



Buford Elementary

1906 North Rocky River
Lancaster, South Carolina

Grades	PK-5 Elementary School	
Enrollment	882 Students	
Principal	Sandra Jones-Izzard	803-286-0026
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Charlene McGriff	803-286-6972

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Below Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk

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 GOAL

By 2010, SC'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.

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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	29	48	0	0

* Ratings are calculated with data available by 06/01/2010.

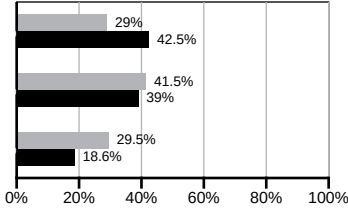
Palmetto Assessment of State Standards (PASS)

Exemplary

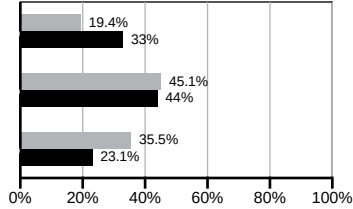
Met

Not Met

English/Language Arts



Mathematics

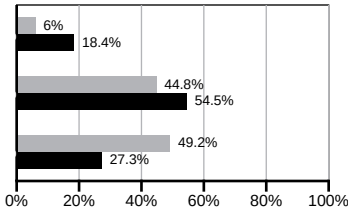


Exemplary

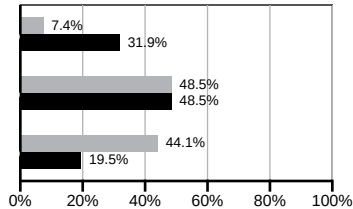
Met

Not Met

Science



Social Studies

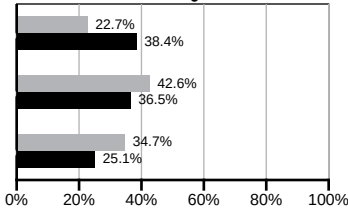


Exemplary

Met

Not Met

Writing



Our school



Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

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
Students (n=882)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Down from 3.5%	2.0%	1.9%
Attendance rate	95.3%	Down from 95.7%	96.3%	96.3%
Eligible for gifted and talented	6.5%	Down from 11.0%	13.4%	10.0%
With disabilities other than speech	5.7%	Up from 5.5%	7.6%	7.7%
Older than usual for grade	1.2%	Up from 0.5%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	58.8%	Up from 45.5%	60.0%	59.4%
Continuing contract teachers	78.4%	Up from 74.5%	81.8%	80.0%
Teachers with emergency or provisional certificates	2.2%	Up from 2.1%	0.0%	0.0%
Teachers returning from previous year	88.8%	Down from 92.6%	87.7%	85.9%
Teacher attendance rate	94.8%	Up from 94.3%	95.3%	95.1%
Average teacher salary*	\$47,963	Up 5.6%	\$47,204	\$47,149
Professional development days/teacher	13.5 days	Up from 11.4 days	10.9 days	11.1 days
School				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 21.6 to 1	19.3 to 1	18.8 to 1
Prime instructional time	88.6%	Up from 87.8%	90.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.2%	Down from 97.4%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,571	Up 12.9%	\$6,859	\$7,458
Percent of expenditures for instruction**	75.6%	Up from 75.2%	69.1%	68.8%
Percent of expenditures for teacher salaries**	70.6%	Down from 70.7%	63.4%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

This has been an exciting and fast-paced year at Buford Elementary School. We have introduced a new school-wide theme "Learning Our A, B, Seas" for the 2008-2009 school year. Our focus continues to be student achievement and instructional improvement. Innovative learning experiences and opportunities are provided for all students through the new Classworks computer software program: fall and spring after-school programs focusing on math and language arts for second through fifth graders; year long homework center for third through fifth graders; flexible grouping for second through fifth graders; LEAP (Language Enrichment Acceleration Program) for all kindergarten and first graders; and Super Reader (a school-wide reading initiative). The Everyday Math and Open Court curriculums continue to provide hands-on-learning experiences and cooperative grouping within the classrooms. Our fifth grade Academic Challenge Team won the Lancaster District Academic Challenge this year. Students in third through fifth grade participated and won the district-wide fitness challenge. These successes are a testament to the learning experiences provided at Buford Elementary. Certified teachers and staff participated in building level professional development activities with a focus in math and technology. Teachers also pursued graduate education degrees with five that completed master's degrees, and one received National Board Certification. One assistant principal completed her doctorate degree. At Buford Elementary, we recognize and acknowledge the important role of parents in the educational experiences of their child. Parents were invited to volunteer and participate in activities such as book fairs, career week, reading with students, classroom assistance, fieldtrips, and award ceremonies. Each grade level hosted a family night that provided a meal and educational tips and resources to use at home for reinforcing skills. Parents for the 2009-2010 incoming kindergartners were also invited to attend four sessions at Early Childhood Family Night. Technology has waved into Buford Elementary. SMART Boards were added to each classroom to be used as an instructional tool differentiating student learning. Students embrace the opportunity to master skills using creativity and technology. Teachers participated in three training sessions on the use of SMART Boards in lesson planning and presentation. We look forward to continuing our growth in technology next year. The 2008-2009 school year continued the tradition to inspire our students to achieve, believe, and challenge themselves to be the best they can be. The strong support of the community and school family led our students to success in "Learning Our A, B, Seas!" Sandra Jones-Izzard, Principal; Tara McCormick, School Improvement Council Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	134	69
Percent satisfied with learning environment	94.1%	82.0%	82.6%
Percent satisfied with social and physical environment	96.1%	81.8%	86.6%
Percent satisfied with school-home relations	100.0%	86.4%	89.6%

