



Bradley Elementary

3032 Pinebelt Road
Columbia, SC 29204

Grades	PK-5 Elementary School	
Enrollment	386 Students	
Principal	Dr. Erica Fields	803-738-7200
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Below Average
2011	Average	Below Average
2010	Below Average	Below Average
2009	Below Average	Below Average
2008	At-Risk	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://www.eoc.sc.gov>

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

Percent of students tested in 2011-12 whose 2010-11 test scores were located

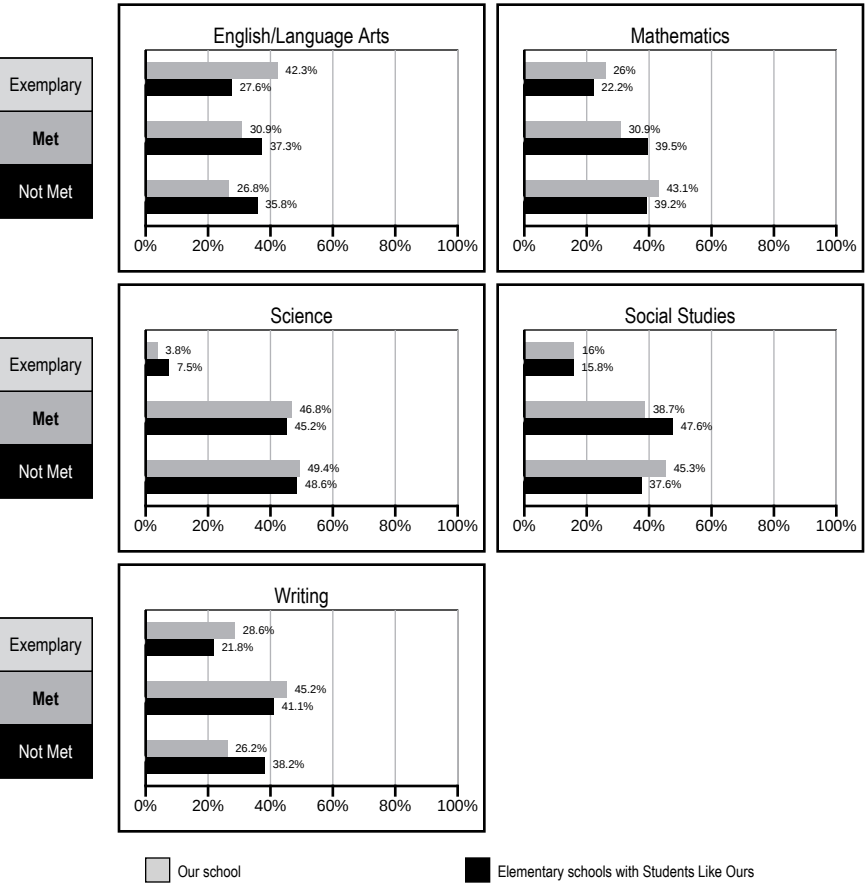
97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	12	95	49	20

* Ratings are calculated with data available by 11/07/2012.

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=386)				
First graders who attended full-day kindergarten	100.0%	Up from 98.2%	100.0%	100.0%
Retention rate	1.5%	Down from 1.6%	1.3%	1.0%
Attendance rate	96.1%	Up from 95.7%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	79.3%	Down from 82.8%	62.8%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	90.3%	Up from 90.0%	85.4%	88.7%
Teacher attendance rate	94.2%	Down from 95.0%	95.3%	95.1%
Average teacher salary*	\$51,822	Down 0.2%	\$45,127	\$47,210
Professional development days/teacher	6.7 days	Up from 5.6 days	9.8 days	10.5 days
School				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	15.5 to 1	Up from 14.8 to 1	18.1 to 1	20.0 to 1
Prime instructional time	89.8%	Down from 90.4%	90.6%	90.5%
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	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,043	Down 4.7%	\$8,317	\$7,247
Percent of expenditures for instruction**	79.6%	Down from 81.0%	66.6%	68.2%
Percent of expenditures for teacher salaries**	78.2%	Down from 78.4%	63.3%	65.7%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Francis W. Bradley Elementary is located in the city of Columbia at 3032 Pinebelt Road in Richland County School District One. The school's organizational structure consists of Child Development through grade five, with a current enrollment of 384 students.

Professional Development is a key component in ensuring that quality instruction occurs through research-based best practices. Members of the faculty and the administration have undergone extensive training as part of the S. C. Reading Initiative, with a strong emphasis on improving reading and writing instruction. Early intervention is the key to success for our young learners. In grades CD-1, Breakthrough to Literacy is implemented to develop the skills and knowledge young learners need to become competent readers. Students who enter first grade lacking basic skills in reading receive assistance from a reading interventionist.

Other interventions across the grade levels include a daily ELA/math focus the first 25 minutes of each school day for students in grade K-5. Accelerated Reader is integrated into the reading program in grades 2-5. Additional reading and math instruction is provided through the Success Maker, which is a computer-assisted instructional program incorporated into the computer lab. Our instructional program is further enhanced through the school's technology lab, which encourages the integration of technology into the instructional program. Each classroom

is equipped with at least 4 computers to be used for research and project-based instruction. Teachers plan weekly for flexible, small-group instruction for students who need assistance. Students who score "not met" on PASS are provided assistance in our after-school tutorial program. Our R.E.A.C.H. tutors (retired educators) provide small group instruction during the day for students at the cusp of moving to the next level of achievement in grades 3-5.

Bradley's state-of-the-art facility was renovated in 2002 to feature a new kindergarten wing, gymnasium, science lab, music room, keyboard lab and two computer labs. The school makes use of the latest technology. Parents have high expectations of the school and support the school's motto, "Excellence in Action." An active PTA and School Improvement Council, parent volunteer programs and attendance at school-sponsored events are evidence of parent and community involvement. Over the past several years, Bradley has received several awards. In 2004, the school was the recipient of the Red Carpet Award, presented by the S.C. Department of Education. In March 2007, Bradley's School Improvement Council received Honorable Mention as one of the 5 finalists for the Dick and Tunky Riley Award. The school met Adequate Yearly Progress for the 2008-2009 and 2009-2010 school year. In March 2009 through 2011, the school was the recipient of the Healthier U.S. School Challenge Gold Award. In 2011-2012, the school was the recipient of the Fresh Fruits and Vegetables Grant. The school's friendly and warm environment makes it a wonderful place for students to learn and "BEE."

Natasha Dais, SIC Chairperson

Dr. Erica Fields, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	33	21
Percent satisfied with learning environment	96.4%	90.6%	84.2%
Percent satisfied with social and physical environment	100.0%	90.6%	83.3%
Percent satisfied with school-home relations	85.2%	88.0%	73.7%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	91.5
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Bradley Elementary school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.9%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	2.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	651.1	633.2	595.1	612.7	100.0	100.0
Male	647.1	632.1	594.1	610.5	100.0	100.0
Female	654.8	634.3	595.9	614.5	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	652.3	634.3	595.4	612.0	100.0	100.0
Asian/Pacific Islander	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
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	650.3	632.0	594.9	610.9	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
2011	3	47	100	29.3	19.5	51.2	70.7
	4	41	100	17.9	56.4	25.6	82.1
	5	48	100	47.8	28.3	23.9	52.2
	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
2012	3	59	100	21.2	25	53.8	78.8
	4	42	100	29.4	29.4	41.2	70.6
	5	45	100	27.9	41.9	30.2	72.1
	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
Mathematics							
2011	3	47	100	34.1	39	26.8	65.9
	4	41	100	30.8	43.6	25.6	69.2
	5	48	100	56.5	28.3	15.2	43.5
	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
2012	3	59	100	38.5	26.9	34.6	61.5
	4	42	100	44.1	38.2	17.6	55.9
	5	45	100	44.2	37.2	18.6	55.8
	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
Science							
2011	3	24	100	31.6	47.4	21.1	68.4
	4	41	100	41	53.8	5.1	59
	5	23	100	N/AV	N/AV	N/AV	28.6
	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
2012	3	31	100	53.6	39.3	7.1	46.4
	4	42	100	55.9	41.2	2.9	44.1
	5	22	100	33.3	61.9	4.8	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	N/A	N/AV	N/A	N/A	N/A	N/A

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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							
2011	3	23	100	40.9	40.9	18.2	59.1
	4	41	100	33.3	53.8	12.8	66.7
	5	25	100	N/AV	N/AV	N/AV	36
	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
2012	3	28	100	41.7	25	33.3	58.3
	4	42	100	44.1	50	5.9	55.9
	5	23	100	59.1	31.8	9.1	40.9
	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
Writing							
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	48	100	50	26.1	23.9	50
	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
2012	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	44	97.7	26.2	45.2	28.6	73.8
	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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