



Henry Timrod Elementary

1901 East Old Marion
Florence, SC 29506

Grades	PK-6 Elementary School	
Enrollment	435 Students	
Principal	Thurmond Williams	843-664-8454
Superintendent	Larry Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

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	Average	Average
2006	Average	At-Risk
2005	Average	At-Risk
2004	Average	Below Average

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

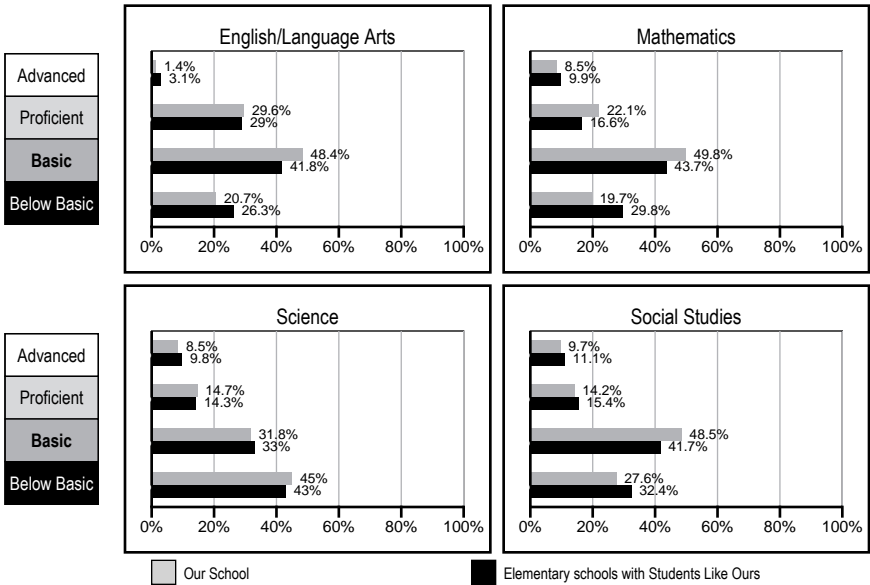
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	21	60	10

* 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=435)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.1%	Up from 3.9%	2.8%	2.3%
Attendance rate	95.7%	Down from 96.1%	96.0%	96.3%
Eligible for gifted and talented	4.5%	Down from 4.7%	6.5%	10.4%
With disabilities other than speech	10.0%	Up from 5.9%	8.7%	7.5%
Older than usual for grade	2.8%	Up from 0.9%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	63.3%	Down from 69.0%	53.2%	56.7%
Continuing contract teachers	76.7%	Down from 82.8%	75.8%	77.3%
Teachers with emergency or provisional certificates	7.4%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	90.9%	Up from 90.2%	85.8%	86.4%
Teacher attendance rate	94.8%	Down from 95.2%	94.7%	94.9%
Average teacher salary	\$42,877	Up 1.3%	\$44,489	\$45,345
Professional development days/teacher	11.2 days	Down from 12.7 days	13.0 days	12.6 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 16.5 to 1	18.2 to 1	18.5 to 1
Prime instructional time	89.2%	Down from 90.4%	88.9%	89.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,586	Up 11.4%	\$7,324	\$7,052
Percent of expenditures for instruction*	63.7%	Down from 66.4%	69.1%	69.1%
Percent of expenditures for teacher salaries*	61.5%	Down from 63.5%	63.8%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The mission of Timrod School is to prepare our students for a lifetime of learning through human relationships, appropriate curriculum, the use of technology, and an environment conducive to learning. Our commitment to this mission is evident everyday. The faculty and staff are dedicated to providing the best possible educational opportunities to the children in our care.

Timrod made Adequate Yearly Progress (AYP) again this year! We met all objectives required by the No Child Left Behind program to achieve success. We enjoyed a great celebration dinner with our Timrod students and their families. Timrod also received the Palmetto Silver Award for outstanding academic improvement. Our school is regionally accredited by the Southern Association of Colleges and Schools and nationally accredited by the Commission on International and Trans-Regional Accreditation (CITA)

Our use of new technology to support instruction has been very successful. Students use our wireless mobile computer lab with laptop computers and SmartBoards, as well as using the networked computers in the classrooms. Teachers participate in technology training offered by Florence District One and share their knowledge with other faculty and staff members, as well as with students. Students use Compass software in the computer lab to strengthen basic skills and develop better understanding of South Carolina Curriculum standards. MAP testing in the computer lab assesses progress and integrates with Compass to create individualized learning programs.

Service learning projects, cooperative learning, and extracurricular activities are an important part of our curriculum. Our guidance counselor works closely with teachers to provide Character Education instruction and Career Awareness.

Teachers participated in a book study based on the principles of applying Differentiated Instruction strategies in the classroom in order to meet the academic needs of every child and effectively address curriculum standards set by the South Carolina Department of Education for each grade level; the study group will continue this year. We also provide opportunities throughout the school year for teachers to learn best practices to increase student achievement.

We invite parents to visit the school and get involved in their child's education. Our School Improvement Council and APT encourage and participate in our efforts to provide a safe and comfortable place for our children to learn.

Our excellent faculty and staff are dedicated to giving their best to our children. We have great students and supportive families. We will all work together to have many more successful years.

Sabrina Derry, School Improvement Council Chairperson
Thurmond Williams, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	58	49
Percent satisfied with learning environment	87.5%	81.0%	93.9%
Percent satisfied with social and physical environment	90.6%	84.5%	91.8%
Percent satisfied with school-home relations	71.9%	89.5%	93.9%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 17 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

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	5.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	12.9%	0.0%	No
Student attendance rate	95.7%	94.0%	Yes

* Or greater than last year

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

All Students	241	100	20.4	47.7	29.2	2.8	46.3	49.1	48.2	Yes	Yes
Gender											
Male	123	100	22.2	49.1	25.9	2.8	41.7	43.1	41.7	N/A	N/A
Female	118	100	18.5	46.3	32.4	2.8	50.9	55.1	55	N/A	N/A
Racial/Ethnic Group											
White	110	100	19.6	45.1	30.4	4.9	52.9	61.8	60	Yes	Yes
African American	130	100	21.2	50.4	27.4	0.9	39.8	35.7	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	80.2	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	53.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
Disability Status											
Disabled	50	100	40.9	45.5	6.8	6.8	18.2	19	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	51.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	183	100	23.9	49.7	23.3	3.1	39.6	36.9	34	Yes	Yes

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

All Students	241	100	19.4	49.1	21.8	9.7	41.2	43.8	45.8	Yes	Yes
Gender											
Male	123	100	14.8	51.9	21.3	12	41.7	44	45.6	N/A	N/A
Female	118	100	24.1	46.3	22.2	7.4	40.7	43.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	110	100	17.6	39.2	26.5	16.7	52.9	58.1	59	Yes	Yes
African American	130	100	21.2	58.4	17.7	2.7	30.1	28.9	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	79.3	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	46.2	I/S	I/S
Disability Status											
Disabled	50	100	47.7	36.4	9.1	6.8	18.2	18.4	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	50	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	183	100	22.6	52.8	18.2	6.3	33.3	30.8	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	148	98.7	43.8	31.5	14.6	10	24.6	33.1	35.7	95.7	95.8
Gender											
Male	83	97.6	41.7	27.8	16.7	13.9	30.6	36.6	37.4	95.5	95.6
Female	65	100	46.6	36.2	12.1	5.2	17.2	29.6	33.8	95.9	96
Racial/Ethnic Group											
White	64	96.9	33.9	32.2	15.3	18.6	33.9	47.8	49.2	94.7	95.7
African American	84	100	52.1	31	14.1	2.8	16.9	18.4	17	96.5	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58	N/A	97.9
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	29.4	24.9	98.9	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.9
Disability Status											
Disabled	37	100	62.5	21.9	9.4	6.3	15.6	20.3	14	93.7	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.8	24.4	99.1	97.1
Socio-Economic Status											
Subsided meals	115	98.3	49	30.6	15.3	5.1	20.4	19.6	21.1	95.5	95.2
Social Studies											
All Students	150	99.3	26.9	48.5	14.2	10.4	24.6	29.3	34	95.7	95.8
Gender											
Male	66	98.5	22	44.1	18.6	15.3	33.9	33.7	36.6	95.5	95.6
Female	84	100	30.7	52	10.7	6.7	17.3	24.9	31.3	95.9	96
Racial/Ethnic Group											
White	72	98.6	23.1	50.8	15.4	10.8	26.2	40.4	44.5	94.7	95.7
African American	77	100	30.9	47.1	11.8	10.3	22.1	17.1	19.1	96.5	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.4	58.9	N/A	97.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.5	98.9	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.9
Disability Status											
Disabled	27	100	40	48	0	12	12	16.4	14.4	93.7	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.3	99.1	97.1
Socio-Economic Status											
Subsided meals	111	99.1	27.4	52.6	11.6	8.4	20	17.4	21	95.5	95.2

* 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	55	100	13.2	35.8	41.5	9.4	50.9	
	4	62	100	12.1	50	34.5	3.4	37.9	
	5	52	100	28	58	14	0	14	
	6	58	100	40	40	18	2	20	
	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	56	100	16.3	34.7	49	0	49	
	4	56	100	20	56	22	2	24	
	5	70	100	24.2	53.2	17.7	4.8	22.6	
	6	59	100	20	45.5	30.9	3.6	34.5	
	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	55	100	30.2	45.3	15.1	9.4	24.5	
	4	62	100	6.9	46.6	29.3	17.2	46.6	
	5	52	100	18	56	16	10	26	
	6	58	100	18	52	22	8	30	
	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	56	100	34.7	57.1	4.1	4.1	8.2	
	4	56	100	18	48	22	12	34	
	5	70	100	14.5	51.6	24.2	9.7	33.9	
	6	59	100	12.7	40	34.5	12.7	47.3	
	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	28	100	30.8	34.6	23.1	11.5	34.6	
	4	62	100	28.6	42.9	23.2	5.4	28.6	
	5	26	100	54.2	20.8	12.5	12.5	25	
	6	30	100	61.5	30.8	0	7.7	7.7	
	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	28	100	60	20	16	4	20	
	4	56	98.2	30.6	40.8	18.4	10.2	28.6	
	5	34	100	56.7	20	13.3	10	23.3	
	6	30	96.7	38.5	38.5	7.7	15.4	23.1	
	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	27	100	7.4	40.7	37	14.8	51.9	
	4	62	100	17.9	46.4	21.4	14.3	35.7	
	5	26	100	40	44	16	0	16	
	6	28	100	33.3	41.7	20.8	4.2	25	
	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	28	100	8.3	58.3	16.7	16.7	33.3	
	4	56	98.2	24.5	49	14.3	12.2	26.5	
	5	36	100	31.3	43.8	15.6	9.4	25	
	6	30	100	41.4	44.8	10.3	3.4	13.8	
	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

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