



BUFORD ELEMENTARY

1906 North Rocky River
Lancaster, South Carolina

Grades	PK-5 Elementary School	
Enrollment	817 Students	
Principal	Sandra Jones-Izzard	803-286-0026
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Robert Parker	803-286-6972

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good
2010	Average	Average
2009	Average	Below Average
2008	Below Average	At-Risk
2007	Below 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 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

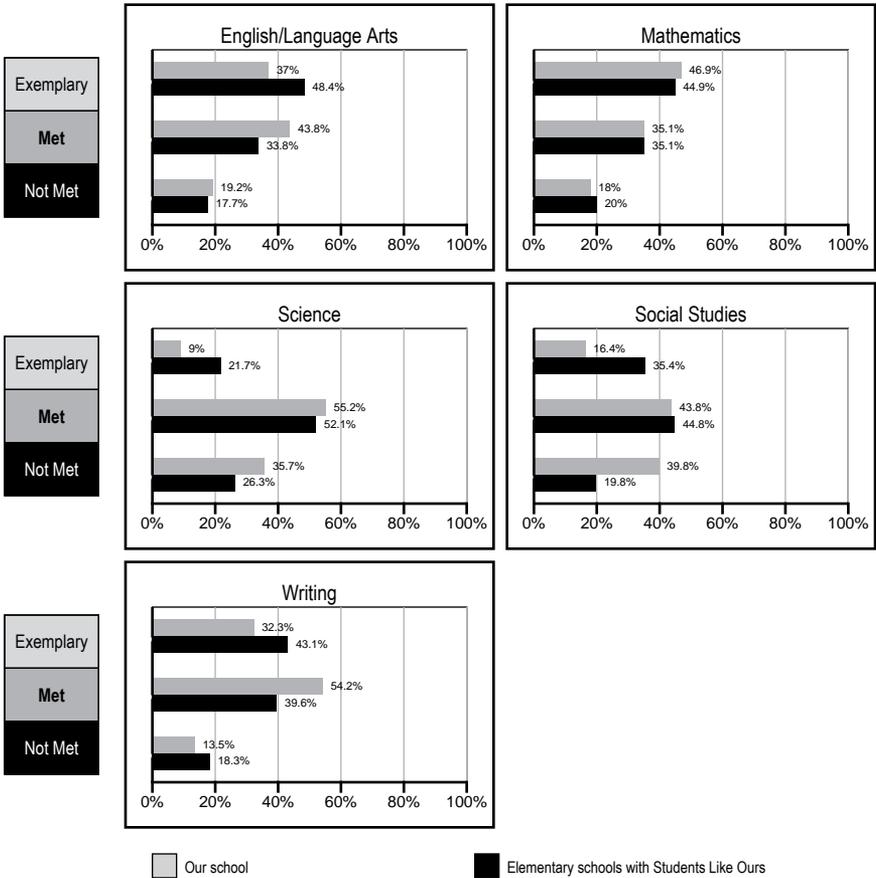
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
31	38	19	0	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
Students (n=817)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.4%	Up from 1.2%	0.9%	1.1%
Attendance rate	96.3%	Up from 95.6%	96.2%	96.2%
Served by gifted and talented program	16.4%	Up from 11.4%	19.1%	13.4%
With disabilities other than speech	3.4%	Down from 7.1%	3.9%	4.1%
Older than usual for grade	0.2%	Down from 0.6%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	68.9%	Up from 58.0%	64.6%	62.5%
Continuing contract teachers	91.1%	Up from 80.0%	90.9%	88.2%
Teachers returning from previous year	87.1%	Down from 89.0%	89.6%	87.8%
Teacher attendance rate	96.1%	Up from 95.6%	95.3%	95.2%
Average teacher salary*	\$48,067	Up 1.4%	\$48,010	\$46,773
Professional development days/teacher	10.4 days	Up from 8.7 days	11.1 days	10.5 days
School				
Principal's years at school	12.0	Up from 11.0	5.0	4.0
Student-teacher ratio in core subjects	25.1 to 1	Up from 20.5 to 1	20.8 to 1	19.9 to 1
Prime instructional time	90.9%	Up from 89.8%	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 93.0%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,144	Up 8.9%	\$7,127	\$7,447
Percent of expenditures for instruction**	74.1%	Down from 74.6%	68.8%	68.4%
Percent of expenditures for teacher salaries**	69.7%	Down from 70.3%	66.3%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Learning at Buford Elementary School is as easy as ABC! Our mission for our students is “Achieve your goals, Believe in yourself and ability, and Challenge yourself to be the best you can be!” We have served as a TEAM this school year. TEAM is the school-wide theme that exemplifies the work ethic of Buford’s school family. Together Everyone Achieves More! This is evident as we continue to make great strides in closing the achievement gap and meeting the goals of No Child Left Behind.

