



Bell Street Middle School

600 Peachtree Street
Clinton, SC 29325

| | | |
|-----------------------|--------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 703 Students | |
| Principal | Brenda Romines | 864-833-0807 |
| Superintendent | David C. O'Shields | 864-833-0800 |
| Board Chair | Jim Barton | 864-833-4877 |

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2012 | Average | Average |
| 2011 | Average | Average |
| 2010 | Average | Average |
| 2009 | Average | Average |
| 2008 | At-Risk | At-Risk |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

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

Percent of students tested in 2011-12 whose 2010-11 test scores were located

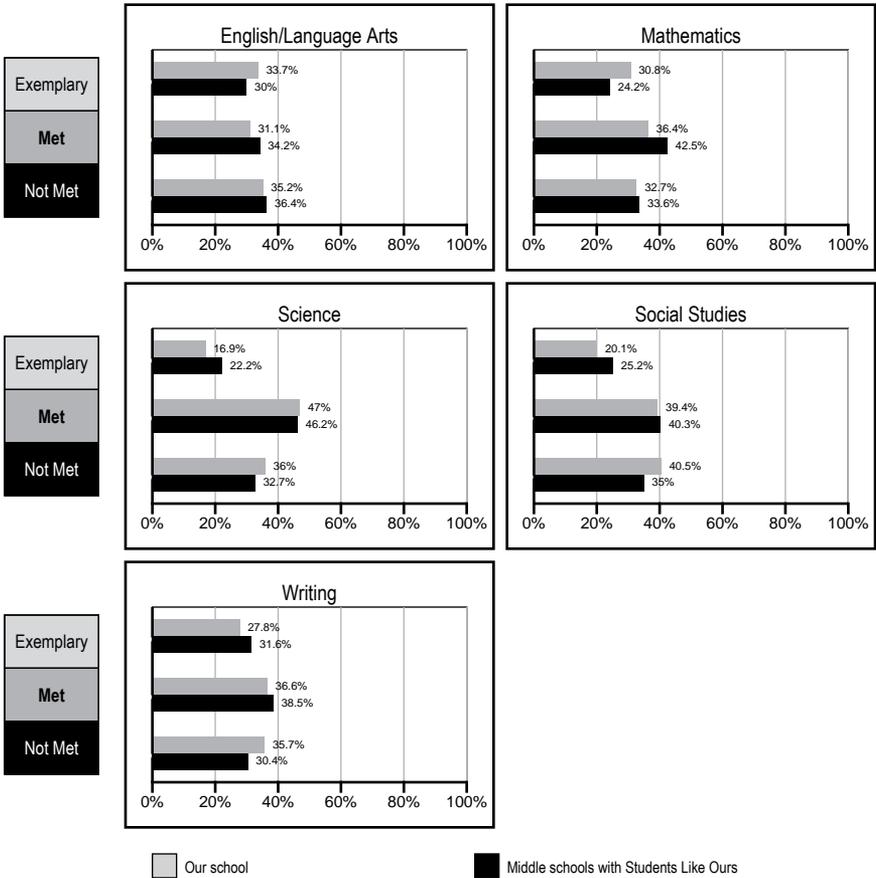
98.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 3 | 5 | 45 | 4 | 2 |

* Ratings are calculated with data available by 11/07/2012.

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 | 98.8% | 97.0% |
| English 1 | 50.0% | 95.0% |
| Physical Science | N/A | N/A |
| US History and the Constitution | N/A | N/A |
| All Subjects | 89.3% | 96.7% |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=703) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 43.4% | Down from 49.2% | 21.4% | 22.9% |
| Retention rate | 0.9% | Up from 0.0% | 0.9% | 0.8% |
| Attendance rate | 96.0% | Up from 95.4% | 96.0% | 96.2% |
| Served by gifted and talented program | N/AV | N/AV | N/AV | N/AV |
| With disabilities other than speech | N/AV | N/AV | N/AV | N/AV |
| Older than usual for grade | N/AV | N/AV | N/AV | N/AV |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | Down from 4.5% | 0.5% | 0.5% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=44) | | | | |
| Teachers with advanced degrees | 63.6% | Up from 61.4% | 60.5% | 61.3% |
| Continuing contract teachers | N/AV | N/AV | N/AV | N/AV |
| Teachers returning from previous year | 84.5% | Up from 81.4% | 84.8% | 86.7% |
| Teacher attendance rate | 94.2% | No Change | 95.3% | 95.2% |
| Average teacher salary* | \$46,212 | Up 2.3% | \$45,394 | \$46,422 |
| Professional development days/teacher | 13.0 days | Up from 9.6 days | 10.0 days | 10.0 days |
| School | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 19.2 to 1 | Up from 17.9 to 1 | 22.2 to 1 | 22.0 to 1 |
| Prime instructional time | 89.2% | Up from 88.2% | 89.7% | 90.1% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 97.8% | Down from 99.9% | 98.4% | 98.8% |
| Character development program | Average | No Change | Good | Good |
| Dollars spent per pupil** | \$7,592 | Down 12.9% | \$7,242 | \$7,245 |
| Percent of expenditures for instruction** | 63.5% | Down from 64.4% | 61.9% | 63.1% |
| Percent of expenditures for teacher salaries** | 60.9% | Up from 58.6% | 59.0% | 60.9% |

* 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

Bell Street Middle School, which serves approximately 700 students, continues to provide an academic environment that maintains high expectations of learning. Our school continues its involvement with the SC Teacher Advancement Program, which requires teachers to meet weekly in cluster groups to develop learning strategies to improve student achievement. Bell Street Middle School provides ongoing support to teachers through the use of master and mentor teachers, and our School Leadership Team meets weekly to develop long and short-term goals.

