



## BRIDGE CREEK ELEMENTARY

121 Bombing Range Road  
Elgin, SC 29045

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	598 Students	
<b>Principal</b>	Arthur Newton, Jr.	803-462-3900
<b>Superintendent</b>	Katie Brochu, Ed.D.	803-787-1910
<b>Board Chair</b>	Stephanie Burgess, Ph.D.	803-530-9899

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Good</b>
2010	Good	Excellent
2009	Average	Good
2008	N/A	N/A
2007	N/A	N/A

## 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

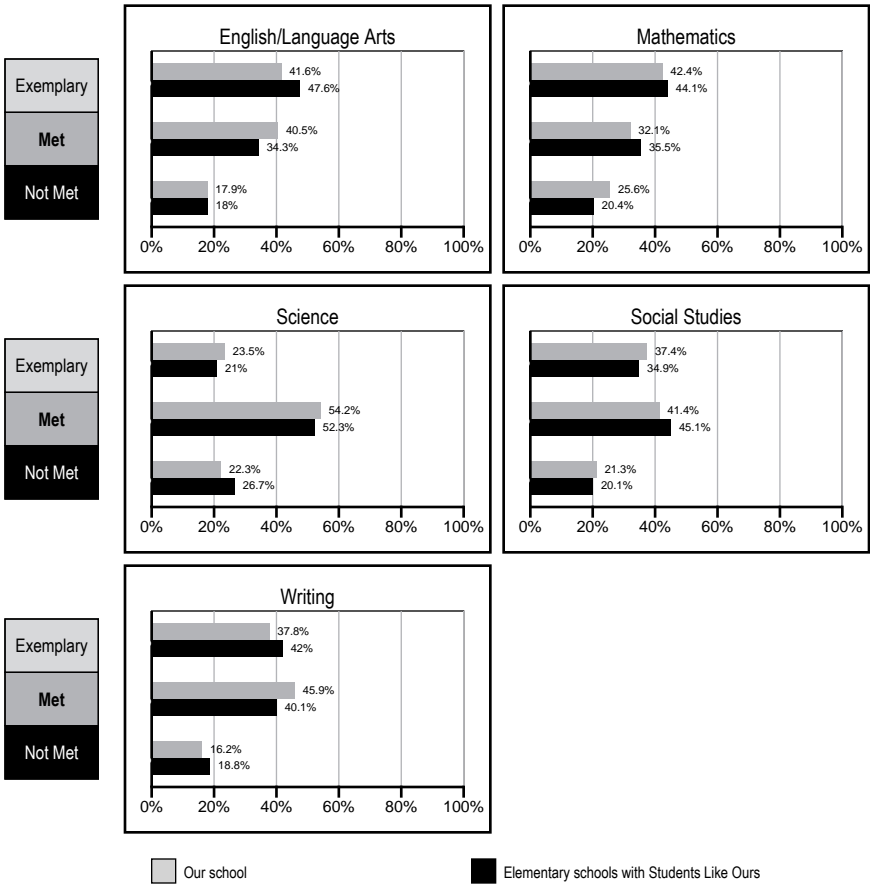
95.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
32	40	24	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
<b>Students (n=598)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.4%	1.0%	1.1%
Attendance rate	97.0%	Up from 96.6%	96.2%	96.2%
Served by gifted and talented program	8.2%	Up from 6.1%	18.3%	13.4%
With disabilities other than speech	3.0%	Down from 8.9%	3.9%	4.1%
Older than usual for grade	0.0%	Down from 0.3%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	70.5%	Up from 62.5%	63.8%	62.5%
Continuing contract teachers	65.9%	Up from 62.5%	90.3%	88.2%
Teachers returning from previous year	N/A	N/A	89.4%	87.8%
Teacher attendance rate	94.9%	Up from 94.2%	95.3%	95.2%
Average teacher salary*	\$43,616	Down 3.0%	\$47,894	\$46,773
Professional development days/teacher	15.4 days	Up from 6.9 days	11.4 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 18.7 to 1	20.8 to 1	19.9 to 1
Prime instructional time	91.4%	Up from 90.0%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,758	Down 15.7%	\$6,999	\$7,447
Percent of expenditures for instruction**	66.5%	Up from 58.3%	68.8%	68.4%
Percent of expenditures for teacher salaries**	63.1%	Up from 56.3%	66.1%	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 2010-2011 school year was exciting and rewarding for Bridge Creek Elementary. As we conclude our third year of existence, we are proud of several accomplishments. For the second consecutive year, we received the Palmetto Silver Award for high academic achievement, and we were also recognized as a school that is closing the gap between historically achieving and historically underachieving students for two consecutive years. Moreover, our commitment to providing our community with exemplary communication has not gone unnoticed. We were recognized by the South Carolina Chapter of National School Public Relations Association for having an outstanding school newsletter and web site.

