



## BUFORD ELEMENTARY

1906 North Rocky River  
Lancaster, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	833 Students	
<b>Principal</b>	Sandra Jones-Izzard	803-286-0026
<b>Superintendent</b>	Dr. Gene Moore	803-286-6972
<b>Board Chair</b>	Bobby Parker	803-286-6972

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Below Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Average	At-Risk

## 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**

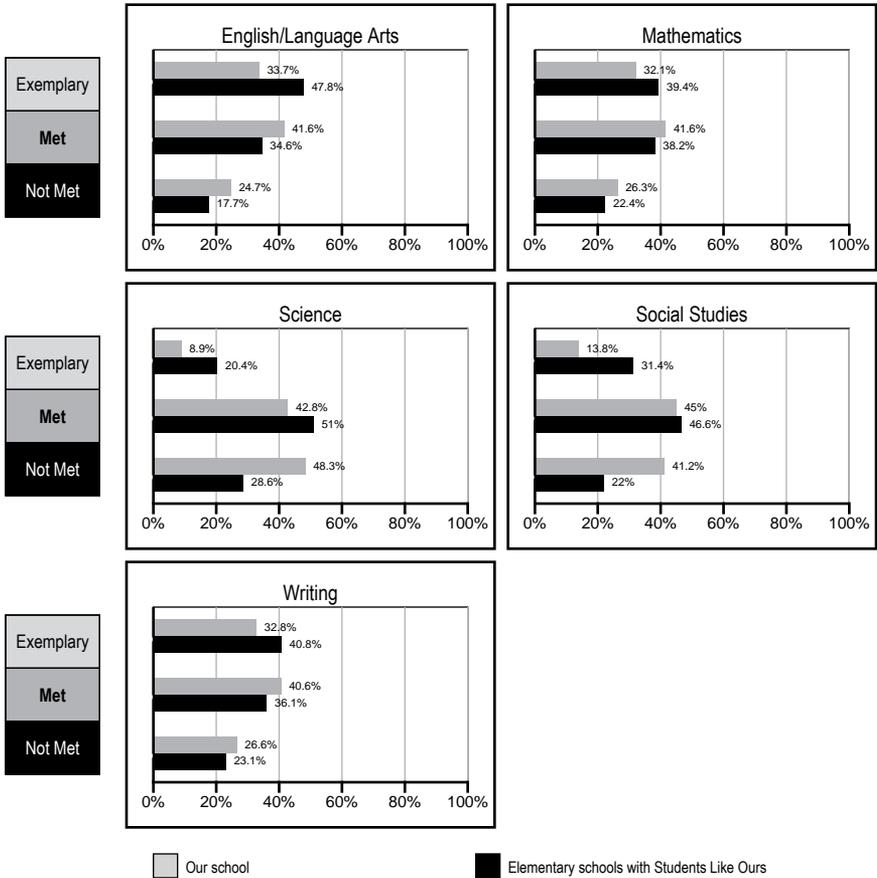
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 99%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
24	37	32	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
<b>Students (n=833)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 2.5%	1.2%	1.2%
Attendance rate	95.6%	Up from 95.3%	96.2%	96.1%
Eligible for gifted and talented	11.4%	Up from 6.5%	15.9%	11.7%
With disabilities other than speech	7.1%	Up from 5.7%	7.9%	8.0%
Older than usual for grade	0.6%	Down from 1.2%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=50)</b>				
Teachers with advanced degrees	58.0%	Down from 58.8%	61.1%	60.5%
Continuing contract teachers	80.0%	Up from 78.4%	86.7%	84.6%
Teachers with emergency or provisional certificates	2.2%	No Change	0.0%	0.0%
Teachers returning from previous year	89.0%	Up from 88.8%	89.0%	87.0%
Teacher attendance rate	95.6%	Up from 94.8%	95.5%	95.4%
Average teacher salary*	\$47,410	Down 1.2%	\$48,007	\$47,288
Professional development days/teacher	8.7 days	Down from 13.5 days	10.9 days	10.5 days
<b>School</b>				
Principal's years at school	11.0	Up from 10.0	4.5	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 21.7 to 1	19.7 to 1	19.2 to 1
Prime instructional time	89.8%	Up from 88.6%	90.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.0%	Down from 96.2%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,643	Up 1.3%	\$7,049	\$7,548
Percent of expenditures for instruction**	74.6%	Down from 75.6%	68.9%	68.7%
Percent of expenditures for teacher salaries**	70.3%	Down from 70.6%	65.7%	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

The 2009 – 2010 school year was focused on increasing instructional effectiveness and student achievement through the implementation of professional learning teams (PLT), integration of technology, recognition of student successes, collaboration with Kershaw Elementary at the fifth-grade level and extensive communication with and participation of families.

Teachers and staff met in professional learning teams to analyze data, study the standards, and plan lessons. Led by the instructional facilitator, lead language arts teacher and math coach, teachers focused on Measures of Academic Progress (MAP) scores, PASS test results, and teacher-made assessments. They identified grade-level standards to focus improvements on and developed common lessons. The professional teaching and learning cycle enhanced our ability to provide appropriate and engaging lessons. Funds were used to purchase global positioning systems for classroom use and response systems to enhance student engagement and assessment. The final phase of interactive white boards were added to several classrooms, providing student and teacher access in all instructional areas of the school. The Classworks program continued to support and enrich individual student learning.

Student successes were celebrated throughout the year. Each six weeks, students with perfect attendance, a cooperative attitude, and excellent academics were treated to a popcorn party. The Super Reader program recognized students who met reading goals. Six special events were held. Over 200 students read at least 100 books and received a Super Reader t-shirt. More than 250 students achieved honor roll status for the year and were awarded medals. Other recognitions included Principal's Pals, red tickets for good behavior and Terrific Kids awards.

The fifth-grade teachers of BES and Kershaw Elementary met to develop long range plans and units for all core subjects. A variety of methods were used for this important initiative. Web cameras allowed teachers to meet without leaving their respective schools and provided opportunities for classes to collaborate on several lessons. A group of Kershaw students traveled to BES for a marble tournament at the conclusion of their first reading story. A board presentation detailed this unique approach.

Family involvement plays an important role in the success of our students. Parents were invited to attend Family Nights focused on instruction, PTO meetings with student performances and School Improvement Council meetings. The website, marquee and the automated phone messaging system provided timely school-wide information to parents. Teachers used agendas and weekly folders to communicate student progress to parents. Numerous family and community members volunteered.

BES will continue to strive for academic excellence through achieving, believing and challenging ourselves collectively and collaboratively to meet the needs of our students and families.

Sandra Jones-Izzard, Principal  
Jennifer Ellis, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	135	73
Percent satisfied with learning environment	97.8%	90.3%	95.8%
Percent satisfied with social and physical environment	97.8%	85.2%	90.3%
Percent satisfied with school-home relations	100.0%	87.3%	88.9%

\* 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

YES

This school met 19 out of 19 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

NI-DELAY

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	4.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	10.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.6%	0.0%	No
Student attendance rate	95.6%	94.0%*	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	443	100	24.7	41.6	33.7	89.1	83	83.5	Yes	Yes
<b>Gender</b>										
Male	214	100	31.4	39.1	29.5	87.4	79.1	80.1	N/A	N/A
Female	229	100	18.6	43.8	37.6	90.7	87.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	386	100	23.3	40.3	36.3	89.4	86.8	89.6	Yes	Yes
African American	41	100	45	50	5	85	74	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.1	92.7	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	85.6	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	93.8	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	40	100	69.4	27.8	2.8	58.3	47.1	51.7	I/S	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	82.4	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	247	100	33.9	40.2	25.9	84.1	76.4	76.9	Yes	Yes

