



Bluffton Elementary

160 H.E. McCracken Circle
Bluffton, SC 29910

Grades	PK-5 Elementary School	
Enrollment	1,045 Students	
Principal	Ms. Christine Wright	843-706-8500
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Good*
2007	Average	Good
2006	Average	Good
2005	Average	Average
2004	Good	Average

* The School's 2008 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 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

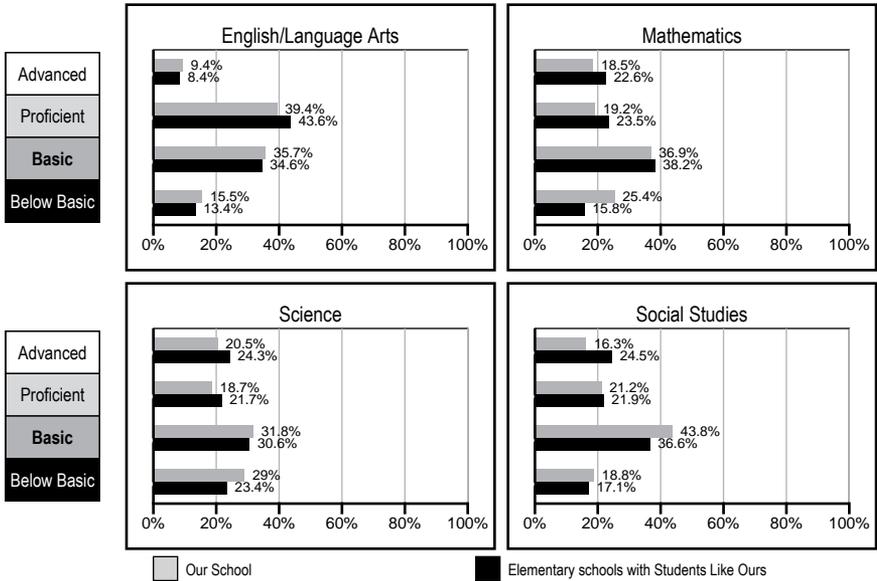
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	33	54	1	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



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

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,045)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.8%	Down from 2.1%	1.8%	2.3%
Attendance rate	96.7%	Down from 96.9%	96.5%	96.3%
Eligible for gifted and talented	18.3%	Down from 21.3%	16.7%	10.4%
With disabilities other than speech	4.1%	Up from 3.3%	6.5%	7.5%
Older than usual for grade	0.5%	Down from 0.7%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=81)				
Teachers with advanced degrees	48.1%	Up from 45.8%	61.3%	56.7%
Continuing contract teachers	56.8%	Down from 62.5%	80.6%	77.3%
Teachers with emergency or provisional certificates	1.8%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	86.6%	Up from 83.2%	88.7%	86.4%
Teacher attendance rate	95.3%	Up from 93.9%	94.7%	94.9%
Average teacher salary	\$43,383	Up 0.4%	\$46,853	\$45,345
Professional development days/teacher	11.7 days	Down from 12.6 days	13.3 days	12.6 days
School				
Principal's years at school	0.0	Down from 8.0	5.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 21.4 to 1	19.5 to 1	18.5 to 1
Prime instructional time	91.1%	Up from 89.6%	89.8%	89.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	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*	\$5,788	Down 0%	\$6,545	\$7,052
Percent of expenditures for instruction*	74.1%	Up from 72.7%	69.7%	69.1%
Percent of expenditures for teacher salaries*	70.9%	Up from 68.9%	66.5%	64.2%

* 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

Another school year has drawn to a close. We have seen changes in our upper administration this year. Dr. Corley moved on to a district position. Our assistant principal moved up to the principal level. We hired a new assistant principal, Ms. Melissa Vogt.

Our dance groups, singers, and Drum and Flag team have been very busy this year as well. They have entertained our students, staff, parents, and community on several occasions, including parades, educational conventions, grand openings, and tree lightings. We completed the on-campus walk and bike pathways to allow our students to safely move about campus. Our kindergarten and first graders celebrated Dr. Seuss Day with a Mom and Dad "Green Eggs and Ham" breakfast. The Gifted and Talented students continue to receive high honors in WordMasters, Continental Math league, and the Duke Tip program.

Academically, our students continue to improve. We saw steady gains in our MAP test scores. This year we focused on the weak strand areas for our before/after school programs. Students attended the programs that were specific to their areas of need. This approach was successful in helping students achieve their goals.

We know that the 2008-2009 school year will be the best yet!

Ms. Christine Wright, Principal
Ms. Melissa Vogt, Assistant Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	67	130	105
Percent satisfied with learning environment	93.9%	83.1%	82.4%
Percent satisfied with social and physical environment	97.0%	84.6%	85.3%
Percent satisfied with school-home relations	94.0%	86.6%	74.5%

* 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

School Adequate Yearly Progress

NO

This school met 23 out of 29 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	6.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	11.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	14.4%	0.0%	No
Student attendance rate	96.7%	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

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
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	470	100	15.3	35.8	39.5	9.4	60.2	47.3	48.2	Yes	Yes
Gender											
Male	238	100	19	40	34.8	6.2	54.3	40.8	41.7	N/A	N/A
Female	232	100	11.6	31.6	44.2	12.6	66	54.2	55	N/A	N/A
Racial/Ethnic Group											
White	240	100	8.4	33.2	46.3	12.1	69.2	65.1	60	Yes	Yes
African American	65	100	29.3	22.4	41.4	6.9	53.4	30.2	31.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	70.1	70.4	I/S	I/S
Hispanic	158	100	20.5	45.9	28.8	4.8	47.9	34.3	38.4	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	43.8	47	I/S	I/S
Disability Status											
Disabled	46	100	56.1	34.1	9.8	0	17.1	12.9	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	142	100	22.1	45.8	27.5	4.6	46.6	30.2	36.9	Yes	Yes
Socio-Economic Status											
Subsided meals	197	100	20.7	44.8	27	7.5	46	32.3	34	Yes	Yes

