



## BUFFALO ELEMENTARY

733 Main Street  
Buffalo, SC 29321

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	621 Students	
<b>Principal</b>	Melissa Inman	864-429-1730
<b>Superintendent</b>	Dr. Kristi V. Woodall	864-429-1740
<b>Board Chair</b>	Ms. Jane H. Hammett	864-427-7081

# 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	Average	Average
2009	Average	Below Average
2008	Average	At-Risk
2007	Average	Below 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**

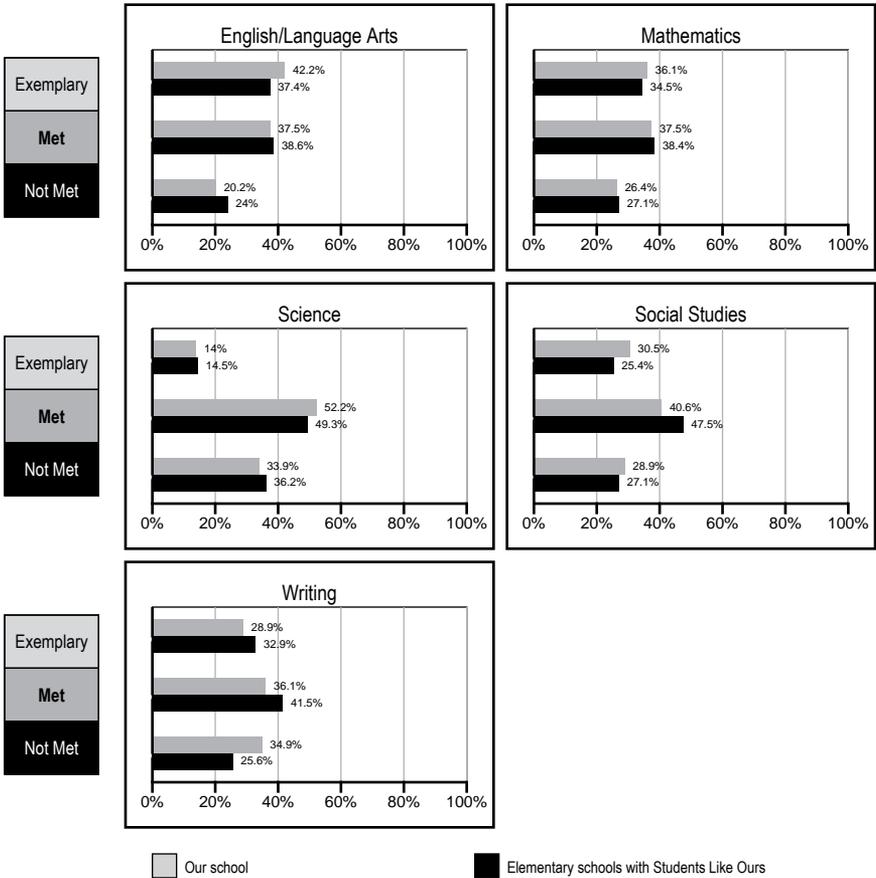
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.4%

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

Excellent	Good	Average	Below Average	At-Risk
9	27	82	7	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**

