



John Ford Middle

304 Agnes Street
St. Matthews, South

Grades	6-8 Middle School	
Enrollment	331 Students	
Principal	Mr. Hughie Peterson, Jr.	803-655-7222
Superintendent	James K. Westbury	803-655-7310
Board Chair	Thomas Arant	803-874-2759

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

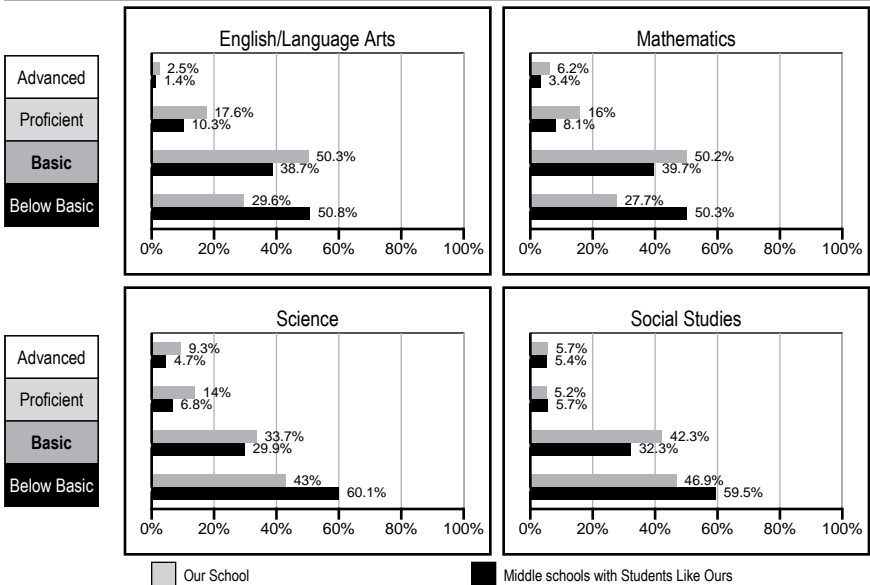
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	4	43

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



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

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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	95.7	83.2
English 1	100.0	82.3
Physical Science	0	39.5
All Subjects	97.8	79.9

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=331)				
Students enrolled in high school credit courses (grades 7 & 8)	9.8%	Down from 16.2%	12.0%	19.4%
Retention rate	1.2%	Down from 1.8%	3.4%	1.8%
Attendance rate	96.8%	Up from 95.8%	95.1%	95.8%
Eligible for gifted and talented	9.4%	Up from 7.2%	5.8%	15.3%
With disabilities other than speech	9.4%	Up from 6.4%	13.5%	12.9%
Older than usual for grade	2.7%	Down from 3.0%	6.5%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.4%	Up from 1.3%	0.7%	0.7%
Annual dropout rate	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	60.7%	Up from 59.3%	54.0%	55.0%
Continuing contract teachers	85.7%	Down from 96.3%	54.3%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	19.0%	5.4%
Teachers returning from previous year	81.7%	Down from 84.2%	76.7%	83.4%
Teacher attendance rate	94.8%	Down from 95.8%	94.8%	94.9%
Average teacher salary	\$46,805	Up 5.3%	\$43,109	\$44,706
Professional development days/teacher	8.9 days	Down from 12.6 days	12.1 days	11.8 days
School				
Principal's years at school	1.0	Down from 2.0	2.0	3.0
Student-teacher ratio in core subjects	16.9 to 1	Down from 20.4 to 1	16.1 to 1	20.1 to 1
Prime instructional time	89.5%	Down from 90.6%	88.9%	89.3%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	86.8%	Down from 96.9%	96.4%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$7,907	Up 8.8%	\$8,817	\$7,097
Percent of expenditures for instruction*	59.0%	No Change	63.1%	64.4%
Percent of expenditures for teacher salaries*	57.4%	Up from 56.6%	56.3%	59.4%

* 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 John Ford Middle School is to develop students who are confident and competent by providing innovative educational experiences in a nurturing environment. We envision a school district where every student is expected to meet and exceed the core academic instruction.

