

BLUFFTON ELEMENTARY

160 H.E. McCracken Circle
Bluffton, SC 29910

Grades	PK-5 Elementary School	
Enrollment	923 Students	
Principal	Mrs. Christine Brown	843-706-8500
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* 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.

http://ed.sc.gov
http://www.eoc.sc.gov

BLUFFTON ELEMENTARY 03/09/11-0701024

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

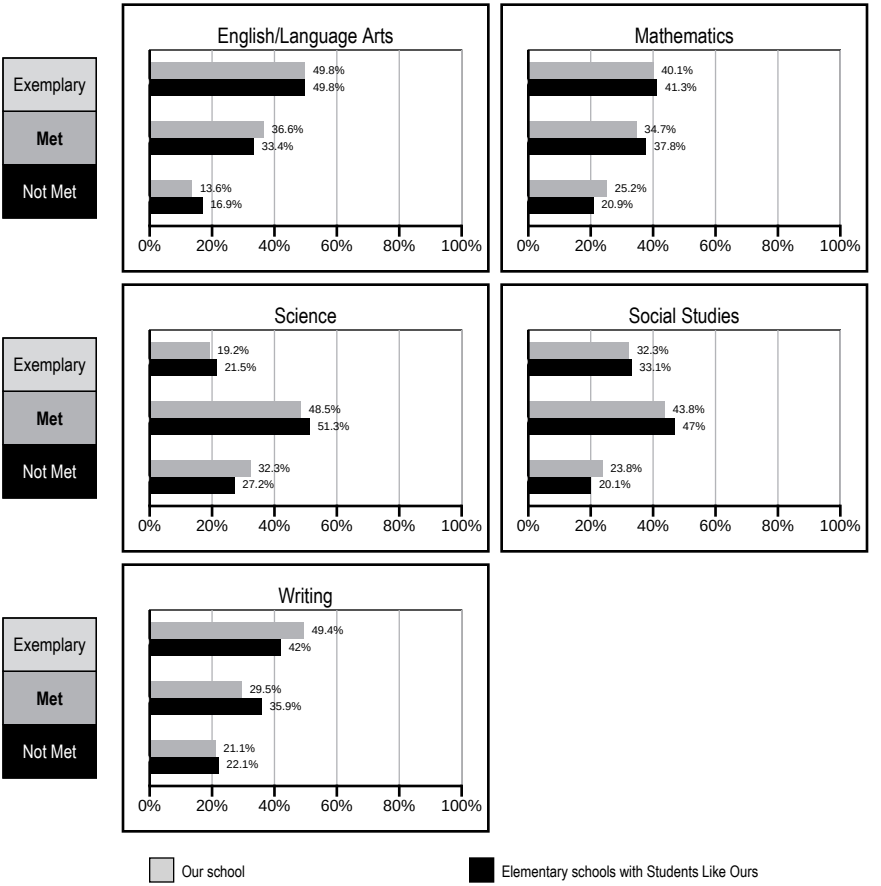
Percent of students tested in 2009-10 whose 2008-09 test scores were located	92.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
31	33	23	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=923)				
First graders who attended full-day kindergarten	100.0%	Up from 51.3%	100.0%	100.0%
Retention rate	1.5%	Down from 1.9%	0.9%	1.2%
Attendance rate	96.8%	Up from 96.7%	96.4%	96.1%
Eligible for gifted and talented	16.1%	Down from 18.9%	17.0%	11.7%
With disabilities other than speech	3.0%	Down from 4.0%	7.0%	8.0%
Older than usual for grade	0.4%	Down from 0.6%	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=66)				
Teachers with advanced degrees	45.5%	Up from 39.2%	62.5%	60.5%
Continuing contract teachers	62.1%	Up from 57.0%	86.7%	84.6%
Teachers with emergency or provisional certificates	2.0%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	83.0%	Down from 90.0%	90.2%	87.0%
Teacher attendance rate	94.8%	No Change	95.6%	95.4%
Average teacher salary*	$45,588	Up 1.6%	$48,579	$47,288
Professional development days/teacher	21.3 days	Up from 16.9 days	11.4 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.5	4.0
Student-teacher ratio in core subjects	22.7 to 1	Up from 18.7 to 1	19.9 to 1	19.2 to 1
Prime instructional time	89.4%	Down from 90.2%	91.8%	90.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	Up from No	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**	$6,732	Up 7.6%	$7,214	$7,548
Percent of expenditures for instruction**	76.6%	Up from 76.5%	69.2%	68.7%
Percent of expenditures for teacher salaries**	75.1%	Up from 59.8%	66.3%	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

This has been a very busy year for Bluffton Elementary. We were able to transition into our new Early Childhood Center in December. With this move, we eliminated the need for most of our 36 portables. We have a current enrollment of 945, with roughly 230 at the ECC and 715 in the main building. We are still utilizing 8 portables, but they will not be needed after this year due to the opening of a new elementary school. The 8 outside classes will be able to move into the main building at the end of the year.

