



BUIST ACADEMY

942 Whipple Road
Mt. Pleasant, SC 29464

Grades	K-8 Elementary School	
Enrollment	398 Students	
Principal	Sallie L. Ballard	843-724-7750
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good

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

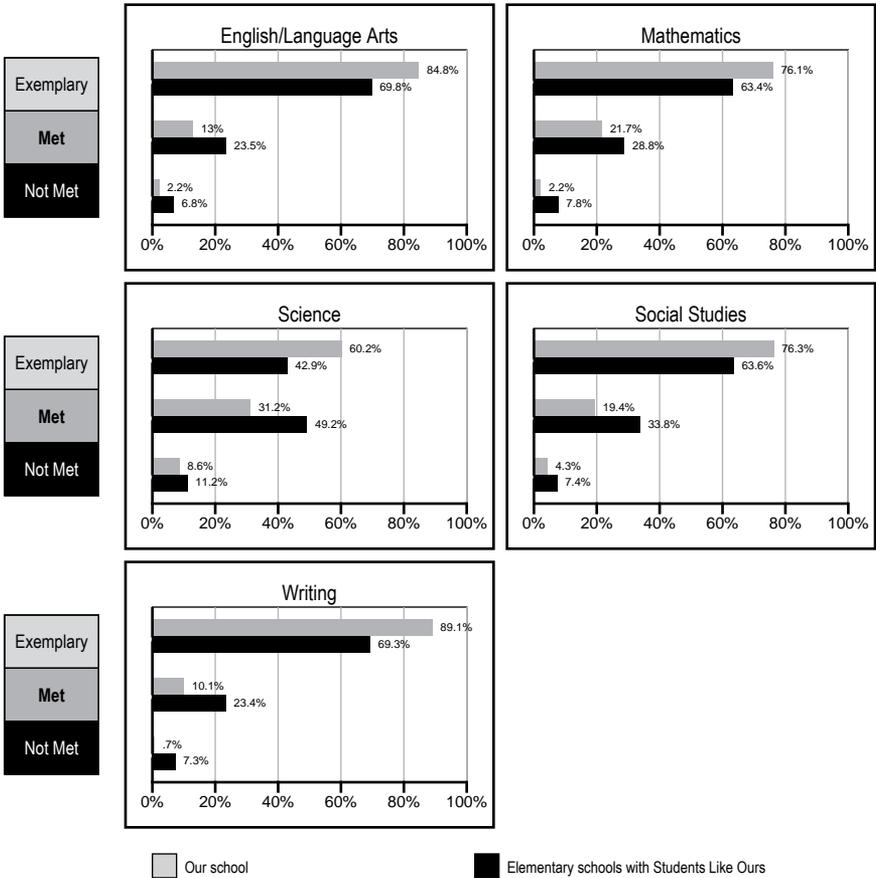
Percent of students tested in 2009-10 whose 2008-09 test scores were located | **97.9%**

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	1	0	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=398)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	0.2%	1.2%
Attendance rate	96.8%	Down from 97.2%	96.8%	96.1%
Eligible for gifted and talented	73.8%	Up from 69.6%	39.7%	11.7%
With disabilities other than speech	1.5%	Down from 1.7%	4.7%	8.0%
Older than usual for grade	0.0%	No Change	0.0%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	80.0%	Down from 80.6%	64.7%	60.5%
Continuing contract teachers	93.3%	Down from 93.5%	89.7%	84.6%
Teachers with emergency or provisional certificates	3.4%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	85.6%	Up from 78.9%	88.3%	87.0%
Teacher attendance rate	95.0%	Up from 93.2%	95.8%	95.4%
Average teacher salary*	\$50,896	Down 2.8%	\$50,081	\$47,288
Professional development days/teacher	6.1 days	Down from 8.3 days	7.7 days	10.5 days
School				
Principal's years at school	9.0	Up from 8.0	6.0	4.0
Student-teacher ratio in core subjects	12.8 to 1	Down from 13.1 to 1	20.9 to 1	19.2 to 1
Prime instructional time	91.3%	Up from 89.7%	93.6%	90.8%
Opportunities in the arts	Good	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**	\$8,433	Up 3.2%	\$7,689	\$7,548
Percent of expenditures for instruction**	68.5%	Up from 68.0%	67.9%	68.7%
Percent of expenditures for teacher salaries**	67.1%	Up from 66.2%	65.8%	65.1%

* 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

Our 25th year began with the full array of Buist traditions: new parent orientation, tours for new students, back-to-school night, and the Middle School Book Symposium. This year, students and parents read *Climbing the Stairs*. Buist was fortunate to have the author, Dr. Padma Venkatraman, as the keynote speaker. The Board Room at 75 Calhoun Street was filled to capacity. Many visitors from the Indian community joined us for the event. The following day, Dr. Venkatraman met with student groups to further discuss the novel and its historical setting.