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

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 Adequate Yearly Progress	NO
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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	NI
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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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.2%	0.0%	No
Student attendance rate	95.3%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	463	99.8	29.3	41.6	29.1	82.8	80.8	82.8	Yes	Yes
Gender										
Male	243	100	33.2	38.7	28.1	79.6	75.9	79.3	N/A	N/A
Female	220	99.6	25	44.8	30.2	86.3	86.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	396	99.8	28.6	40.6	30.7	82.3	85	89.5	Yes	Yes
African American	48	100	34.1	52.3	13.6	84.1	71.6	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.7	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	78.3	76.5	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	81.3	82.5	I/S	I/S
Disability Status										
Disabled	46	100	66.7	23.8	9.5	40.5	39.4	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	74.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	229	100	34.9	43.6	21.6	78.4	72.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	463	99.8	35.3	45.2	19.5	74.9	79.8	78.9	Yes	Yes
Gender										
Male	243	100	33.6	46	20.4	74	76.6	77	N/A	N/A
Female	220	99.6	37.3	44.3	18.4	75.9	83.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	396	99.8	33.9	45.6	20.6	76.3	85.6	87.2	Yes	Yes
African American	48	100	50	43.2	6.8	61.4	66.7	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.9	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	76.8	76	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	87.5	79.5	I/S	I/S
Disability Status										
Disabled	46	100	61.9	33.3	4.8	42.9	44	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	74.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	229	100	41.3	41.7	17	70.6	71.2	70.2	Yes	Yes

* 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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	309	100	49	45	6	51	64.3	67.5
Gender								
Male	158	100	47.7	44.4	7.9	52.3	64.5	67
Female	151	100	50.3	45.6	4.1	49.7	64.2	68
Racial/Ethnic Group								
White	258	100	47	46.6	6.4	53	71.1	79.5
African American	39	100	N/AV	N/AV	N/AV	31.4	48.8	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	79.2	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	64.2	60.7
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	31	100	77.8	18.5	3.7	22.2	32.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	60	59.6
Socio-Economic Status								
Subsided meals	158	100	58.9	37.1	4	41.1	51.5	55.1

Social Studies

All Students	308	100	44.1	48.5	7.4	55.9	68.8	72.3
Gender								
Male	167	100	45.7	45.7	8.6	54.3	67.2	71.5
Female	141	100	42.3	51.8	5.8	57.7	70.5	73.2
Racial/Ethnic Group								
White	269	100	44.9	47.5	7.6	55.1	73.7	80.7
African American	27	100	33.3	62.5	4.2	66.7	58.3	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	80.8	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	63.6	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	72.7	72.2
Disability Status								
Disabled	34	100	67.7	29	3.2	32.3	34	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	59.5	67.9
Socio-Economic Status								
Subsided meals	146	100	50.4	43.9	5.8	49.6	59.6	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	470	99.2	34.2	42.9	22.9	65.8	67.7	70.2	95.3	96
Gender										
Male	249	98.8	41.9	39.8	18.2	58.1	59.6	63.2	95.2	95.8
Female	221	99.6	25.7	46.3	28	74.3	76.4	77.5	95.4	96.1
Racial/Ethnic Group										
White	402	99	34.1	42.9	23	65.9	73.2	79.1	95.1	95.7
African American	49	100	45.5	38.6	15.9	54.5	55.2	57.6	96.1	96.5
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	71.8	86.2	98.3	97.7
Hispanic	7	I/S	I/S	I/S	I/S	I/S	63.8	62.6	96.4	96.2
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	70.6	68.7	98.3	95.3
Disability Status										
Disabled	46	97.8	62.8	34.9	2.3	37.2	21.7	26.1	93	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	55.9	61.2	95.9	96.5
Socio-Economic Status										
Subsidized meals	226	98.7	40.2	41.6	18.2	59.8	56.9	58.9	94.2	95.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	153	100	27	32.4	40.5	73
	4	155	100	31.3	39.3	29.3	68.7
	5	155	99.4	29.5	53	17.4	70.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Mathematics

2009	3	153	100	33.8	39.2	27	66.2
	4	155	100	26.7	51.3	22	73.3
	5	155	99.4	45.6	45	9.4	54.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Science

2009	3	78	100	41.3	50.7	8	58.7
	4	155	100	48.7	45.3	6	51.3
	5	76	100	57.5	38.4	4.1	42.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Social Studies

2009	3	75	100	41.1	49.3	9.6	58.9
	4	155	100	36.7	56.7	6.7	63.3
	5	78	100	61.8	31.6	6.6	38.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Writing

2009	3	155	98.7	31.5	40.9	27.5	68.5
	4	158	99.4	34.4	43	22.5	65.6
	5	157	99.4	36.7	44.7	18.7	63.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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