



Boulder Bluff Elementary

400 Judy Drive
Goose Creek, SC 29445

Grades	PK-5 Elementary School	
Enrollment	663 Students	
Principal	Diane White	843-553-1223
Superintendent	Dr. Anthony L. Parker	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Excellent*
2008	Average	Below Average
2007	Average	Average
2006	Average	At-Risk
2005	Average	Below Average

* The School's 2009 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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

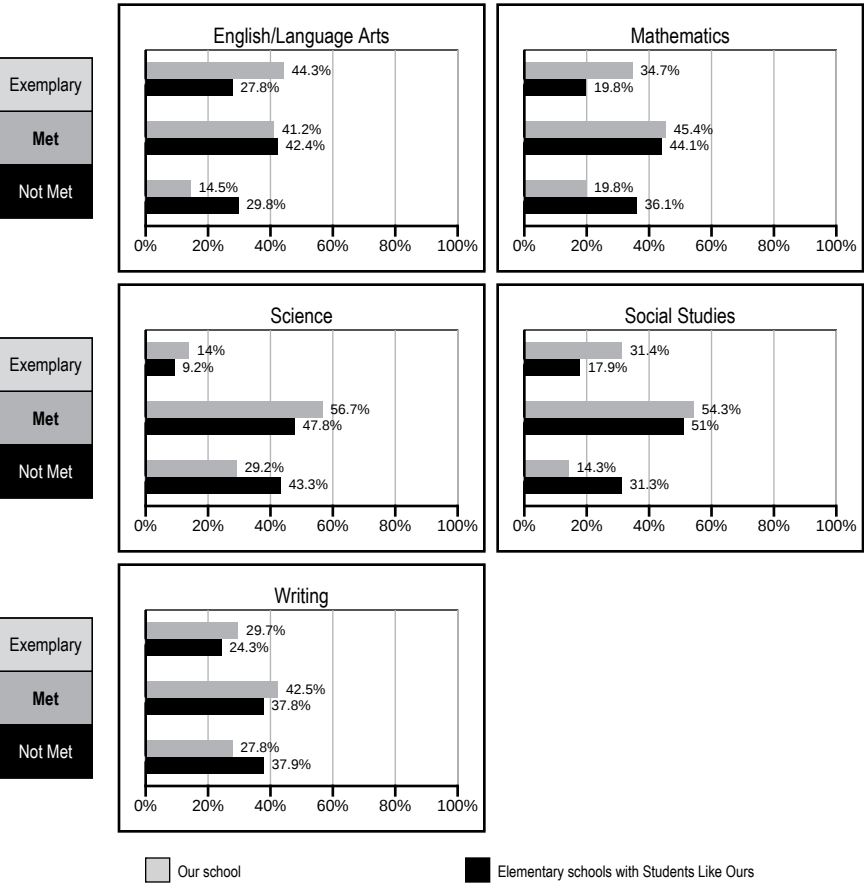
96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	84	29	2

* Ratings are calculated with data available by 06/01/2010.

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=663)				
First graders who attended full-day kindergarten	100.0%	Up from 97.9%	100.0%	100.0%
Retention rate	2.9%	Down from 5.5%	2.5%	1.9%
Attendance rate	96.5%	Up from 96.4%	96.0%	96.3%
Eligible for gifted and talented	6.2%	Down from 7.5%	6.4%	10.0%
With disabilities other than speech	11.1%	Down from 14.1%	9.0%	7.7%
Older than usual for grade	0.8%	Down from 1.3%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	64.3%	Up from 61.2%	56.8%	59.4%
Continuing contract teachers	71.4%	Up from 57.1%	76.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	76.5%	Down from 77.8%	84.7%	85.9%
Teacher attendance rate	94.7%	Up from 94.1%	95.0%	95.1%
Average teacher salary*	\$45,969	Up 8.5%	\$46,051	\$47,149
Professional development days/teacher	11.0 days	Down from 17.2 days	11.7 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 16.7 to 1	18.3 to 1	18.8 to 1
Prime instructional time	90.1%	Up from 89.2%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Below Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,563	Up 11.3%	\$7,722	\$7,458
Percent of expenditures for instruction**	67.0%	Up from 60.5%	68.0%	68.8%
Percent of expenditures for teacher salaries**	59.6%	Up from 55.5%	62.4%	63.2%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

This school year students showed great learning gains with our school-wide focus on individual growth through Response-to-Intervention (RTI). Within the classroom setting students received extra assistance with reading and math skills. If it became apparent the classroom assistance was not sufficient students were given additional services. These included the Reading Interventionist, Compass Assist Lab, or Voyager Math.

In our Professional Learning Communities (PLC) teachers continued to sharpen their instructional strategies to improve student learning. Teacher teams work to ensure that every student develops the skills to be successful. We completed our first year of Positive Behavior Incentives and Support (PBIS). We focus our attention on teachers, parents and student understanding our behavior expectation. With those expectations clearly stated and taught students are recognized for exhibiting the behaviors. Boulder Bluff is a positive environment that supports all areas of student growth.

Our school is proud to have Shawn Wimmer, the Berkeley County School District Teacher of the Year, on our staff. The Boulder Bluff PTO, School Improvement Committee and Title I Planning Team gave parents opportunities to guide our school toward excellence.

