

SC Annual School Report Card Summary

Buford Elementary
Lancaster County School District
Grades: PK-5 **Enrollment: 794**
Principal: Sandra Jones-Izzard
Superintendent: Richard E. Moore
Board Chair: Robert Parker

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	Good	Good	TBD	TBD	A	Reward
2011	Average	Good	Silver	N/A	Met	N/A
2010	Average	Average	N/A	N/A	Met	NI-DELAY

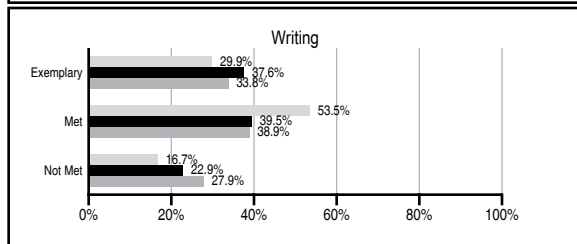
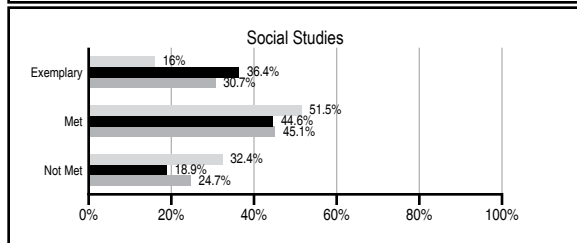
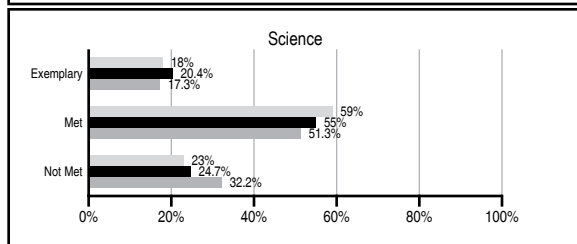
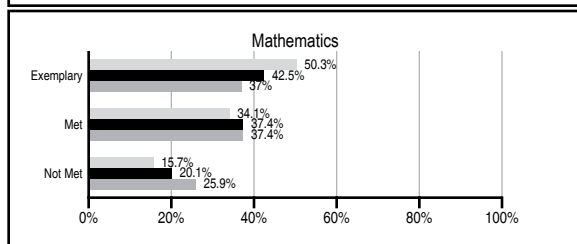
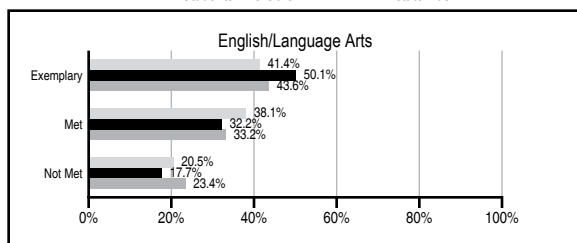
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
41	33	19	1	0

* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

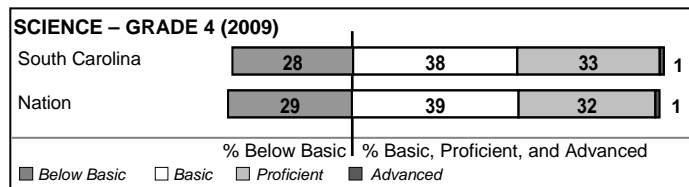
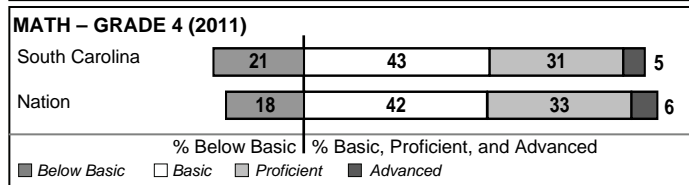
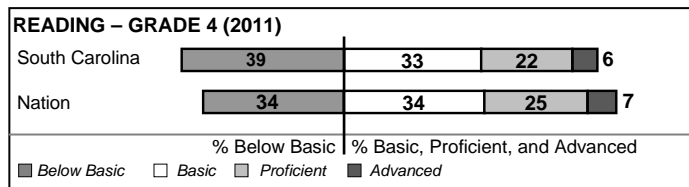
PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Buford Elementary [Lancaster County School District]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=794)				
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
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
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%
ESEA composite index score	92.4	N/A	94.1	91.9

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status