



BELL STREET MIDDLE

600 Peachtree Street
Clinton, SC 29325

Grades	6-8 Middle School	
Enrollment	685 Students	
Principal	Josie Kate F. Hauptfear	864-833-0807
Superintendent	David C. O'Shields	864-833-0800
Board Chair	Jim Barton	864-833-4877

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	At-Risk	At-Risk
2007	Below Average	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://eoc.sc.gov>

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

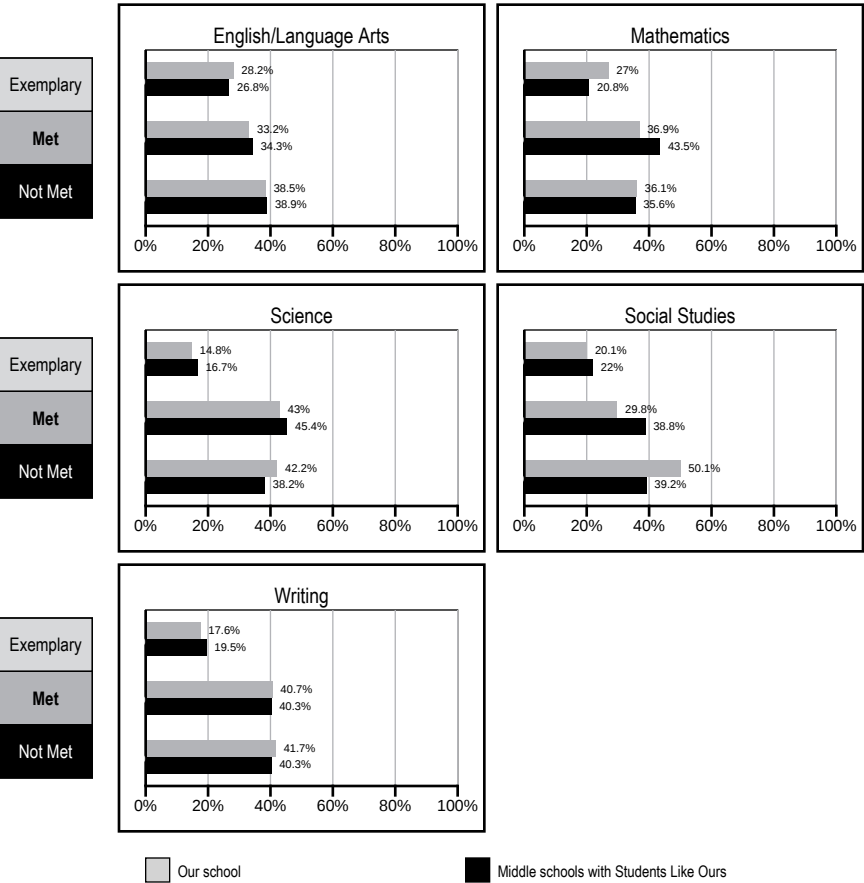
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	38	9	2

* 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

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	96.6%	96.5%
English 1	0.0%	91.7%
Biology 1/Applied Biology 2	N/A	98.2%
Physical Science	50.0%	57.8%
US History and the Constitution	N/A	N/A
All Subjects	93.5%	95.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=685)				
Students enrolled in high school credit courses (grades 7 & 8)	49.2%	Down from 56.8%	26.6%	24.5%
Retention rate	0.0%	Down from 0.6%	0.7%	0.7%
Attendance rate	95.4%	Down from 98.4%	95.8%	95.9%
Served by gifted and talented program	15.5%	Up from 14.8%	13.9%	17.8%
With disabilities other than speech	10.2%	Down from 14.9%	10.1%	9.2%
Older than usual for grade	1.0%	Down from 1.7%	2.1%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.5%	Up from 0.0%	0.6%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	61.4%	Up from 57.4%	57.2%	60.0%
Continuing contract teachers	95.5%	Up from 91.5%	85.3%	82.6%
Teachers returning from previous year	81.4%	Down from 84.5%	83.4%	85.6%
Teacher attendance rate	94.2%	Down from 95.9%	95.4%	95.3%
Average teacher salary*	\$45,171	Down 1.3%	\$45,222	\$46,300
Professional development days/teacher	9.6 days	Up from 7.3 days	10.8 days	9.9 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Down from 18.8 to 1	20.9 to 1	21.5 to 1
Prime instructional time	88.2%	Down from 93.1%	90.7%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Up from 96.7%	96.6%	98.1%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil**	\$8,713	Up 1.1%	\$7,551	\$7,634
Percent of expenditures for instruction**	64.4%	Up from 58.9%	61.6%	64.0%
Percent of expenditures for teacher salaries**	58.6%	Up from 52.3%	59.2%	61.2%

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

** Prior year audited financial data are reported.

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 instructional goals this year were to continue the implementation of small group instruction in math and ELA classes. Teachers in both of these content areas met weekly as departments to discuss curriculum and to make any necessary revisions to the district curriculum maps. Students continued to be assessed each grading period with a benchmark assessment. For the first time, teachers made data folders to track individual student progress on assessments.

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 9th consecutive year, Bell Street Middle School's Science Olympiad team won the state championship and had the opportunity to travel to the national competition.

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 achieve excellence, embrace change, and forge new traditions.

