

Creek Bridge High

6641 South Highway 41

Marion,, SC 29574

Grades	6-12 High School	
Enrollment	397 Students	
Principal	Burnie L. Bell	843-362-3500
Superintendent	Everette M. Dean, Jr.	843-423-2891
Board Chair	McKeiver Williamson	843-423-6545

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Below Average*
2008	Good	Excellent
2007	Below Average	Average
2006	At-Risk	At-Risk
2005	Below Average	N/A

* The School's 2009 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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	1	2	6	9

* Ratings are calculated with data available by 03/25/2010.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	60.9	84.1	67.9	60.4	59.4	57.0
Passed 1 subtest (%)	18.8	7.9	18.9	21.6	16.3	20.6
Passed no subtests (%)	20.3	7.9	13.2	22.3	25.3	25.8

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	91.5%	82.4%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	64	95
Number of Diplomas	50	60
Rate	78.1%	55.6%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	77.0	45.6
English 1	45.5	38.0
Physical Science	24.6	28.8
US History and the Constitution	21.4	20.1
All Tests	42.2	33.5

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=397)				
Retention rate	2.6%	Down from 6.6%	6.4%	4.8%
Attendance rate	95.5%	Up from 94.6%	94.9%	95.5%
Eligible for gifted and talented	4.2%	Down from 4.7%	2.6%	9.2%
With disabilities other than speech	15.2%	Up from 13.9%	14.2%	12.6%
Older than usual for grade	11.3%	Down from 14.9%	15.1%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	1.5%	1.2%
Enrolled in AP/IB programs	0.0%	Down from 3.7%	4.7%	13.2%
Successful on AP/IB exams	N/A	N/A	29.6%	55.6%
Eligible for LIFE Scholarship	25.9%	Up from 0.0%	27.4%	29.8%
Annual dropout rate	2.4%	Down from 3.8%	1.8%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	1.9%	3.0%
Enrollment in career/technology courses	175	Down from 178	214	523
Students participating in work-based experiences	43.5%	Up from 21.2%	2.0%	12.9%
Career/technology students attaining technical skills	84.2%	Down from 88.1%	76.7%	79.3%
Career/technology completers placed	95.2%	Up from 90.9%	98.0%	98.8%
Teachers (n=33)				
Teachers with advanced degrees	66.7%	Up from 62.9%	55.1%	58.6%
Continuing contract teachers	60.6%	Up from 57.1%	54.5%	71.6%
Teachers with emergency or provisional certificates	24.1%	Up from 22.2%	23.5%	8.1%
Teachers returning from previous year	82.1%	Up from 80.8%	74.4%	85.0%
Teacher attendance rate	95.0%	Down from 95.4%	95.9%	95.5%
Average teacher salary*	\$39,273	Up 2.3%	\$44,687	\$47,761
Professional development days/teacher	27.6 days	Up from 22.8 days	12.5 days	10.8 days
School				
Principal's years at school	37.0	Up from 36.0	3.0	3.0
Student-teacher ratio in core subjects	14.9 to 1	Down from 19.7 to 1	19.2 to 1	26.1 to 1
Prime instructional time	88.5%	Up from 87.7%	88.5%	89.8%
Dollars spent per pupil**	\$9,939	Down 2.5%	\$10,958	\$7,883
Percent of expenditures for teacher salaries**	44.9%	Down from 49.6%	51.8%	54.1%
Percent of expenditures for instruction**	54.5%	Down from 56.0%	59.2%	60.2%
Opportunities in the arts	Good	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	91.9%	95.8%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Below Average	Average
Classical language program assessment	N/A	N/A	N/A	Good

* 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

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	59	91.5%	237	42.2%	64	78.1%	No
Gender							
Male	29	86.2%	110	37.3%	33	63.6%	N/A
Female	30	96.7%	127	46.5%	30	96.7%	N/A
Racial/Ethnic Group							
White	N/A	N/A	11	27.3%	N/A	N/A	N/A
African American	56	92.9%	223	43.0%	58	84.5%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	11	63.6%	31	12.9%	13	30.8%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	52	92.3%	226	42.0%	55	81.8%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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

Creek Bridge High School is proud of its many accomplishments during the 2008-2009 school year. We continue to move forward academically, athletically, and socially. As a reward for our efforts, we received the Palmetto Gold Award for both "General Performance" and "Closing the Achievement Gap." 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 continue 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. In data teams, teachers analyze the MAP results and provide differentiated instruction to increase student achievement. We also have credit recovery using South Carolina Virtual School. Additionally, all ninth and sixth grade students received a laptop computer this year through the "iAm Laptop" and E2T2 initiatives 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 focused on building and maintaining positive relationships. Our mission is to continue to prepare students to become lifelong learners and be able to compete in today's global society.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	26	28
Percent satisfied with learning environment	69.4%	72.0%	64.3%
Percent satisfied with social and physical environment	75.0%	76.0%	50.0%
Percent satisfied with school-home relations	44.4%	88.5%	70.4%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 8 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

NI

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 Data			
	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	1.9%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.9%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	----------------------------------	------------------------------------	---------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	53	100	22.4	53.1	18.4	6.1	40.8	40.8	61.8	No	Yes
Male	25	100	37.5	45.8	16.7	0	33.3	33.3	57.4	N/A	N/A
Female	28	100	8	60	20	12	48	48	66.1	N/A	N/A
White	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	74.3	I/S	I/S
African American	48	100	20.5	56.8	15.9	6.8	40.9	40.9	44.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	77.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	55.4	I/S	I/S
Disabled	11	100	55.6	44.4	0	0	0	I/S	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.5	I/S	I/S
Subsized meals	46	100	26.2	50	19	4.8	38.1	38.1	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	53	100	22.4	30.6	30.6	16.3	59.2	59.2	62.7	No	Yes
Male	25	100	29.2	29.2	25	16.7	54.2	54.2	61.8	N/A	N/A
Female	28	100	16	32	36	16	64	64	63.6	N/A	N/A
White	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
African American	48	100	22.7	31.8	29.5	15.9	56.8	56.8	45.1	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.8	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	59.2	I/S	I/S
Disabled	11	100	66.7	22.2	11.1	0	11.1	I/S	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	52.3	I/S	I/S
Subsized meals	46	100	21.4	31	28.6	19	57.1	57.1	47.9	Yes	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	53	96.2	69.8	20.8	3.8	1.9	I/S	N/A	N/A	N/A	N/A
Male	25	96.0	68.0	28.0	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Female	28	96.4	71.4	14.3	7.1	3.6	I/S	N/A	N/A	N/A	N/A
White	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	48	95.8	72.9	18.8	2.1	2.1	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	11	100.0	N/AV	N/AV	N/AV	N/AV	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	46	97.8	73.9	17.4	4.3	2.2	I/S	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2008	63	100	11.3	51.6	32.3	4.8	51.6	51.6	69.7
	2009	53	100	22.4	53.1	18.4	6.1	40.8	40.8	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	63	100	12.9	32.3	43.5	11.3	71	71	67.2
	2009	53	100	22.4	30.6	30.6	16.3	59.2	59.2	62.7

* Adjusted to account for natural variation in performance.