



## BOULDER BLUFF ELEMENTARY

400 Judy Drive  
Goose Creek, SC 29445

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	715 Students	
<b>Principal</b>	Andrea Salters	843-553-1223
<b>Superintendent</b>	Rodney Thompson	843-899-8600
<b>Board Chair</b>	Kathy Schwalbe	843-797-5815

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Good	Average
2009	Good	Excellent
2008	Average	Below Average
2007	Average	Average

## 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://eoc.sc.gov>

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

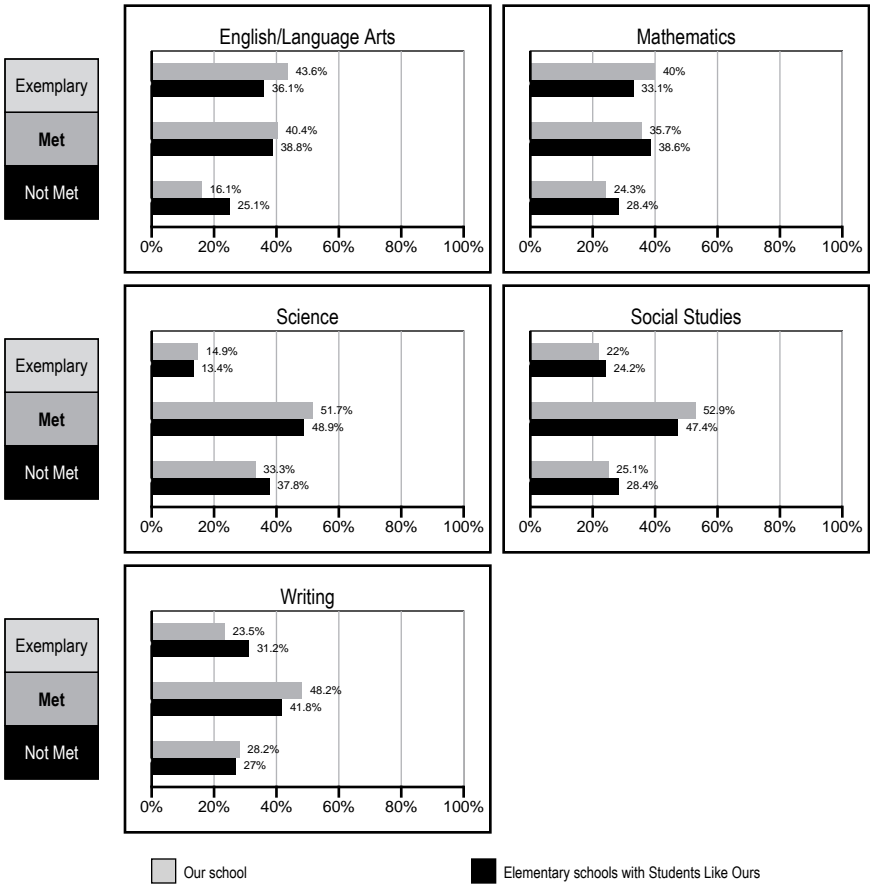
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
6	21	86	9	0

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=715)</b>				
First graders who attended full-day kindergarten	97.2%	Down from 98.3%	100.0%	100.0%
Retention rate	3.5%	No Change	1.3%	1.1%
Attendance rate	96.5%	Up from 96.0%	95.9%	96.2%
Served by gifted and talented program	15.0%	Up from 12.1%	11.9%	13.4%
With disabilities other than speech	1.8%	Down from 11.8%	5.1%	4.1%
Older than usual for grade	0.5%	Up from 0.2%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=52)</b>				
Teachers with advanced degrees	55.8%	Down from 61.4%	60.0%	62.5%
Continuing contract teachers	69.2%	Down from 75.0%	90.0%	88.2%
Teachers returning from previous year	84.3%	Down from 84.6%	87.4%	87.8%
Teacher attendance rate	94.4%	Down from 95.4%	95.2%	95.2%
Average teacher salary*	\$44,080	Down 2.8%	\$46,613	\$46,773
Professional development days/teacher	11.3 days	Down from 22.0 days	11.4 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 17.7 to 1	19.6 to 1	19.9 to 1
Prime instructional time	90.3%	Down from 90.7%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.1%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,624	Up 4.7%	\$7,471	\$7,447
Percent of expenditures for instruction**	65.4%	Up from 62.1%	67.0%	68.4%
Percent of expenditures for teacher salaries**	61.1%	Up from 58.1%	64.6%	65.8%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Boulder Bluff Elementary had a busy and productive school year. We started the year with a new administration. The faculty, staff, and parents are proud of the progress our students have made this school year. Our teachers worked strategically to find innovative ways to ensure that every student achieved to their fullest potential.

