

Belton Elementary

202 Watkins Street
Belton, SC 29627

Grades	3-5 Elementary School	
Enrollment	483 Students	
Principal	Adrienne Davenport	864-338-7738
Superintendent	Mr. Thomas T. Chapman	864-369-7364
Board Chair	Mrs. Brenda Cooley	864-369-7364

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Below Average
2006	Good	Below Average
2005	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 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

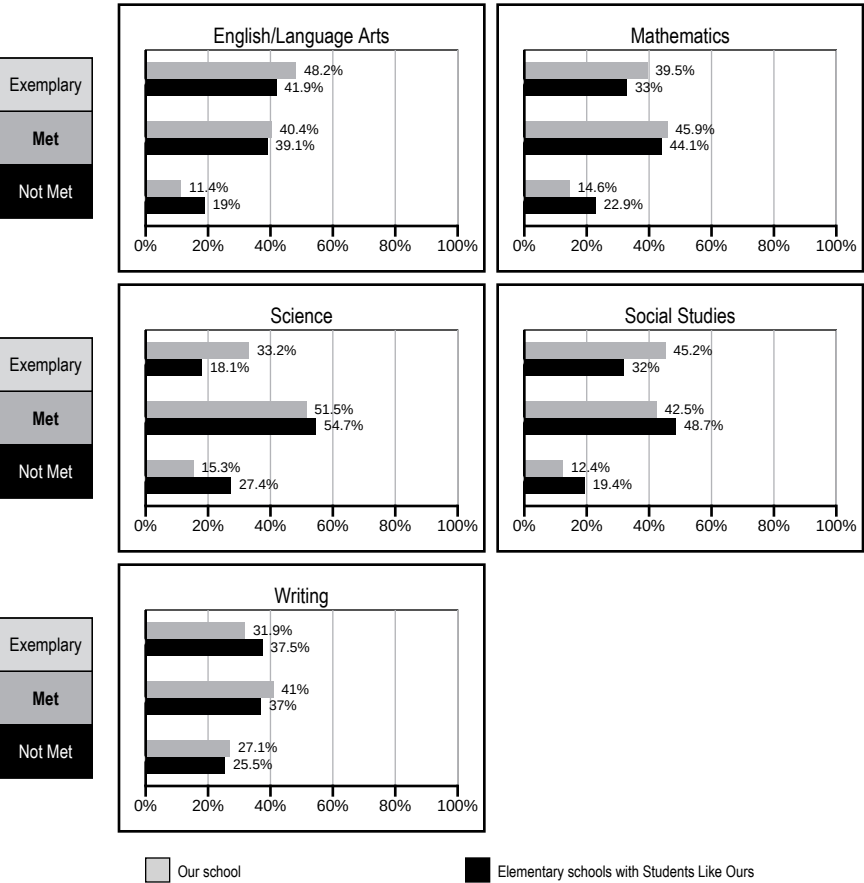
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
14	27	53	0	0

* Ratings are calculated with data available by 06/01/2010.

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=483)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.1%	Up from 0.6%	1.8%	1.9%
Attendance rate	95.9%	Down from 97.0%	96.3%	96.3%
Eligible for gifted and talented	8.8%	Down from 11.6%	12.6%	10.0%
With disabilities other than speech	7.7%	Down from 9.5%	7.8%	7.7%
Older than usual for grade	1.4%	Up from 0.8%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	30.8%	Down from 34.6%	58.4%	59.4%
Continuing contract teachers	80.8%	Up from 76.9%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.2%	Up from 84.4%	87.7%	85.9%
Teacher attendance rate	96.2%	Up from 94.9%	95.3%	95.1%
Average teacher salary*	\$44,091	Up 2.3%	\$47,171	\$47,149
Professional development days/teacher	17.5 days	Down from 22.9 days	10.5 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 20.5 to 1	19.2 to 1	18.8 to 1
Prime instructional time	90.7%	Up from 89.5%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	90.3%	Down from 96.6%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,110	Up 5.7%	\$6,940	\$7,458
Percent of expenditures for instruction**	74.7%	Down from 76.8%	69.5%	68.8%
Percent of expenditures for teacher salaries**	60.9%	Down from 66.3%	64.2%	63.2%

* 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 is to partner with the school, the home, and community to foster an innovative environment which promotes effective teaching and learning and encourages students to "Believe in themselves, Excel in performance and to Succeed in life." We strive daily to fulfill this mission.

We have a lot to celebrate at BES! We were recognized as being a Red Carpet School this year. This was the first time the school had ever applied for the award. We are certainly proud of our staff, parents, and community for making this achievement possible. Once again our students scored well above the state average on the 2008 PACT in all subjects and in all grades. We were able to achieve AYP as defined by NCLB meeting all twenty-one targets. Service learning projects play an important role in our school. Belton Elementary students held a Loggerhead Turtle Read-a-Thon with the proceeds benefiting the Sea Turtle Rescue Hospital. Students collected over \$3000 toward this worthy cause. Our Title I Parental Involvement Curriculum Nights were huge successes. We will continue next year with more opportunities for parental involvement. In an effort to encourage physical fitness, students logged in hundreds of hours of walking during our morning walking program, Panda Pacers. Belton Elementary also participated for the first time in the annual International Walk to School day with over 280 students, staff, and parent volunteers participating.

