	97.5
African American	106	100	24	55	21	76	70.4	59.7	96.9	98
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	87	97.9	95.7
Hispanic	15	100	25	66.7	8.3	75	73.1	64.6	95.4	97
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	73.4	91.5	92.7
Disability Status										
Disabled	61	100	55.2	43.1	1.7	44.8	37	27.7	95.3	96.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	72.2	63.7	95.3	96.9
Socio-Economic Status										
Subsidized meals	242	98.8	25.4	53.1	21.4	74.6	70.8	61.9	95.3	97.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	146	99.3	16.2	43.8	40	83.8
	7	168	100	18.5	42.6	38.9	81.5
	8	151	100	15.3	43.1	41.7	84.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	153	100	16	34.7	49.3	84
	7	147	100	13.6	31.8	54.5	86.4
	8	154	100	17.9	37.7	44.4	82.1
Mathematics							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	146	99.3	17.7	47.7	34.6	82.3
	7	168	100	19.1	48.1	32.7	80.9
	8	151	100	21.5	50	28.5	78.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	153	100	15.3	55.3	29.3	84.7
	7	147	100	11.4	43.2	45.5	88.6
	8	154	100	16.6	43.7	39.7	83.4
Science							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	71	100	19	66.7	14.3	81
	7	168	100	19.8	52.5	27.8	80.2
	8	76	100	13.7	53.4	32.9	86.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	76	100	28.4	54.1	17.6	71.6
	7	147	100	7.6	54.5	37.9	92.4
	8	77	100	23.7	34.2	42.1	76.3

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	74	100	4.4	55.9	39.7	95.6
	7	168	100	31.5	36.4	32.1	68.5
	8	75	98.7	14.3	48.6	37.1	85.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	77	100	11.8	52.6	35.5	88.2
	7	147	100	23.5	35.6	40.9	76.5
	8	77	100	18.7	40	41.3	81.3
Writing							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	146	99.3	24.4	38.9	36.6	75.6
	7	170	98.2	19.6	40.5	39.9	80.4
	8	153	98	30.6	38.8	30.6	69.4
2010	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	153	100	20.5	49.7	29.8	79.5
	7	148	99.3	15	50.4	34.6	85
	8	157	98.7	19.9	46.4	33.8	80.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample