



Ford Elementary

601 Lucas Avenue
Laurens, SC 29360

Grades	PK-5 Elementary School	
Enrollment	502 Students	
Principal	Dianne Simmons	864-984-3986
Superintendent	Edgar C. Taylor	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Average	Below Average
2005	Average	At-Risk
2004	Good	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

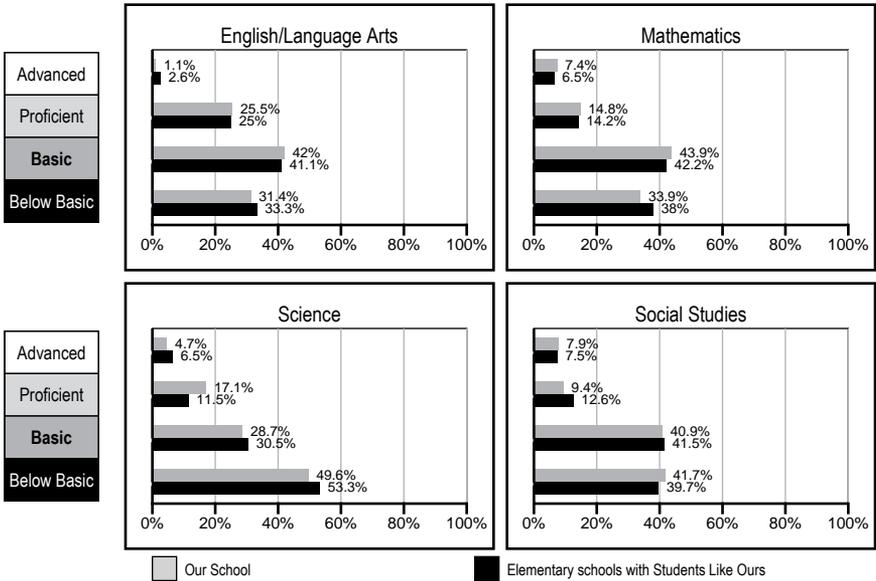
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	11	57	59

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



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

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=502)				
First graders who attended full-day kindergarten	92.0%	Down from 100.0%	100.0%	100.0%
Retention rate	4.9%	Down from 5.4%	3.0%	2.3%
Attendance rate	95.6%	Down from 95.7%	96.0%	96.3%
Eligible for gifted and talented	2.4%	Down from 4.5%	3.7%	10.4%
With disabilities other than speech	7.3%	Up from 6.0%	7.9%	7.5%
Older than usual for grade	6.9%	Up from 4.5%	1.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Up from 0.2%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	57.6%	Up from 42.4%	54.8%	56.7%
Continuing contract teachers	81.8%	Up from 69.7%	70.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 4.2%	0.0%	0.0%
Teachers returning from previous year	85.5%	Down from 85.9%	83.4%	86.4%
Teacher attendance rate	95.0%	Up from 94.2%	95.0%	94.9%
Average teacher salary	\$44,675	Up 7.0%	\$43,988	\$45,345
Professional development days/teacher	10.2 days	Down from 15.0 days	13.3 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Up from 16.3 to 1	16.8 to 1	18.5 to 1
Prime instructional time	88.9%	Up from 87.8%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,371	Up 3.5%	\$7,984	\$7,052
Percent of expenditures for instruction*	63.9%	Up from 62.7%	69.1%	69.1%
Percent of expenditures for teacher salaries*	59.7%	Up from 58.3%	63.1%	64.2%

* 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

Ford students are “Proud, Productive, Respectful, and Responsible.” The faculty, staff, students, and parents of Ford Elementary believe and live these words. We are a “PBIS” school, “Positive Behavior Intervention Supports.” Using positive correction, versus negative correction, has reduced negative behavior tremendously. Providing rewards for positive behaviors has improved the overall climate at Ford.

We believe Reading is the key to success. Our schedules are reflective of the importance we attach to our reading program. In order to ensure that our students keep reading during the summer, they were allowed to select 4-6 books to take home for their summer reading. We know that this will be a worthwhile endeavor.

Ford is a Title 1 school with a large ESOL population. Because we are so diverse in cultures, our children have the opportunity to learn more about others and their day-to-day lives, as well as their history.

We are proud of our rich history. Established in 1936, this school is a focal point for this community. It is a beautiful facility full of awesome students and very dedicated professionals.

We are proud to be Ford Eagles.

