



BRIDGEWATER ACADEMY CHARTER

P.O. Box 50400
Myrtle Beach, SC 29

Grades	K-8 Elementary School	
Enrollment	154 Students	
Principal	Steve Wilson	843-236-3689
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Excellent
2010	Average	Good
2009	Good	Average
2008	Average	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

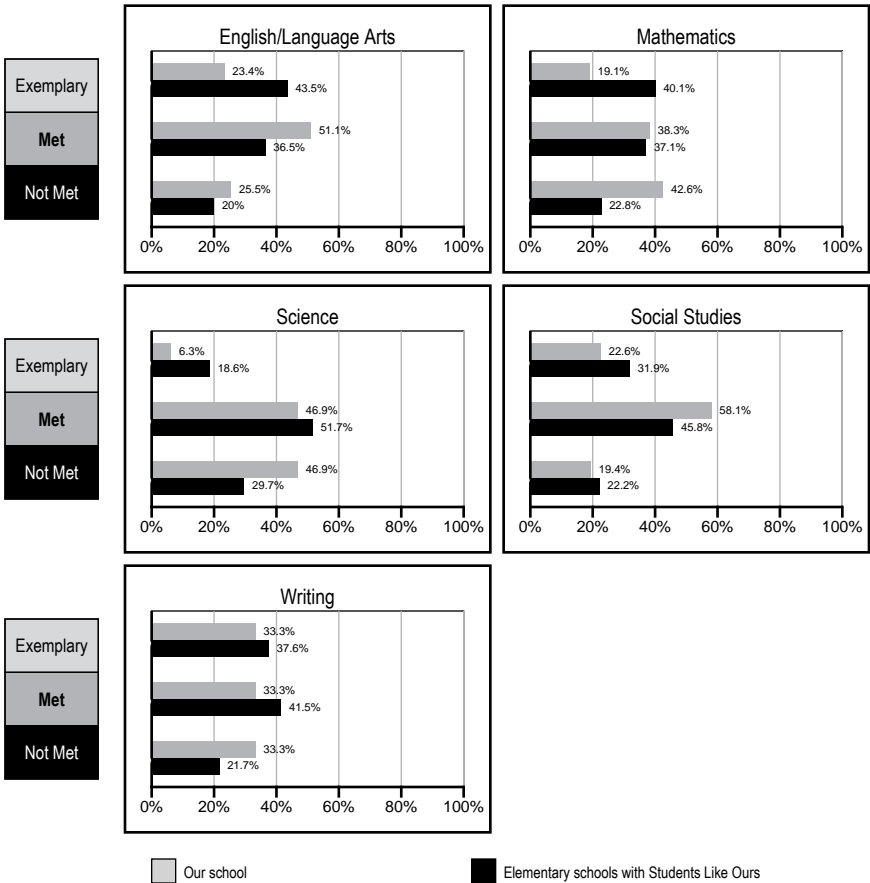
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
26	39	45	0	0

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

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=154)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.0%	Up from 0.0%	1.1%	1.1%
Attendance rate	97.4%	Up from 95.6%	96.1%	96.2%
Served by gifted and talented program	23.1%	Up from 19.8%	15.1%	13.4%
With disabilities other than speech	14.9%	Down from 18.2%	4.5%	4.1%
Older than usual for grade	2.0%	Up from 0.8%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=14)				
Teachers with advanced degrees	35.7%	N/A	60.4%	62.5%
Continuing contract teachers	50.0%	N/A	90.1%	88.2%
Teachers returning from previous year	N/A	N/A	88.5%	87.8%
Teacher attendance rate	N/R	N/R	95.2%	95.2%
Average teacher salary*	\$38,417	N/A	\$46,591	\$46,773
Professional development days/teacher	4.0 days	Down from 7.0 days	10.3 days	10.5 days
School				
Principal's years at school	1.5	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	22.8 to 1	Up from 14.1 to 1	20.4 to 1	19.9 to 1
Prime instructional time	N/R	N/R	90.4%	90.4%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	No	Down from Yes	Yes	Yes
Parents attending conferences	99.4%	Up from 92.9%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,916	Down 0.7%	\$6,913	\$7,447
Percent of expenditures for instruction**	66.0%	Up from 59.4%	68.4%	68.4%
Percent of expenditures for teacher salaries**	53.0%	Down from 56.8%	65.9%	65.8%