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

All Students	470	100	25.2	36.9	19.3	18.6	47.1	41.7	45.8	Yes	Yes
Gender											
Male	238	100	25.7	39	16.2	19	45.2	42.3	45.6	N/A	N/A
Female	232	100	24.7	34.9	22.3	18.1	48.8	41	45.9	N/A	N/A
Racial/Ethnic Group											
White	240	100	18.2	35.5	20.6	25.7	56.1	60.6	59	Yes	Yes
African American	65	100	31	36.2	20.7	12.1	39.7	22.7	26.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	64.4	71.3	I/S	I/S
Hispanic	158	100	34.2	40.4	15.8	9.6	34.9	30	38.1	No	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	43.8	46.2	I/S	I/S
Disability Status											
Disabled	46	100	63.4	26.8	7.3	2.4	12.2	14.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	142	100	32.8	43.5	18.3	5.3	33.6	26.2	38.7	No	Yes
Socio-Economic Status											
Subsided meals	197	100	31.6	44.3	16.1	8	34.5	26.1	31.4	No	Yes

* 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 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
Science											
All Students	314	99.7	28.7	31.9	18.8	20.6	39.4	30.8	35.7	96.7	96.3
Gender											
Male	164	99.4	26.1	31.7	21.8	20.4	42.3	32.8	37.4	96.6	96.2
Female	150	100	31.4	32.1	15.7	20.7	36.4	28.7	33.8	96.7	96.4
Racial/Ethnic Group											
White	159	99.4	18.9	29.4	21.7	30.1	51.7	49.4	49.2	96.5	96.2
African American	46	100	41.5	24.4	26.8	7.3	34.1	12.7	17	97.1	96.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	55.4	58	96.8	96.7
Hispanic	104	100	39.8	39.8	9.7	10.8	20.4	17.4	24.9	96.8	96.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	46.2	37.4	93.6	96.1
Disability Status											
Disabled	31	100	59.3	25.9	7.4	7.4	14.8	11.7	14	96.3	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.4
English Proficiency											
Limited English Proficient	93	100	41.5	40.2	8.5	9.8	18.3	14.5	24.4	96.9	96.7
Socio-Economic Status											
Subsided meals	125	100	41.7	35.2	16.7	6.5	23.1	15.9	21.1	96.5	96.1
Social Studies											
All Students	315	100	18.8	43.8	21.2	16.3	37.5	28	34	96.7	96.3
Gender											
Male	156	100	17.7	39.7	22	20.6	42.6	30	36.6	96.6	96.2
Female	159	100	19.7	47.6	20.4	12.2	32.7	25.8	31.3	96.7	96.4
Racial/Ethnic Group											
White	154	100	15.7	40.7	21.4	22.1	43.6	42.3	44.5	96.5	96.2
African American	47	100	22.5	57.5	12.5	7.5	20	13.4	19.1	97.1	96.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	51.6	58.9	96.8	96.7
Hispanic	110	100	22.1	44.2	22.1	11.5	33.7	19.4	27.5	96.8	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	93.6	96.1
Disability Status											
Disabled	33	100	53.3	30	10	6.7	16.7	10	14.4	96.3	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.4
English Proficiency											
Limited English Proficient	96	100	23.9	45.7	21.7	8.7	30.4	16.6	27.3	96.9	96.7
Socio-Economic Status											
Subsided meals	137	100	25.4	49.2	18	7.4	25.4	14.9	21	96.5	96.1

* 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*
English/Language Arts								
2007	3	161	100	19	32.7	40.1	8.2	48.3
	4	145	99.3	22.1	41.2	34.4	2.3	36.6
	5	151	98.7	16.9	50	29.2	3.8	33.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	172	100	11.3	29.1	43.7	15.9	59.6
	4	159	100	18.6	31	44.1	6.2	50.3
	5	139	100	16.3	48.8	29.5	5.4	34.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	161	100	21.8	47.6	18.4	12.2	30.6
	4	145	99.3	26.7	33.6	16.8	22.9	39.7
	5	151	98.7	17.7	43.8	16.9	21.5	38.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	172	100	29.1	39.1	16.6	15.2	31.8
	4	159	100	24.1	31	20	24.8	44.8
	5	139	100	21.7	41.1	21.7	15.5	37.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	79	100	43.8	35.6	11	9.6	20.5
	4	145	99.3	36.8	34.6	14.3	14.3	28.6
	5	74	100	39.4	36.4	15.2	9.1	24.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	86	100	29.3	25.3	25.3	20	45.3
	4	159	100	31.7	34.5	15.2	18.6	33.8
	5	69	98.6	21	33.9	19.4	25.8	45.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	82	100	25.7	43.2	21.6	9.5	31.1
	4	145	99.3	27.8	52.6	13.5	6	19.5
	5	75	100	44.6	36.9	10.8	7.7	18.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	86	100	19.7	53.9	17.1	9.2	26.3
	4	159	100	14.5	39.3	22.1	24.1	46.2
	5	70	100	26.9	41.8	23.9	7.5	31.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	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