



## Bridgewater Academy Charter

316 Bush Drive  
Myrtle Beach, South

<b>Grades</b>	K-8 Middle School	
<b>Enrollment</b>	148 Students	
<b>Principal</b>	Carol J. Merrill	843-236-3689
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Average	At-Risk
2006	Average	Average
2005	Average	Average
2004	Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

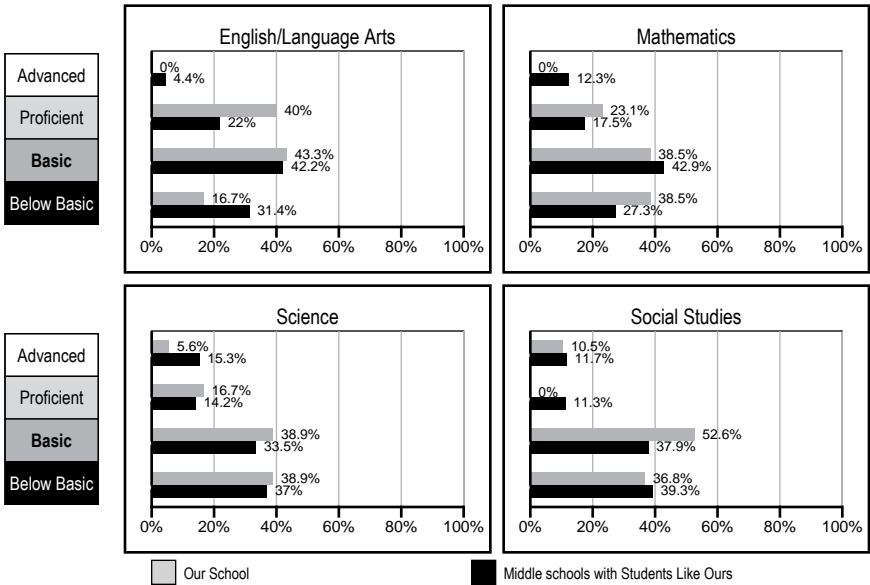
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.7%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	12	31	5

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

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

## End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	88.9	96.7
English 1	0	94.6
Physical Science	0	76.9
All Subjects	88.9	95.5

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=148)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	60.9%	Up from 51.5%	16.0%	19.4%
Retention rate	4.1%	Down from 6.1%	2.5%	1.8%
Attendance rate	97.5%	Up from 97.4%	95.7%	95.8%
Eligible for gifted and talented	11.8%	Up from 8.0%	12.5%	15.3%
With disabilities other than speech	11.5%	Up from 8.1%	14.2%	12.9%
Older than usual for grade	1.5%	Down from 2.4%	3.2%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.9%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=15)</b>				
Teachers with advanced degrees	N/A	N/A	54.3%	55.0%
Continuing contract teachers	N/A	N/A	70.0%	70.6%
Teachers with emergency or provisional certificates	N/A	N/A	6.5%	5.4%
Teachers returning from previous year	N/A	N/A	82.0%	83.4%
Teacher attendance rate	N/R	N/R	94.9%	94.9%
Average teacher salary	N/A	N/A	\$44,327	\$44,706
Professional development days/teacher	11.4 days	Up from 10.5 days	11.5 days	11.8 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	2.0	3.0
Student-teacher ratio in core subjects	13.6 to 1	Down from 14.9 to 1	20.3 to 1	20.1 to 1
Prime instructional time	N/R	N/R	89.0%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	65.7%	Down from 100.0%	98.1%	98.0%
Character development program	Below Average	Down from Good	Good	Good
Dollars spent per pupil*	\$6,466	Down 22.2%	\$6,939	\$7,097
Percent of expenditures for instruction*	56.0%	Up from 54.0%	65.0%	64.4%
Percent of expenditures for teacher salaries*	54.8%	Up from 53.1%	60.1%	59.4%

\* 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**

Bridgewater Academy is the first and only Charter School in Horry County. Our structured curriculum has always been academically challenging, giving students a strong foundation in the basics and building on skills. We give each child the opportunity to learn, accepting students from a diverse population with the promise that every child will show some growth and improvement each year. Our philosophy is to instill in the students the desire to learn and excel. We do whatever we have to, as educators, to help students achieve, including adding extra school hours and days, a high-content rigorous academic program, flexibility and an emphasis on personal responsibility for the students and accountability by teachers with a no short cuts and no excuses policy.

Bridgewater Academy continues to attain growth and improvement in all areas of the curriculum. Due to the numbers of students tested in certain areas of PACT, our scores can not be calculated to show this growth.

All parents attended a conference with their child's teacher following the California Achievement Tests.

We received recognition by the SC Education Oversight Committee for significantly improving the performance of students from differing economic, racial, and ethnic groups. BWA met 100 percent of its objectives for Adequate Yearly Progress as defined by No Child Left Behind.

Bridgewater Academy has a state of the art Technology Lab and program that all students K-8 participate in.

Our Drama Club put on the musical "Seussical" that was well attended.

Our school participated in the Christian League for sports this year. We had a coed soccer team and girls volleyball team in the fall, and a boys and girls basketball team in the winter that both finished in 2nd place.

Several students were inducted into the National Beta Club. We had students recognized as Junior Scholars. One student received the Governor's Citizenship Award. Our TSA students received 1st place overall out of 26 middle school chapters in SC. BWA has the only Technology chapter in Horry County.

BWA and Horry County have signed a five year contract enabling our school to continue serving students in Horry County with the District as our sponsor. We are privileged to have this opportunity. We thank our parents and students who have been supportive in this effort.