* 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

The mission of Bridgewater Academy is to enable all students to exceed academic standards through direct, personal one-on-one instruction by providing an innovative rigorous academic program; and to provide a personalized, supportive learning community where teachers, parents, community members and students all partner together to promote a place where student achievement is celebrated, instruction is provided with passion and commitment, and value is given to the development of self discipline, honesty, integrity and respect.

"At Bridgewater Academy, all students are provided with a quality choice in free public education. We offer a challenging and engaging curriculum delivered to promote critical thinking skills in all students, innovative lessons with real world applications and creative methods to incite discovery, low pupil to teacher ratio to ensure personalized attention and build confidence.

Our students develop sound academic skills, sound study habits and qualities of character necessary to succeed in high school, college, and the competitive world. Each student is given the opportunity to achieve his or her full potential in a safe, supportive, loving environment preparing them for higher education, satisfying employment, and responsible citizenship. "

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 11 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. 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	4.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	73.7%	0.0%	No
Student attendance rate	97.4%	94.0%**	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	103	92.2	23.7	39.8	36.6	89.2	85.5	82.4	Yes	Yes
Gender										
Male	63	90.5	30.4	35.7	33.9	85.7	82.5	78.7	N/A	N/A
Female	40	95	13.5	45.9	40.5	94.6	88.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	48	87.5	17.5	37.5	45	95	90.1	88.9	Yes	No
African American	52	96.2	30	44	26	84	73.6	72.9	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.2	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	81.3	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.2	83	I/S	I/S
Disability Status										
Disabled	31	87.1	40.7	44.4	14.8	70.4	55.8	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	80.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	11	100	27.3	36.4	36.4	90.9	80.6	75.4	I/S	I/S

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

All Students	103	96.1	36.1	40.2	23.7	75.3	86	81.9	No	Yes
Gender										
Male	63	96.8	41.7	35	23.3	73.3	84.1	79.9	N/A	N/A
Female	40	95	27	48.6	24.3	78.4	88.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	48	93.8	30.2	41.9	27.9	83.7	90.8	88.9	Yes	Yes
African American	52	98.1	43.1	41.2	15.7	66.7	73.1	71.4	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	83.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	84.4	I/S	I/S
Disability Status										
Disabled	31	100	58.1	32.3	9.7	54.8	55.6	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	82.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	11	100	36.4	45.5	18.2	63.6	81.4	74.9	I/S	I/S

* 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
Science								
All Students	66	97	38.1	49.2	12.7	61.9	74.8	68.6
Gender								
Male	37	100	37.8	43.2	18.9	62.2	74.4	68.3
Female	29	93.1	38.5	57.7	3.8	61.5	75.2	68.9
Racial/Ethnic Group								
White	33	93.9	23.3	60	16.7	76.7	83	80.7
African American	32	100	53.1	40.6	6.3	46.9	53.8	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	66.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	70.8
Disability Status								
Disabled	19	100	N/AV	N/AV	N/AV	36.8	41.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	65.2	60.7
Socio-Economic Status								
Subsidized meals	5	I/S	I/S	I/S	I/S	I/S	66.8	57.3
Social Studies								
All Students	65	95.4	30	48.3	21.7	70	77.8	72.5
Gender								
Male	43	97.7	34.1	48.8	17.1	65.9	77.5	72
Female	22	90.9	21.1	47.4	31.6	78.9	78.1	73.1
Racial/Ethnic Group								
White	30	93.3	15.4	53.8	30.8	84.6	83.7	81
African American	33	97	43.8	46.9	9.4	56.3	61.1	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.6	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	75.4	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.6	73.5
Disability Status								
Disabled	20	100	45	40	15	55	46	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	75.3	69.7
Socio-Economic Status								
Subsidized meals	9	I/S	I/S	I/S	I/S	I/S	71	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
Writing										
All Students	32	100	26.7	46.7	26.7	73.3	76.6	73.2	97.4	95.8
Gender										
Male	18	100	37.5	50	12.5	62.5	71.3	67.2	97.4	95.8
Female	14	100	14.3	42.9	42.9	85.7	82.2	79.4	97.5	95.8
Racial/Ethnic Group										
White	15	100	7.7	69.2	23.1	92.3	82.2	81.5	96.7	95.5
African American	16	100	43.8	31.3	25	56.3	61	61.3	98.1	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88	87	99.9	96.7
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	71.7	66.7	N/A	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81	72.2	N/A	94.4
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	32.7	26	98	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.8
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69.4	65.7	N/A	96.6
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	63.2	96.5	95.5