Middle School teachers worked untiringly throughout the fall to prepare for the Middle Years Programme (MYP) authorization visit from the International Baccalaureate Organization in February. The results of the evaluation will be known in August 2010. As part of the MYP, eighth graders developed year-long Personal Projects for the first time. The purpose of the Personal Project is for students to explore a topic they are passionate about and to create a project which reflects their ability to plan, organize, and present to their peers and members of the community of Charleston. Projects included the design of a small park in North Charleston on a vacant lot, a literacy campaign that provided 2,000 books to a Title I school, and the creation of a web page for middle school students discussing safety issues of cell phone use. Projects were presented in the final House meetings of the year. The House system continued to develop over the year with the 7th grade students taking on leadership roles. They met monthly with the advisors to plan the agenda for the meetings. While teachers on the upper floors prepared for the authorization visit, the faculty for K through 5 prepared for their first evaluation visit for the Primary Years Programme of IB in May. The results will be reported in September.

Buist received an Excellent Absolute rating on the state report card for the elementary and middle schools. The Improvement rating for both was also Excellent. The Palmetto Gold Award was earned for continuing to make progress toward the state standards set for 2011. In addition, the school was recognized for the eighth consecutive year by the South Carolina Education Oversight Committee for continuing to close the achievement gap in historically underachieving groups of students. For federal Adequate Yearly Progress (AYP), the school met 100% of the objectives. Twenty-eight eighth graders qualified as Junior Scholars based on their PSAT scores. Eleven seventh grade students were recognized by the Duke Talent Identification Program at the state level. We had one "grand" winner. Outreach to the community continued, with the Beta Club conducting their annual food drive during the winter and the Houses collecting toiletries and books for homeless children. In the fall the CCSD Board of Trustees commissioned four engineering firms to conduct seismic evaluations of four downtown schools, including Buist. The results indicated a need to relocate the schools temporarily while rebuilding is undertaken. Buist is scheduled to move to Wando South in Mt. Pleasant during the summer, with a projected return date to Calhoun Street in 2013.

Parent support and involvement remained high during the year, with 238 volunteers spending time inside and outside the building working with students and teachers. The PTA held the Fall Festival in November, and the Buist Foundation had a successful Auction in the spring. The School Improvement Council has been diligent in keeping parents informed on the relocation of the school.

Sallie L. Ballard, Principal
 Claire P. Curtis, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	48	50
Percent satisfied with learning environment	96.0%	95.8%	93.8%
Percent satisfied with social and physical environment	92.0%	97.9%	88.0%
Percent satisfied with school-home relations	92.0%	93.8%	89.8%

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

Abbreviations for Missing Data

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School Adequate Yearly Progress

YES

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

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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	277	100	1.1	10.9	88	99.6	85	83.5	Yes	Yes
Gender										
Male	119	100	1.7	13.4	84.9	100	81.6	80.1	N/A	N/A
Female	158	100	0.6	8.9	90.4	99.4	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	211	100	0.5	7.1	92.4	100	95.3	89.6	Yes	Yes
African American	51	100	3.9	27.5	68.6	98	75.2	74.6	Yes	Yes
Asian/Pacific Islander	12	100	N/A	N/A	N/A	100	96.1	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.1	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	98.1	85.1	I/S	I/S
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	49	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	25	100	4	20	76	96	76.4	76.9	I/S	I/S

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

All Students	277	100	1.4	19.6	79	99.3	81	80.4	Yes	Yes
Gender										
Male	119	100	N/A	N/A	N/A	100	78.9	78.4	N/A	N/A
Female	158	100	2.5	19.7	77.7	98.7	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	211	100	0.5	16.7	82.9	100	94.5	87.8	Yes	Yes
African American	51	100	3.9	37.3	58.8	96.1	68	69.3	Yes	Yes
Asian/Pacific Islander	12	100	N/A	N/A	N/A	100	96.1	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	77.2	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	94.4	83.2	I/S	I/S
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	25	100	N/A	N/A	N/A	100	70.2	72.8	I/S	I/S

