

BELL STREET MIDDLE

600 Peachtree Street
Clinton, SC 29325

Grades	6-8 Middle School	
Enrollment	696 Students	
Principal	Josie Kate F. Hauptfear	864-833-0807
Superintendent	Dr. David C. O'Shields	864-833-0800
Board Chair	Linda Darby	864-833-5773

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Below 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 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

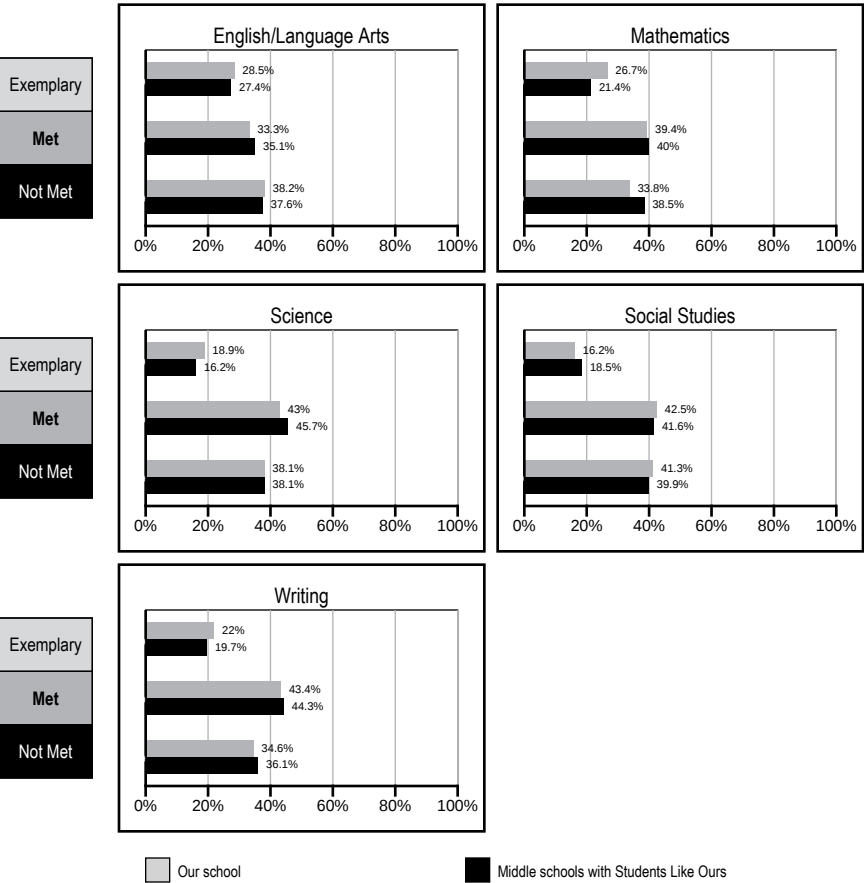
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	30	14	0

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

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	97.5%	94.7%
English 1	N/A	96.5%
Physical Science	N/A	80.3%
US History and the Constitution	N/A	N/A
All Subjects	97.5%	94.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=696)				
Students enrolled in high school credit courses (grades 7 & 8)	56.8%	Up from 11.4%	26.0%	24.2%
Retention rate	0.6%	Down from 0.7%	0.8%	0.7%
Attendance rate	98.4%	Up from 95.1%	95.5%	95.9%
Eligible for gifted and talented	14.8%	No Change	12.2%	16.4%
With disabilities other than speech	14.9%	Down from 16.5%	13.5%	12.0%
Older than usual for grade	1.7%	Up from 1.6%	3.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.4%	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	57.4%	Up from 55.6%	56.3%	58.5%
Continuing contract teachers	91.5%	Up from 82.2%	81.0%	80.0%
Teachers with emergency or provisional certificates	2.3%	Down from 4.7%	4.0%	4.0%
Teachers returning from previous year	84.5%	Up from 81.7%	83.0%	84.6%
Teacher attendance rate	95.9%	Down from 96.5%	95.1%	95.4%
Average teacher salary*	\$45,762	Down 0.1%	\$45,301	\$46,561
Professional development days/teacher	7.3 days	Down from 7.8 days	10.9 days	10.2 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 25.0 to 1	20.9 to 1	21.1 to 1
Prime instructional time	93.1%	Up from 90.1%	90.3%	90.4%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.7%	Up from 95.4%	96.8%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$8,617	Up 4.2%	\$8,200	\$7,802
Percent of expenditures for instruction**	58.9%	Up from 55.5%	62.1%	63.8%
Percent of expenditures for teacher salaries**	52.3%	Up from 50.7%	58.7%	60.0%