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	17	88.2	43.8	25	31.3	56.3
	4	15	93.3	27.3	45.5	27.3	72.7
	5	27	100	15.4	30.8	53.8	84.6
	6	11	100	I/S	I/S	I/S	I/S
	7	11	100	I/S	I/S	I/S	I/S
	8	12	100	I/S	I/S	I/S	I/S
2011	3	16	87.5	28.6	57.1	14.3	71.4
	4	17	88.2	21.4	42.9	35.7	78.6
	5	16	93.8	6.7	66.7	26.7	93.3
	6	26	100	23.1	19.2	57.7	76.9
	7	12	83.3	I/S	I/S	I/S	I/S
	8	16	93.8	28.6	28.6	42.9	71.4
Mathematics							
2010	3	17	100	56.3	37.5	6.3	43.8
	4	15	93.3	45.5	18.2	36.4	54.5
	5	27	100	11.5	46.2	42.3	88.5
	6	11	100	I/S	I/S	I/S	I/S
	7	11	100	I/S	I/S	I/S	I/S
	8	12	100	I/S	I/S	I/S	I/S
2011	3	16	100	68.8	18.8	12.5	31.3
	4	17	100	31.3	56.3	12.5	68.8
	5	16	93.8	26.7	40	33.3	73.3
	6	26	100	15.4	38.5	46.2	84.6
	7	12	83.3	I/S	I/S	I/S	I/S
	8	16	93.8	35.7	57.1	7.1	64.3
Science							
2010	3	9	I/S	I/S	I/S	I/S	I/S
	4	15	100	45.5	36.4	18.2	54.5
	5	14	100	23.1	46.2	30.8	76.9
	6	4	I/S	I/S	I/S	I/S	I/S
	7	11	100	I/S	I/S	I/S	I/S
	8	6	I/S	I/S	I/S	I/S	I/S
2011	3	8	I/S	I/S	I/S	I/S	I/S
	4	17	100	37.5	56.3	6.3	62.5
	5	8	I/S	I/S	I/S	I/S	I/S
	6	13	100	30.8	46.2	23.1	69.2
	7	12	83.3	I/S	I/S	I/S	I/S
	8	8	I/S	I/S	I/S	I/S	I/S

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	8	I/S	I/S	I/S	I/S	I/S
	4	15	100	18.2	63.6	18.2	81.8
	5	13	100	15.4	53.8	30.8	84.6
	6	7	I/S	I/S	I/S	I/S	I/S
	7	11	100	I/S	I/S	I/S	I/S
	8	6	I/S	I/S	I/S	I/S	I/S
2011	3	8	I/S	I/S	I/S	I/S	I/S
	4	17	100	12.5	68.8	18.8	87.5
	5	7	I/S	I/S	I/S	I/S	I/S
	6	13	100	30.8	46.2	23.1	69.2
	7	12	83.3	I/S	I/S	I/S	I/S
	8	8	I/S	I/S	I/S	I/S	I/S
Writing							
2010	3	17	100	18.8	37.5	43.8	81.3
	4	14	100	18.2	36.4	45.5	81.8
	5	27	100	7.7	26.9	65.4	92.3
	6	11	100	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	12	100	I/S	I/S	I/S	I/S
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	16	100	33.3	33.3	33.3	66.7
	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	16	100	20	60	20	80

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample