Buford Elementary

1906 North Rocky River
Lancaster, SC 29720

Grades	PK-5 Elementary School	
Enrollment	794 Students	
Principal	Sandra Jones-Izzard	803-286-0026
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Robert Parker	803-286-6972

THE STATE OF SOUTH CAROLINA
2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	**Good**	**Good**
2011	Average	Good
2010	Average	Average
2009	Average	Below Average
2008	Below 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 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.

http://ed.sc.gov
http://www.eoc.sc.gov

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

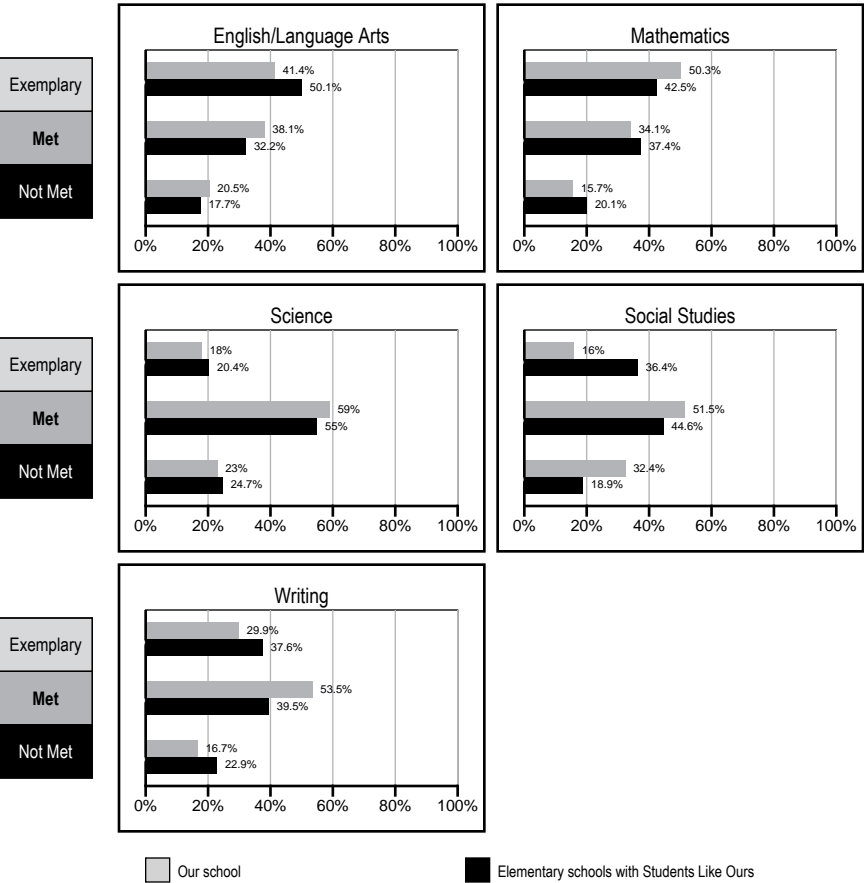Percent of students tested in 2011-12 whose 2010-11 test scores were located   **98.2%**

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
41	33	19	1	0

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)

English/Language Arts

	Our school	Elementary schools with Students Like Ours
Exemplary	41.4%	50.1%
Met	38.1%	32.2%
Not Met	20.5%	17.7%

Mathematics

	Our school	Elementary schools with Students Like Ours
Exemplary	50.3%	42.5%
Met	34.1%	37.4%
Not Met	15.7%	20.1%

Science

	Our school	Elementary schools with Students Like Ours
Exemplary	18%	20.4%
Met	59%	55%
Not Met	23%	24.7%

Social Studies

	Our school	Elementary schools with Students Like Ours
Exemplary	16%	36.4%
Met	51.5%	44.6%
Not Met	32.4%	18.9%

Writing

	Our school	Elementary schools with Students Like Ours
Exemplary	29.9%	37.6%
Met	53.5%	39.5%
Not Met	16.7%	22.9%

☐ 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=794)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Up from 1.4%	0.9%	1.0%
Attendance rate	96.6%	Up from 96.3%	96.6%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	70.7%	Up from 68.9%	63.6%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	89.8%	Up from 87.1%	89.3%	88.7%
Teacher attendance rate	94.3%	Down from 96.1%	95.3%	95.1%
Average teacher salary*	$49,341	Up 2.7%	$48,566	$47,210
Professional development days/teacher	8.3 days	Down from 10.4 days	12.0 days	10.5 days
School				
Principal's years at school	13.0	Up from 12.0	5.0	4.0
Student-teacher ratio in core subjects	24.8 to 1	Down from 25.1 to 1	20.1 to 1	20.0 to 1
Prime instructional time	90.0%	Down from 90.9%	90.4%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.8%	Down from 100.0%	100.0%	100.0%
Character development program	Below Average	Down from Average	Excellent	Excellent
Dollars spent per pupil**	$5,461	Down 11.1%	$6,876	$7,247
Percent of expenditures for instruction**	72.1%	Down from 74.1%	67.9%	68.2%
Percent of expenditures for teacher salaries**	70.8%	Up from 69.7%	66.0%	65.7%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Report of Principal and School Improvement Council

Buford Elementary School began the year with a celebration of our previous year's successes and then took a serious look at areas identified as needs improvement. We used our PASS and MAP data to compare where we were previously to where we are now. Based on this data, we began to collaborate on ways to move our students above and beyond the expected growth.