* 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 for learning. Our school continues to be involved with Teacher Advancement Program. With this program, teachers meet weekly in cluster groups to develop learning strategies that enhance academic achievement. Bell Street Middle School provides support to teachers through the use of master and mentor teachers who conduct model lessons and offer coaching opportunities. Furthermore, our School Leadership Team meets weekly to develop long and short-term goals for the school in an effort to enhance student achievement.

Our instructional goals this year were to continue the implementation of small group instruction within our English/Language Arts blocks and to expand small group instruction in math classes. Our math teachers worked with master and mentor teachers to implement a small block of time each day to offer specific, individualized instruction to students during math classes. We also continued to utilize pacing guides in each core content area and to assess students each nine weeks through the use of benchmark tests. Using data from these tests, teachers then developed a plan for continuing to address the standards on which students were weak.

Our teachers also worked hard throughout the year to implement technology regularly into their lessons. Each classroom is equipped with a Smartboard and a LCD projector, and there are several sets of laptop computers available for teachers to use with their classes. Additionally, our library has several laptop computers, flip cameras, and digital cameras that can be checked out to students and teachers.

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 had the opportunity to participate in a variety of academic clubs such as Academic Team, Math Counts, and Science Olympiad. The Bell Street Middle School Science Olympiad team won the state championship for the 8th consecutive year and traveled to the national competition. For the first time ever, two of our Bell Street students qualified and received a medal in the national competition!

Bell Street Middle School is proud to have the opportunity to provide a quality education for its students as we believe in maintaining high expectations for both students and staff. We are so proud of our students at Bell Street Middle School and look forward to building upon the goals and accomplishments of the 2009-2010 school year.

Josie Kate F. Haupfear, Principal
Lisa Shiflet, SIC

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	43	179	54
Percent satisfied with learning environment	88.4%	69.8%	79.2%
Percent satisfied with social and physical environment	83.7%	78.2%	74.1%
Percent satisfied with school-home relations	58.1%	87.6%	79.6%

* 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 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	
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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	98.4%	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 = 58.8% (Met or Exemplary)

All Students	691	100	38.2	33.3	28.5	73.4	79.9	83.5	Yes	Yes
Gender										
Male	341	100	44.4	27.5	28.1	67.6	75.4	80.1	N/A	N/A
Female	350	100	32	39	29	79.2	84.5	87	N/A	N/A
Racial/Ethnic Group										
White	394	100	30.1	32	37.9	79	85.9	89.6	Yes	Yes
African American	271	100	50	35.8	14.2	65	70.3	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	25	100	31.8	27.3	40.9	81.8	85.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	107	100	79	14	7	32	50.9	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	31.6	26.3	42.1	84.2	83.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	507	100	45.1	35	19.9	68.3	75.6	76.9	Yes	Yes

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

All Students	691	100	37.6	40.2	22.3	74.4	78.3	80.4	Yes	Yes
Gender										
Male	341	100	36.4	39.2	24.4	71.9	75.5	78.4	N/A	N/A
Female	350	100	38.7	41.1	20.2	76.7	81.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	394	100	29.6	41.7	28.8	80.9	85.2	87.8	Yes	Yes
African American	271	100	48.8	39.6	11.5	65.8	68.3	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	25	100	40.9	18.2	40.9	63.6	68.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	107	100	75	20	5	31	43.4	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	42.1	21.1	36.8	63.2	69.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	507	100	44.4	39.8	15.7	69.4	73.8	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
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Science