Diane White, Principal

Sharon Ford, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	74	50
Percent satisfied with learning environment	87.2%	90.5%	92.0%
Percent satisfied with social and physical environment	92.3%	93.1%	92.0%
Percent satisfied with school-home relations	69.2%	87.5%	93.9%

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

Abbreviations for Missing Data

School Adequate Yearly Progress	YES
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This school met 21 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	CA-DELAY
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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	2.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	5.8%

	Our School	State Objective	Met State Objective
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

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	288	99.7	14	41.7	44.3	91.3	84.7	82.8	Yes	Yes
Gender										
Male	151	100	16.4	43.6	40	89.3	80.7	79.3	N/A	N/A
Female	137	99.3	11.3	39.5	49.2	93.5	89.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	138	99.3	11.1	38.1	50.8	94.4	88.5	89.5	Yes	Yes
African American	120	100	18.9	44.1	36.9	86.5	78.4	73.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	92.1	92.3	I/S	I/S
Hispanic	19	100	12.5	56.3	31.3	93.8	80.4	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	89.7	82.5	I/S	I/S
Disability Status										
Disabled	54	98.2	45.1	37.3	17.6	68.6	49.6	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	7.1	64.3	28.6	92.9	79.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	213	99.5	17	41.2	41.8	90.2	79.8	75.5	Yes	Yes

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

All Students	288	100	19.6	46	34.3	89.4	80.2	78.9	Yes	Yes
Gender										
Male	151	100	18.6	48.6	32.9	89.3	77.9	77	N/A	N/A
Female	137	100	20.8	43.2	36	89.6	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	138	100	16.5	44.1	39.4	89.8	85.4	87.2	Yes	Yes
African American	120	100	27	45.9	27	87.4	70.6	66.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	93.2	93	I/S	I/S
Hispanic	19	100	6.3	68.8	25	93.8	78.4	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.1	79.5	I/S	I/S
Disability Status										
Disabled	54	100	51.9	40.4	7.7	59.6	45.2	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	N/AV	N/AV	N/AV	100	80.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	213	100	22.6	47.7	29.7	87.2	73.5	70.2	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
Science								
All Students	196	100	28.3	56.1	15.6	71.7	69.2	67.5
Gender								
Male	107	100	29	54	17	71	68.4	67
Female	89	100	27.5	58.8	13.8	72.5	70.1	68
Racial/Ethnic Group								
White	99	100	19.8	60.4	19.8	80.2	78.2	79.5
African American	78	100	38.9	51.4	9.7	61.1	53.6	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.4	84.3
Hispanic	14	100	41.7	41.7	16.7	58.3	62.2	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	72.4	71.2
Disability Status								
Disabled	41	100	66.7	25.6	7.7	33.3	34	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	12	100	36.4	45.5	18.2	63.6	64.6	59.6
Socio-Economic Status								
Subsided meals	150	100	30.7	58.4	10.9	69.3	59.5	55.1

Social Studies

All Students	192	100	14.1	54.8	31.1	85.9	74.2	72.3
Gender								
Male	98	100	17.6	54.9	27.5	82.4	73.3	71.5
Female	94	100	10.5	54.7	34.9	89.5	75.1	73.2
Racial/Ethnic Group								
White	82	100	13.2	56.6	30.3	86.8	80.5	80.7
African American	86	100	17.5	53.8	28.8	82.5	62.9	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	87.9	88.5
Hispanic	16	100	7.7	38.5	53.8	92.3	69.7	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.6	72.2
Disability Status								
Disabled	36	100	38.2	47.1	14.7	61.8	42.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	13	100	8.3	41.7	50	91.7	70.7	67.9
Socio-Economic Status								
Subsided meals	145	100	15.8	54.1	30.1	84.2	66	62.1

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
Writing										
All Students	286	98.3	27.5	42.6	29.8	72.5	69.4	70.2	96.5	96.3
Gender										
Male	151	98.7	35.5	42.6	22	64.5	61.4	63.2	96.5	96.3
Female	135	97.8	18.5	42.7	38.7	81.5	77.9	77.5	96.5	96.4
Racial/Ethnic Group										
White	137	97.1	31.7	39.7	28.6	68.3	74.6	79.1	96	95.9
African American	118	100	25	42.9	32.1	75	60.1	57.6	97	96.9
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	85.4	86.2	96.8	97.5
Hispanic	20	95	31.3	50	18.8	68.8	63.2	62.6	96.2	96.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	63.2	68.7	96.1	95.8
Disability Status										
Disabled	53	92.5	65.3	30.6	4.1	34.7	26	26.1	95.8	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	17	94.1	28.6	57.1	14.3	71.4	62.4	61.2	96.1	96.9
Socio-Economic Status										
Subsidized meals	212	99.1	31.8	43.9	24.2	68.2	61	58.9	96.4	96

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	105	99.1	10.3	27.8	61.9	89.7
	4	100	100	21.7	46.7	31.5	78.3
	5	83	100	9.3	53.3	37.3	90.7
	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
Mathematics							
2009	3	105	100	19.4	38.8	41.8	80.6
	4	100	100	18.5	44.6	37	81.5
	5	83	100	21.3	57.3	21.3	78.7
	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
Science							
2009	3	55	100	37.3	35.3	27.5	62.7
	4	100	100	25	65.2	9.8	75
	5	41	100	24.3	62.2	13.5	75.7
	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
Social Studies							
2009	3	50	100	17	51.1	31.9	83
	4	100	100	15.2	55.4	29.3	84.8
	5	42	100	7.9	57.9	34.2	92.1
	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
Writing							
2009	3	104	98.1	25.8	38.1	36.1	74.2
	4	102	98	36.2	44.7	19.1	63.8
	5	80	98.8	18.9	45.9	35.1	81.1
	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

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