<b>Exemplary</b>	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
<b>Met</b>	"Met" means the student met the grade level standard.
<b>Not Met</b>	"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=621)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.5%	Up from 1.0%	1.2%	1.1%
Attendance rate	95.0%	Up from 94.9%	96.0%	96.2%
Served by gifted and talented program	14.4%	Up from 13.1%	11.9%	13.4%
With disabilities other than speech	5.4%	Down from 12.5%	4.9%	4.1%
Older than usual for grade	0.2%	Down from 0.4%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=43)</b>				
Teachers with advanced degrees	76.7%	Up from 71.1%	60.5%	62.5%
Continuing contract teachers	95.3%	Up from 84.4%	90.0%	88.2%
Teachers returning from previous year	92.6%	Up from 91.4%	88.2%	87.8%
Teacher attendance rate	94.9%	Up from 94.6%	95.0%	95.2%
Average teacher salary*	\$48,749	Up 1.0%	\$46,625	\$46,773
Professional development days/teacher	17.2 days	Up from 12.0 days	11.3 days	10.5 days
<b>School</b>				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	No Change	19.5 to 1	19.9 to 1
Prime instructional time	89.3%	Up from 89.1%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.4%	Down from 99.8%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,577	Up 0.3%	\$7,420	\$7,447
Percent of expenditures for instruction**	76.5%	Up from 73.4%	67.8%	68.4%
Percent of expenditures for teacher salaries**	75.5%	Up from 71.9%	65.2%	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**

Our mission at Buffalo Elementary School is to "Build A Tradition of Excellence". Union County Schools and its stakeholders commit to students first in building community, excellence, and life-long learning.

We continued our discipline procedures where the emphasis is on positive behavior. We were awarded Ribbon Status for our Positive Intervention and Support model (PBIS). The 3 B's served as our motto - Be Respectful, Be responsible, Be Ready to Learn.

Union County Schools, along with Buffalo Elementary received accreditation by AdvancEd. It took an entire team effort on the part of our students, parents, teachers, support staff, custodians, cafeteria staff, and maintenance crew to achieve this honor. Other successes at Buffalo Elementary School include the attainment of multiple Donors Choose grants. Through different sources, we were able to install Smart Boards and provide Elmos in all classrooms. Our partnership with Winthrop University as a Professional Development School for NetScope provided us many professional development opportunities.

Together the parents, teachers, administrators, and community are working toward the common goal of meeting the needs of all children. Our School Improvement Council and the PTA continued to be an active part of the decision making process at Buffalo. We are proud to have such a dedicated team.

Melissa Inman, Principal  
 Robbie Hines, SIC Chairman

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	40	80	41
Percent satisfied with learning environment	92.5%	93.7%	86.8%
Percent satisfied with social and physical environment	97.5%	87.5%	85.4%
Percent satisfied with school-home relations	92.5%	92.5%	80.5%

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

Abbreviations for Missing Data

**No Child Left Behind**

**School Adequate Yearly Progress**

**YES**

This school met 17 out of 17 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**

**CSI-DELAY**

**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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	1.6%	0.0%	No
Student attendance rate	95.0%	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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

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

All Students	292	99.3	19.6	37.1	43.2	90.7	79.4	82.4	Yes	Yes
<b>Gender</b>										
Male	150	98.7	17.5	39.9	42.7	92.3	76.8	78.7	N/A	N/A
Female	142	100	21.9	34.3	43.8	89.1	82.2	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	164	98.8	14.8	32.3	52.9	93.5	84.1	88.9	Yes	Yes
African American	121	100	26.3	42.4	31.4	87.3	72.1	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	84.2	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	27	92.6	52.2	30.4	17.4	78.3	45.8	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	81.8	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	212	99.1	23.3	39.6	37.1	89.6	75.7	75.4	Yes	Yes