Teachers participated in professional development and Professional Learning Communities that focused on instructional strategies and analyzed data to improve student achievement in reading and math. Identified students in grades 3-5 received additional small group assistance in reading and math instruction. Students in grades K-5 received after-school tutoring. Several of our teachers received National Board Certification and an advance degree. Jennifer Rutledge was selected as Teacher of the Year for Boulder Bluff Elementary. She was also selected as a Top 3 finalist for Berkeley County School District Teacher of the Year.

Our school has participated in a school-wide behavior program PBIS to reinforce positive behaviors among students and staff. Students participated in community activities such as Jump Rope for Heart, Kids Who Care, Hoop for Hunger, and Berkeley County School District Spelling Bee.

Parents are provided with opportunities to be involved through PTO, School Improvement Council, Title I planning team, parent workshops, family nights, conferences, volunteer opportunities, and award programs. Our PTO has been instrumental in supporting our instructional program, and has also worked collaboratively with the staff to provide various activities for students and parents. Parents and community members volunteered by helping teachers within their classrooms, tutoring, and mentoring students. Business partners have been supportive throughout the school year. They have supplied student and staff incentives, school supplies, and grants.

The Boulder Bluff Elementary family will continue to help every student reach their academic potential. We look forward to another great year.

Andrea Salters, Principal  
Melody Ford, Chairperson, School Improvement Council

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	84	33
Percent satisfied with learning environment	93.3%	89.0%	100.0%
Percent satisfied with social and physical environment	95.6%	88.0%	90.9%
Percent satisfied with school-home relations	84.4%	86.7%	93.9%

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

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## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 19 out of 21 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	4.4%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	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

## 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
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	323	99.4	15.7	39.4	44.9	88.9	85.3	82.4	Yes	Yes
<b>Gender</b>										
Male	162	98.8	18.7	41.7	39.6	86.3	81.3	78.7	N/A	N/A
Female	161	100	12.8	37.2	50	91.2	89.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	151	99.3	14.9	34.3	50.7	90.3	89	88.9	Yes	Yes
African American	136	99.3	18.5	46	35.5	85.5	78.6	72.9	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	94.1	93	I/S	I/S
Hispanic	25	100	10	45	45	95	85	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	87	83	I/S	I/S
<b>Disability Status</b>										
Disabled	50	96	54.8	19	26.2	54.8	54.4	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	84.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	232	99.1	16.8	41.8	41.3	88.5	80.4	75.4	Yes	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	323	99.4	23.4	36	40.6	86	84.4	81.9	Yes	Yes
<b>Gender</b>										
Male	162	98.8	23.2	34.8	42	87	82.7	79.9	N/A	N/A
Female	161	100	23.6	37.2	39.2	85.1	86.2	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	151	99.3	18	34.6	47.4	88.7	88.6	88.9	Yes	Yes
African American	136	99.3	32.3	39.5	28.2	80.6	77.1	71.4	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	94.2	94.6	I/S	I/S
Hispanic	25	100	15	25	60	95	83.3	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	85.7	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	50	98	61.9	21.4	16.7	50	53	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	83.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	232	99.1	26.1	37.2	36.7	83.6	79.5	74.9	Yes	Yes