The academic program at Buford Elementary is designed to challenge and provide each child with quality instruction. Thinking Maps were implemented this school year. Thinking Maps are an essential visual strategy for students to integrate and practice daily to develop educated answers. Teachers also actively participate in weekly professional learning teams. During the PLTs, teachers collaborate among and across grade levels to focus on student work, core standards, and develop high quality instruction that promotes strong student engagement. Teachers also manipulate and analyze student data using classroom assessments, Measures of Academic Progress (MAP), Benchmark and Palmetto Assessment of State Standards (PASS). Students are provided individual instruction before and after school hours through our Computer labs, year-long homework center, and fall/spring after-school programs. Students will also implement a new Super Reader summer reading program.

Students are empowered with the technology of the future! Each classroom has a SMARTboard, three computers and a SMART response system! We also have three computer labs in the building for student use. We are emerging technology to its full capacity one classroom at a time!

We believe all children have the ability to learn more when immersed in a highly engaged environment that values individual growth, daily success, and positive relations. Our students and parents attended six family nights, four PTO meetings with student performances, two choral festivals, one Super Reader family night, and one end of year Spring Fling bash! We have tremendous support by our school family with over 6000 volunteer hours recorded!

Students are recognized for their hard work and good character during afternoon announcements, Principal Pal celebrations, and they receive surprise treats after each reporting period. The value of service to others is demonstrated to students through initiatives such as Food Drives for local shelters and children’s home, a Thanksgiving food drive, holiday donations, and clothing donations to a local assistance center.

Buford Elementary is committed to excellence. This year our PTO board provided each student a car magnet that exemplifies our beliefs and mission. We Put Kids First at Buford Elementary!