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

All Students	443	100	26.3	41.6	32.1	85	81.5	80.4	Yes	Yes
<b>Gender</b>										
Male	214	100	23.7	44	32.4	85.5	78.3	78.4	N/A	N/A
Female	229	100	28.8	39.4	31.9	84.5	84.8	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	386	100	23.6	43.5	32.9	87.3	86.1	87.8	Yes	Yes
African American	41	100	50	35	15	67.5	71.2	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.7	93.5	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	80.9	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	87.5	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	40	100	63.9	27.8	8.3	47.2	44.2	46.1	I/S	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	79	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	247	100	32.6	41.4	25.9	80.8	74.8	72.8	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	299	100	48.3	42.8	8.9	51.7	62.7	67.3
<b>Gender</b>								
Male	142	100	44.2	44.9	10.9	55.8	62.4	66.9
Female	157	100	51.9	40.9	7.1	48.1	63.1	67.7
<b>Racial/Ethnic Group</b>								
White	261	100	46.3	45.1	8.6	53.7	70.5	79.6
African American	25	100	75	20.8	4.2	25	45.6	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	72	84.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	59.3	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.8	69.5
<b>Disability Status</b>								
Disabled	19	100	N/A	N/A	N/A	17.6	27	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	57	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	163	100	57.3	35	7.6	42.7	51.4	55.4
<b>Social Studies</b>								
All Students	296	100	41.2	45	13.8	58.8	65.4	70.9
<b>Gender</b>								
Male	140	100	40.7	42.2	17	59.3	64.3	70.1
Female	156	100	41.6	47.4	11	58.4	66.6	71.7
<b>Racial/Ethnic Group</b>								
White	258	100	39.3	46	14.7	60.7	69.8	79.2
African American	27	100	65.4	26.9	7.7	34.6	54.9	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	82.6	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	67.4	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	28	100	75	20.8	4.2	25	32.8	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	67.1	68
<b>Socio-Economic Status</b>								
Subsidized meals	174	100	49.1	42.6	8.3	50.9	54.8	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
<b>Writing</b>										
All Students	445	99.6	26.3	40.8	32.9	73.7	72	72.1	95.6	95.7
<b>Gender</b>										
Male	215	99.1	33.8	42	24.2	66.2	64.5	65.2	95.6	95.5
Female	230	100	19.4	39.6	41	80.6	79.9	79.2	95.5	96
<b>Racial/Ethnic Group</b>										
White	388	99.5	25.1	40.5	34.4	74.9	77.8	80.8	95.4	95.5
African American	41	100	42.5	40	17.5	57.5	59.2	59.7	96.5	96.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	75	87	98.3	97.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	72	64.6	95.2	95.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	68.8	73.4	99.3	96
<b>Disability Status</b>										
Disabled	42	100	76.9	15.4	7.7	23.1	22.3	27.7	93.9	93.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	68.4	63.7	96.5	96.1
<b>Socio-Economic Status</b>										
Subsidized meals	249	99.6	32.5	44.6	22.9	67.5	61.6	61.9	94.8	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
<b>English/Language Arts</b>							
<b>2009</b>	3	153	100	27	32.4	40.5	73
	4	155	100	31.3	39.3	29.3	68.7
	5	155	99.4	29.5	53	17.4	70.5
	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
<b>2010</b>	3	140	100	17.4	35.5	47.1	82.6
	4	152	100	26.4	40.5	33.1	73.6
	5	151	100	29.9	48.3	21.8	70.1
	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>Mathematics</b>							
<b>2009</b>	3	153	100	33.8	39.2	27	66.2
	4	155	100	26.7	51.3	22	73.3
	5	155	99.4	45.6	45	9.4	54.4
	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
<b>2010</b>	3	140	100	23.9	34.8	41.3	76.1
	4	152	100	28.4	44.6	27	71.6
	5	151	100	26.5	44.9	28.6	73.5
	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>Science</b>							
<b>2009</b>	3	78	100	41.3	50.7	8	58.7
	4	155	100	48.7	45.3	6	51.3
	5	76	100	57.5	38.4	4.1	42.5
	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
<b>2010</b>	3	71	100	63.4	22.5	14.1	36.6
	4	152	100	45.3	48	6.8	54.7
	5	76	100	39.7	52.1	8.2	60.3
	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
<b>Social Studies</b>							
<b>2009</b>	3	75	100	41.1	49.3	9.6	58.9
	4	155	100	36.7	56.7	6.7	63.3
	5	78	100	61.8	31.6	6.6	38.2
	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>2010</b>	3	69	100	26.9	49.3	23.9	73.1
	4	152	100	39.2	48	12.8	60.8
	5	75	100	58.1	35.1	6.8	41.9
	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
<b>Writing</b>							
<b>2009</b>	3	155	98.7	31.5	40.9	27.5	68.5
	4	158	99.4	34.4	43	22.5	65.6
	5	157	99.4	36.7	44.7	18.7	63.3
	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>2010</b>	3	140	98.6	29.4	36.8	33.8	70.6
	4	154	100	22.7	46.7	30.7	77.3
	5	151	100	27	38.5	34.5	73
	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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