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	185	100	4.3	32.1	63.6	95.7	67.4	67.3
Gender								
Male	79	100	3.8	30.4	65.8	96.2	66.2	66.9
Female	106	100	4.8	33.3	61.9	95.2	68.5	67.7
Racial/Ethnic Group								
White	143	100	2.8	28.2	69	97.2	89	79.6
African American	33	100	9.1	57.6	33.3	90.9	46.7	49.7
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	58.2	58.6
Socio-Economic Status								
Subsidized meals	16	100	6.3	43.8	50	93.8	49.3	55.4
Social Studies								
All Students	186	100	2.7	16.2	81.1	97.3	73.8	70.9
Gender								
Male	85	100	3.5	11.8	84.7	96.5	72.3	70.1
Female	101	100	2	20	78	98	75.3	71.7
Racial/Ethnic Group								
White	140	100	1.4	10.8	87.8	98.6	90.1	79.2
African American	35	100	8.6	42.9	48.6	91.4	58.4	58.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	89.3	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	66.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.6	71.2
Disability Status								
Disabled	3	I/S	I/S	I/S	I/S	I/S	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	66.7	68
Socio-Economic Status								
Subsidized meals	19	100	5.3	47.4	47.4	94.7	60.2	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	279	99.6	0.4	10.1	89.5	99.6	75	72.1	96.8	95.7
Gender										
Male	119	100	0.8	11.8	87.4	99.2	69.1	65.2	96.8	95.5
Female	160	99.4	N/AV	N/AV	N/AV	100	81	79.2	96.8	95.8
Racial/Ethnic Group										
White	213	99.5	0.5	6.6	92.9	99.5	91	80.8	96.6	95.8
African American	51	100	N/AV	N/AV	N/AV	100	60.2	59.7	97.5	95.5
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	100	89.2	87	97.2	97
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.7	64.6	96.5	96
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.1	73.4	93.9	95.6
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	28.4	27.7	96	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	63.5	63.7	97.8	96.3
Socio-Economic Status										
Subsidized meals	25	100	N/AV	N/AV	N/AV	100	61.1	61.9	96.2	95.2

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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	39	100	N/AV	N/AV	N/AV	100
	4	51	100	4.2	16.7	79.2	95.8
	5	50	100	2	16	82	98
	6	48	100	N/AV	N/AV	N/AV	100
	7	49	100	N/AV	N/AV	N/AV	100
	8	48	100	N/AV	N/AV	N/AV	100
2010	3	40	100	N/A	N/A	N/A	100
	4	49	100	4.2	20.8	75	95.8
	5	50	100	2	16	82	98
	6	46	100	N/A	N/A	N/A	100
	7	45	100	N/A	N/A	N/A	100
	8	47	100	N/A	N/A	N/A	100
Mathematics							
2009	3	39	100	5.1	28.2	66.7	94.9
	4	51	100	4.2	10.4	85.4	95.8
	5	50	100	4	32	64	96
	6	48	100	N/AV	N/AV	N/AV	100
	7	49	100	N/AV	N/AV	N/AV	100
	8	48	100	N/AV	N/AV	N/AV	100
2010	3	40	100	N/A	N/A	N/A	100
	4	49	100	4.2	14.6	81.3	95.8
	5	50	100	2	38	60	98
	6	46	100	N/A	N/A	N/A	100
	7	45	100	N/A	N/A	N/A	100
	8	47	100	2.1	19.1	78.7	97.9
Science							
2009	3	19	100	10.5	47.4	42.1	89.5
	4	51	100	4.2	39.6	56.3	95.8
	5	25	100	N/AV	N/AV	N/AV	100
	6	24	100	N/AV	N/AV	N/AV	100
	7	49	100	N/AV	N/AV	N/AV	100
	8	24	100	8.7	13	78.3	91.3
2010	3	20	100	5	15	80	95
	4	49	100	8.3	25	66.7	91.7
	5	25	100	12	56	32	88
	6	23	100	N/A	N/A	N/A	100
	7	45	100	N/A	N/A	N/A	100
	8	23	100	N/A	N/A	N/A	100

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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	20	100	N/AV	N/AV	N/AV	100
	4	51	100	2.1	16.7	81.3	97.9
	5	25	100	N/AV	N/AV	N/AV	100
	6	24	100	N/AV	N/AV	N/AV	100
	7	49	100	2	12.2	85.7	98
	8	24	100	N/AV	N/AV	N/AV	100
2010	3	20	100	N/A	N/A	N/A	100
	4	49	100	6.3	14.6	79.2	93.8
	5	25	100	4	36	60	96
	6	23	100	N/A	N/A	N/A	100
	7	45	100	2.2	15.6	82.2	97.8
	8	24	100	N/A	N/A	N/A	100
Writing							
2009	3	39	100	5.1	15.4	79.5	94.9
	4	51	100	4.2	8.3	87.5	95.8
	5	50	100	N/AV	N/AV	N/AV	100
	6	48	100	2.1	22.9	75	97.9
	7	49	100	4.1	8.2	87.8	95.9
	8	48	100	N/AV	N/AV	N/AV	100
2010	3	40	100	N/AV	N/AV	N/AV	100
	4	49	100	N/AV	N/AV	N/AV	100
	5	50	98	N/AV	N/AV	N/AV	100
	6	47	100	N/AV	N/AV	N/AV	100
	7	46	100	2.2	8.7	89.1	97.8
	8	47	100	N/AV	N/AV	N/AV	100

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