As part of our continued focus on literacy, we developed a Literacy Closet to house leveled readers to maximize small group reading instruction. In addition, BES was fortunate to have award-winning author April Pulley Sayre visit for the promotion of reading and writing. Teachers continued to log in hours of staff development in the areas of literacy, technology and instruction through workshops, collaborative planning sessions, and peer observations.

In preparation for the upcoming school year, we will continue to focus on student performance. Attention will be placed on reaching even higher levels of student achievement. Specific efforts will include staff training in teaching writing, differentiated instruction, and instructional technology. We reach out to our community as we partner to continue our successes. We thank everyone who made this past year wonderful, and we look forward to greater achievements in the future. Belton Elementary – Expect the Best!

Mrs. Adrienne Davenport, Principal
Mr. Roy Alewine, SIC chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	139	106
Percent satisfied with learning environment	100.0%	82.0%	92.5%
Percent satisfied with social and physical environment	100.0%	82.7%	91.3%
Percent satisfied with school-home relations	100.0%	87.1%	85.7%

* 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	YES
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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	
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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	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	470	100	11.4	40.4	48.2	93.4	90.1	82.8	Yes	Yes
Gender										
Male	231	100	15.3	36.3	48.4	91.2	88.5	79.3	N/A	N/A
Female	239	100	7.6	44.4	48	95.5	91.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	342	100	9.4	38	52.6	95.7	91.2	89.5	Yes	Yes
African American	107	100	17.3	49	33.7	86.7	85.3	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	18	100	I/S	I/S	I/S	I/S	87.5	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	75	100	32.4	38	29.6	80.3	68.2	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	252	100	15.8	46.1	38.2	90.4	85.4	75.5	Yes	Yes

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

All Students	470	100	14.6	45.9	39.5	91.3	87.3	78.9	Yes	Yes
Gender										
Male	231	100	17.2	45.1	37.7	88.8	86.2	77	N/A	N/A
Female	239	100	12.1	46.6	41.3	93.7	88.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	342	100	9.7	47.7	42.6	95.4	89.6	87.2	Yes	Yes
African American	107	100	30.6	39.8	29.6	77.6	76.9	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	18	100	I/S	I/S	I/S	I/S	87.5	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	75	100	39.4	46.5	14.1	67.6	57.3	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	252	100	17.5	51.8	30.7	87.3	80.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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	321	100	15.2	51.8	33	84.8	80.5	67.5
Gender								
Male	156	100	16.1	51.7	32.2	83.9	79.9	67
Female	165	100	14.3	51.9	33.8	85.7	81	68
Racial/Ethnic Group								
White	234	100	11.9	52.4	35.7	88.1	84	79.5
African American	72	100	28.1	50	21.9	71.9	64.3	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	12	100	I/S	I/S	I/S	I/S	92.9	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	48	100	38.3	44.7	17	61.7	51.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status								
Subsided meals	176	100	19.3	52.2	28.6	80.7	73.4	55.1

Social Studies

All Students	322	99.7	12.2	43.2	44.6	87.8	81.5	72.3
Gender								
Male	157	99.4	14.8	36.9	48.3	85.2	80.3	71.5
Female	165	100	9.7	49.4	40.9	90.3	82.7	73.2
Racial/Ethnic Group								
White	236	99.6	8.4	40.9	50.7	91.6	83.4	80.7
African American	75	100	23.2	47.8	29	76.8	73.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	11	100	I/S	I/S	I/S	I/S	69.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	48	97.9	29.5	56.8	13.6	70.5	59.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsided meals	169	99.4	17.3	52.6	30.1	82.7	74.7	62.1

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	466	100	27.1	41	31.9	72.9	73.5	70.2	95.9	95.9
Gender										
Male	230	100	35.9	37.3	26.7	64.1	66.2	63.2	95.9	95.8
Female	236	100	18.7	44.4	36.9	81.3	81.2	77.5	95.9	95.9
Racial/Ethnic Group										
White	344	100	23.7	42	34.2	76.3	76	79.1	95.7	95.7
African American	103	100	37.8	38.8	23.5	62.2	62.1	57.6	96.3	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.2	96.1	96.6
Hispanic	16	100	I/S	I/S	I/S	I/S	68.8	62.6	96	95.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	91.1	91.1
Disability Status										
Disabled	73	100	67.6	25.4	7	32.4	32.2	26.1	95.7	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	I/S	61.2	96.4	96.2
Socio-Economic Status										
Subsidized meals	248	100	34.3	42.2	23.5	65.7	64.6	58.9	95.5	95.3

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
English/Language Arts							
2009	3	146	100	12.9	30.9	56.1	87.1
	4	173	100	11.2	43.5	45.3	88.8
	5	151	100	10.1	46.4	43.5	89.9
	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
Mathematics							
2009	3	146	100	20.1	26.6	53.2	79.9
	4	173	100	9.9	57.8	32.3	90.1
	5	151	100	14.5	51.4	34.1	85.5
	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							
2009	3	74	100	21.1	32.4	46.5	78.9
	4	173	100	10.5	56.8	32.7	89.5
	5	74	100	20	60	20	80
	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
Social Studies							
2009	3	72	100	12.9	38.6	48.6	87.1
	4	173	100	11.1	44.4	44.4	88.9
	5	77	98.7	14.1	45.1	40.8	85.9
	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							
2009	3	145	100	22.9	27.1	50	77.1
	4	174	100	28.2	50.3	21.5	71.8
	5	147	100	30.2	43.9	25.9	69.8
	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

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