



BRIDGE CREEK ELEMENTARY

121 Bombing Range Road
Elgin, SC 29045

Grades	PK-5 Elementary School	
Enrollment	481 Students	
Principal	Arthur Newton, Jr.	803-462-3900
Superintendent	Dr. Katie Brochu	803-787-1910
Board Chair	Bill Flemming, Jr., D.M.D.	803-261-1992

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Excellent*
2009	Average	Good
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A

* The School's 2010 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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

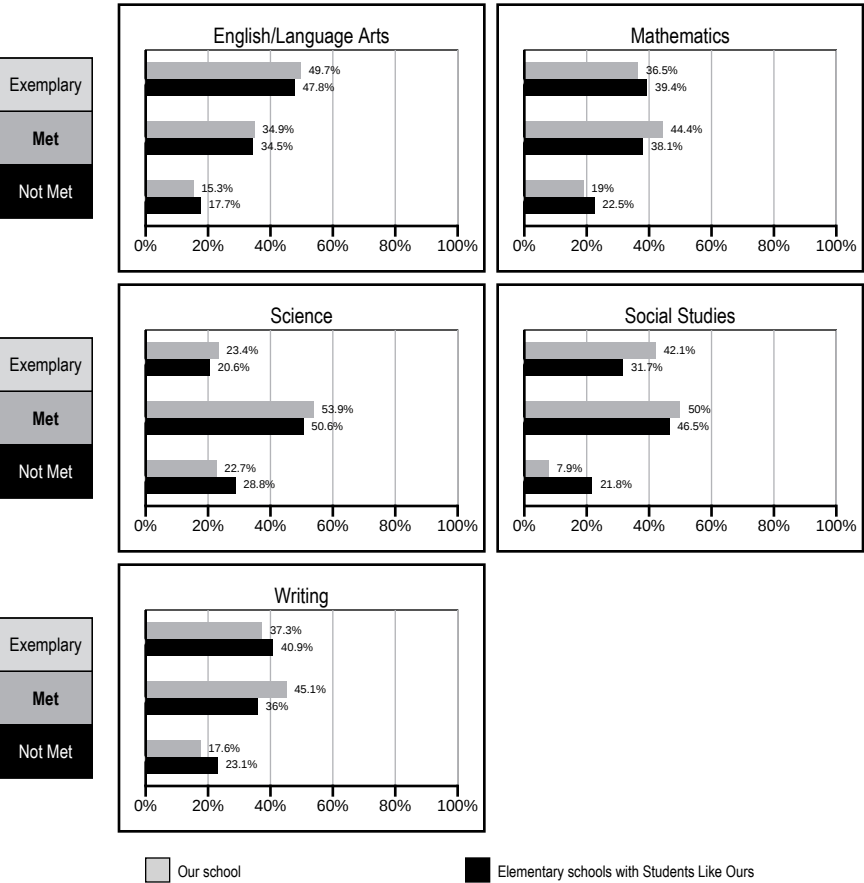
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	37	31	0	0

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

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=481)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	Down from 0.9%	1.2%	1.2%
Attendance rate	96.6%	No Change	96.2%	96.1%
Eligible for gifted and talented	6.1%	No Change	16.0%	11.7%
With disabilities other than speech	8.9%	Up from 7.9%	7.6%	8.0%
Older than usual for grade	0.3%	No Change	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	62.5%	Up from 62.2%	59.4%	60.5%
Continuing contract teachers	62.5%	Up from 48.6%	86.5%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	89.0%	87.0%
Teacher attendance rate	94.2%	Down from 96.6%	95.4%	95.4%
Average teacher salary*	\$44,943	Up 2.3%	\$47,870	\$47,288
Professional development days/teacher	6.9 days	Down from 8.8 days	10.9 days	10.5 days
School				
Principal's years at school	1.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	18.7 to 1	Up from 16.6 to 1	20.0 to 1	19.2 to 1
Prime instructional time	90.0%	Down from 92.8%	90.8%	90.8%
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**	\$10,390	N/A	\$7,010	\$7,548
Percent of expenditures for instruction**	58.3%	N/A	68.9%	68.7%
Percent of expenditures for teacher salaries**	56.3%	N/A	65.8%	65.1%

* 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 2009-2010 school year was exciting and rewarding for Bridge Creek Elementary. As we conclude our second year of existence, we are proud of several accomplishments. One of our special education teachers was selected as the South Carolina Special Education Rookie Teacher of The Year. In addition, our school was awarded 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. Moreover, our commitment to serving our community in a family-friendly environment has not gone unnoticed. We were recognized by the State Department of Education as a Red Carpet Award Winner for superb customer service to our community.

"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, Peer Mediators, 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 serve.

Many effective academic programs are in place to meet the on-going needs of our students: Tier 1 and Tier 2 interventions, Differentiated Instruction, Renzulli, Accelerated Math, Accelerated Reading, Accelerated Reading Cohort (first grade), first through fifth grade tutoring, and summer school. We will continue to be a data-driven school 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 year has been to build a 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 first annual Family Reading Night, Family Dance, and School Carnival were a huge success, with more than three hundred people participating in all the events. As we continue to build a culture of excellence, we will use our parents, community, and students' feedback to move forward.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	61	54
Percent satisfied with learning environment	96.2%	86.7%	92.6%
Percent satisfied with social and physical environment	96.2%	93.4%	92.5%
Percent satisfied with school-home relations	92.0%	90.2%	88.7%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 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	
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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	2.1%	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	96.6%	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	214	94.9	15.5	34.2	50.3	91.7	85.9	83.5	Yes	Yes
Gender										
Male	107	95.3	18.9	35.8	45.3	90.5	82.7	80.1	N/A	N/A
Female	107	94.4	12.2	32.7	55.1	92.9	89.3	87	N/A	N/A
Racial/Ethnic Group										
White	34	94.1	9.4	25	65.6	93.8	94	89.6	I/S	I/S
African American	160	95.6	18.1	36.1	45.8	91	81.9	74.6	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94	92.7	I/S	I/S
Hispanic	16	87.5	7.7	30.8	61.5	92.3	80.3	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	100	85.1	I/S	I/S
Disability Status										
Disabled	25	72	36.4	31.8	31.8	68.2	52.7	51.7	I/S	I/S
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	10	I/S	16.7	50	33.3	83.3	83.4	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	127	95.3	16.4	38.8	44.8	92.2	78.5	76.9	Yes	Yes

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

All Students	214	100	18.7	45.6	35.8	90.7	82.4	80.4	Yes	Yes
Gender										
Male	107	100	20	41.1	38.9	88.4	80	78.4	N/A	N/A
Female	107	100	17.3	50	32.7	92.9	84.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	34	100	6.3	53.1	40.6	96.9	93.2	87.8	I/S	I/S
African American	160	100	22.9	44.4	32.6	88.2	76.8	69.3	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.8	93.5	I/S	I/S
Hispanic	16	100	7.7	46.2	46.2	100	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	92.3	83.2	I/S	I/S
Disability Status										
Disabled	25	100	27.3	45.5	27.3	86.4	47.8	46.1	I/S	I/S
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	10	I/S	8.3	41.7	50	100	83.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	127	100	20.7	52.6	26.7	92.2	73.2	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
Science								
All Students	147	100	23.1	53.1	23.8	76.9	72.1	67.3
Gender								
Male	71	100	23.8	49.2	27	76.2	70.9	66.9
Female	76	100	22.4	56.7	20.9	77.6	73.3	67.7
Racial/Ethnic Group								
White	27	100	16	52	32	84	89.6	79.6
African American	103	100	27.5	53.8	18.7	72.5	63.1	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.2	84.4
Hispanic	13	100	I/S	I/S	I/S	I/S	65.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	19	100	43.8	43.8	12.5	56.3	35	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	70.5	58.6
Socio-Economic Status								
Subsidized meals	85	100	26	55.8	18.2	74	58.6	55.4

Social Studies								
All Students	142	99.3	8.6	50	41.4	91.4	77.1	70.9
Gender								
Male	71	100	7.9	52.4	39.7	92.1	75.3	70.1
Female	71	98.6	9.2	47.7	43.1	90.8	79.1	71.7
Racial/Ethnic Group								
White	21	95.2	5.3	42.1	52.6	94.7	88.6	79.2
African American	111	100	9.9	51.5	38.6	90.1	71.1	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91	86.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	71.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	16	93.8	7.7	61.5	30.8	92.3	44.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	78.1	68
Socio-Economic Status								
Subsidized meals	87	100	10	56.3	33.8	90	66.2	60.8

Abbreviations for Missing Data

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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	School Attendance Rate	District Attendance Rate
Writing										
All Students	213	99.1	17.6	45.1	37.3	82.4	76.7	72.1	96.6	97
Gender										
Male	107	100	26	43.8	30.2	74	70.2	65.2	96.5	96.9
Female	106	98.1	9.3	46.4	44.3	90.7	83.4	79.2	96.8	97.1
Racial/Ethnic Group										
White	32	93.8	10	46.7	43.3	90	87.9	80.8	96.3	97.1
African American	158	100	20.3	43.4	36.4	79.7	71.3	59.7	96.7	96.9
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.8	87	96.3	97.9
Hispanic	17	100	7.1	57.1	35.7	92.9	66.4	64.6	96.4	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	73.4	N/A	96.5
Disability Status										
Disabled	23	91.3	44.4	38.9	16.7	55.6	32	27.7	96	96.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	96.4
English Proficiency										
Limited English Proficient	12	100	7.1	64.3	28.6	92.9	71.7	63.7	97.2	97.2
Socio-Economic Status										
Subsidized meals	126	100	21.4	45.3	33.3	78.6	65.8	61.9	96.3	96.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	65	100	19.3	31.6	49.1	80.7
	4	67	100	31.7	38.1	30.2	68.3
	5	61	100	6.8	45.8	47.5	93.2
	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
2010	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
Mathematics							
2009	3	65	100	38.6	38.6	22.8	61.4
	4	67	100	14.3	61.9	23.8	85.7
	5	61	100	18.6	50.8	30.5	81.4
	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
2010	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
Science							
2009	3	33	100	31	51.7	17.2	69
	4	67	100	23.8	61.9	14.3	76.2
	5	30	100	10.3	75.9	13.8	89.7
	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	N/A	N/AV	N/A	N/A	N/A	N/A
2010	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

Abbreviations for Missing Data

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N/R–Not Reported

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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	32	100	7.1	53.6	39.3	92.9
	4	67	100	22.2	55.6	22.2	77.8
	5	31	100	26.7	43.3	30	73.3
	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
2010	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
Writing							
2009	3	65	98.5	31.6	28.1	40.4	68.4
	4	68	100	28.1	48.4	23.4	71.9
	5	62	100	16.7	38.3	45	83.3
	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
2010	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

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