With the approval of SIC members, we divided our Palmetto Silver awards fund between animation and a Wii fitness lab.

The Wii fitness lab was established to address our obesity rates from our Fitness Gram reports. The Wii fitness lab was put into place and operational by November. The lab consists of 8 stations of Wii fitness for Dance and Dance Revolution, and 2 stations of stretching/movement activities. The students utilize the Wii lab as a related art special. This has been very successful, with some students seeing a weight loss of over 10 pounds. Students have commented that the lab has helped them understand muscle movements and ways to exercise at home using common everyday items.

The animation lab was also functional starting in November. This lab is very unique as it is the only true curriculum-focused lab in South Carolina. The teachers select a standard that they would like the students to focus on during animation. (For example, the Boston Tea Party.) The students create a storyboard for this standard and receive all curriculum instruction on the standard in the regular classroom. Once they have completed the basic instruction, the teacher signs the class up for the animation lab. The students bring their storyboards to the animation lab and create an animation of the standard. The impact of the animation lab has been amazing. Struggling writers are understanding how to utilize more details, and ESOL/special education students are finding an outlet to express what they truly know. The animation lab was created with input from SCAD (Savannah College of Art and Design). BLES students will be visiting the animation department and sitting in on SCAD's Contemporary Animation Society before the end of the year. As we say at BLES, we don't teach animation but curriculum through animation.

With our movement in the right direction, BLES appreciates the support of community members, parents, teachers, and staff. Working together, we have created a strong educational foundation for our students. Thanks for a great year and your continued support of our students!

Christine Brown , Principal
Tonia Voegele, Co-chair, SIC
Missy Vogt, Assistant Principal
Brandi Lowe, Co-chair, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	55	153	120
Percent satisfied with learning environment	83.6%	88.2%	80.0%
Percent satisfied with social and physical environment	92.7%	86.9%	83.2%
Percent satisfied with school-home relations	90.9%	88.2%	72.8%

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

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School Adequate Yearly Progress

NO

This school met 28 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. 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	4.9%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	12.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.3%	0.0%	No
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

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BLUFFTON ELEMENTARY										03/09/11-0701024
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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	442	99.8	13.6	36.6	49.8	91.8	83.6	83.5	Yes	Yes
Gender										
Male	197	100	14.1	41.3	44.6	90.8	80.3	80.1	N/A	N/A
Female	245	99.6	13.2	32.7	54.1	92.7	87	87	N/A	N/A
Racial/Ethnic Group										
White	233	100	7.9	32.9	59.3	95.4	92.8	89.6	Yes	Yes
African American	80	100	23.9	40.3	35.8	88.1	73.5	74.6	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	92.7	92.7	I/S	I/S
Hispanic	117	99.2	20.2	44	35.8	86.2	78.3	79.6	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	88.9	85.1	I/S	I/S
Disability Status										
Disabled	52	100	44.9	34.7	20.4	63.3	44.9	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	54.5	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	108	99.1	18.8	42	39.3	87.5	76.1	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	188	99.5	18.7	38.6	42.7	87.1	76.5	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	442	99.8	25.2	34.7	40.1	83.9	80.4	80.4	Yes	Yes
Gender										
Male	197	100	24.5	33.2	42.4	82.1	78.9	78.4	N/A	N/A
Female	245	99.6	25.9	35.9	38.2	85.5	82	82.5	N/A	N/A
Racial/Ethnic Group										
White	233	100	16.7	31	52.3	88.9	91.4	87.8	Yes	Yes
African American	80	100	43.3	34.3	22.4	65.7	66.5	69.3	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	90	93.5	I/S	I/S
Hispanic	117	99.2	33	44	22.9	84.4	77.6	78.3	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	77.8	83.2	I/S	I/S
Disability Status										
Disabled	52	100	63.3	20.4	16.3	44.9	41.5	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	63.6	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	108	99.1	32.1	40.2	27.7	83.9	75.3	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	188	99.5	29.2	38	32.7	82.5	72.4	72.8	Yes	Yes

