



## Buford Middle

1890 N. Rocky River Road  
Lancaster, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	437 Students	
<b>Principal</b>	Sheryl H. Wells	803-285-8473
<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>Below Average</b>
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	Below Average
2004	Average	Below Average

## 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**

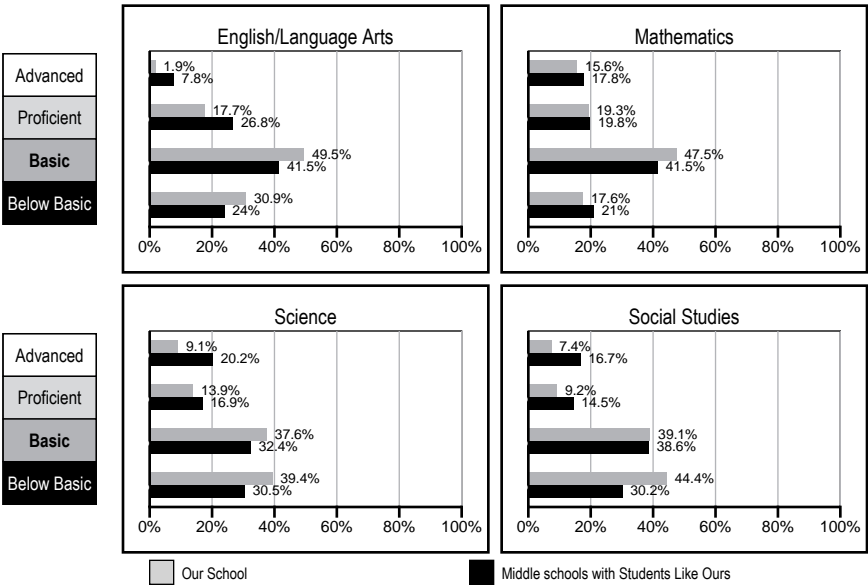
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.8%

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

Excellent	Good	Average	Below Average	At-Risk
0	2	25	14	1

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

**Palmetto Achievement Challenge Tests (PACT)**



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

**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

## End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	95.9	98.3
English 1	0	97.2
Physical Science	0	65.5
All Subjects	95.9	97.7

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=437)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	16.2%	Down from 16.6%	27.0%	19.4%
Retention rate	0.7%	Down from 0.8%	1.6%	1.8%
Attendance rate	94.9%	No Change	95.7%	95.8%
Eligible for gifted and talented	12.2%	Up from 10.8%	18.7%	15.3%
With disabilities other than speech	13.1%	Up from 10.8%	13.1%	12.9%
Older than usual for grade	0.9%	Down from 2.8%	2.7%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	8.5%	Up from 1.9%	0.7%	0.7%
Annual dropout rate	0.0%	Down from 0.3%	0.0%	0.0%
<b>Teachers (n=28)</b>				
Teachers with advanced degrees	78.6%	Up from 73.3%	56.3%	55.0%
Continuing contract teachers	78.6%	Down from 86.7%	74.3%	70.6%
Teachers with emergency or provisional certificates	3.7%	Up from 0.0%	4.7%	5.4%
Teachers returning from previous year	88.5%	Down from 89.4%	86.8%	83.4%
Teacher attendance rate	95.1%	Down from 95.5%	95.1%	94.9%
Average teacher salary	\$50,603	Up 6.2%	\$45,174	\$44,706
Professional development days/teacher	16.4 days	Up from 11.3 days	12.8 days	11.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 21.4 to 1	21.4 to 1	20.1 to 1
Prime instructional time	86.1%	Down from 87.7%	88.8%	89.3%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.7%	98.8%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$6,049	Up 5.8%	\$6,609	\$7,097
Percent of expenditures for instruction*	73.7%	Up from 73.6%	63.7%	64.4%
Percent of expenditures for teacher salaries*	69.9%	Up from 69.4%	59.8%	59.4%

\* Prior year audited financial data are reported.

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**Report of Principal and School Improvement Council**

Buford Middle School has been "Racing to Success" during the 2007-2008 school year. Our NASCAR theme has been included in every subject area. At the beginning of the year, we challenged our students to "Race to Read." The top 30 racers then traveled to The Dixie Stampede in Myrtle Beach. We had the number 24 car of Jimmy Johnson, the 2008 NASCAR points champion, come to our school so that students and their parents could view an actual NASCAR. We conducted two school-wide reads, in which an entire book is read in one day. The authors of one of the books, Swapping Paint, then traveled to our school to speak to our children about writing for interest. We conducted book clubs for our students and our teachers. We held contests monthly for the top reader. In May, we took our top 50 readers to the Darlington International Speedway for the Plywood 500 Busch race. This concentration on reading increased the number of students that took and passed Accelerated Reader tests by over 300%.

Our teachers were also "Racing to Success." We knew our school budget would limit the amount of activities in which our children would be able to participate. Our teachers began writing grants and seeking outside funding. Buford Middle School raised over \$30,000.00 in grants and other initiatives to use for our students. This work was in addition to those who were seeking National Board certification and those taking classes to earn higher degrees. Even with all of this additional work, we had nine teachers nominated through the Celebrate Great Teaching program and one spotlighted in the Lancaster News contest, My Favorite Teacher.

We continued to represent our district well academically. We had seven eighth grade students who were named South Carolina Junior Scholars. We had one sixth grader who was named a Duke TIP scholar. Forty-nine eighth grade students qualified to take Algebra I, with eleven scoring 100 on the S.C. End of Course test in Algebra I. Our students conducted family nights in which authors, dramatic poetry actors, and medieval themes were showcased. Our band held two performances and our chorus held two musical plays, both to sold-out crowds. We continued to give back to the community by raising money for St. Jude's Hospital, Relay for Life, The Cystic Fibrosis Center, The Muscular Dystrophy Foundation, Hope for Lancaster, and Hoops for Hearts.

We will continue to improve the quality of education that Buford Middle School offers to its students. We plan to continue with our focus on reading next year with an emphasis on technological innovations. Working together with parents, students, and the community, we hope our students will continue the race to success.

Sheryl H. Wells – Principal – Buford Middle School  
 Robin Jewett – School Improvement Council Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	32	139	0
Percent satisfied with learning environment	100.0%	82.6%	N/R
Percent satisfied with social and physical environment	96.9%	87.7%	N/R
Percent satisfied with school-home relations	93.8%	89.1%	N/R

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 14 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	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."
HOLD	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

	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	8.6%	0.0%	No
Student attendance rate	94.9%	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	442	100	30.9	49.5	17.7	1.9	29.7	44.8	48.2	No	Yes
<b>Gender</b>											
Male	215	100	38.1	48	13.4	0.5	23.3	38	41.7	N/A	N/A
Female	227	100	24.1	50.9	21.8	3.2	35.6	52.2	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	375	100	29.6	49	19.4	2	31.8	51.1	60	No	Yes
African American	56	100	44.2	48.1	7.7	0	15.4	30.3	31.7	No	Yes
Asian/Pacific Islander	6	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
<b>Disability Status</b>											
Disabled	57	100	74.1	25.9	0	0	0	14.1	16	No	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	4	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	202	100	39	49.7	10.2	1.1	19.8	32.1	34	No	Yes