Together in Education,

Sandra Jones-Izzard, Principal
 Kathy Stepp, School Improvement

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	154	88
Percent satisfied with learning environment	97.9%	89.5%	95.5%
Percent satisfied with social and physical environment	100.0%	89.6%	87.4%
Percent satisfied with school-home relations	100.0%	89.0%	82.4%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 15 out of 15 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	5.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	429	99.8	19	43.8	37.3	88.2	81.8	82.4	Yes	Yes
Gender										
Male	200	99.5	23.1	43.1	33.8	85.6	77.9	78.7	N/A	N/A
Female	229	100	15.4	44.3	40.3	90.5	86	86.2	N/A	N/A
Racial/Ethnic Group										
White	375	99.7	17.4	43.1	39.5	89.1	86.3	88.9	Yes	Yes
African American	40	100	35.1	45.9	18.9	81.1	71.9	72.9	I/S	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	79.4	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	95	83	I/S	I/S
Disability Status										
Disabled	37	100	50	36.1	13.9	58.3	48	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	78.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	224	100	27.5	45	27.5	83	74.5	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	429	99.8	17.8	35.3	46.9	89.2	83.1	81.9	Yes	Yes
Gender										
Male	200	99.5	20.5	32.3	47.2	87.7	80.2	79.9	N/A	N/A
Female	229	100	15.4	38	46.6	90.5	86.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	375	99.7	15.3	35.1	49.6	90.5	88	88.9	Yes	Yes
African American	40	100	40.5	35.1	24.3	81.1	72.3	71.4	I/S	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	97.7	94.6	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	81.5	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	90	84.4	I/S	I/S
Disability Status										
Disabled	37	100	50	36.1	13.9	58.3	45.5	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	81.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	224	100	23.9	42.2	33.9	85.8	76.2	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
Science								
All Students	284	99.7	35.4	55.6	9	64.6	64.4	68.6
Gender								
Male	131	99.2	33.3	55.8	10.9	66.7	65	68.3
Female	153	100	37.2	55.4	7.4	62.8	63.7	68.9
Racial/Ethnic Group								
White	250	99.6	31.7	58.1	10.2	68.3	72.5	80.7
African American	23	100	N/AV	N/AV	N/AV	31.8	47.7	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	70	85.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	59	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	73.3	70.8
Disability Status								
Disabled	21	100	N/AV	N/AV	N/AV	28.6	30.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	57.5	60.7
Socio-Economic Status								
Subsidized meals	151	100	45.6	48.3	6	54.4	52	57.3
Social Studies								
All Students	283	99.7	39.6	44	16.5	60.4	68.8	72.5
Gender								
Male	134	99.3	37.7	41.5	20.8	62.3	68.4	72
Female	149	100	41.3	46.2	12.6	58.7	69.2	73.1
Racial/Ethnic Group								
White	247	99.6	37.9	44.2	17.9	62.1	73.1	81
African American	30	100	53.6	42.9	3.6	46.4	59.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	80	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	67	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	84.6	73.5
Disability Status								
Disabled	26	100	64	32	4	36	36.4	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	67.8	69.7
Socio-Economic Status								
Subsidized meals	145	100	52.1	37.1	10.7	47.9	59.4	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
Writing										
All Students	161	99.4	13.5	54.2	32.3	86.5	71.7	73.2	96.3	96
Gender										
Male	73	98.6	12.9	55.7	31.4	87.1	64.4	67.2	96.5	95.8
Female	88	100	14.1	52.9	32.9	85.9	79	79.4	96.1	96.2
Racial/Ethnic Group										
White	141	99.3	10.9	56.9	32.1	89.1	77.9	81.5	96.2	95.8
African American	12	100	45.5	18.2	36.4	54.5	57.1	61.3	96.9	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.5	87	98.9	97.2
Hispanic	5	I/S	I/S	I/S	I/S	I/S	70.1	66.7	97.5	95.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	97	96.7
Disability Status										
Disabled	11	90.9	I/S	I/S	I/S	I/S	24.5	26	94.9	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	68.9	65.7	97.7	96.3
Socio-Economic Status										
Subsidized meals	84	98.8	19.8	63	17.3	80.2	61	63.2	95.5	95.4

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	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
2011	3	129	100	19	30.2	50.8	81
	4	138	99.3	17.2	44.8	38.1	82.8
	5	162	100	20.5	53.8	25.6	79.5
	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
Mathematics							
2010	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
2011	3	129	100	27	34.9	38.1	73
	4	138	99.3	11.2	22.4	66.4	88.8
	5	162	100	16	46.8	37.2	84
	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							
2010	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
2011	3	64	100	48.4	45.3	6.3	51.6
	4	138	99.3	20.1	69.4	10.4	79.9
	5	82	100	50.6	40.5	8.9	49.4
	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	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
2011	3	65	100	35.5	45.2	19.4	64.5
	4	138	99.3	35.1	53.7	11.2	64.9
	5	80	100	50.6	26	23.4	49.4
	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
Writing							
2010	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
2011	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	161	99.4	13.5	54.2	32.3	86.5
	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

Abbreviations for Missing Data

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