



## Buena Vista Elementary

310 S. Batesville Road  
Greer, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	870 Students	
<b>Principal</b>	Dr. Ann K. Mohr	864-355-2200
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Dr. Keith Ray	864-288-0476

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## 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**

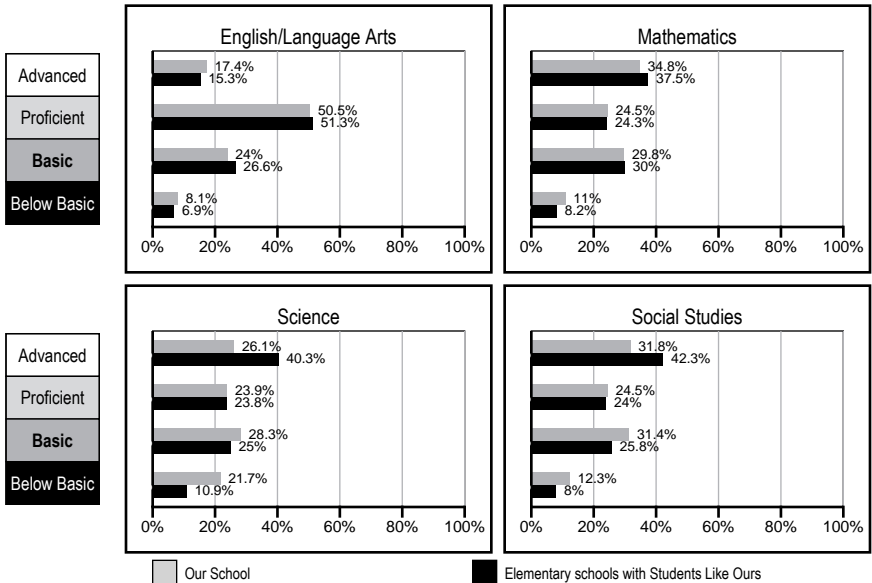
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.7%

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

Excellent	Good	Average	Below Average	At-Risk
7	8	0	0	0

\* 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=870)</b>				
First graders who attended full-day kindergarten	79.1%	Down from 84.6%	98.5%	100.0%
Retention rate	1.2%	Down from 1.3%	1.2%	2.3%
Attendance rate	97.3%	Up from 97.0%	97.0%	96.3%
Eligible for gifted and talented	32.3%	Up from 31.8%	26.9%	10.4%
With disabilities other than speech	8.2%	Up from 5.6%	5.1%	7.5%
Older than usual for grade	0.0%	No Change	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=48)</b>				
Teachers with advanced degrees	62.5%	Up from 62.2%	66.0%	56.7%
Continuing contract teachers	70.8%	Down from 73.3%	82.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.8%	Down from 81.1%	86.3%	86.4%
Teacher attendance rate	96.5%	Up from 96.1%	95.2%	94.9%
Average teacher salary	\$43,749	Up 1.9%	\$48,174	\$45,345
Professional development days/teacher	8.7 days	Down from 14.6 days	11.3 days	12.6 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.5	4.0
Student-teacher ratio in core subjects	22.2 to 1	Down from 22.6 to 1	20.4 to 1	18.5 to 1
Prime instructional time	92.9%	Up from 91.9%	90.9%	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 99.1%	99.9%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$5,101	Down 2.3%	\$6,209	\$7,052
Percent of expenditures for instruction*	68.9%	Down from 69.2%	73.7%	69.1%
Percent of expenditures for teacher salaries*	62.4%	Down from 69.2%	67.3%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

The Buena Vista administration, faculty, and staff continue to focus on total quality education and a positive school environment. Through partnering with our parents and community, we have been able to provide our students with numerous enrichment activities and quality learning experiences.

This school year, the faculty has been trained in Learning Focused lesson planning and has learned new strategies to promote student achievement. In addition, each staff member participated in a professional development text study of his/her choice. Teachers are continuing to grow in their use of MAP data as a diagnostic tool to provide targeted instruction.