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

All Students	442	100	17.7	50.5	18.4	13.4	45	48.7	45.8	Yes	Yes
<b>Gender</b>											
Male	215	100	20.3	49	15.8	14.9	46	47.7	45.6	N/A	N/A
Female	227	100	15.3	51.9	20.8	12	44	49.7	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	375	100	17.2	47.6	20.3	14.9	49.6	57.1	59	Yes	Yes
African American	56	100	23.1	65.4	7.7	3.8	15.4	29.6	26.9	No	Yes
Asian/Pacific Islander	6	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	N/A	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	57	100	63	29.6	7.4	0	13	18.7	17.1	No	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	4	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	202	100	23	52.4	15	9.6	37.4	35.5	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	303	100	39.4	37.6	13.9	9.1	23	31.8	35.7	94.9	95.9
<b>Gender</b>											
Male	149	100	36	36	15.8	12.2	28.1	33.1	37.4	94.6	95.7
Female	154	100	42.6	39.2	12.2	6.1	18.2	30.3	33.8	95.1	96.1
<b>Racial/Ethnic Group</b>											
White	259	100	35.4	39	15	10.6	25.6	39	49.2	94.7	95.8
African American	36	100	72.7	24.2	3	0	3	15.7	17	96.1	96.1
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	45.5	58	96.3	96.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	31.2	24.9	92.9	95.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.8
<b>Disability Status</b>											
Disabled	40	100	81.6	15.8	2.6	0	2.6	9.1	14	92.6	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	3	I/S	I/S	I/S	I/S	I/S	I/S	27.5	24.4	93.8	95.9
<b>Socio-Economic Status</b>											
Subsided meals	141	100	48.5	33.8	12.3	5.4	17.7	19.6	21.1	93.9	95.2
<b>Social Studies</b>											
All Students	302	99.7	44.2	39.2	9.2	7.4	16.6	27.2	34	94.9	95.9
<b>Gender</b>											
Male	148	99.3	39.9	39.1	10.1	10.9	21	30.1	36.6	94.6	95.7
Female	154	100	48.3	39.3	8.3	4.1	12.4	24.1	31.3	95.1	96.1
<b>Racial/Ethnic Group</b>											
White	258	100	43.2	39.1	10.3	7.4	17.7	32.2	44.5	94.7	95.8
African American	34	97.1	50	40	3.3	6.7	10	16	19.1	96.1	96.1
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	28	58.9	96.3	96.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	31.5	27.5	92.9	95.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.8
<b>Disability Status</b>											
Disabled	37	100	82.9	17.1	0	0	0	10.2	14.4	92.6	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	3	I/S	I/S	I/S	I/S	I/S	I/S	24.7	27.3	93.8	95.9
<b>Socio-Economic Status</b>											
Subsided meals	131	100	51.3	37	6.7	5	11.8	17.3	21	93.9	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	162	100	35.6	46.9	14.4	3.1	17.5
	7	148	99.3	31.7	51.1	15.8	1.4	17.3
	8	153	100	38.6	44.8	13.8	2.8	16.6
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	134	100	24.8	50.4	23.3	1.6	24.8
	7	163	100	30.1	52.9	16.3	0.7	17
	8	145	100	37.5	44.9	14	3.7	17.6
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	162	100	16.9	46.3	21.3	15.6	36.9
	7	148	99.3	14.4	53.2	20.9	11.5	32.4
	8	153	99.4	25	47.9	21.5	5.6	27.1
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	134	100	16.3	38	29.5	16.3	45.7
	7	163	100	19.6	49	13.7	17.6	31.4
	8	145	100	16.9	64	13.2	5.9	19.1
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	82	100	51.3	28.8	13.8	6.3	20
	7	148	99.3	39.6	41	10.8	8.6	19.4
	8	75	100	42.5	45.2	6.8	5.5	12.3
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	66	100	59.4	25	7.8	7.8	15.6
	7	163	100	21.6	47.1	18.3	13.1	31.4
	8	74	100	60	28.6	10	1.4	11.4
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	80	100	22.5	58.8	13.8	5	18.8
	7	148	99.3	53.2	34.5	7.9	4.3	12.2
	8	78	100	55.6	41.7	2.8	0	2.8
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	68	98.5	20.3	45.3	18.8	15.6	34.4
	7	163	100	53.6	32	7.2	7.2	14.4
	8	71	100	45.5	50	4.5	0	4.5

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