



## BELTON ELEMENTARY

202 Watkins Street  
Belton, SC 29627

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	479 Students	
<b>Principal</b>	Adrienne Davenport	864-338-7738
<b>Superintendent</b>	Mr. Thomas T. Chapman	864-369-7364
<b>Board Chair</b>	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
<b>2010</b>	<b>Excellent</b>	<b>Excellent*</b>
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Below Average
2006	Good	Below Average

\* 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**

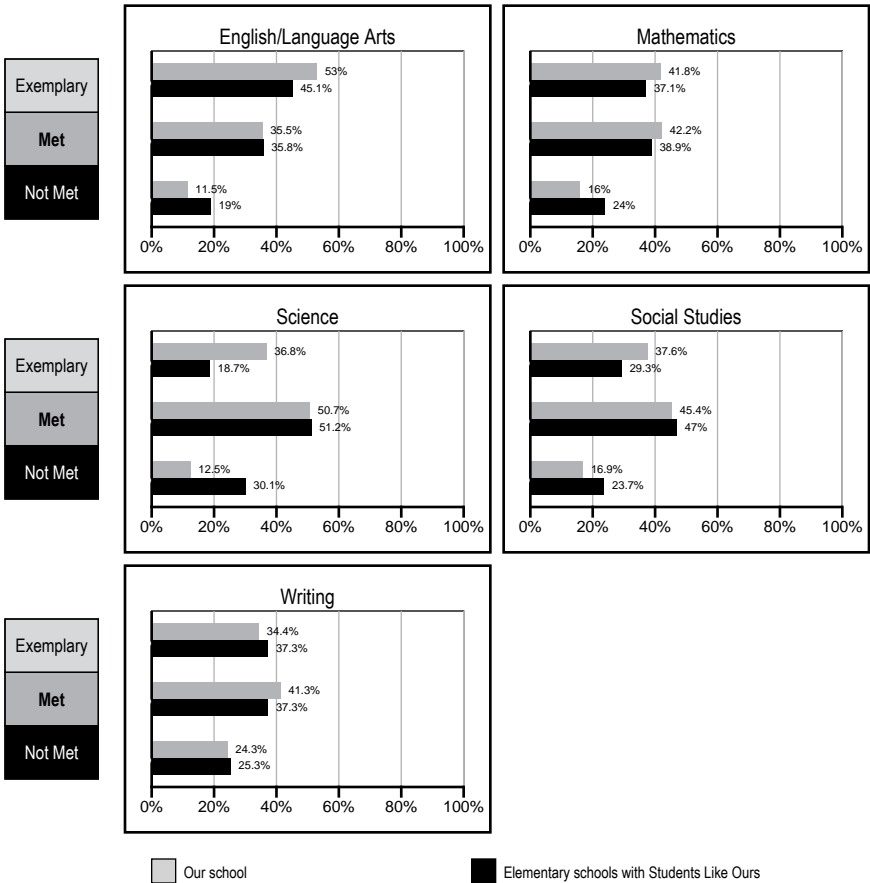
Percent of students tested in 2009-10 whose 2008-09 test scores were located | **97.7%**

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
15	39	43	0	0

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

**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**

<b>Exemplary</b>	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
<b>Met</b>	"Met" means the student met the grade level standard.
<b>Not Met</b>	"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
<b>Students (n=479)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.8%	Down from 1.1%	1.2%	1.2%
Attendance rate	99.0%	Up from 95.9%	96.1%	96.1%
Eligible for gifted and talented	18.6%	Up from 8.8%	14.7%	11.7%
With disabilities other than speech	5.1%	Down from 7.7%	8.3%	8.0%
Older than usual for grade	1.0%	Down from 1.4%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=27)</b>				
Teachers with advanced degrees	29.6%	Down from 30.8%	59.7%	60.5%
Continuing contract teachers	81.5%	Up from 80.8%	85.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.6%	Up from 88.2%	86.7%	87.0%
Teacher attendance rate	96.4%	Up from 96.2%	95.5%	95.4%
Average teacher salary*	\$44,426	Up 0.8%	\$47,490	\$47,288
Professional development days/teacher	11.2 days	Down from 17.5 days	10.3 days	10.5 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.3	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 18.8 to 1	20.0 to 1	19.2 to 1
Prime instructional time	94.6%	Up from 90.7%	90.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.9%	Up from 90.3%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$5,888	Down 3.6%	\$6,958	\$7,548
Percent of expenditures for instruction**	72.7%	Down from 74.7%	68.9%	68.7%
Percent of expenditures for teacher salaries**	69.8%	Up from 60.9%	65.6%	65.1%

\* 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 2009 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 a Good growth rating on our school report card, which qualified us for a Palmetto Gold Award—the first in this school’s history! We also were recognized by the Education Oversight Committee for Closing the Achievement Gap for our students who qualify for Free and Reduced Lunch. 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 such as the BES Morning News, Library Helpers, and Panda Patrol 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 to make learning meaningful for all students. This year, we had a yearlong focus on writing in partnership with the Upstate Writing Project out of Clemson University. All of our classrooms are equipped with Promethean Boards and interactive white boards, which allow teachers to integrate technology into their instruction. We continue to have strong participation in our Accelerated Reader program, with record breaking quarterly achievements during this past school year. This past summer, our students and staff participated in the No Book Left Unread reading challenge sponsored by State Department of Education and read 104,749 pages! We truly emphasize the importance of reading here at BES.