Our students were recognized for various accomplishments throughout the year. Each nine weeks, we held a recognition ceremony to honor the academic accomplishments of students. Students who received Principal's Honor Roll were able to go out to lunch one day each nine weeks with the Principal. In addition, students had the opportunity to participate in a variety of academic and extracurricular clubs. For the 10th consecutive year, Bell Street Middle School's Science Olympiad team won the state championship and had the opportunity to travel to the national competition. For the first time, our school initiated a Special Olympic Unified Team. This team made us proud as they competed at several competitions around our state.

Bell Street Middle School is proud to provide a quality education for its students, as we believe in maintaining high expectations for both students and staff. We are very proud of the accomplishments of our students and teachers as we work towards producing ethical and productive citizens by achieving excellence, embracing innovation, and forging new traditions.

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | 44 | 182 | 98 |
| Percent satisfied with learning environment | 81.8% | 75.3% | 88.4% |
| Percent satisfied with social and physical environment | 74.4% | 73.9% | 83.0% |
| Percent satisfied with school-home relations | 55.8% | 86.1% | 78.1% |

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

| | |
|--------------------------------------|-------------|
| Overall Weighted Points Total | 86.0 |
| Overall Grade Conversion | B |

| Index Score | Grade | Description |
|--------------|-------|---|
| 90-100 | A | Performance substantially exceeds the state's expectations. |
| 80-89.9 | B | Performance exceeds the state's expectations. |
| 70-79.9 | C | Performance meets the state's expectations. |
| 60-69.9 | D | Performance does not meet the state's expectations. |
| Less than 60 | F | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Bell Street Middle School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

| | Our District | State |
|---|---------------------|--------------|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 2.6% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 5.1% |

| | Our School | State Objective | Met State Objective |
|---|-------------------|------------------------|----------------------------|
| Classes not taught by highly qualified teachers | 4.1% | 0.0% | No |
| Student attendance rate | 96.0% | 94.0%* | Yes |

* Or greater than last year

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Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| Grades 6-8 | | | | | | |
| All Students | 640.6 | 644.5 | 616.8 | 616.6 | 99.6 | 99.6 |
| Male | 637.0 | 644.8 | 618.9 | 618.2 | 99.5 | 99.5 |
| Female | 644.8 | 644.1 | 614.4 | 614.7 | 99.7 | 99.7 |
| White | 651.1 | 654.9 | 627.3 | 622.8 | 99.5 | 99.5 |
| African American | 622.8 | 627.4 | 598.1 | 606.3 | 99.6 | 99.6 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | 589.8 | 594.5 | 573.9 | 581.0 | 98.2 | 98.2 |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsidized meals | 627.4 | 631.9 | 607.0 | 606.0 | 99.6 | 99.6 |
| Annual Measurable Objective (AMO) | 624.0 | 624.0 | 624.0 | 624.0 | 95.0 | 95.0 |

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 | | | | | | | |
| 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 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 234 | 100 | 34.4 | 32.6 | 33 | 65.6 |
| | 7 | 244 | 100 | 37.4 | 34.9 | 27.7 | 62.6 |
| | 8 | 211 | 100 | 44.8 | 31.8 | 23.4 | 55.2 |
| 2012 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 229 | 99.6 | 37.6 | 26.1 | 36.2 | 62.4 |
| | 7 | 236 | 99.2 | 26.4 | 36.4 | 37.2 | 73.6 |
| | 8 | 239 | 100 | 41.9 | 30.4 | 27.8 | 58.1 |
| Mathematics | | | | | | | |
| 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 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 234 | 100 | 25.9 | 39.3 | 34.8 | 74.1 |
| | 7 | 244 | 100 | 41.3 | 30.2 | 28.5 | 58.7 |
| | 8 | 211 | 100 | 41.8 | 41.8 | 16.4 | 58.2 |
| 2012 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 228 | 99.6 | 30.4 | 30.4 | 39.2 | 69.6 |
| | 7 | 236 | 99.2 | 27.7 | 40.7 | 31.6 | 72.3 |
| | 8 | 239 | 100 | 40.1 | 37.9 | 22 | 59.9 |
| Science | | | | | | | |
| 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 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 117 | 100 | 41.1 | 49.1 | 9.8 | 58.9 |
| | 7 | 244 | 100 | 40.9 | 43.4 | 15.7 | 59.1 |
| | 8 | 105 | 100 | 47 | 35 | 18 | 53 |
| 2012 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 116 | 100 | 40.4 | 45.9 | 13.8 | 59.6 |
| | 7 | 236 | 99.2 | 31.2 | 54.5 | 14.3 | 68.8 |
| | 8 | 121 | 100 | 41.7 | 33 | 25.2 | 58.3 |

Abbreviations for Missing Data

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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 | | | | | | | |
| 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 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 117 | 100 | 41.1 | 41.1 | 17.9 | 58.9 |
| | 7 | 244 | 100 | 57.9 | 23 | 19.1 | 42.1 |
| | 8 | 106 | 100 | 42.6 | 32.7 | 24.8 | 57.4 |
| 2012 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 112 | 99.1 | 31.5 | 42.6 | 25.9 | 68.5 |
| | 7 | 236 | 99.2 | 39.8 | 42 | 18.2 | 60.2 |
| | 8 | 118 | 100 | 50 | 31.3 | 18.8 | 50 |
| Writing | | | | | | | |
| 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 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 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 | 214 | 100 | 41.7 | 40.7 | 17.6 | 58.3 |
| 2012 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 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 | 240 | 99.6 | 35.7 | 36.6 | 27.8 | 64.3 |

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