

## BUFORD HIGH

4290 Tabernacle Rd  
Lancaster, SC 29720

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	567 Students	
<b>Principal</b>	Jonathan Phipps	803-286-7068
<b>Superintendent</b>	Richard E. Moore	803-286-6972
<b>Board Chair</b>	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
<b>2011</b>	<b>Average</b>	<b>At-Risk</b>
2010	Good	Average
2009	Average	Below Average
2008	Average	Below Average
2007	Good	Excellent

## 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>

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS**

Excellent	Good	Average	Below Average	At-Risk
13	6	14	0	0

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

**High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students**

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	75.2%	83.1%	79.0%	77.9%	81.2%	81.6%
Passed 1 subtest (%)	9.4%	8.8%	14.4%	12.0%	10.4%	11.0%
Passed no subtests (%)	15.4%	8.1%	6.6%	10.1%	8.6%	8.0%

**HSAP Passage Rate by Spring 2011**

Percent	Our High School	High Schools with Students Like Ours
	88.6%	92.6%

**Four-Year Cohort Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	161	155	334	319
Number of Graduates in Cohort	122	108	244	236
Rate	75.8%	69.7%	74.3%	70.8%

\*Used to calculate current AYP.

**Five-Year Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	161	N/A	338
Number of Graduates in Cohort	N/A	124	N/A	251
Rate	N/A	77.0%	N/A	74.9%

**End of Course Tests**

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	87.3%	79.1%
English 1	65.3%	69.8%
Biology 1/Applied Biology 2	52.6%	72.2%
Physical Science	39.8%	59.1%
US History and the Constitution	33.6%	51.4%
All Tests	54.6%	65.6%

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

**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	High Schools with Students Like Ours	Median High School
<b>Students (n=567)</b>				
Retention rate	5.5%	Up from 4.2%	3.5%	3.4%
Attendance rate	92.9%	Down from 94.0%	94.8%	95.0%
Served by gifted and talented program	0.0%	No Change	17.0%	12.4%
With disabilities other than speech	10.5%	Down from 11.1%	10.5%	9.9%
Older than usual for grade	6.4%	Up from 6.3%	5.6%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.3%	Up from 0.2%	1.2%	0.9%
Enrolled in AP/IB programs	13.3%	Down from 19.0%	18.2%	13.0%
Successful on AP/IB exams	15.4%	Down from 29.4%	54.8%	51.7%
Eligible for LIFE Scholarship	56.0%	Down from 57.4%	33.9%	30.1%
Annual dropout rate	4.4%	Up from 4.2%	3.4%	2.5%
Career/technology students in co-curricular organizations	12.2%	Up from 4.9%	2.8%	2.9%
Enrollment in career/technology courses	440	Up from 426	575	419
Students participating in work-based experiences	30.2%	Up from 28.9%	11.3%	7.2%
Career/technology students attaining technical skills	92.3%	Up from 83.4%	83.4%	83.0%
Career/technology completers placed	96.6%	Down from 100.0%	97.3%	98.4%
<b>Teachers (n=39)</b>				
Teachers with advanced degrees	66.7%	Up from 65.9%	63.8%	61.1%
Continuing contract teachers	89.7%	Up from 78.0%	87.8%	80.6%
Teachers returning from previous year	91.5%	Up from 86.8%	88.6%	86.5%
Teacher attendance rate	95.2%	Up from 94.7%	95.5%	95.5%
Average teacher salary*	\$49,787	Down 1.1%	\$48,345	\$46,884
Professional development days/teacher	11.2 days	Down from 12.2 days	10.4 days	10.0 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	6.0	4.0
Student-teacher ratio in core subjects	24.4 to 1	Down from 28.8 to 1	29.8 to 1	26.5 to 1
Prime instructional time	86.2%	Down from 86.9%	89.0%	89.3%
Dollars spent per pupil**	\$8,469	Up 5.7%	\$7,199	\$7,804
Percent of expenditures for teacher salaries**	60.6%	Up from 60.4%	58.2%	58.0%
Percent of expenditures for instruction**	63.4%	Down from 64.5%	60.6%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 68.4%	97.4%	97.3%
Character development program	Below Average	Down from Good	Good	Good
Modern language program assessment	Average	N/A	Good	Good
Classical language program assessment	N/A	N/A	N/A	Good

\* 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

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		Met AYP Objective
	n	%	t	%	n	%	
All Students	132	88.6%	755	54.6%	161	75.8%	No
<b>Gender</b>							
Male	63	81.0%	369	52.0%	80	68.8%	N/A
Female	69	95.7%	376	58.2%	81	82.7%	N/A
<b>Racial/Ethnic Group</b>							
White	109	90.8%	649	57.2%	140	76.4%	N/A
African American	21	76.2%	91	40.7%	19	73.7%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	16	31.3%	86	30.2%	15	86.7%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	40	75.0%	356	48.3%	65	80.0%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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**Report of Principal and School Improvement Council**

The 2010-2011 school year was very successful at Buford High School. We continued a school-wide writing focus this year. Every teacher incorporated writing assignments in their curriculum. The staff also began a new emphasis on parent communication. Our parent contacts rose from 402 contacts during the 2009-2010 school year to 2608 contacts during the 2010-2011 school year. Our goal of making parents more aware of their child's academic performance is becoming a reality.

Buford's athletic programs continue to improve as well. The Athletic and Band Booster clubs continue to make large contributions to our school. The School Improvement Council has worked hard to increase parent involvement. Buford High School continues to make improvements so our graduates will be successful after high school.

Jonathan Phipps, Principal

Imogene Steele, School Improvement Council Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	40	109	20
Percent satisfied with learning environment	90.0%	78.9%	90.0%
Percent satisfied with social and physical environment	92.5%	82.6%	85.0%
Percent satisfied with school-home relations	75.0%	86.0%	75.0%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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**School Adequate Yearly Progress**

No

This school met 9 out of 13 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**

N/A

**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 Data**

	<b>Our District</b>	<b>State</b>
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%

  

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	16.1%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	167	100.0	12.6	37.1	25.2	25.2	60.4	62.6	68.0	No	Yes
Male	87	100.0	16.0	35.8	27.2	21.0	56.8	57.5	63.1	N/A	N/A
Female	80	100.0	9.0	38.5	23.1	29.5	64.1	68.9	73.1	N/A	N/A
White	149	100.0	12.6	35.7	24.5	27.3	62.2	69.5	79.4	No	Yes
African American	13	100.0	18.2	63.6	18.2	N/A	27.3	45.6	51.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	65.0	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	66.4	I/S	I/S
Disabled	21	100.0	47.4	42.1	5.3	5.3	10.5	25.2	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	36.8	45.1	I/S	I/S
Subsidized meals	82	100.0	13.2	44.7	22.4	19.7	55.3	49.8	54.7	Yes	Yes

<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>											
All Students	167	100.0	13.2	34.6	29.6	22.6	63.5	61.1	62.3	No	Yes
Male	87	100.0	13.6	32.1	30.9	23.5	64.2	59.7	61.4	N/A	N/A
Female	80	100.0	12.8	37.2	28.2	21.8	62.8	62.8	63.2	N/A	N/A
White	149	100.0	11.9	35.0	30.1	23.1	64.3	68.3	75.3	Yes	Yes
African American	13	100.0	36.4	45.5	9.1	9.1	36.4	42.6	42.9	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	84.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	67.5	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64.1	I/S	I/S
Disabled	21	100.0	52.6	31.6	15.8	N/A	21.1	22.3	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	42.1	47.1	I/S	I/S
Subsidized meals	82	100.0	18.4	36.8	25.0	19.7	59.2	50.0	48.5	No	Yes

<b>Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)</b>											
All Students	167	99.4	65.1	21.7	6.6	6.6	13.3	N/A	N/A	N/A	N/A
Male	87	98.9	66.3	22.1	5.8	5.8	11.6	N/A	N/A	N/A	N/A
Female	80	100.0	63.8	21.3	7.5	7.5	15.0	N/A	N/A	N/A	N/A
White	149	100.0	64.4	22.1	6.7	6.7	13.4	N/A	N/A	N/A	N/A
African American	13	92.3	83.3	16.7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	21	100.0	95.2	4.8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	82	98.8	72.8	19.8	3.7	3.7	7.4	N/A	N/A	N/A	N/A

\* 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

**Two-Year HSAP Trend Data**

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>										
All Students	2010	140	97.1	12.3	39.2	31.5	16.9	60.8	58.9	65.9
	2011	167	100.0	12.6	37.1	25.2	25.2	60.4	62.6	68.0

<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>										
All Students	2010	140	97.1	11.5	31.5	29.2	27.7	73.8	62	62.3
	2011	167	100.0	13.2	34.6	29.6	22.6	63.5	61.1	62.3

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data