\* 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

## 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
<b>Science</b>								
All Students	227	99.1	31.9	50.2	17.9	68.1	70.9	68.6
<b>Gender</b>								
Male	114	99.1	32.4	49	18.6	67.6	70.4	68.3
Female	113	99.1	31.4	51.4	17.1	68.6	71.4	68.9
<b>Racial/Ethnic Group</b>								
White	103	99	22.8	54.3	22.8	77.2	79.9	80.7
African American	99	99	44.1	46.2	9.7	55.9	56.5	51.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	17	100	28.6	50	21.4	71.4	64.3	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	67.4	70.8
<b>Disability Status</b>								
Disabled	38	97.4	60.6	18.2	21.2	39.4	39.6	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	65.3	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	157	99.4	36.8	46.5	16.7	63.2	61.8	57.3
<b>Social Studies</b>								
All Students	223	99.1	24.6	52.8	22.6	75.4	75.7	72.5
<b>Gender</b>								
Male	114	98.3	22.9	53.1	24	77.1	74.3	72
Female	109	100	26.3	52.5	21.2	73.7	77.1	73.1
<b>Racial/Ethnic Group</b>								
White	100	100	22.5	55.1	22.5	77.5	81.1	81
African American	96	99	31.8	52.9	15.3	68.2	66.4	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.7	89
Hispanic	20	100	6.3	43.8	50	93.8	73.2	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	77.5	73.5
<b>Disability Status</b>								
Disabled	34	97.1	62.1	20.7	17.2	37.9	43.5	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	73.4	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	161	98.8	27.7	51.1	21.3	72.3	68.4	62.9

Abbreviations for Missing Data

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

## 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
<b>Writing</b>										
All Students	97	95.9	28.2	48.2	23.5	71.8	73.5	73.2	96.5	96.3
<b>Gender</b>										
Male	48	97.9	23.3	62.8	14	76.7	66.8	67.2	96.6	96.3
Female	49	93.9	33.3	33.3	33.3	66.7	80.6	79.4	96.4	96.3
<b>Racial/Ethnic Group</b>										
White	54	96.3	21.3	53.2	25.5	78.7	78.5	81.5	95.9	95.9
African American	34	94.1	41.9	38.7	19.4	58.1	64.8	61.3	97.1	96.9
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	87	87	96.7	97.1
Hispanic	5	I/S	I/S	I/S	I/S	I/S	72.1	66.7	96.9	96.5
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	72.7	72.2	94.4	95.5
<b>Disability Status</b>										
Disabled	17	76.5	N/AV	N/AV	N/AV	18.2	27.7	26	95.5	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	69	65.7	97.2	97
<b>Socio-Economic Status</b>										
Subsidized meals	69	97.1	31.1	47.5	21.3	68.9	65.4	63.2	96.4	96

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	107	99.1	18.9	20	61.1	81.1
	4	91	97.8	10.3	52.6	37.2	89.7
	5	100	99	23.9	50	26.1	76.1
	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
<b>2011</b>	3	97	99	9.5	28.6	61.9	90.5
	4	128	99.2	14.8	40	45.2	85.2
	5	98	100	22.7	48.9	28.4	77.3
	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
<b>Mathematics</b>							
<b>2010</b>	3	107	99.1	22.1	25.3	52.6	77.9
	4	91	97.8	14.1	43.6	42.3	85.9
	5	100	99	25	48.9	26.1	75
	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
<b>2011</b>	3	97	100	27.4	28.6	44	72.6
	4	128	99.2	14.8	40.9	44.3	85.2
	5	98	99	31	36.8	32.2	69
	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
<b>Science</b>							
<b>2010</b>	3	57	98.3	49	32.7	18.4	51
	4	88	100	22.1	67.5	10.4	77.9
	5	47	97.9	36.6	48.8	14.6	63.4
	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
<b>2011</b>	3	48	97.9	28.9	42.2	28.9	71.1
	4	128	99.2	26.1	58.3	15.7	73.9
	5	51	100	48.9	38.3	12.8	51.1
	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

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	50	100	13.3	55.6	31.1	86.7
	4	89	100	11.5	61.5	26.9	88.5
	5	52	96.2	36.4	47.7	15.9	63.6
	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
<b>2011</b>	3	49	100	33.3	48.7	17.9	66.7
	4	127	99.2	20	54.8	25.2	80
	5	47	97.9	29.3	51.2	19.5	70.7
	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
<b>Writing</b>							
<b>2010</b>	3	112	95.5	27.3	31.3	41.4	72.7
	4	92	94.6	33.3	47.4	19.2	66.7
	5	97	95.9	26.7	53.5	19.8	73.3
	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
<b>2011</b>	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	97	95.9	28.2	48.2	23.5	71.8
	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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