



Creek Bridge High

6641 South Highway 41

Marion,, SC 29574

Grades	6-12 Middle School	
Enrollment	436 Students	
Principal	Burnie L. Bell	843-362-3500
Superintendent	Dr. Everette M. Dean, Jr.	843-423-2891
Board Chair	McKeiver Williamson	843-423-6545

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	Good
2005	At-Risk	Below Average
2004	At-Risk	Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

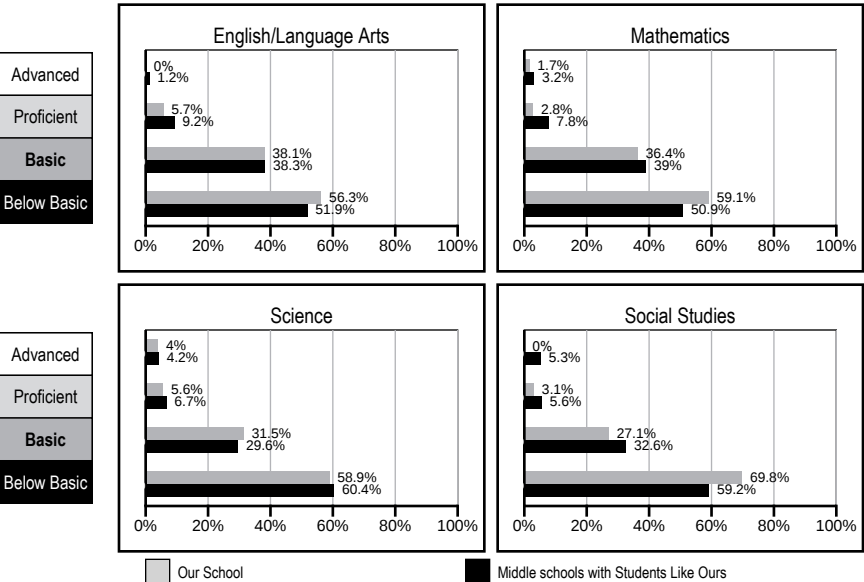
97.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	3	32

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	0	82.0
English 1	0	82.7
Physical Science	0	39.5
All Subjects	0	78.9

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=436)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	Down from 11.0%	11.3%	19.4%
Retention rate	6.6%	Down from 8.6%	3.1%	1.8%
Attendance rate	94.6%	Up from 94.0%	95.0%	95.8%
Eligible for gifted and talented	4.7%	Down from 7.3%	4.0%	15.3%
With disabilities other than speech	13.9%	Down from 14.4%	13.5%	12.9%
Older than usual for grade	14.9%	Up from 6.7%	6.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 16.5%	0.8%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	62.9%	Down from 71.0%	54.3%	55.0%
Continuing contract teachers	57.1%	Down from 64.5%	56.0%	70.6%
Teachers with emergency or provisional certificates	22.2%	Up from 16.0%	19.1%	5.4%
Teachers returning from previous year	80.8%	Up from 80.0%	76.4%	83.4%
Teacher attendance rate	95.4%	Up from 93.9%	94.7%	94.9%
Average teacher salary	\$38,383	Up 2.7%	\$43,224	\$44,706
Professional development days/teacher	22.8 days	Up from 15.8 days	13.0 days	11.8 days
School				
Principal's years at school	36.0	Up from 30.0	2.0	3.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 19.5 to 1	15.9 to 1	20.1 to 1
Prime instructional time	87.7%	Up from 85.2%	88.8%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Up from 50.2%	98.0%	98.0%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil*	\$10,188	Up 12.1%	\$9,332	\$7,097
Percent of expenditures for instruction*	56.0%	Up from 55.6%	62.6%	64.4%
Percent of expenditures for teacher salaries*	49.6%	Up from 49.0%	54.7%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Creek Bridge High School is proud of its many accomplishments during the 2007-2008 school year. We continue to move forward academically, athletically, and socially. We have made several additions to our school program to better serve our students, including a mental health counselor, Jobs for S.C. Graduates' program, and GEAR-UP. We began to implement the Education and Economic Development Act (EEDA), which is designed to increase student achievement, reduce dropouts, and better prepare students for post-secondary education and employment.

Our teachers continue to teach the content standards and emphasize reading and writing across-the-curriculum. The implementation of the Measures of Academic Progress (MAP) program has given teachers an assessment tool that provides periodic reports of students' strengths/needs in the areas of mathematics, reading, language usage, and science. Data teams of teachers analyze the MAP reports and provide differentiated instruction to increase student achievement. We have also added a credit recovery program, utilizing the Compass Learning program. Additionally, all ninth-grade students received a laptop computer this year through the "iAm Laptop" initiative to enhance instruction and support learning.

Creek Bridge High School supports a mathematics competition team and an entrepreneurship team. Athletically, we include boys and girls in a strong program of football, basketball, baseball, track, and cheerleading. We have a variety of school-sponsored functions and after-school activities to foster a well-rounded education for our students.

We face challenges as we continually seek ways to improve student achievement and home/school relationships. Our parents, students, teachers, and community members form a family unit for building and maintaining positive relationships. Our mission is to continue to prepare students to become lifelong learners and to be able to compete in today's society.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	57	42
Percent satisfied with learning environment	66.7%	91.1%	64.3%
Percent satisfied with social and physical environment	68.0%	82.1%	56.1%
Percent satisfied with school-home relations	32.0%	89.3%	61.9%

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

School Adequate Yearly Progress

NO

This school met 12 out of 13 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. Sanction: Implement the restructuring plan.
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	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.4%	0.0%	No
Student attendance rate	94.6%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	188	99.5	55.7	38.1	5.7	0.6	11.4	18.1	48.2	Yes	Yes
Gender											
Male	91	98.9	63.5	32.9	2.4	1.2	8.2	12.7	41.7	N/A	N/A
Female	97	100	48.4	42.9	8.8	0	14.3	23.9	55	N/A	N/A
Racial/Ethnic Group											
White	17	100	69.2	30.8	0	0	7.7	14.8	60	I/S	I/S
African American	167	99.4	54.1	39.6	5.7	0.6	11.3	18.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	30	96.7	86.2	10.3	0	3.4	3.4	6.6	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	179	99.4	56.5	36.9	6	0.6	11.9	17	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	188	99.5	58.5	36.4	3.4	1.7	8.5	15.9	45.8	Yes	Yes
Gender											
Male	91	98.9	60	32.9	4.7	2.4	9.4	15.7	45.6	N/A	N/A
Female	97	100	57.1	39.6	2.2	1.1	7.7	16.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	17	100	69.2	23.1	7.7	0	7.7	18.5	59	I/S	I/S
African American	167	99.4	58.5	36.5	3.1	1.9	8.8	16.1	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	30	96.7	86.2	10.3	3.4	0	3.4	3.3	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	179	99.4	58.9	35.7	3.6	1.8	8.3	15.3	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	133	100	58.9	31.5	5.6	4	9.7	9.5	35.7	95.5	95.5
Gender											
Male	64	100	59	27.9	6.6	6.6	13.1	13.3	37.4	94.4	95.2
Female	69	100	58.7	34.9	4.8	1.6	6.3	5.6	33.8	96.6	95.9
Racial/Ethnic Group											
White	12	100	50	37.5	0	12.5	12.5	13.3	49.2	91.8	92.3
African American	117	100	59.8	31.3	5.4	3.6	8.9	8.6	17	95.9	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58	N/A	N/A
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	94.5	95.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	19	100	78.9	21.1	0	0	0	2.5	14	93.1	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	95	95.5
Socio-Economic Status											
Subsided meals	126	100	59.3	31.4	5.9	3.4	9.3	8.2	21.1	95.5	95.5

Social Studies											
All Students	138	100	69.2	27.7	3.1	0	3.1	8.8	34	95.5	95.5
Gender											
Male	70	100	65.2	28.8	6.1	0	6.1	10.6	36.6	94.4	95.2
Female	68	100	73.4	26.6	0	0	0	6.8	31.3	96.6	95.9
Racial/Ethnic Group											
White	11	100	88.9	11.1	0	0	0	10.5	44.5	91.8	92.3
African American	124	100	68.6	28.8	2.5	0	2.5	8.5	19.1	95.9	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58.9	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	94.5	95.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	25	100	96	4	0	0	0	6.5	14.4	93.1	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	95	95.5
Socio-Economic Status											
Subsided meals	130	100	68.9	27.9	3.3	0	3.3	6.7	21	95.5	95.5

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	70	100	65.2	31.8	3	0	3
	8	55	98.2	43.1	41.2	9.8	5.9	15.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	48	100	55.8	34.9	9.3	0	9.3
	7	83	100	57.1	36.4	5.2	1.3	6.5
	8	57	98.3	53.6	42.9	3.6	0	3.6
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	70	100	51.5	45.5	1.5	1.5	3
	8	55	100	59.6	30.8	5.8	3.8	9.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	48	100	67.4	25.6	4.7	2.3	7
	7	83	100	49.4	42.9	5.2	2.6	7.8
	8	57	98.3	64.3	35.7	0	0	0
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	70	98.6	56.1	33.3	10.6	0	10.6
	8	27	96.3	53.8	19.2	23.1	3.8	26.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	24	100	61.9	28.6	4.8	4.8	9.5
	7	82	100	55.3	32.9	6.6	5.3	11.8
	8	27	100	66.7	29.6	3.7	0	3.7
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	70	100	75.8	24.2	0	0	0
	8	28	96.4	56	40	4	0	4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	24	100	54.5	40.9	4.5	0	4.5
	7	83	100	80.5	15.6	3.9	0	3.9
	8	31	100	51.6	48.4	0	0	0

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample