



BUENA VISTA ELEMENTARY

310 S. Batesville Road
Greer, South Carolina

Grades	K-5 Elementary School	
Enrollment	835 Students	
Principal	Dr. Ann K. Mohr	864-355-2200
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Average
2006	Excellent	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

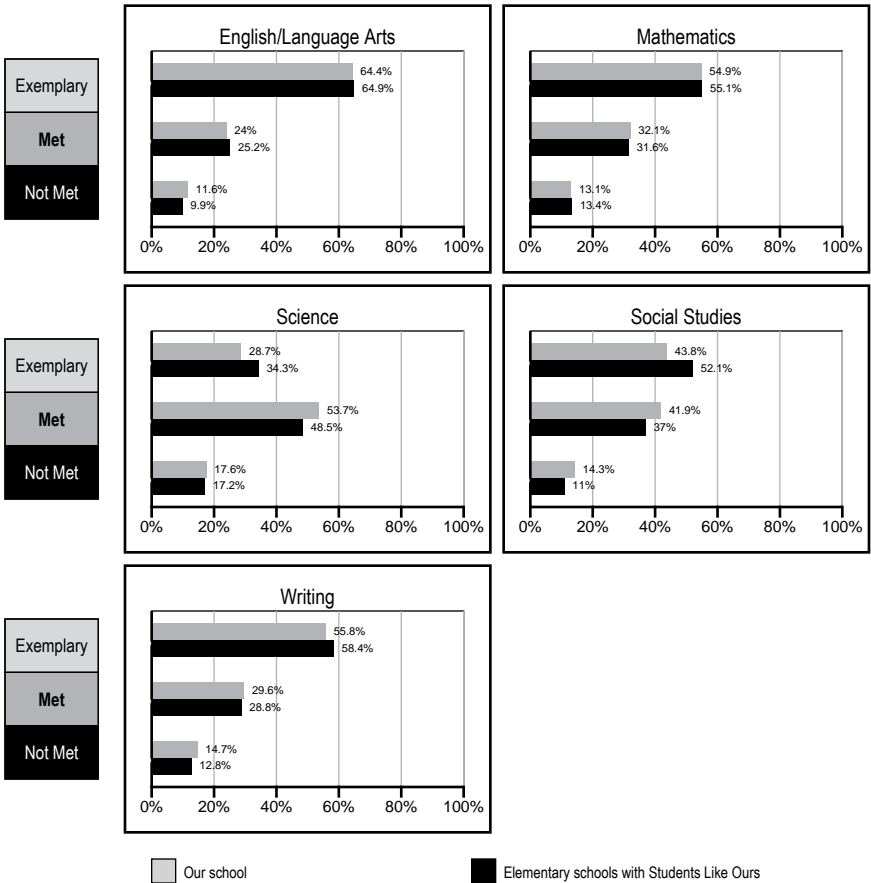
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	1	0	0	0

* Ratings are calculated with data available by 11/10/2010.

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=835)				
First graders who attended full-day kindergarten	91.7%	Up from 88.2%	99.7%	100.0%
Retention rate	0.7%	Down from 0.9%	0.4%	1.2%
Attendance rate	97.0%	Down from 97.3%	96.9%	96.1%
Eligible for gifted and talented	30.3%	Up from 29.5%	28.7%	11.7%
With disabilities other than speech	6.4%	Down from 8.0%	6.4%	8.0%
Older than usual for grade	0.0%	No Change	0.0%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	59.1%	Up from 57.1%	64.4%	60.5%
Continuing contract teachers	93.2%	Up from 87.8%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.0%	Up from 78.1%	87.7%	87.0%
Teacher attendance rate	97.6%	Up from 95.5%	95.8%	95.4%
Average teacher salary*	\$45,307	Up 0.1%	\$49,370	\$47,288
Professional development days/teacher	8.4 days	Down from 11.7 days	9.8 days	10.5 days
School				
Principal's years at school	8.0	Up from 7.0	6.0	4.0
Student-teacher ratio in core subjects	23.1 to 1	Down from 23.2 to 1	20.3 to 1	19.2 to 1
Prime instructional time	95.0%	Up from 92.8%	91.9%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,441	Up 2.3%	\$6,878	\$7,548
Percent of expenditures for instruction**	69.1%	Up from 68.6%	69.5%	68.7%
Percent of expenditures for teacher salaries**	65.9%	Up from 64.3%	66.7%	65.1%