Although our overall rating this year changed to good, Buena Vista's test scores on ITBS, PACT, and MAP continue to be above the district average. The faculty continues to use our school action plan and curriculum goals as the road map to promoting even greater student achievement. Through the use of differentiated instruction, technology rich lessons, hands on activities, student ownership of learning goals and a positive learning community, we continue to see student successes each day.

Buena Vista was very fortunate to earn numerous awards and grants this year. Our music department earned a \$3500 grant to implement technology centers and enrich students' composer education. The school received a \$1000 recycling grant, as well as a \$2000 ESOL grant from the Alliance for Quality Education. In addition to the grants we received, our PTA earned a National PTA Unit Achievement Award, and our school was once again named a National PTA School of Excellence. We are very proud of these accomplishments and honors.

This year, the School Improvement Council has worked hard to formulate a plan for an outdoor classroom to enrich the school campus and students' opportunities for learning. The OC Committee is working to secure bids to start the project. The entire staff is excited about the new opportunities this outdoor classroom will provide for our students.

Dr. Ann K. Mohr, Principal  
Cindy Finn, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	48	125	89
Percent satisfied with learning environment	87.5%	88.8%	89.9%
Percent satisfied with social and physical environment	91.7%	90.4%	91.0%
Percent satisfied with school-home relations	100.0%	92.8%	78.7%

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

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School Adequate Yearly Progress

NO

This school met 19 out of 23 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	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.3%	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
<b>English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)</b>											
All Students	431	100	8.1	24	50.5	17.4	76.9	52.4	48.2	Yes	Yes
<b>Gender</b>											
Male	214	100	10.5	28.2	50.2	11	70.8	46.1	41.7	N/A	N/A
Female	217	100	5.7	19.9	50.7	23.7	82.9	59.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	320	100	5.1	22.2	56.2	16.5	81.6	62.3	60	Yes	Yes
African American	52	100	27.7	44.7	23.4	4.3	40.4	31.7	31.7	Yes	Yes
Asian/Pacific Islander	38	100	0	10.5	44.7	44.7	92.1	74.9	70.4	I/S	I/S
Hispanic	20	100	26.3	31.6	36.8	5.3	57.9	36.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	70	100	30.4	34.8	27.5	7.2	37.7	20.3	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	41	100	12.8	10.3	51.3	25.6	82.1	36.1	36.9	I/S	Yes
<b>Socio-Economic Status</b>											
Subsided meals	61	100	30.9	43.6	21.8	3.6	40	34.3	34	No	Yes
<b>Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)</b>											
All Students	431	100	11	29.8	24.5	34.8	70.2	49.5	45.8	Yes	Yes
<b>Gender</b>											
Male	214	100	12.9	28.2	23	35.9	68.9	49.9	45.6	N/A	N/A
Female	217	100	9	31.3	26.1	33.6	71.6	49	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	320	100	8.3	27.9	27.9	35.9	74.9	59.4	59	Yes	Yes
African American	52	100	27.7	51.1	17	4.3	36.2	27.2	26.9	Yes	Yes
Asian/Pacific Islander	38	100	2.6	13.2	13.2	71.1	92.1	75.3	71.3	I/S	I/S
Hispanic	20	100	31.6	42.1	10.5	15.8	31.6	37.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	70	100	40.6	31.9	13	14.5	33.3	20.1	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	41	100	20.5	17.9	12.8	48.7	71.8	38.4	38.7	I/S	Yes
<b>Socio-Economic Status</b>											
Subsided meals	61	100	32.7	45.5	16.4	5.5	27.3	32.2	31.4	No	Yes

