



## BELTON MIDDLE

102 Cherokee Road  
Belton, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	486 Students	
<b>Principal</b>	Dr. Adrienne Davenport	864-338-6595
<b>Superintendent</b>	Thomas T. Chapman	864-369-7364
<b>Board Chair</b>	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
<b>2011</b>	<b>Good</b>	<b>Good</b>
2010	Excellent	Excellent
2009	Good	Good
2008	Average	Below Average
2007	Average	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**

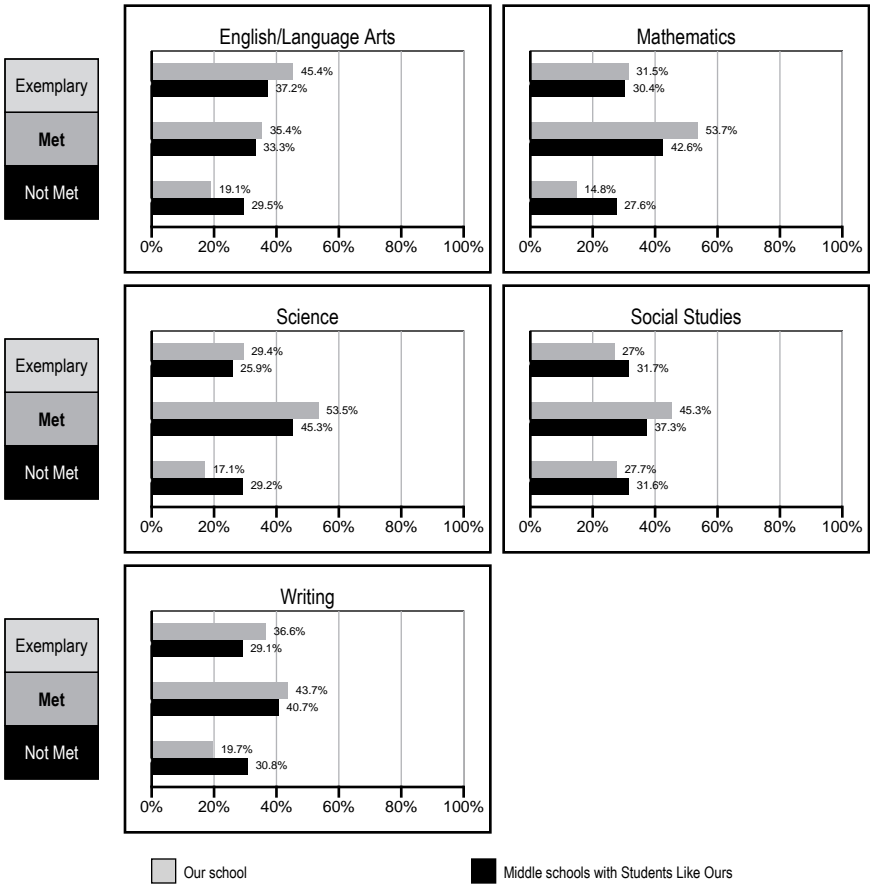
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.8%

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

Excellent	Good	Average	Below Average	At-Risk
3	15	34	0	1

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

**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**

<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

**End of Course Tests**

<b>Percent of tests with scores of 70 or above on:</b>	<b>Our Middle School</b>	<b>Middle Schools with Students Like Ours</b>
Algebra 1/Math for the Technologies 2	100.0%	97.7%
English 1	100.0%	93.1%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	50.7%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	95.8%