Josie Kate F. Haupfear, Principal
Susan Tallman, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	184	81
Percent satisfied with learning environment	77.6%	71.7%	79.7%
Percent satisfied with social and physical environment	81.6%	75.0%	69.2%
Percent satisfied with school-home relations	61.2%	83.7%	75.9%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 13 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	N/A		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	1.4%	0.0%	No
Student attendance rate	95.4%	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 = 79.4% (Met or Exemplary)

All Students	689	100	38.6	33.2	28.2	70.8	77.8	82.4	No	Yes
Gender										
Male	349	100	44.1	27.9	27.9	64	72.9	78.7	N/A	N/A
Female	340	100	33	38.5	28.4	77.7	83	86.2	N/A	N/A
Racial/Ethnic Group										
White	396	100	32.1	30	37.9	75.1	82.6	88.9	No	Yes
African American	264	100	47.8	38	14.1	64.3	70.3	72.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	26	100	44	28	28	72	78.7	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	113	100	76.4	17	6.6	32.1	45.3	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	47.6	23.8	28.6	61.9	73	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	504	100	46.9	33.5	19.6	64.2	73.3	75.4	No	Yes

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

All Students	689	100	36.2	36.8	27	75.9	79.3	81.9	No	Yes
Gender										
Male	349	100	38.1	32.4	29.4	71.5	76.4	79.9	N/A	N/A
Female	340	100	34.3	41.3	24.5	80.4	82.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	396	100	26.5	36.6	36.9	82.2	85.8	88.9	Yes	Yes
African American	264	100	50.2	36.9	12.9	66.3	69.2	71.4	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	26	100	40	36	24	80	80.9	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	113	100	75.5	17.9	6.6	39.6	45.8	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	38.1	42.9	19	81	83.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	504	100	43.3	39.8	16.9	71	75.4	74.9	No	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
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Science

All Students	466	100	42.3	43	14.8	57.7	63.5	68.6
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Gender

Male	238	100	40.2	41.9	17.9	59.8	65.3	68.3
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Female	228	100	44.5	44	11.5	55.5	61.6	68.9
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Racial/Ethnic Group

White	264	100	30.7	47.8	21.5	69.3	73.8	80.7
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African American	184	100	58.1	36.3	5.6	41.9	47.2	51.4
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Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	85.3
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Hispanic	17	100	50	37.5	12.5	50	64.7	61.6
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
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Disability Status

Disabled	81	100	75	23.7	1.3	25	33.5	35.7
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
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English Proficiency

Limited English Proficient	11	100	50	33.3	16.7	50	70.8	60.7
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Socio-Economic Status

Subsidized meals	341	100	51.2	39.9	8.9	48.8	56.1	57.3
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Social Studies

All Students	467	100	50.2	29.7	20.1	49.8	63	72.5
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Gender

Male	239	100	48.5	25.8	25.8	51.5	63.5	72
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Female	228	100	52.1	33.8	14.2	47.9	62.6	73.1
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Racial/Ethnic Group

White	274	100	45.2	30.4	24.3	54.8	70.4	81
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African American	173	100	59	27.7	13.3	41	51.1	60
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	89
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Hispanic	18	100	47.1	29.4	23.5	52.9	61.3	69.6
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American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	73.5
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Disability Status

Disabled	76	100	80.6	12.5	6.9	19.4	36.7	40.5
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
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English Proficiency

Limited English Proficient	14	100	46.7	33.3	20	53.3	55.6	69.7
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Socio-Economic Status

Subsidized meals	338	100	58.4	29.1	12.5	41.6	56.5	62.9
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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	214	100	41.7	40.7	17.6	58.3	67.3	73.2	95.4	95.6
Gender										
Male	92	100	46.6	35.2	18.2	53.4	65.4	67.2	95	95.5
Female	122	100	37.9	44.8	17.2	62.1	69.1	79.4	95.8	95.8
Racial/Ethnic Group										
White	115	100	32.7	44.5	22.7	67.3	76.5	81.5	94.8	95.2
African American	89	100	51.2	39.3	9.5	48.8	56.3	61.3	96.1	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.9	98.2
Hispanic	10	I/S	I/S	I/S	I/S	I/S	44.4	66.7	95.7	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	92.6	92.6
Disability Status										
Disabled	28	100	74.1	18.5	7.4	25.9	42	26	94.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	46.2	65.7	96.5	96.5
Socio-Economic Status										
Subsidized meals	163	100	50.6	37.8	11.5	49.4	59.4	63.2	94.9	95.3

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
English/Language Arts							
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	246	100	37	32.3	30.6	63
	7	220	100	35.3	39.6	25.1	64.7
	8	225	100	42.3	28.2	29.6	57.7
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
Mathematics							
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	246	100	34	34.9	31.1	66
	7	220	100	38.2	44	17.9	61.8
	8	225	100	40.8	42.3	16.9	59.2
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
Science							
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	122	100	58.6	31.9	9.5	41.4
	7	220	100	27.1	51.7	21.3	72.9
	8	113	100	37.4	38.3	24.3	62.6
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

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							
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	124	98.4	20.3	60.2	19.5	79.7
	7	220	100	51.7	33.8	14.5	48.3
	8	112	100	44.9	39.3	15.9	55.1
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
Writing							
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	244	99.6	33.8	41.9	24.4	66.2
	7	221	99.6	36.1	41.8	22.1	63.9
	8	226	99.6	33.5	47.2	19.3	66.5
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

Abbreviations for Missing Data

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