John Ford Middle School offers a diverse instructional program designed to prepare students to become viable, responsible and intelligent citizens. The instructional staff provides "hands-on," technology-based instruction that is meaningful, relevant, and prompts critical thinking skills.

Staff development sessions and academic workshops in the content areas focusing on standardized testing were conducted. Tutorial sessions and after-school tutoring were offered to all students. Reading initiatives were introduced, and writing across the curriculum was embraced. Saturday tutorial sessions were also offered in an effort to always offer students the opportunity for improvement. During school-wide and grade-level presentations, students were presented with academic and behavioral data, as well as noted accomplishments, to keep them aware of the overall performance of our school and the areas of concern to address.

John Ford Middle School is involved in many community outreach programs: March of Dimes, Relay for Life, Food Drives, Adopt a Family at Christmas, Community Thanksgiving Dinner, Veterans Appreciation, Community Service with the Nursing Home and Pediatrics' wing at TRMC, Adopt a Highway, St. Jude's Research Hospital Fund Drive, Parents Volunteers Program, Aerobics, Crocheting and Computer Classes for the Community, and The Parents and Community Interaction Center.

Many accomplishments/recognitions were achieved this year that we are extremely proud of: National Board Certified Teachers, Diverse Pathways Grant Recipient, Health Bowl Factor semi-finalist, District Teacher of the Year, District Lt. Governor's Essay Winners, Lt. Governor's Essay Class winner, Educational Talent Search through Claflin University winners, Junior Scholar, Consortium of the Arts Recipients, Governor's Citizenship Award, ESOL Grant, and School Improvement Fund Grant. Also, boys and girls basketball participated in regional tournaments.

Many opportunities were made available to students through Clubs and Organizations: Accelerated Reader Program, Chorus, Band, Jewel of Elegance, Do Good Club, Student Council, Science Fair, Morning News Team, Character Education Program, Saturday Enrichment, After School Enrichment, Black History Month Celebration, Veteran's Day Recognition, Harvest Carnival, Field Day, 85% Reading Club, Tutorials, Intramurals, PACT Wednesdays, Think Link, Let's Play Games, The Reading Club, Hair Braiding Club, Praise Dance, Memory Club, Herpetology, Manners and Etiquette Club, Chess Club, Fit for Life, Kite Building, Dance/Film Club, Health and Environment Club, Crafts, Poetry and Quilting Clubs, Career Club, Gentlemen Club, Aerobic/Boogie Down Club, Games and Puzzles Club, Computer Club, Puzzle Mania Club, Accelerated Math, Pi Day/ Pi Bee and many fieldtrips.

Increased parent support is always welcome at John Ford Middle School. We extend a personal invitation to all parents, businesses, and community partners to properly prepare our youth through the educational process.

Hughie Peterson, Jr., Principal

San Holder, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	114	60
Percent satisfied with learning environment	96.3%	64.5%	76.7%
Percent satisfied with social and physical environment	92.6%	72.0%	71.2%
Percent satisfied with school-home relations	61.5%	80.4%	72.4%

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

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School Adequate Yearly Progress

YES

This school met 15 out of 15 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

RP-DELAY

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	6.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.8%	0.0%	No
Student attendance rate	96.8%	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
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	324	100	30.7	51	16.3	2	30.4	45.9	48.2	Yes	Yes
Gender											
Male	165	100	40.9	46.1	12.3	0.6	19.5	35.1	41.7	N/A	N/A
Female	159	100	20.4	55.9	20.4	3.3	41.4	55.8	55	N/A	N/A
Racial/Ethnic Group											
White	46	100	26.3	50	15.8	7.9	44.7	62.2	60	I/S	Yes
African American	271	100	32.2	51.3	15.3	1.1	27.2	40.4	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	70.4	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	73.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	31	100	73.1	23.1	0	3.8	11.5	30.7	16	I/S	I/S
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	5	I/S	I/S	I/S	I/S	I/S	I/S	77.8	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	286	100	31.3	51.5	15.8	1.5	28.7	44.2	34	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	324	100	28.8	52	14.7	4.6	33	47.2	45.8	Yes	Yes
Gender											
Male	165	100	37.7	46.8	12.3	3.2	27.9	42.8	45.6	N/A	N/A
Female	159	100	19.7	57.2	17.1	5.9	38.2	51.3	45.9	N/A	N/A
Racial/Ethnic Group											
White	46	100	23.7	42.1	23.7	10.5	44.7	62.2	59	I/S	Yes
African American	271	100	30.3	53.6	13.4	2.7	29.5	41.5	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	71.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	87	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	31	100	65.4	30.8	0	3.8	11.5	26.7	17.1	I/S	I/S
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	5	I/S	I/S	I/S	I/S	I/S	I/S	94.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	286	100	30.1	50.7	14.3	4.8	31.6	46	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