**School Profile**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n=486)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	13.7%	Up from 13.3%	30.9%	24.5%
Retention rate	1.9%	Down from 2.2%	0.7%	0.7%
Attendance rate	96.1%	No Change	96.0%	95.9%
Served by gifted and talented program	34.0%	Up from 31.5%	20.3%	17.8%
With disabilities other than speech	7.9%	Down from 13.5%	9.3%	9.2%
Older than usual for grade	4.0%	Down from 4.1%	1.3%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 2.4%	0.7%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=29)</b>				
Teachers with advanced degrees	65.5%	Up from 58.6%	61.5%	60.0%
Continuing contract teachers	86.2%	Down from 93.1%	85.7%	82.6%
Teachers returning from previous year	90.0%	Up from 87.9%	86.9%	85.6%
Teacher attendance rate	96.6%	Up from 96.4%	95.4%	95.3%
Average teacher salary*	\$46,505	Down 4.2%	\$46,809	\$46,300
Professional development days/teacher	9.6 days	Down from 10.8 days	9.6 days	9.9 days
<b>School</b>				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	26.0 to 1	Up from 21.9 to 1	22.9 to 1	21.5 to 1
Prime instructional time	90.8%	Up from 90.4%	90.0%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.7%	Down from 98.9%	99.4%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,629	Up 2.3%	\$7,363	\$7,634
Percent of expenditures for instruction**	68.4%	Down from 69.7%	64.4%	64.0%
Percent of expenditures for teacher salaries**	64.5%	Down from 66.3%	62.1%	61.2%

\* 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. We strive daily to fulfill this mission.

We have a lot to celebrate this year. BMS was recognized as a Palmetto Gold Winner for outstanding achievement on the PASS. We were also recognized by the EOC as a Closing the Gap Gold Winner for outstanding improvement in the area of math for our poverty students. Sixteen students were recognized as Junior Scholars for their performance on the PSAT. Belton Middle school also had regional, state, and national faculty and student winners in the National Career Development Association Design and Poetry Contest. We also had a regional winner in the SC Discover Manufacturing Design Challenge contest. Our choral students scored superior ratings at various state festivals this school year. In addition, we had two students who were selected to attend the South Carolina Governor's School for the Arts Summer Program.

Our students participated in several service learning activities this year. Thousands of dollars, donated items and hours of service were provided to the following organizations: Hoops for Heart- American Heart Association, Jump for Japan-American Red Cross, Foothills Alliance, Belton Interfaith Ministries, Hospice, Relay for Life, and Matthew's Hope.

Our learning extended beyond our classroom walls as students participated in various field studies which included the following locations: Washington DC, Disney World Y.E.S. Programs, Roper Mountain, Furman University, Clemson University and BMW. Partial funding for some of our field studies were provided through the WebbCraft Foundation. We thank them for their support of our school programs.

While continuing to promote our goals of teaching and learning, Belton Middle school is truly a School to Watch. Next year we will continue to work hard to increase academic achievement of all students, improve teacher quality through staff development and positively promote the school and its programs to parents and the community. We thank you for your support. We value the entire community of learners in our efforts to prepare our students for the future.

Glenn Stevens, SIC Chair  
Dr. Adrienne Davenport, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	145	124
Percent satisfied with learning environment	90.0%	84.0%	89.4%
Percent satisfied with social and physical environment	93.3%	84.1%	87.1%
Percent satisfied with school-home relations	85.7%	93.1%	84.4%

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

## Abbreviations for Missing Data

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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

<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

	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	96.1%	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	474	100	19.1	35.4	45.4	88.5	89.2	82.4	Yes	Yes
<b>Gender</b>										
Male	243	100	18.5	38.2	43.3	88.2	86.7	78.7	N/A	N/A
Female	231	100	19.8	32.4	47.7	88.7	91.9	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	348	100	15.2	32.3	52.5	90	91	88.9	Yes	Yes
African American	108	100	31.7	44.2	24	84.6	82.1	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	16	100	23.1	46.2	30.8	76.9	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
<b>Disability Status</b>										
Disabled	56	100	46.2	40.4	13.5	65.4	55.7	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	13	100	27.3	54.5	18.2	72.7	82.1	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	251	100	29.1	37.1	33.8	81.9	83.4	75.4	Yes	Yes