All Students	455	100	38.1	43	18.8	61.9	60	67.3
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Gender

Male	216	100	41	39	20	59	58.3	66.9
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Female	239	100	35.6	46.7	17.8	64.4	61.8	67.7
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Racial/Ethnic Group

White	259	100	31.7	42.8	25.5	68.3	69.8	79.6
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African American	180	100	46.8	43.4	9.8	53.2	46.1	49.7
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
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Hispanic	16	100	42.9	42.9	14.3	57.1	45.5	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
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Disability Status

Disabled	73	100	79.4	16.2	4.4	20.6	32.5	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	13	100	41.7	41.7	16.7	58.3	44.8	58.6
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Socio-Economic Status

Subsidized meals	335	100	45	42.5	12.5	55	52	55.4
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Social Studies

All Students	456	99.6	41.4	42.4	16.2	58.6	66.2	70.9
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Gender

Male	219	99.5	39.1	40.6	20.3	60.9	68.3	70.1
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Female	237	99.6	43.6	44	12.4	56.4	64.2	71.7
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Racial/Ethnic Group

White	254	99.6	34.9	43.6	21.6	65.1	72.1	79.2
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African American	182	99.5	49.4	43.6	7	50.6	56.8	58.4
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
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Hispanic	19	100	50	16.7	33.3	50	68.6	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
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Disability Status

Disabled	61	96.7	N/A	N/A	N/A	23.2	39	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	15	100	53.3	13.3	33.3	46.7	67.7	68
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Socio-Economic Status

Subsidized meals	333	99.4	48.3	42.2	9.5	51.7	59.7	60.8
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Abbreviations for Missing Data

N/A–Not Applicable

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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	691	99.6	34.4	43.6	22	65.6	68.2	72.1	98.4	96.7
Gender										
Male	343	99.4	43.3	35.8	20.9	56.7	59.9	65.2	98.3	96.5
Female	348	99.7	25.8	51.1	23.1	74.2	76.5	79.2	98.5	96.8
Racial/Ethnic Group										
White	393	99.8	29.6	41.1	29.3	70.4	74.8	80.8	98.2	96.5
African American	272	99.3	42.5	45.6	12	57.5	57.2	59.7	98.6	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	98.9	97.5
Hispanic	25	100	22.7	59.1	18.2	77.3	70.8	64.6	99.1	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	N/A
Disability Status										
Disabled	104	99	86.6	10.3	3.1	13.4	26.6	27.7	98.7	96.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	21.1	63.2	15.8	78.9	69.8	63.7	99.3	97.5
Socio-Economic Status										
Subsidized meals	503	99.6	40.9	43.8	15.3	59.1	61.2	61.9	98.2	96.3

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							
2009	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	206	99	28.3	40.4	31.3	71.7
	7	224	100	32.7	36	31.3	67.3
	8	240	100	36.3	36.3	27.4	63.7
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
Mathematics							
2009	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	206	99	23.2	46.5	30.3	76.8
	7	224	100	29.4	47.7	22.9	70.6
	8	240	100	38.5	37.2	24.4	61.5
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
Science							
2009	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	100	99	43.3	44.3	12.4	56.7
	7	224	100	27.1	51.9	21	72.9
	8	121	100	35.9	46.2	17.9	64.1
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

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							
2009	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	104	100	24	55	21	76
	7	224	100	49.5	33.6	16.8	50.5
	8	119	100	46.2	34.2	19.7	53.8
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
Writing							
2009	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	208	99.5	39.4	37.9	22.7	60.6
	7	219	100	35.2	45.1	19.7	64.8
	8	242	99.6	33.5	39.5	27	66.5
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

Abbreviations for Missing Data

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