* 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

Buena Vista Elementary School prides itself on continuous improvement in instructional delivery and student performance. School goals include: 1) To achieve high academic standards. By 2011, students in grades 3,4, and 5 will master the curriculum standards as measured by the Palmetto Assessment of State Standards; 2) To provide a school climate conducive to learning. By 2011, Buena Vista staff will meet Adequate Yearly Progress for every student and will fully embed character education in all classrooms; and 3) To maintain a "highly qualified" teaching staff. 100% of the teaching staff will be Intel certified and will be teaching in their certified area by 2011. These goals correlate with the school district's Education Plan. The School Improvement Council, along with the staff help to monitor progress toward achieving these goals.

Buena Vista Elementary School is proud to use a variety of quality tools to aid our students and staff in continuous improvement. Student-led conferences are held twice each year, allowing students to show their own progress to their families. Teachers and students monitor progress through the use of data stations in their classrooms. Goals are set, and are celebrated upon meeting them. Teachers create loti weekly during common planning, allowing them to commonly assess each student in the grade level. This planning time also allows teachers to strategize together regarding curricular issues on their grade levels.

The School Improvement Council works closely with the school to aid in achieving the set goals. Parents help with extra-curricular opportunities such as Chess Club, Garden Club, and in the Science Lab. They support student achievement by sponsoring morning tutorial time in the computer lab.

Buena Vista Elementary School staff, along with the School Improvement Council, looks forward to continuing the strong tradition of excellence during the 2010-2011 school year.

Ann K. Mohr, Principal
 Jenny Reilly, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	164	125
Percent satisfied with learning environment	87.5%	89.6%	78.9%
Percent satisfied with social and physical environment	93.6%	90.2%	85.5%
Percent satisfied with school-home relations	95.7%	92.7%	73.4%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress YES

This school met 23 out of 23 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. 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/AV	N/AV
Classes in high poverty schools not taught by highly qualified teachers	N/AV	N/AV

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	N/AV	0.0%	N/AV
Student attendance rate	97.0%	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

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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	439	100	11.6	24	64.4	94.5	84.7	83.5	Yes	Yes
Gender										
Male	223	100	15.6	24.8	59.6	93.1	81.3	80.1	N/A	N/A
Female	216	100	7.4	23.2	69.5	96.1	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	326	100	7.7	22	70.3	96.8	90	89.6	Yes	Yes
African American	52	100	42	32	26	82	73.4	74.6	Yes	Yes
Asian/Pacific Islander	34	100	3.1	18.8	78.1	96.9	94.3	92.7	I/S	I/S
Hispanic	22	100	14.3	42.9	42.9	85.7	78.4	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
Disability Status										
Disabled	51	100	37.3	31.4	31.4	76.5	53.3	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	38	100	9.8	31.7	58.5	92.7	78.7	79	Yes	I/S
Socio-Economic Status										
Subsidized meals	76	100	28.6	35.7	35.7	85.7	76.1	76.9	Yes	Yes