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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*	School Attendance Rate	District Attendance Rate
Science											
All Students	208	100	42.9	33.7	13.8	9.7	23.5	34.6	35.7	96.8	96.2
Gender											
Male	105	100	43.3	32	11.3	13.4	24.7	34.3	37.4	96.3	95.8
Female	103	100	42.4	35.4	16.2	6.1	22.2	35	33.8	97.3	96.5
Racial/Ethnic Group											
White	28	100	21.7	30.4	21.7	26.1	47.8	62.9	49.2	95.6	95.2
African American	175	100	47	34.5	11.9	6.5	18.5	26.1	17	97	96.5
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58	N/A	N/A
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	57.1	24.9	96.5	96.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	17	100	81.3	12.5	0	6.3	6.3	17.5	14	95.1	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	85.4	85.4
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	50	24.4	97.3	96.8
Socio-Economic Status											
Subsided meals	185	100	44.3	34.1	11.9	9.7	21.6	32.9	21.1	96.8	96.1
Social Studies											
All Students	209	99.5	45.9	43.4	5.1	5.6	10.7	28.4	34	96.8	96.2
Gender											
Male	115	99.1	50	36.8	6.6	6.6	13.2	28	36.6	96.3	95.8
Female	94	100	41.1	51.1	3.3	4.4	7.8	28.8	31.3	97.3	96.5
Racial/Ethnic Group											
White	33	100	21.4	60.7	0	17.9	17.9	48.3	44.5	95.6	95.2
African American	171	99.4	50.9	39.9	6.1	3.1	9.2	21.5	19.1	97	96.5
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58.9	N/A	N/A
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	61.1	27.5	96.5	96.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	23	95.7	64.7	35.3	0	0	0	17	14.4	95.1	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	85.4	85.4
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	73.3	27.3	97.3	96.8
Socio-Economic Status											
Subsided meals	185	99.5	47.1	40.8	5.7	6.3	12.1	27.3	21	96.8	96.1

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	93	97.9	35.6	37.9	20.7	5.7	26.4
	7	138	100	42.1	40.5	17.5	0	17.5
	8	137	98.5	40.3	45.7	8.5	5.4	14
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	105	100	31.3	50.5	16.2	2	18.2
	7	93	100	16.1	55.2	25.3	3.4	28.7
	8	126	100	40.8	48.3	10	0.8	10.8
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	93	98.9	21.8	50.6	18.4	9.2	27.6
	7	138	100	31	53.2	11.1	4.8	15.9
	8	137	98.5	40.3	49.6	7	3.1	10.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	105	100	21.2	48.5	23.2	7.1	30.3
	7	93	100	28.7	58.6	9.2	3.4	12.6
	8	126	100	35	50	11.7	3.3	15
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	45	100	64.3	26.2	9.5	0	9.5
	7	138	97.8	46.3	35.8	15.4	2.4	17.9
	8	68	100	56.3	32.8	9.4	1.6	10.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	53	100	76	16	4	4	8
	7	93	100	24.1	42.5	19.5	13.8	33.3
	8	62	100	42.4	35.6	13.6	8.5	22
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	48	95.8	31.8	54.5	9.1	4.5	13.6
	7	138	97.8	55.3	36.6	4.9	3.3	8.1
	8	69	97.1	54.1	45.9	0	0	0
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	52	98.1	56.3	35.4	2.1	6.3	8.3
	7	93	100	39.1	42.5	10.3	8	18.4
	8	64	100	47.5	50.8	0	1.6	1.6

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