Susan Heydt, Principal
 April Navarro, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	43	27
Percent satisfied with learning environment	97.2%	88.4%	84.0%
Percent satisfied with social and physical environment	100.0%	88.4%	88.9%
Percent satisfied with school-home relations	66.7%	88.4%	85.2%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 14 out of 25 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. Sanction: Implement the restructuring plan.
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	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	202	99	30.3	43.1	25.5	1.1	39.4	46	48.2	No	Yes
Gender											
Male	110	99.1	36.3	46.1	17.6	0	30.4	38.2	41.7	N/A	N/A
Female	92	98.9	23.3	39.5	34.9	2.3	50	54.5	55	N/A	N/A
Racial/Ethnic Group											
White	91	100	27.2	38.3	32.1	2.5	50.6	52.6	60	Yes	Yes
African American	55	98.2	34	49.1	17	0	28.3	33.6	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	53	98.1	33.3	43.1	23.5	0	29.4	37.5	38.4	No	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	30	93.3	81.5	18.5	0	0	3.7	13.3	16	I/S	I/S
Migrant Status											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	49	98	36.2	44.7	19.1	0	27.7	35.3	36.9	No	Yes
Socio-Economic Status											
Subsided meals	174	99.4	32.3	40.9	25.6	1.2	36.6	38.4	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	202	99.5	33.3	44.4	14.8	7.4	33.3	41.6	45.8	No	Yes
Gender											
Male	110	100	39.8	39.8	11.7	8.7	30.1	42.1	45.6	N/A	N/A
Female	92	98.9	25.6	50	18.6	5.8	37.2	40.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	91	100	30.9	40.7	16	12.3	40.7	48.1	59	No	Yes
African American	55	98.2	39.6	49.1	7.5	3.8	17	26.8	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	71.3	I/S	I/S						
Hispanic	53	100	32.7	44.2	19.2	3.8	36.5	44.8	38.1	No	Yes
American Indian/Alaskan	1	I/S	46.2	I/S	I/S						
Disability Status											
Disabled	30	96.7	75	25	0	0	0	14.6	17.1	I/S	I/S
Migrant Status											
Migrant	2	I/S	32.5	N/A	N/A						
English Proficiency											
Limited English Proficient	49	100	35.4	39.6	20.8	4.2	33.3	46	38.7	No	Yes
Socio-Economic Status											
Subsided meals	174	100	32.1	45.5	14.5	7.9	33.9	34.2	31.4	No	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	137	99.3	48.8	28.7	17.8	4.7	22.5	23.6	35.7	95.6	96
Gender											
Male	70	100	53	27.3	13.6	6.1	19.7	24.6	37.4	95.5	96
Female	67	98.5	44.4	30.2	22.2	3.2	25.4	22.5	33.8	95.7	96
Racial/Ethnic Group											
White	65	100	42.4	23.7	23.7	10.2	33.9	30.9	49.2	94.7	95.8
African American	37	97.3	58.3	33.3	8.3	0	8.3	10.6	17	95.4	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	96.9
Hispanic	34	100	51.5	33.3	15.2	0	15.2	11.2	24.9	97.1	97
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95	95.6
Disability Status											
Disabled	19	94.7	94.1	0	5.9	0	5.9	9.7	14	94.8	95.2
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	93.1	93.1
English Proficiency											
Limited English Proficient	31	100	53.3	30	16.7	0	16.7	12.8	24.4	97.1	97.1
Socio-Economic Status											
Subsided meals	114	100	49.1	30.9	15.5	4.5	20	17.4	21.1	95.5	95.6
Social Studies											
All Students	136	99.3	40.9	41.7	9.4	7.9	17.3	21.4	34	95.6	96
Gender											
Male	76	100	45.1	33.8	8.5	12.7	21.1	25.6	36.6	95.5	96
Female	60	98.3	35.7	51.8	10.7	1.8	12.5	16.8	31.3	95.7	96
Racial/Ethnic Group											
White	55	100	33.3	35.4	16.7	14.6	31.3	25.9	44.5	94.7	95.8
African American	39	97.4	48.6	45.9	2.7	2.7	5.4	11.9	19.1	95.4	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	96.9
Hispanic	39	100	46.2	46.2	2.6	5.1	7.7	17.6	27.5	97.1	97
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95	95.6
Disability Status											
Disabled	20	95	88.9	11.1	0	0	0	13	14.4	94.8	95.2
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	93.1	93.1
English Proficiency											
Limited English Proficient	36	100	50	38.9	5.6	5.6	11.1	18	27.3	97.1	97.1
Socio-Economic Status											
Subsided meals	116	100	43.2	41.4	7.2	8.1	15.3	16.4	21	95.5	95.6

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	70	98.6	19	42.9	33.3	4.8	38.1	
	4	55	100	20	52	28	0	28	
	5	61	100	25	58.3	15	1.7	16.7	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	78	100	29.6	33.8	33.8	2.8	36.6	
	4	71	98.6	31.3	40.3	28.4	0	28.4	
	5	53	98.1	30	60	10	0	10	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	70	98.6	23.8	47.6	20.6	7.9	28.6	
	4	55	100	26	30	32	12	44	
	5	61	100	18.3	58.3	16.7	6.7	23.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	78	100	47.9	39.4	7	5.6	12.7	
	4	71	98.6	22.4	50.7	14.9	11.9	26.9	
	5	53	100	27.5	43.1	25.5	3.9	29.4	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	35	100	40	40	10	10	20	
	4	55	100	52	34	10	4	14	
	5	32	100	51.7	20.7	13.8	13.8	27.6	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	40	100	47.2	36.1	13.9	2.8	16.7	
	4	71	98.6	46.3	26.9	20.9	6	26.9	
	5	26	100	57.7	23.1	15.4	3.8	19.2	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	35	97.1	28.1	46.9	12.5	12.5	25	
	4	55	100	26	60	10	4	14	
	5	32	100	37.9	55.2	6.9	0	6.9	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	38	100	60	25.7	5.7	8.6	14.3	
	4	71	98.6	31.3	47.8	11.9	9	20.9	
	5	27	100	40	48	8	4	12	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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