In preparation for the 2010-2011 school year, faculty, staff, SIC, PTO, students, and parents will continue to focus on student performance. 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!

Andrea Burris, SIC Chair  
 Adrienne Davenport, Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	28	136	100
Percent satisfied with learning environment	100.0%	86.8%	86.7%
Percent satisfied with social and physical environment	100.0%	86.0%	91.0%
Percent satisfied with school-home relations	100.0%	91.8%	83.0%

\* 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**

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**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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**

	<b>Our District</b>	<b>State</b>
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%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.0%	94.0%*	Yes

\* Or greater than last year

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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 = 58.8% (Met or Exemplary)**

All Students	474	99.2	11.3	35.6	53.2	94.8	92.2	83.5	Yes	Yes
<b>Gender</b>										
Male	241	98.3	14.4	38.4	47.2	92.1	90.5	80.1	N/A	N/A
Female	233	100	7.9	32.6	59.5	97.7	94.1	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	352	99.2	9.6	33	57.4	94.9	93.3	89.6	Yes	Yes
African American	102	99	15.6	43.8	40.6	94.8	87.2	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	16	100	25	50	25	91.7	96.2	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	65	95.4	30.2	41.3	28.6	81	70.5	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	95	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	270	99.3	15.3	41	43.8	92.4	88.7	76.9	Yes	Yes

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

All Students	474	99.4	15.8	42.3	41.9	92.6	90.4	80.4	Yes	Yes
<b>Gender</b>										
Male	241	98.8	18.3	38.4	43.2	91.3	89.6	78.4	N/A	N/A
Female	233	100	13	46.5	40.5	94	91.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	352	99.4	13.2	40.2	46.5	95.2	91.8	87.8	Yes	Yes
African American	102	99	24	50	26	83.3	83.2	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	16	100	25	41.7	33.3	91.7	92.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	65	96.9	31.7	42.9	25.4	81	66.7	46.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	90	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	270	99.6	18.9	47.4	33.7	91.2	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
<b>Science</b>								
All Students	317	100	12.2	50.8	36.9	87.8	85	67.3
<b>Gender</b>								
Male	166	100	15.3	46.5	38.2	84.7	85.2	66.9
Female	151	100	8.7	55.8	35.5	91.3	84.7	67.7
<b>Racial/Ethnic Group</b>								
White	240	100	11	46.3	42.7	89	87.7	79.6
African American	62	100	17.2	63.8	19	82.8	72.2	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	11	100	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
<b>Disability Status</b>								
Disabled	48	100	30.4	50	19.6	69.6	56	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	83.3	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	176	100	17.4	56.5	26.1	82.6	78.4	55.4
<b>Social Studies</b>								
All Students	315	100	16.9	45.4	37.6	83.1	83.7	70.9
<b>Gender</b>								
Male	155	100	14.9	43.9	41.2	85.1	83.6	70.1
Female	160	100	19	46.9	34	81	83.9	71.7
<b>Racial/Ethnic Group</b>								
White	230	100	13	45.6	41.4	87	85.6	79.2
African American	72	100	28.6	42.9	28.6	71.4	76.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	73.7	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	42	100	31.7	56.1	12.2	68.3	59.3	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	80	68
<b>Socio-Economic Status</b>								
Subsidized meals	184	100	24.1	49.4	26.5	75.9	76.9	60.8

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
<b>Writing</b>										
All Students	482	99.4	23.9	41.5	34.6	76.1	78.4	72.1	99	97.5
<b>Gender</b>										
Male	246	99.6	32.3	41.4	26.3	67.7	71.5	65.2	99	97.4
Female	236	99.2	15.1	41.6	43.4	84.9	85.8	79.2	99.1	97.7
<b>Racial/Ethnic Group</b>										
White	359	99.7	22.5	42	35.5	77.5	80.4	80.8	99	97.5
African American	104	98.1	28.6	38.8	32.7	71.4	70.4	59.7	99.3	98
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	99.6	95.7
Hispanic	15	100	33.3	58.3	8.3	66.7	73.1	64.6	99	97
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	96.7	92.7
<b>Disability Status</b>										
Disabled	67	100	50.8	35.4	13.8	49.2	37	27.7	99.1	96.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	72.2	63.7	99.4	96.9
<b>Socio-Economic Status</b>										
Subsidized meals	277	99.3	29.6	45.1	25.3	70.4	70.8	61.9	99	97.1

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
<b>English/Language Arts</b>							
<b>2009</b>	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
<b>2010</b>	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
<b>Mathematics</b>							
<b>2009</b>	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
<b>2010</b>	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
<b>Science</b>							
<b>2009</b>	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
<b>2010</b>	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

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
<b>Social Studies</b>							
<b>2009</b>	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
<b>2010</b>	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
<b>Writing</b>							
<b>2009</b>	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
<b>2010</b>	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

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