\* 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 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	285	100	21.7	28.3	23.9	26.1	50	39.3	35.7	97.3	96.5
<b>Gender</b>											
Male	143	100	21.6	26.6	20.9	30.9	51.8	41.6	37.4	97.4	96.4
Female	142	100	21.9	29.9	27	21.2	48.2	36.9	33.8	97.3	96.6
<b>Racial/Ethnic Group</b>											
White	213	100	18.1	26.2	27.1	28.6	55.7	49.7	49.2	97.4	96.4
African American	33	100	50	39.3	10.7	0	10.7	18.2	17	96.9	96.4
Asian/Pacific Islander	22	100	4.5	18.2	27.3	50	77.3	60.9	58	97.6	97.7
Hispanic	17	100	43.8	50	0	6.3	6.3	23.7	24.9	96.8	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	N/A	95.3
<b>Disability Status</b>											
Disabled	51	100	56	22	10	12	22	16.3	14	97.1	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	96.9	96.4
<b>English Proficiency</b>											
Limited English Proficient	27	100	24	28	16	32	48	22.6	24.4	97.3	97.2
<b>Socio-Economic Status</b>											
Subsided meals	42	100	58.3	30.6	11.1	0	11.1	21.3	21.1	96.3	95.8
<b>Social Studies</b>											
All Students	282	99.7	12	31.5	24.6	31.9	56.5	38.1	34	97.3	96.5
<b>Gender</b>											
Male	138	100	11.8	33.1	19.1	36	55.1	41	36.6	97.4	96.4
Female	144	99.3	12.1	30	30	27.9	57.9	35	31.3	97.3	96.6
<b>Racial/Ethnic Group</b>											
White	210	99.5	9.7	29.6	26.7	34	60.7	46.1	44.5	97.4	96.4
African American	34	100	25	43.8	15.6	15.6	31.3	20.5	19.1	96.9	96.4
Asian/Pacific Islander	25	100	0	24	32	44	76	60.2	58.9	97.6	97.7
Hispanic	12	100	41.7	50	0	8.3	8.3	27.7	27.5	96.8	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	N/A	95.3
<b>Disability Status</b>											
Disabled	46	100	28.9	37.8	13.3	20	33.3	17.1	14.4	97.1	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	96.9	96.4
<b>English Proficiency</b>											
Limited English Proficient	25	96	12.5	20.8	33.3	33.3	66.7	27.6	27.3	97.3	97.2
<b>Socio-Economic Status</b>											
Subsided meals	40	100	39.5	47.4	10.5	2.6	13.2	22.8	21	96.3	95.8

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

Abbreviations for Missing Data

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## 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	139	98.6	8.4	16	54.2	21.4	75.6	
	4	131	99.2	4.8	28.8	57.6	8.8	66.4	
	5	137	100	3.1	39.5	54.3	3.1	57.4	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	161	100	7	17.1	48.7	27.2	75.9	
	4	136	100	11.3	29.3	51.1	8.3	59.4	
	5	134	100	6.2	27.1	51.9	14.7	66.7	
	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	139	100	14.4	34.8	29.5	21.2	50.8	
	4	131	100	7.2	25.6	26.4	40.8	67.2	
	5	137	100	6.2	30.2	30.2	33.3	63.6	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	161	100	12.7	29.7	20.9	36.7	57.6	
	4	136	100	12.8	27.8	26.3	33.1	59.4	
	5	134	100	7	31.8	27.1	34.1	61.2	
	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	69	98.6	23.1	21.5	41.5	13.8	55.4	
	4	131	99.2	15.2	26.4	30.4	28	58.4	
	5	69	100	7.7	33.8	32.3	26.2	58.5	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	81	100	15.2	25.3	30.4	29.1	59.5	
	4	136	100	24.1	33.1	21.1	21.8	42.9	
	5	68	100	25	21.9	21.9	31.3	53.1	
	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	69	100	7.6	34.8	37.9	19.7	57.6	
	4	131	99.2	8	33.6	29.6	28.8	58.4	
	5	68	100	14.1	46.9	23.4	15.6	39.1	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	80	100	3.8	36.7	36.7	22.8	59.5	
	4	136	100	18	28.6	21.1	32.3	53.4	
	5	66	98.5	9.4	31.3	17.2	42.2	59.4	
	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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