



## Buford Elementary

1906 North Rocky River  
Lancaster, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	914 Students	
<b>Principal</b>	Sandra Jones-Izzard	803-286-0026
<b>Superintendent</b>	Richard E. Moore	803-286-6972
<b>Board Chair</b>	Charlene McGriff	803-286-6972

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

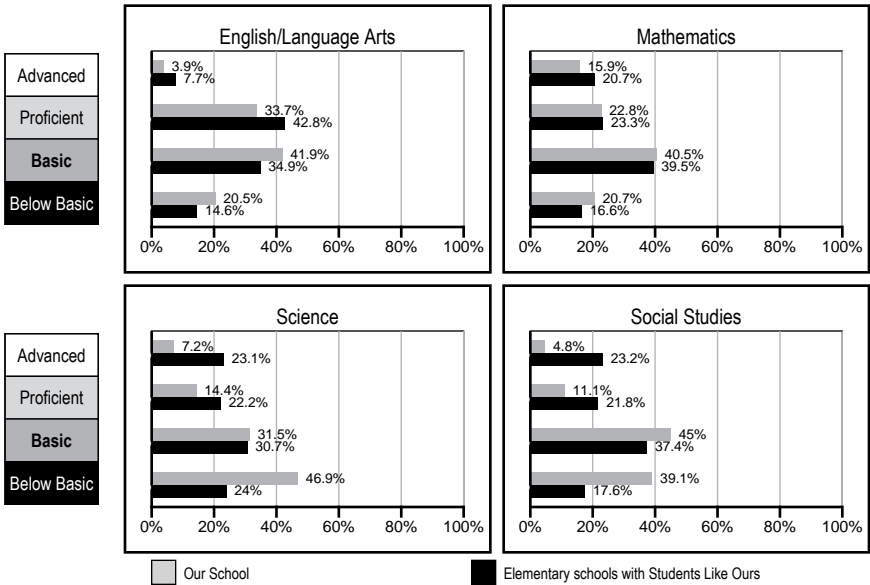
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.6%

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

Excellent	Good	Average	Below Average	At-Risk
1	34	57	3	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=914)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.5%	Up from 3.0%	2.1%	2.3%
Attendance rate	95.7%	No Change	96.4%	96.3%
Eligible for gifted and talented	11.0%	Down from 12.4%	13.6%	10.4%
With disabilities other than speech	5.5%	Up from 4.3%	7.3%	7.5%
Older than usual for grade	0.5%	Down from 0.8%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
<b>Teachers (n=55)</b>				
Teachers with advanced degrees	45.5%	Down from 47.2%	56.0%	56.7%
Continuing contract teachers	74.5%	Down from 81.1%	78.6%	77.3%
Teachers with emergency or provisional certificates	2.1%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	92.6%	Down from 93.1%	88.8%	86.4%
Teacher attendance rate	94.3%	Up from 93.6%	94.9%	94.9%
Average teacher salary	\$45,414	Up 4.9%	\$46,064	\$45,345
Professional development days/teacher	11.4 days	Down from 16.7 days	12.1 days	12.6 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Down from 22.1 to 1	19.3 to 1	18.5 to 1
Prime instructional time	87.8%	Up from 87.5%	90.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.4%	Down from 99.2%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$4,936	Up 10.7%	\$6,399	\$7,052
Percent of expenditures for instruction*	75.2%	Up from 74.9%	69.9%	69.1%
Percent of expenditures for teacher salaries*	70.7%	Up from 70.2%	65.5%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Instructional improvement and student achievement continued to be our focus for the 2007-2008 school year. We concentrated on programs that will increase the number of students scoring mastery of the South Carolina Standards for kindergarten through second grades, as well as increasing the number of third through fifth grade students scoring at the proficient and advanced performance levels on the Palmetto Achievement Challenge Tests (PACT).

In our efforts to improve student academic achievement, teachers continue to learn current "best practices" aimed at teaching language arts, math, science, and social studies through district and school sponsored staff development, guest consultants, and attendance at conferences and workshops. Additionally, coaching is provided by our school-based math and language arts lead teachers.

We continued to use Measures of Academic Progress (MAP) and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) as benchmark assessment tools. Based on these assessment results, we utilized the best practice of "differentiated instruction" to meet the diverse instructional needs of our students. Programs provided to address these areas of need included Everyday Math, Open Court Reading, RIT Time, after-school programs, summer school, as well as the use of technology (Smartboard, Math-in-A-Flash, Everyday Math Games, Open Court online Assessment). For our younger students, kindergarten, first, and second, we use literacy groups, Reading Recovery strategies, and the Fast ForWord computer program.

As always, parents, the community, PTO, and the School Improvement Council supported our efforts in meeting the needs of our large student population. Opportunities for parent involvement included Family Nights, Career Month presentations, and volunteering. A new initiative added this year was the Early Childhood Family Night for the 2008-2009 kindergarten students. Four sessions were provided for parents and incoming kindergarten students.

We had several noteworthy achievements during the 2007-2008 school year. First, Mrs. Angela Steele, second grade teacher, was selected as the Lancaster County School District Teacher of the Year in the First to Three Year category. Nine of our fifth grade students received recognition for outstanding academic achievement throughout their elementary school years. Six hundred and eleven students participated in the Super Reader school-wide incentive reading program. Seven teachers received grants to implement programs within their classroom. Our school received the South Carolina Mathematics & Science Unit Coaching Grant to be implemented in the 2008-2009 school year.

We are grateful for the support of our community and school family and eagerly plan for the upcoming school year as we anticipate another wonderful year.