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

All Students	439	100	13.1	32.1	54.9	91.4	82	80.4	Yes	Yes
Gender										
Male	223	100	11.9	34.9	53.2	92.2	80.5	78.4	N/A	N/A
Female	216	100	14.3	29.1	56.7	90.6	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	326	100	8.3	31	60.7	95.5	87.7	87.8	Yes	Yes
African American	52	100	42	44	14	64	68.4	69.3	Yes	Yes
Asian/Pacific Islander	34	100	6.3	21.9	71.9	96.9	94.9	93.5	I/S	I/S
Hispanic	22	100	23.8	38.1	38.1	85.7	78.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
Disability Status										
Disabled	51	100	33.3	43.1	23.5	70.6	46.1	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	38	100	12.2	31.7	56.1	95.1	79.2	78.9	Yes	I/S
Socio-Economic Status										
Subsidized meals	76	100	35.7	37.1	27.1	74.3	72.9	72.8	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	285	100	17.6	53.7	28.7	82.4	70.6	67.3
Gender								
Male	146	100	19.1	52.5	28.4	80.9	70.1	66.9
Female	139	100	16	55	29	84	71.1	67.7
Racial/Ethnic Group								
White	213	100	9.8	57.6	32.7	90.2	80.2	79.6
African American	31	100	72.4	17.2	10.3	27.6	50.4	49.7
Asian/Pacific Islander	20	100	11.1	55.6	33.3	88.9	86.4	84.4
Hispanic	19	100	27.8	61.1	11.1	72.2	60.1	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.3	69.5
Disability Status								
Disabled	32	100	40.6	53.1	6.3	59.4	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	26	100	18.5	55.6	25.9	81.5	60.6	58.6
Socio-Economic Status								
Subsidized meals	46	100	50	40.5	9.5	50	57.1	55.4
Social Studies								
All Students	281	100	14.3	41.8	44	85.7	73.2	70.9
Gender								
Male	139	100	15.2	39.1	45.7	84.8	72.8	70.1
Female	142	100	13.3	44.4	42.2	86.7	73.7	71.7
Racial/Ethnic Group								
White	209	100	8.9	42.9	48.3	91.1	79.8	79.2
African American	36	100	51.4	40	8.6	48.6	57.9	58.4
Asian/Pacific Islander	21	100	9.5	23.8	66.7	90.5	86.9	86.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	67.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.8	71.2
Disability Status								
Disabled	32	100	34.4	53.1	12.5	65.6	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	23	100	3.8	38.5	57.7	96.2	69	68
Socio-Economic Status								
Subsidized meals	55	100	33.3	49	17.6	66.7	61.6	60.8

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	440	100	14.6	29.5	55.9	85.4	74	72.1	97	96.2
Gender										
Male	222	100	20.2	34.4	45.4	79.8	67.2	65.2	96.9	96.2
Female	218	100	8.7	24.3	67	91.3	81.1	79.2	97.1	96.3
Racial/Ethnic Group										
White	327	100	10.2	30.5	59.4	89.8	81.6	80.8	97.1	96.1
African American	52	100	44	34	22	56	58.6	59.7	96.1	96.2
Asian/Pacific Islander	34	100	6.1	18.2	75.8	93.9	88.8	87	97.4	97.5
Hispanic	22	100	28.6	23.8	47.6	71.4	63.1	64.6	97.2	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.7	73.4	96.1	94.8
Disability Status										
Disabled	51	100	41.2	41.2	17.6	58.8	29.5	27.7	96.2	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	38	100	20.9	18.6	60.5	79.1	62.9	63.7	97.4	97
Socio-Economic Status										
Subsidized meals	76	100	31.4	37.1	31.4	68.6	61.1	61.9	95.8	95.6

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							
2009	3	128	100	7.4	26.4	66.1	92.6
	4	164	100	13	29.2	57.8	87
	5	138	99.3	6.2	33.3	60.5	93.8
	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
2010	3	145	100	10.3	17.6	72.1	89.7
	4	127	100	17.2	27	55.7	82.8
	5	167	100	8.6	27	64.4	91.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	128	100	14	32.2	53.7	86
	4	164	100	16.1	31.1	52.8	83.9
	5	138	99.3	12.4	34.9	52.7	87.6
	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
2010	3	145	100	14	27.2	58.8	86
	4	127	100	9	41	50	91
	5	167	100	15.3	29.4	55.2	84.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	63	100	28.3	53.3	18.3	71.7
	4	164	100	18	52.8	29.2	82
	5	67	100	17.2	57.8	25	82.8
	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
2010	3	74	100	20.6	44.1	35.3	79.4
	4	127	100	16.3	60.2	23.6	83.7
	5	84	100	17.3	51.9	30.9	82.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Social Studies							
2009	3	65	100	14.8	36.1	49.2	85.2
	4	164	100	11.8	41	47.2	88.2
	5	70	100	10.6	42.4	47	89.4
	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
2010	3	71	100	11.8	41.2	47.1	88.2
	4	127	100	13	52.8	34.1	87
	5	83	100	18.3	25.6	56.1	81.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
Writing							
2009	3	128	100	12.4	24.8	62.8	87.6
	4	169	98.8	18.9	33.5	47.6	81.1
	5	140	98.6	9.2	32.1	58.8	90.8
	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
2010	3	144	100	14.6	33.6	51.8	85.4
	4	127	100	18.7	35	46.3	81.3
	5	169	100	11.6	22	66.5	88.4
	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

Abbreviations for Missing Data

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