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

All Students	474	100	14.8	53.7	31.5	91.1	90.4	81.9	Yes	Yes
<b>Gender</b>										
Male	243	100	18.5	52.5	29	89.1	89.3	79.9	N/A	N/A
Female	231	100	10.8	55	34.2	93.2	91.6	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	348	100	11.7	52.8	35.5	93.3	92.9	88.9	Yes	Yes
African American	108	100	26	54.8	19.2	83.7	78.9	71.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	16	100	7.7	69.2	23.1	92.3	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
<b>Disability Status</b>										
Disabled	56	100	46.2	48.1	5.8	65.4	64.4	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	13	100	9.1	81.8	9.1	90.9	92.9	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	251	100	20.7	57	22.4	86.9	86	74.9	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	318	100	17.1	53.5	29.4	82.9	81.6	68.6
<b>Gender</b>								
Male	153	100	19.2	50.3	30.5	80.8	81.4	68.3
Female	165	100	15.1	56.6	28.3	84.9	81.7	68.9
<b>Racial/Ethnic Group</b>								
White	231	100	14.1	51.1	34.8	85.9	85.1	80.7
African American	72	100	25.7	61.4	12.9	74.3	66.3	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	13	100	27.3	54.5	18.2	72.7	76.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
<b>Disability Status</b>								
Disabled	36	100	N/AV	N/AV	N/AV	48.6	48.7	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	73.9	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	163	100	25.8	58.1	16.1	74.2	73.2	57.3
<b>Social Studies</b>								
All Students	318	100	27.9	45.2	26.9	72.1	80.1	72.5
<b>Gender</b>								
Male	169	100	23.4	45.5	31.1	76.6	79.9	72
Female	149	100	33.1	44.8	22.1	66.9	80.4	73.1
<b>Racial/Ethnic Group</b>								
White	236	100	24	45.5	30.5	76	83	81
African American	73	100	37.1	47.1	15.7	62.9	68.8	60
Asian/Pacific Islander	N/A	N/AV	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
<b>Disability Status</b>								
Disabled	42	100	56.4	41	2.6	43.6	49.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	60	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	173	100	37.1	45.5	17.4	62.9	72.5	62.9

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
<b>Writing</b>										
All Students	148	99.3	19.7	43.7	36.6	80.3	77.6	73.2	96.1	95.4
<b>Gender</b>										
Male	79	98.7	18.4	51.3	30.3	81.6	70.8	67.2	95.9	95.3
Female	69	100	21.2	34.8	43.9	78.8	85.7	79.4	96.2	95.6
<b>Racial/Ethnic Group</b>										
White	106	99.1	15.7	44.1	40.2	84.3	80.5	81.5	95.8	95.3
African American	36	100	26.5	47.1	26.5	73.5	69.2	61.3	97.1	95.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	99.3	97.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	66.7	95.3	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
<b>Disability Status</b>										
Disabled	17	100	40	46.7	13.3	60	31.1	26	94.5	94.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	65.7	95.4	96.8
<b>Socio-Economic Status</b>										
Subsidized meals	72	98.6	26.9	52.2	20.9	73.1	69.2	63.2	95.2	94.6

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>2010</b>	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
<b>2011</b>	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	164	100	15.8	38	46.2	84.2
	7	162	100	24.4	36.3	39.4	75.6
	8	148	100	16.9	31.7	51.4	83.1
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	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	164	100	13.3	56.3	30.4	86.7
	7	162	100	17.5	50	32.5	82.5
	8	148	100	13.4	54.9	31.7	86.6
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	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	82	100	25.6	57.7	16.7	74.4
	7	162	100	16.1	59.6	24.2	83.9
	8	74	100	9.9	35.2	54.9	90.1

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>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	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	82	100	16.3	58.8	25	83.8
	7	162	100	41	39.1	19.9	59
	8	74	100	11.3	43.7	45.1	88.7
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	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	148	99.3	19.7	43.7	36.6	80.3

Abbreviations for Missing Data

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