Carol J. Merrill, Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	12	20	14
Percent satisfied with learning environment	100.0%	100.0%	100.0%
Percent satisfied with social and physical environment	100.0%	100.0%	85.7%
Percent satisfied with school-home relations	91.7%	100.0%	85.7%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 11 out of 15 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. Sanction: Implement the restructuring plan.
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	3.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	41.5%	0.0%	No
Student attendance rate	97.5%	94.0%	Yes

\* Or greater than last year

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	94	100	20.2	36.9	39.3	3.6	48.8	57.2	48.2	Yes	Yes
<b>Gender</b>											
Male	47	100	26.8	41.5	31.7	0	31.7	50.3	41.7	N/A	N/A
Female	47	100	14	32.6	46.5	7	65.1	64.4	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	44	100	7.9	44.7	47.4	0	57.9	65.4	60	I/S	Yes
African American	45	100	34.1	34.1	29.3	2.4	34.1	34.7	31.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	43.1	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
<b>Disability Status</b>											
Disabled	21	100	33.3	38.9	27.8	0	27.8	21.7	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	60	100	27.8	35.2	37	0	44.4	44.9	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	94	100	28.6	44	20.2	7.1	39.3	56.4	45.8	No	Yes
<b>Gender</b>											
Male	47	100	31.7	41.5	19.5	7.3	34.1	55.9	45.6	N/A	N/A
Female	47	100	25.6	46.5	20.9	7	44.2	57	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	44	100	15.8	50	26.3	7.9	44.7	65.2	59	I/S	Yes
African American	45	100	43.9	43.9	12.2	0	26.8	31.6	26.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	42.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	48.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	21	100	33.3	55.6	11.1	0	22.2	20.8	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	60	100	37	42.6	14.8	5.6	27.8	43.9	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	59	100	42	34	12	12	24	41.4	35.7	97.5	96.3
<b>Gender</b>											
Male	30	100	44	40	8	8	16	43.8	37.4	97.4	96.2
Female	29	100	40	28	16	16	32	39	33.8	97.6	96.4
<b>Racial/Ethnic Group</b>											
White	30	100	33.3	33.3	8.3	25	33.3	50.4	49.2	96.8	96.1
African American	29	100	50	34.6	15.4	0	15.4	16.7	17	98.2	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	99.3	97.4
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	99.9	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	N/A	95.5
<b>Disability Status</b>											
Disabled	16	100	61.5	30.8	7.7	0	7.7	15.2	14	96.4	95.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	99.4
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.7	24.4	N/A	97
<b>Socio-Economic Status</b>											
Subsided meals	41	100	44.4	33.3	11.1	11.1	22.2	28.8	21.1	97.6	96
<b>Social Studies</b>											
All Students	58	100	29.1	45.5	9.1	16.4	25.5	41.6	34	97.5	96.3
<b>Gender</b>											
Male	31	100	28.6	42.9	10.7	17.9	28.6	45.3	36.6	97.4	96.2
Female	27	100	29.6	48.1	7.4	14.8	22.2	37.8	31.3	97.6	96.4
<b>Racial/Ethnic Group</b>											
White	26	100	25	54.2	8.3	12.5	20.8	48.6	44.5	96.8	96.1
African American	27	100	38.5	42.3	7.7	11.5	19.2	20.7	19.1	98.2	96.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	99.3	97.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	33.9	27.5	99.9	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	N/A	95.5
<b>Disability Status</b>											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	17.1	14.4	96.4	95.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	99.4
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.8	27.3	N/A	97
<b>Socio-Economic Status</b>											
Subsided meals	39	100	32.4	48.6	10.8	8.1	18.9	29.8	21	97.6	96

\* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	16	100	7.7	30.8	61.5	0	61.5
	4	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	15	100	33.3	50	16.7	0	16.7
	6	16	100	7.1	57.1	35.7	0	35.7
	7	17	100	14.3	64.3	21.4	0	21.4
	8	14	100	14.3	50	28.6	7.1	35.7
<b>2008</b>	3	30	100	7.4	22.2	63	7.4	70.4
	4	14	100	28.6	50	21.4	0	21.4
	5	15	100	46.2	38.5	7.7	7.7	15.4
	6	12	100	27.3	63.6	9.1	0	9.1
	7	9	I/S	I/S	I/S	I/S	I/S	I/S
	8	14	100	8.3	25	66.7	0	66.7
<b>Mathematics</b>								
<b>2007</b>	3	16	100	38.5	38.5	7.7	15.4	23.1
	4	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	15	100	41.7	58.3	0	0	0
	6	16	100	21.4	50	14.3	14.3	28.6
	7	17	100	28.6	21.4	42.9	7.1	50
	8	14	100	35.7	35.7	21.4	7.1	28.6
<b>2008</b>	3	30	100	14.8	48.1	29.6	7.4	37
	4	14	100	28.6	42.9	14.3	14.3	28.6
	5	15	100	46.2	30.8	7.7	15.4	23.1
	6	12	100	45.5	45.5	9.1	0	9.1
	7	9	I/S	I/S	I/S	I/S	I/S	I/S
	8	14	100	25	50	25	0	25
<b>Science</b>								
<b>2007</b>	3	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	17	100	14.3	28.6	21.4	35.7	57.1
	8	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	15	100	33.3	33.3	16.7	16.7	33.3
	4	14	100	50	28.6	7.1	14.3	21.4
	5	8	I/S	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S	I/S
	7	9	I/S	I/S	I/S	I/S	I/S	I/S
	8	7	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	17	100	35.7	64.3	0	0	0
	8	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	15	100	6.7	33.3	26.7	33.3	60
	4	14	100	21.4	57.1	7.1	14.3	21.4
	5	7	I/S	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S	I/S
	7	9	I/S	I/S	I/S	I/S	I/S	I/S
	8	7	I/S	I/S	I/S	I/S	I/S	I/S

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