

## Buffalo Elementary

733 Main Street  
Buffalo, SC 29321

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	550 Students	
<b>Principal</b>	Melissa Inman	864-429-1730
<b>Superintendent</b>	Dr. David L. Eubanks	864-429-1740
<b>Board Chair</b>	Mrs. Betty J. McMorris	864-427-4149



# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>At-Risk</b>
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	Good
2004	Good	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

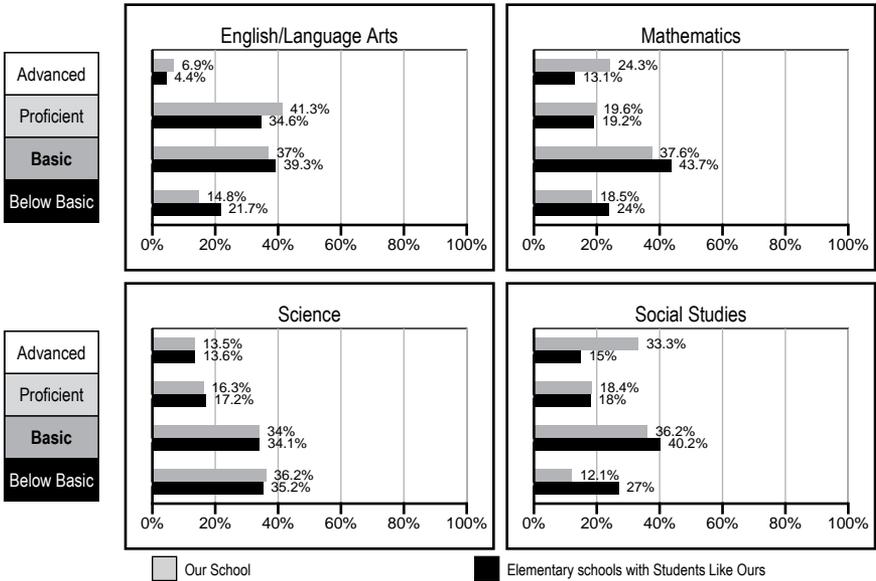
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

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

Excellent	Good	Average	Below Average	At-Risk
0	4	45	38	1

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=550)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.7%	Down from 4.4%	2.9%	2.3%
Attendance rate	95.1%	Up from 95.0%	96.1%	96.3%
Eligible for gifted and talented	9.7%	Down from 11.4%	9.2%	10.4%
With disabilities other than speech	9.1%	Up from 8.0%	8.9%	7.5%
Older than usual for grade	1.0%	Up from 0.5%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=40)</b>				
Teachers with advanced degrees	67.5%	Up from 65.9%	57.6%	56.7%
Continuing contract teachers	90.0%	Down from 92.7%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.9%	Up from 91.4%	87.0%	86.4%
Teacher attendance rate	95.5%	Up from 89.1%	94.7%	94.9%
Average teacher salary	\$46,350	Up 0.2%	\$45,361	\$45,345
Professional development days/teacher	13.0 days	Down from 21.0 days	12.9 days	12.6 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Down from 20.0 to 1	18.6 to 1	18.5 to 1
Prime instructional time	88.8%	Up from 79.5%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 18.8%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,406	Up 5.4%	\$6,949	\$7,052
Percent of expenditures for instruction*	68.7%	Down from 70.2%	68.8%	69.1%
Percent of expenditures for teacher salaries*	66.4%	Down from 68.2%	64.6%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Our mission at Buffalo Elementary School is to prepare our students for a productive future by striving to create a community of lifelong learners. We aspire to provide a positive school culture, as well as a safe haven where student learning can flourish. Through our guiding principle, "Together, We Are Better," we feel as though we have once again made remarkable gains in relation to school goals and academic growth.

Throughout the 2007-2008 school years, we continued with the South Carolina Reading Initiative (SCRI), which provided teachers with a wealth of knowledge and skills to aid in promoting the best literacy practices for students. An Early Interventionist continued to work with kindergarten and first grade students who were regarded as being at-risk. In addition to that, we maintained our Positive Behavior Intervention and Support (PBIS) Discipline Model. Through the implementation of "Buffalo Bucks", students were recognized for being "respectful, responsible, and ready to learn", which coincides with our school motto. In turn, they were able to spend the bucks on various earned events, such as the giant slide, after-school dances, and the Buffalo Buck Store, to name just a few.

As a result of our previous Emergency Preparedness Training, we were able to establish and maintain a safe environment, conducive to learning. Routine fire drills, lock down drills, and intruder drills were conducted to ensure that both the students and faculty were adequately prepared for the unpredictable.

Other accomplishments at Buffalo Elementary School include being given the acclamation of one of the six finalists for Palmetto's Finalists in South Carolina. Indeed, Buffalo Elementary School was only a few schools away from becoming the recipient of this most prestigious award. This was a most commendable feat, having only applied for the first time. Buffalo Elementary was also recognized by the Education Oversight Committee (EOC) for closing the achievement gap among African-American males. Monetary awards include Donor's Choose Grants (\$1,076), SCRI Grant (\$50,000), 21st Century After School Grant (\$43,000), and PBIS (\$3,000).

Our Family Literacy Center, centrally located on-campus, continues to expand, thus enabling more parents to develop ways to promote and enhance the educational advancement of their children at the earliest stages. Our School Improvement Council and PTA also continue to be active participants in the decision-making process at Buffalo. Together, the parents, teachers, administrators, community, and other stakeholders work diligently towards attaining the overall goal of meeting and exceeding the needs of all children.

We are exceedingly proud to have such a devoted team of students, parents, faculty, staff, and community leaders who utilize teamwork to ensure that Buffalo Elementary School becomes the best that it can be! Only through the collective efforts of all, can such a feat be accomplished.

Melissa Inman, Principal  
Candee Humphries, School Improvement Council Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	96	67
Percent satisfied with learning environment	100.0%	90.5%	90.9%
Percent satisfied with social and physical environment	100.0%	84.2%	87.9%
Percent satisfied with school-home relations	95.3%	89.6%	89.6%

\* 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

NO

This school met 16 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

## 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. Sanction: Implement the restructuring plan.
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."</b>

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.1%	94.0%	Yes

\* Or greater than last year

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	204	100	14.6	36.5	41.1	7.8	57.3	38	48.2	Yes	Yes
<b>Gender</b>											
Male	105	100	19.6	40.2	34	6.2	50.5	31.7	41.7	N/A	N/A
Female	99	100	9.5	32.6	48.4	9.5	64.2	44.4	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	108	100	9.4	29.2	49.1	12.3	67	46.9	60	Yes	Yes
African American	91	100	21	46.9	29.6	2.5	43.2	22.8	31.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	90.9	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	25	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	35	100	31.3	43.8	15.6	9.4	31.3	14.9	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	41.7	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	137	100	19.8	38.9	34.9	6.3	48.4	30.3	34	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	204	100	18.2	37.5	19.8	24.5	55.7	39.7	45.8	Yes	Yes
<b>Gender</b>											
Male	105	100	21.6	37.1	20.6	20.6	53.6	40.6	45.6	N/A	N/A
Female	99	100	14.7	37.9	18.9	28.4	57.9	38.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	108	100	8.5	32.1	24.5	34.9	67.9	48.2	59	Yes	Yes
African American	91	100	30.9	44.4	12.3	12.3	39.5	25.4	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	90.9	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	35	100	46.9	37.5	6.3	9.4	21.9	13.8	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	41.7	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	137	100	23.8	39.7	19	17.5	46.8	31.5	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	154	100	35.4	34	16	14.6	30.6	24.4	35.7	95.1	95.4
<b>Gender</b>											
Male	80	100	34.2	30.1	20.5	15.1	35.6	26.9	37.4	95.2	95.2
Female	74	100	36.6	38	11.3	14.1	25.4	21.9	33.8	95	95.6
<b>Racial/Ethnic Group</b>											
White	80	100	22.8	34.2	21.5	21.5	43	32.2	49.2	94.6	95
African American	70	100	52.5	32.8	8.2	6.6	14.8	12.5	17	95.8	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	98.3	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	95.5	95.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	83.3	90.5
<b>Disability Status</b>											
Disabled	30	100	70.4	22.2	0	7.4	7.4	7.7	14	93.4	94
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	97.5	96.3
<b>Socio-Economic Status</b>											
Subsided meals	103	100	47.9	34	10.6	7.4	18.1	16.8	21.1	94.5	95
<b>Social Studies</b>											
All Students	150	100	12	35.9	18.3	33.8	52.1	28.2	34	95.1	95.4
<b>Gender</b>											
Male	77	100	13.9	36.1	13.9	36.1	50	31.2	36.6	95.2	95.2
Female	73	100	10	35.7	22.9	31.4	54.3	25.1	31.3	95	95.6
<b>Racial/Ethnic Group</b>											
White	78	100	5.3	32.9	18.4	43.4	61.8	34.1	44.5	94.6	95
African American	69	100	20.6	41.3	19	19	38.1	18.2	19.1	95.8	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	98.3	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	95.5	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	83.3	90.5
<b>Disability Status</b>											
Disabled	27	100	24	40	8	28	36	12.8	14.4	93.4	94
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	97.5	96.3
<b>Socio-Economic Status</b>											
Subsided meals	101	100	17	39.4	16	27.7	43.6	21.4	21	94.5	95

\* Adj - 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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	100	100	10.2	36.7	46.9	6.1	53.1
	4	113	100	11.3	51.9	34	2.8	36.8
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	103	100	14.4	35.1	41.2	9.3	50.5
	4	101	100	14.7	37.9	41.1	6.3	47.4
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	100	100	19.4	42.9	27.6	10.2	37.8
	4	113	100	14.2	34	31.1	20.8	51.9
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	103	100	17.5	44.3	14.4	23.7	38.1
	4	101	100	18.9	30.5	25.3	25.3	50.5
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	49	100	43.8	37.5	14.6	4.2	18.8
	4	113	100	40.4	26.9	23.1	9.6	32.7
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	53	100	36.7	28.6	24.5	10.2	34.7
	4	101	100	34.7	36.8	11.6	16.8	28.4
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	51	100	4	22	50	24	74
	4	113	100	17.3	53.8	15.4	13.5	28.8
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	50	100	10.4	27.1	25	37.5	62.5
	4	100	100	12.8	40.4	14.9	31.9	46.8
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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