***** Adjusted to account for natural variation in performance.

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BLUFFTON ELEMENTARY								03/09/11-0701024
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	285	100	32.3	48.5	19.2	67.7	65.1	67.3
Gender								
Male	128	100	29.7	50.8	19.5	70.3	64.8	66.9
Female	157	100	34.5	46.5	19	65.5	65.4	67.7
Racial/Ethnic Group								
White	139	100	18.1	53.5	28.3	81.9	83.8	79.6
African American	56	100	50	39.1	10.9	50	45.5	49.7
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	79.5	84.4
Hispanic	80	100	49.4	44.2	6.5	50.6	54	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	66.7	69.5
Disability Status								
Disabled	35	100	58.8	26.5	14.7	41.2	29.8	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	75	100	45.5	45.5	9.1	54.5	49.5	58.6
Socio-Economic Status								
Subsidized meals	133	100	41.8	49.2	9	58.2	51.4	55.4
Social Studies								
All Students	288	100	24.1	43.7	32.2	75.9	69.4	70.9
Gender								
Male	128	100	22.1	41	36.9	77.9	69.2	70.1
Female	160	100	25.9	46	28.1	74.1	69.5	71.7
Racial/Ethnic Group								
White	158	100	22.2	37.5	40.3	77.8	83.1	79.2
African American	50	100	26.8	43.9	29.3	73.2	53	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.1	86.8
Hispanic	73	100	27.5	55.1	17.4	72.5	62.7	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	75	71.2
Disability Status								
Disabled	26	100	62.5	29.2	8.3	37.5	36	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	68	100	28.2	52.1	19.7	71.8	59.3	68
Socio-Economic Status								
Subsidized meals	114	100	25.2	49.5	25.2	74.8	57.6	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	438	99.3	20.9	29.6	49.5	79.1	70.5	72.1	96.8	96.7
Gender										
Male	191	99.5	25.5	28.3	46.2	74.5	63.9	65.2	96.8	96.7
Female	246	99.2	17.1	30.6	52.3	82.9	77.1	79.2	96.8	96.8
Racial/Ethnic Group										
White	233	99.6	13	27.3	59.7	87	84.8	80.8	96.7	96.5
African American	74	98.7	30.3	33.3	36.4	69.7	55.6	59.7	97	97.1
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	85.3	87	97.6	97.1
Hispanic	119	99.2	31.3	33	35.7	68.8	60.8	64.6	96.8	96.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	68.4	73.4	96.3	96
Disability Status										
Disabled	50	98	55.3	27.7	17	44.7	22.1	27.7	96.5	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	109	99.1	30.4	31.3	38.3	69.6	56.2	63.7	97	96.8
Socio-Economic Status										
Subsidized meals	184	99.5	25.6	31.4	43	74.4	58.7	61.9	96.8	96.6

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BLUFFTON ELEMENTARY 03/09/11-0701024

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	144	100	16.7	31.1	52.3	83.3
	4	168	100	17.8	41.4	40.8	82.2
	5	154	100	13.4	40.8	45.8	86.6
	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
2010	3	153	100	14.7	29.4	55.9	85.3
	4	132	100	15.5	41.4	43.1	84.5
	5	157	99.4	11	40	49	89
	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	144	100	38.6	35.6	25.8	61.4
	4	168	100	15.9	47.1	36.9	84.1
	5	154	100	24.6	43	32.4	75.4
	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	153	100	38.5	22.4	39.2	61.5
	4	132	100	13.8	45.7	40.5	86.2
	5	157	99.4	21.4	37.9	40.7	78.6
	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	70	100	31.8	50	18.2	68.2
	4	168	100	21.7	59.2	19.1	78.3
	5	78	100	22.5	53.5	23.9	77.5
	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
2010	3	77	100	49.3	24.7	26	50.7
	4	132	100	28.4	60.3	11.2	71.6
	5	76	100	21.1	53.5	25.4	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

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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	74	100	36.4	45.5	18.2	63.6
	4	168	100	12.7	52.2	35	87.3
	5	76	100	23.6	45.8	30.6	76.4
	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	76	100	35.2	31	33.8	64.8
	4	132	100	19	56	25	81
	5	80	100	21.6	36.5	41.9	78.4
	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	146	100	30.8	23.3	45.9	69.2
	4	166	100	25.3	32.9	41.8	74.7
	5	153	99.4	19	33.8	47.2	81
	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	153	98.7	26.6	27.3	46.2	73.4
	4	131	99.2	21.6	33.6	44.8	78.4
	5	154	100	15	28.6	56.5	85
	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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