"Bridging the Path of Excellence to Children" is also reflected in our after-school programs. To meet the needs of our community, our Boys and Girls Club opened at 5:00 a.m. each morning and closed at 6:30 p.m. each afternoon. Our students were also able to participate in Art Club, Chorus, Student Council, Steel Drum Band, African Ensemble, Sports and Fitness Club, Recycling Club, Stock Market Team, Cheerleading and Dance, and our student-led morning news program. These clubs were essential to the growth and development of the students in which we served.

Many effective academic programs are in place to meet the on-going needs of our students: Tier 1 and Tier 2 interventions, Differentiated Instruction, Study Island, Accelerated Math, Accelerated Reading, Accelerated Reading Cohort (first grade), and first through fifth grade after-school tutoring. We will continue to use data as we plan and implement curriculum for our students. The data from NWEA Measure of Academic Progress (MAP) and Palmetto Assessment of State Standards (PASS) will continue to be analyzed to guide our instruction.

Our vision this school year has been to build culture and community throughout our school and community. With the assistance of our PTO board and SIC, we were able to bring in our families outside of the school's normal operating hours. Our annual Family Reading Night, Family Dance, and Science Math And Relevant Technology Night (SMART) were a huge success, with more than three hundred people participating in most of the events. As we continue to build a culture of excellence, we will use our parents, community, and students' feedback from surveys to move forward.

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	78	52
Percent satisfied with learning environment	100.0%	87.0%	92.3%
Percent satisfied with social and physical environment	100.0%	83.3%	90.4%
Percent satisfied with school-home relations	97.1%	79.5%	88.2%

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

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## No Child Left Behind

## School Adequate Yearly Progress

YES

This school met 17 out of 17 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	1.1%	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	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%**	Yes