Sandra Jones-Izzard, Principal  
Crystal Kirkley, School Improvement Council Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	135	67
Percent satisfied with learning environment	89.1%	88.1%	82.8%
Percent satisfied with social and physical environment	89.6%	87.4%	86.6%
Percent satisfied with school-home relations	93.6%	88.9%	84.6%

\* 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 21 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	5.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.5%	0.0%	No
Student attendance rate	95.7%	94.0%	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	453	99.8	20.3	42	33.8	3.9	48.6	44.8	48.2	Yes	Yes
<b>Gender</b>											
Male	244	100	27.4	39.2	32.1	1.3	42.6	38	41.7	N/A	N/A
Female	209	99.5	11.9	45.3	35.8	7	55.7	52.2	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	396	99.8	20.1	41.1	34.6	4.2	49.7	51.1	60	Yes	Yes
African American	44	100	22	53.7	22	2.4	39	30.3	31.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	51.6	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	45.9	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
<b>Disability Status</b>											
Disabled	56	100	60.8	21.6	17.6	0	21.6	14.1	16	Yes	Yes
<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	5	I/S	I/S	I/S	I/S	I/S	I/S	39.9	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	189	100	24.6	46.9	25.1	3.4	39.7	32.1	34	No	Yes

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

All Students	453	99.8	20.5	40.6	22.8	16	51.4	48.7	45.8	Yes	Yes
<b>Gender</b>											
Male	244	100	19.8	41.4	20.7	18.1	51.5	47.7	45.6	N/A	N/A
Female	209	99.5	21.4	39.8	25.4	13.4	51.2	49.7	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	396	99.8	18	41.9	22.9	17.2	53.6	57.1	59	Yes	Yes
African American	44	100	43.9	34.1	17.1	4.9	26.8	29.6	26.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	64.5	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	49.7	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	66.7	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	56	100	47.1	43.1	5.9	3.9	23.5	18.7	17.1	Yes	Yes
<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	5	I/S	I/S	I/S	I/S	I/S	I/S	43.9	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	189	100	27.9	43.6	17.3	11.2	41.3	35.5	31.4	Yes	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	303	99.7	46.7	31.6	14.4	7.2	21.6	31.8	35.7	95.7	95.9
<b>Gender</b>											
Male	161	100	48.4	25.8	16.1	9.7	25.8	33.1	37.4	95.5	95.7
Female	142	99.3	44.9	38.2	12.5	4.4	16.9	30.3	33.8	95.9	96.1
<b>Racial/Ethnic Group</b>											
White	264	99.6	43.1	33.6	15.4	7.9	23.3	39	49.2	95.6	95.8
African American	30	100	79.3	10.3	6.9	3.4	10.3	15.7	17	96	96.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	45.5	58	98.1	96.9
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	31.2	24.9	91.9	95.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	98.6	95.8
<b>Disability Status</b>											
Disabled	39	100	74.3	25.7	0	0	0	9.1	14	94.5	94.2
<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	4	I/S	I/S	I/S	I/S	I/S	I/S	27.5	24.4	95.6	95.9
<b>Socio-Economic Status</b>											
Subsided meals	129	100	52.1	28.9	14	5	19	19.6	21.1	94.8	95.2
<b>Social Studies</b>											
All Students	302	99.7	38.9	45.1	11.1	4.9	16	27.2	34	95.7	95.9
<b>Gender</b>											
Male	166	100	39	42.8	13.2	5	18.2	30.1	36.6	95.5	95.7
Female	136	99.3	38.8	48.1	8.5	4.7	13.2	24.1	31.3	95.9	96.1
<b>Racial/Ethnic Group</b>											
White	260	99.6	37.8	44.6	12	5.6	17.7	32.2	44.5	95.6	95.8
African American	33	100	46.7	50	3.3	0	3.3	16	19.1	96	96.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	28	58.9	98.1	96.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	31.5	27.5	91.9	95.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	98.6	95.8
<b>Disability Status</b>											
Disabled	35	100	60	30	10	0	10	10.2	14.4	94.5	94.2
<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	24.7	27.3	95.6	95.9
<b>Socio-Economic Status</b>											
Subsided meals	126	100	44	46.6	4.3	5.2	9.5	17.3	21	94.8	95.2

\* 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	145	99.3	18.5	31.9	46.7	3	49.6
	4	158	99.4	25.7	41.9	30.4	2	32.4
	5	126	100	24.2	50	25.8	0	25.8
	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	152	100	16	30	45.3	8.7	54
	4	152	99.3	24.8	46.1	27.7	1.4	29.1
	5	149	100	20.4	50.3	27.9	1.4	29.3
	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	145	100	19.1	50	22.8	8.1	30.9
	4	158	99.4	23.6	29.7	19.6	27	46.6
	5	126	100	20	43.3	22.5	14.2	36.7
	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	152	100	22	38	22.7	17.3	40
	4	152	99.3	22	48.2	15.6	14.2	29.8
	5	149	100	17.7	36.1	29.9	16.3	46.3
	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	72	100	50	36.4	12.1	1.5	13.6
	4	158	99.4	50	27.7	16.9	5.4	22.3
	5	63	100	38.3	46.7	6.7	8.3	15
	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	77	100	35.1	31.2	23.4	10.4	33.8
	4	152	99.3	53.2	31.9	10.6	4.3	14.9
	5	74	100	46.6	31.5	12.3	9.6	21.9
	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	73	98.6	20.3	59.4	15.9	4.3	20.3
	4	158	99.4	45.9	44.6	6.8	2.7	9.5
	5	63	100	60	30	8.3	1.7	10
	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	75	100	23.3	49.3	17.8	9.6	27.4
	4	152	99.3	44	45.4	8.5	2.1	10.6
	5	75	100	44.6	40.5	9.5	5.4	14.9
	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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