The school targeted weaknesses within our school and classes by plotting students' progress on a data wall within our PLT (Professional Learning Team) room. We established RIT groups that taught students on their academic level based on MAP (Measures of Academic Progress) scores. We also held two different after school programs that focused on identified needs. One program used small group and individualized instruction while the other program met individual needs using the computer program, Study Island.

We began an intensive study of the newly state adopted Common Core State Standards (CCSS). We used outside sources, as well as, in house support staff to inform and engage our teachers in the implementation of these standards. All teachers in PreK-5th grades took part in this professional development and embraced it by offering suggestions and researching other districts to further their understanding of CCSS. Our kindergarten teachers began full implementation of the standards during the first semester. The first grade teachers began implementation during the second semester and plans are in place for second grade to fully implement the new standards at the beginning of next school year.

This school year we continued to put parent involvement as a priority in our school. We held Family Nights for the families of our present students and rising kindergarten students in order to make them aware of ways that they can help their child outside of the school. Parents were invited to conferences during the fall and spring semesters to get a face-to-face update of their child's progress. Parents are always offered the opportunity to volunteer, visit, call, e-mail, or eat lunch at school.

Celebrations of various types were held throughout the year to reward students for academic, social, and emotional successes. Our Super Reader program encourages and rewards students for reading each month. The Principal's Pal program recognizes one student from each class per six weeks for being a great student.

Our focus for the 2011-2012 school year has been to continue to work as a team with the parents, students and school community to raise the bar for our students and challenge them to meet their goals. No student was expected to do less than their personal best. As we end our final year with the school wide theme of T.E.A.M. (Together Everyone Achieves More), we see that teamwork is the essential piece to ensure the success of our students.

Sandra Jones-Izzard, Principal
Joye Whitaker, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	136	198
Percent satisfied with learning environment	97.8%	83.1%	92.9%
Percent satisfied with social and physical environment	100.0%	82.2%	90.7%
Percent satisfied with school-home relations	100.0%	87.5%	92.9%

* 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

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: http://ed.sc.gov/data/esea/ or request this information from your child's district or school.

Overall Weighted Points Total	92.4
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Buford Elementary school has been designated as a:

- ☑ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	8.2%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	660.5	670.3	634.9	621.1	100.0	100.0
Male	654.5	666.4	635.2	624.0	100.0	100.0
Female	665.8	673.8	634.6	618.7	100.0	100.0
White	662.7	672.7	636.6	622.3	100.0	100.0
African American	636.3	646.7	616.0	609.7	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	615.1	618.1	592.2	597.8	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	648.3	659.3	631.2	614.7	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
	English/Language Arts						
2011	3	129	100	19	30.2	50.8	81
	4	138	99.3	17.2	44.8	38.1	82.8
	5	162	100	20.5	53.8	25.6	79.5
	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
2012	3	125	100	23.2	24	52.8	76.8
	4	127	100	15.7	43.3	40.9	84.3
	5	144	100	22.2	45.8	31.9	77.8
	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						
2011	3	129	100	27	34.9	38.1	73
	4	138	99.3	11.2	22.4	66.4	88.8
	5	162	100	16	46.8	37.2	84
	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
2012	3	125	100	27.2	24.8	48	72.8
	4	127	100	8.7	32.3	59.1	91.3
	5	144	100	11.8	43.8	44.4	88.2
	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
	Science						
2011	3	64	100	48.4	45.3	6.3	51.6
	4	138	99.3	20.1	69.4	10.4	79.9
	5	82	100	50.6	40.5	8.9	49.4
	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
2012	3	63	100	47.6	41.3	11.1	52.4
	4	127	100	13.4	69.3	17.3	86.6
	5	71	100	18.3	56.3	25.4	81.7
	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
			Social Studies				
2011	3	65	100	35.5	45.2	19.4	64.5
	4	138	99.3	35.1	53.7	11.2	64.9
	5	80	100	50.6	26	23.4	49.4
	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
2012	3	62	100	43.5	45.2	11.3	56.5
	4	127	100	17.3	63	19.7	82.7
	5	73	100	49.3	37	13.7	50.7
	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
			Writing				
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	161	99.4	13.5	54.2	32.3	86.5
	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
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	144	100	16.7	53.5	29.9	83.3
	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample