



Buffalo Elementary

733 Main Street
Buffalo, SC 29321

Grades	PK-5 Elementary School	
Enrollment	658 Students	
Principal	Melissa Inman	864-429-1730
Superintendent	Dr. David L. Eubanks	864-429-1740
Board Chair	Dr. Wanda R. All	864-429-0746

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	Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	Good

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

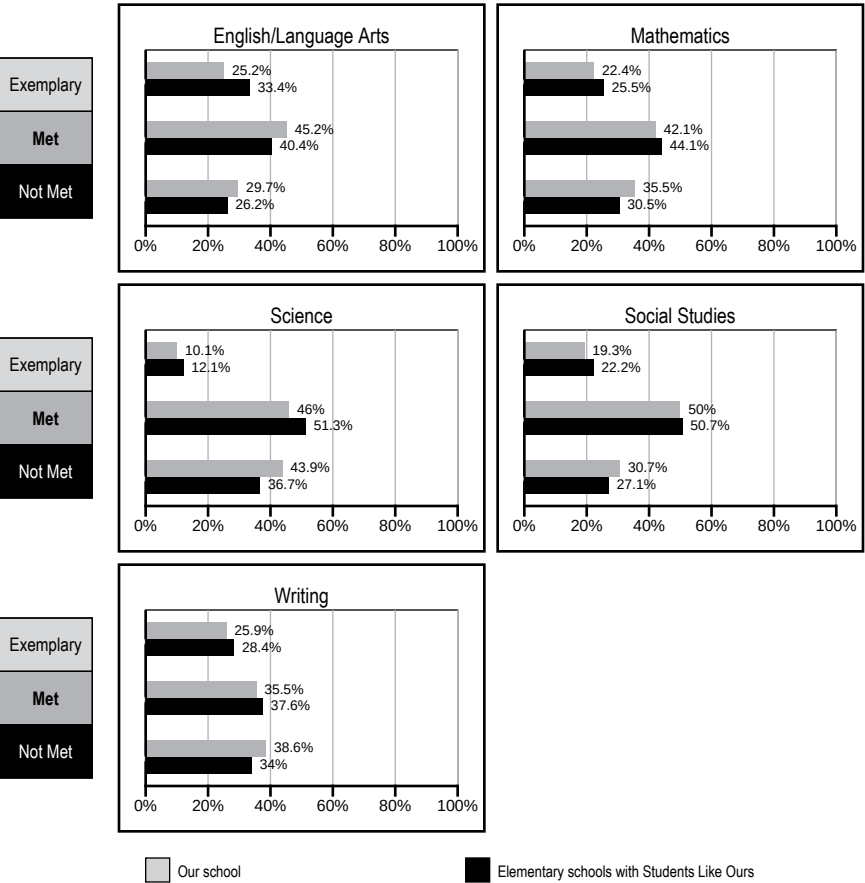
99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	14	92	12	0

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

Palmetto Assessment of State Standards (PASS)



* 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=658)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.3%	Down from 2.7%	2.4%	1.9%
Attendance rate	95.1%	No Change	96.2%	96.3%
Eligible for gifted and talented	9.0%	Down from 9.7%	8.5%	10.0%
With disabilities other than speech	12.4%	Up from 9.1%	9.2%	7.7%
Older than usual for grade	0.0%	Down from 1.0%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	67.4%	Down from 67.5%	59.7%	59.4%
Continuing contract teachers	87.0%	Down from 90.0%	82.5%	80.0%
Teachers with emergency or provisional certificates	2.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	91.0%	Down from 92.9%	86.4%	85.9%
Teacher attendance rate	93.9%	Down from 95.5%	95.0%	95.1%
Average teacher salary*	\$47,678	Up 2.9%	\$47,322	\$47,149
Professional development days/teacher	15.6 days	Up from 13.0 days	11.6 days	11.1 days
School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 19.9 to 1	18.9 to 1	18.8 to 1
Prime instructional time	88.6%	Down from 88.8%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.8%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,239	Up 15.4%	\$7,357	\$7,458
Percent of expenditures for instruction**	69.9%	Up from 68.7%	68.5%	68.8%
Percent of expenditures for teacher salaries**	67.4%	Up from 66.4%	61.2%	63.2%

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

** 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 provide our students with the necessary tools to ensure that they have a productive future as lifelong learners. We endeavor to provide a positive school culture, as well as a safe haven where student learning can thrive. Through our motto, "Together, We Are Better," we deem that we have once again made noteworthy gains, regarding school goals and academic growth.

Throughout the 2008-2009 school years, we continued with efforts that stemmed from the South Carolina Reading Initiative (SCRI), which provided teachers with a plethora 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 concurs with our school motto. In turn, they were able to spend the bucks on various earned events, such as the giant slide, afterschool dances, and the Buffalo Buck Store, to name just a few.

Other accomplishments at Buffalo Elementary School include being considered for the Palmetto's Finest Award two years in a row. During the previous school year, Buffalo Elementary was selected as one of the six finalists for Palmetto's Finest 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. Many of our teachers have received Donor's Choose Grants.

Our on-campus Family Literacy Center enables 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, parents, teachers, administrators, community, and other stakeholders work diligently towards achieving the overall goal of meeting and exceeding the essentials of all children.

We are exceptionally proud to have such a dedicated team of students, parents, faculty, staff, and community leaders who employ 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 attained.

Melissa Inman, Principal
Candee Humphries, School Improvement Council Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	95	42
Percent satisfied with learning environment	95.7%	86.3%	77.5%
Percent satisfied with social and physical environment	100.0%	77.7%	81.0%
Percent satisfied with school-home relations	87.0%	87.2%	82.9%

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

Abbreviations for Missing Data

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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	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

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	299	100	29.5	45.5	25	80.1	78.2	82.8	Yes	Yes
Gender										
Male	160	100	30.5	47.4	22.1	79.2	75.5	79.3	N/A	N/A
Female	139	100	28.3	43.5	28.3	81.2	80.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	159	100	20.5	46.8	32.7	85.9	83.7	89.5	Yes	Yes
African American	132	100	40.3	45	14.7	72.9	69.5	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	80	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	65	100	62.5	32.8	4.7	50	52.5	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	3	I/S	I/S	I/S	I/S	I/S	75	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	203	100	36.4	43.4	20.2	76.3	73.7	75.5	Yes	Yes

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

All Students	299	100	35.3	42.5	22.3	74.7	77.2	78.9	Yes	Yes
Gender										
Male	160	100	37	38.3	24.7	75.3	76.8	77	N/A	N/A
Female	139	100	33.3	47.1	19.6	73.9	77.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	159	100	22.4	43.6	34	83.3	82.1	87.2	Yes	Yes
African American	132	100	50.4	40.3	9.3	63.6	69	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	86.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	65	100	65.6	28.1	6.3	48.4	51.5	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	3	I/S	I/S	I/S	I/S	I/S	83.3	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	203	100	40.9	44.4	14.6	70.2	72.1	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	196	100	43.5	46.6	9.9	56.5	61.9	67.5
Gender								
Male	100	100	37.9	50.5	11.6	62.1	63.3	67
Female	96	100	49	42.7	8.3	51	60.5	68
Racial/Ethnic Group								
White	104	100	28.2	54.4	17.5	71.8	70.5	79.5
African American	87	100	60.7	38.1	1.2	39.3	47.8	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	42	100	N/AV	N/AV	N/AV	26.8	34	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	2	I/S	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status								
Subsided meals	130	100	50.8	44.4	4.8	49.2	55.4	55.1

Social Studies

All Students	198	100	30.6	50.3	19.2	69.4	67.1	72.3
Gender								
Male	110	100	33	44.3	22.6	67	68.8	71.5
Female	88	100	27.6	57.5	14.9	72.4	65.2	73.2
Racial/Ethnic Group								
White	111	100	20.4	51.9	27.8	79.6	72.7	80.7
African American	82	100	45	48.8	6.3	55	57.1	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	81.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	42	100	57.1	38.1	4.8	42.9	41.3	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	2	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsided meals	132	100	37.5	50.8	11.7	62.5	61.7	62.1

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	298	98.3	38	35.9	26.1	62	61.1	70.2	95.1	95.6
Gender										
Male	159	97.5	44	37.3	18.7	56	55.5	63.2	95.1	95.5
Female	139	99.3	31.4	34.3	34.3	68.6	67	77.5	95.1	95.7
Racial/Ethnic Group										
White	159	98.7	27.3	39	33.8	72.7	68.4	79.1	94.3	95
African American	131	97.7	50.8	32.5	16.7	49.2	49.4	57.6	96	96.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.2	95.8	96.2
Hispanic	6	I/S	I/S	I/S	I/S	I/S	73.3	62.6	96.8	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96
Disability Status										
Disabled	65	96.9	75.4	14.8	9.8	24.6	19.1	26.1	94.1	94.7
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	3	I/S	I/S	I/S	I/S	I/S	75	61.2	98.3	97.3
Socio-Economic Status										
Subsidized meals	182	97.8	45.4	35.6	19	54.6	53.1	58.9	94.7	95.2

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
English/Language Arts							
2009	3	104	100	37.6	33.7	28.7	62.4
	4	95	100	21.7	52.2	26.1	78.3
	5	100	100	28.3	51.5	20.2	71.7
	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	104	100	44.6	34.7	20.8	55.4
	4	95	100	18.5	44.6	37	81.5
	5	100	100	41.4	48.5	10.1	58.6
	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	52	100	54	34	12	46
	4	95	100	37	51.1	12	63
	5	49	100	44.9	51	4.1	55.1
	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	52	100	29.4	52.9	17.6	70.6
	4	95	100	19.6	56.5	23.9	80.4
	5	51	100	52	36	12	48
	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	104	99	46	21	33	54
	4	94	96.8	27	49.4	23.6	73
	5	100	99	39.8	38.8	21.4	60.2
	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

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