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

All Students	292	100	26.2	36.9	36.9	83.3	83	81.9	Yes	Yes
<b>Gender</b>										
Male	150	100	24.8	36.6	38.6	86.2	81.6	79.9	N/A	N/A
Female	142	100	27.7	37.2	35	80.3	84.4	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	164	100	21.7	31.8	46.5	87.9	87.9	88.9	Yes	Yes
African American	121	100	31.4	44.1	24.6	78.8	75.8	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	73.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	27	100	56	28	16	48	51	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	72.7	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	212	100	28.4	41.7	29.9	81.4	78.6	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	195	100	33.2	51.6	15.3	66.8	63.3	68.6
<b>Gender</b>								
Male	101	100	25.8	57.7	16.5	74.2	64.4	68.3
Female	94	100	40.9	45.2	14	59.1	62.1	68.9
<b>Racial/Ethnic Group</b>								
White	110	100	18.7	60.7	20.6	81.3	72.1	80.7
African American	82	100	51.3	40	8.8	48.8	49.9	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	66.7	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	17	100	62.5	18.8	18.8	37.5	29.5	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	144	100	41	47.5	11.5	59	56	57.3
<b>Social Studies</b>								
All Students	198	100	28.8	40.3	30.9	71.2	67.4	72.5
<b>Gender</b>								
Male	97	100	26.6	37.2	36.2	73.4	67.9	72
Female	101	100	30.9	43.3	25.8	69.1	66.9	73.1
<b>Racial/Ethnic Group</b>								
White	113	100	22.2	38	39.8	77.8	71.2	81
African American	81	100	36.7	44.3	19	63.3	61.8	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	18	100	64.7	23.5	11.8	35.3	31.8	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	137	100	33.3	41.7	25	66.7	61	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	89	96.6	34.1	36.6	29.3	65.9	63.9	73.2	95	95.4
<b>Gender</b>										
Male	48	97.9	37.8	35.6	26.7	62.2	57.4	67.2	94.7	95.2
Female	41	95.1	29.7	37.8	32.4	70.3	70.9	79.4	95.3	95.6
<b>Racial/Ethnic Group</b>										
White	43	97.7	28.9	31.6	39.5	71.1	71.9	81.5	94.4	94.9
African American	42	95.2	37.5	42.5	20	62.5	53	61.3	95.8	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.9	98.6
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	66.7	94.7	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	88.7
<b>Disability Status</b>										
Disabled	12	83.3	I/S	I/S	I/S	I/S	9.7	26	93.6	94.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	65.7	94	96.4
<b>Socio-Economic Status</b>										
Subsidized meals	69	95.7	39.7	34.9	25.4	60.3	59	63.2	94.7	95

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
<b>English/Language Arts</b>							
<b>2010</b>	3	108	100	15	20	65	85
	4	102	99	37.5	36.5	26	62.5
	5	97	100	29.8	51.1	19.1	70.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	2	I/S	I/S	I/S	I/S	I/S
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	103	99	13.3	28.6	58.2	86.7
	4	100	99	17.5	38.1	44.3	82.5
	5	89	100	29.4	45.9	24.7	70.6
	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
<b>Mathematics</b>							
<b>2010</b>	3	108	100	25	32	43	75
	4	102	100	28.1	52.1	19.8	71.9
	5	97	100	28.7	40.4	30.9	71.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	2	I/S	I/S	I/S	I/S	I/S
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	103	100	25.3	26.3	48.5	74.7
	4	100	100	22.4	41.8	35.7	77.6
	5	89	100	31.8	43.5	24.7	68.2
	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>Science</b>							
<b>2010</b>	3	56	100	40.4	38.5	21.2	59.6
	4	101	99	46.3	50.5	3.2	53.7
	5	49	98	41.3	47.8	10.9	58.7
	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	51	100	24	46	30	76
	4	100	100	30.6	56.1	13.3	69.4
	5	44	100	50	47.6	2.4	50
	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
<b>Social Studies</b>							
<b>2010</b>	3	53	100	20.4	36.7	42.9	79.6
	4	101	99	32.6	56.8	10.5	67.4
	5	48	97.9	47.8	41.3	10.9	52.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	1	I/S	I/S	I/S	I/S	I/S
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	53	100	24	30	46	76
	4	99	100	25.8	45.4	28.9	74.2
	5	46	100	40.9	40.9	18.2	59.1
	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
<b>Writing</b>							
<b>2010</b>	3	105	98.1	21.4	39.8	38.8	78.6
	4	103	97.1	39.4	41.5	19.1	60.6
	5	96	95.8	34.8	42.4	22.8	65.2
	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>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	89	96.6	34.1	36.6	29.3	65.9
	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