\* Or greater than last year

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## 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
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	287	100	18.2	40.2	41.7	88.6	83.8	82.4	Yes	Yes
<b>Gender</b>										
Male	142	100	22	42.4	35.6	83.3	79.2	78.7	N/A	N/A
Female	145	100	14.4	37.9	47.7	93.9	88.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	49	100	6.7	22.2	71.1	97.8	93.4	88.9	Yes	Yes
African American	204	100	19.5	45.3	35.3	86.8	79.1	72.9	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	95.6	93	I/S	I/S
Hispanic	22	100	33.3	38.1	28.6	81	78.8	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	92.9	83	I/S	I/S
<b>Disability Status</b>										
Disabled	30	100	66.7	23.3	10	36.7	47.8	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	16	100	25	43.8	31.3	81.3	81.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	166	100	22.6	46.5	30.8	84.3	75.6	75.4	Yes	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	287	100	25.8	32.2	42	79.9	81.7	81.9	Yes	Yes
<b>Gender</b>										
Male	142	100	30.3	30.3	39.4	75.8	79.1	79.9	N/A	N/A
Female	145	100	21.2	34.1	44.7	84.1	84.4	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	49	100	13.3	24.4	62.2	93.3	93.5	88.9	Yes	Yes
African American	204	100	30	34.2	35.8	76.3	75.7	71.4	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	95.3	94.6	I/S	I/S
Hispanic	22	100	19	42.9	38.1	81	78	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	92.9	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	30	100	73.3	16.7	10	33.3	45.8	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	16	100	18.8	37.5	43.8	81.3	82.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	166	100	30.8	32.1	37.1	76.1	72.7	74.9	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
<b>Science</b>								
All Students	195	100	22.7	53.6	23.8	77.3	71	68.6
<b>Gender</b>								
Male	100	100	23.4	53.2	23.4	76.6	69.9	68.3
Female	95	100	21.8	54	24.1	78.2	72.2	68.9
<b>Racial/Ethnic Group</b>								
White	32	100	6.7	26.7	66.7	93.3	90	80.7
African American	139	100	26.9	58.5	14.6	73.1	61.9	51.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.2	85.3
Hispanic	17	100	18.8	62.5	18.8	81.3	65	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
<b>Disability Status</b>								
Disabled	20	100	65	15	20	35	36.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	12	100	16.7	75	8.3	83.3	73.2	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	113	100	29.7	53.2	17.1	70.3	57.5	57.3
<b>Social Studies</b>								
All Students	191	100	21.1	41.7	37.1	78.9	76.5	72.5
<b>Gender</b>								
Male	90	100	24.1	37.3	38.6	75.9	74.4	72
Female	101	100	18.5	45.7	35.9	81.5	78.6	73.1
<b>Racial/Ethnic Group</b>								
White	34	100	16.1	32.3	51.6	83.9	89.3	81
African American	136	100	23	44.4	32.5	77	69.9	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.7	89
Hispanic	13	100	23.1	38.5	38.5	76.9	71.8	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.5
<b>Disability Status</b>								
Disabled	19	100	57.9	15.8	26.3	42.1	42.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	76	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	108	100	27.5	41.2	31.4	72.5	65.7	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
<b>Writing</b>										
All Students	79	100	16.2	45.9	37.8	83.8	75.5	73.2	97	97.2
<b>Gender</b>										
Male	36	100	17.1	45.7	37.1	82.9	68.9	67.2	97	97.2
Female	43	100	15.4	46.2	38.5	84.6	82.2	79.4	97	97.3
<b>Racial/Ethnic Group</b>										
White	12	100	9.1	27.3	63.6	90.9	88.7	81.5	96.1	97
African American	58	100	19.6	48.2	32.1	80.4	69.1	61.3	97.2	97.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.8	87	98.2	97.7
Hispanic	6	I/S	I/S	I/S	I/S	I/S	69.2	66.7	97.1	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	97	96.8
<b>Disability Status</b>										
Disabled	7	I/S	I/S	I/S	I/S	I/S	27	26	95.7	96.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.6
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	72.5	65.7	98	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	48	100	17.8	46.7	35.6	82.2	64.6	63.2	96.7	96.8

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
<b>English/Language Arts</b>							
<b>2010</b>	3	73	93.2	13.2	19.1	67.6	86.8
	4	75	92	12.1	42.4	45.5	87.9
	5	64	100	22.8	43.9	33.3	77.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	105	100	24.5	26.5	49	75.5
	4	99	100	14.1	48.9	37	85.9
	5	83	100	14.9	47.3	37.8	85.1
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2010</b>	3	73	100	20.6	42.6	36.8	79.4
	4	75	100	15.2	47	37.9	84.8
	5	64	100	21.1	45.6	33.3	78.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	105	100	49	25.5	25.5	51
	4	99	100	10.9	38	51.1	89.1
	5	83	100	13.5	33.8	52.7	86.5
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2010</b>	3	38	100	44.1	44.1	11.8	55.9
	4	75	100	12.1	62.1	25.8	87.9
	5	33	100	24.1	44.8	31	75.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	55	100	51.9	32.7	15.4	48.1
	4	99	100	9.8	65.2	25	90.2
	5	41	100	13.5	54.1	32.4	86.5
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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
<b>Social Studies</b>							
<b>2010</b>	3	35	97.1	N/A	N/A	N/A	100
	4	75	100	9.1	53	37.9	90.9
	5	31	100	17.9	53.6	28.6	82.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	50	100	23.9	39.1	37	76.1
	4	99	100	16.3	42.4	41.3	83.7
	5	42	100	29.7	43.2	27	70.3
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2010</b>	3	74	98.7	15.9	37.7	46.4	84.1
	4	75	98.7	13.6	60.6	25.8	86.4
	5	64	100	24.1	36.2	39.7	75.9
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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	79	100	16.2	45.9	37.8	83.8
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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