



Ford Elementary

601 Lucas Ave.
Laurens, SC 29360

| | | |
|-----------------------|-------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 509 Students | |
| Principal | Dianne Simmons | 864-984-3986 |
| Superintendent | Dr. Billy R. Strickland | 864-984-3568 |
| Board Chair | Rev. Charlie Short | 864-681-3664 |

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2012 | Average | Average |
| 2011 | Average | Average |
| 2010 | Below Average | Average |
| 2009 | Average | Average |
| 2008 | Below Average | Below Average |

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 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.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

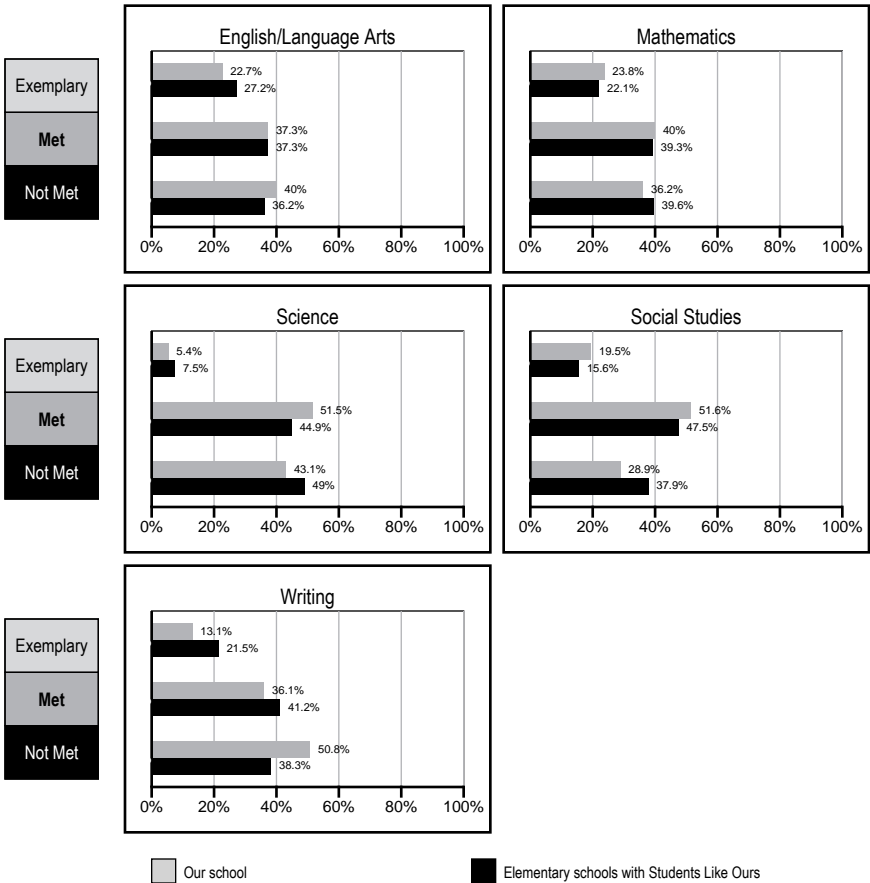
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 2 | 10 | 85 | 47 | 19 |

* Ratings are calculated with data available by 11/07/2012.

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=509) | | | | |
| First graders who attended full-day kindergarten | 95.2% | Down from 100.0% | 100.0% | 100.0% |
| Retention rate | 5.4% | Up from 4.3% | 1.3% | 1.0% |
| Attendance rate | 95.7% | Up from 95.6% | 96.3% | 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=28) | | | | |
| Teachers with advanced degrees | 53.6% | Down from 61.5% | 62.5% | 63.0% |
| Continuing contract teachers | N/AV | N/AV | N/AV | N/AV |
| Teachers returning from previous year | 80.1% | Up from 77.2% | 85.3% | 88.7% |
| Teacher attendance rate | 91.2% | Down from 94.5% | 95.3% | 95.1% |
| Average teacher salary* | \$44,612 | Down 1.7% | \$45,018 | \$47,210 |
| Professional development days/teacher | 7.0 days | Down from 8.8 days | 9.7 days | 10.5 days |
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 24.5 to 1 | Up from 21.8 to 1 | 18.1 to 1 | 20.0 to 1 |
| Prime instructional time | 86.5% | Down from 88.9% | 90.6% | 90.5% |
| Opportunities in the arts | Good | Up from Poor | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 85.5% | 100.0% | 100.0% |
| Character development program | Good | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$6,712 | Down 7.3% | \$8,326 | \$7,247 |
| Percent of expenditures for instruction** | 60.6% | Down from 64.7% | 66.1% | 68.2% |
| Percent of expenditures for teacher salaries** | 59.5% | Down from 62.7% | 62.9% | 65.7% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

At Ford Elementary, our motto is “Ford eagles are always prepared to sore to success.” First and foremost are academics – our teachers are always looking for ways to meet individual needs. Lessons are standards –based and instructional strategies use “Best Practices.” Our teachers are involved in data teams, planning teams, various professional development opportunities and much more. This year we have been focusing on growth. Children may perform at different levels – but we want to see everyone GROW. Along with academics – we have nutrition and safety. We believe that all children should feel safe at school, so that they can focus on learning. We also realize that a hungry child has a hard time focusing on learning. Ford has been fortunate to be able to participate in Food Backpacks – sponsored by Harvest Hope. About forty kids were able to take home book bags on the last day of the week. Also, this year we began to participate in the Fresh Fruits and Vegetable Program. With this program we are able to provide a “healthy” snack for all students during the day. We also try very hard to keep our community involved with our school. This year we have held events such as: a Veteran’s Day Program, a Fall Festival, Winter music performances, a Spring Fling, a spaghetti supper, Family Math and Science Night, and fifth grade DARE graduation. We also ended the year with a Spring Music Concert, Field Day, Montessori Bridging, fifth grade and 5K graduations. Lastly, we try to do service projects for our community and other areas. We have held a canned food drive, collected money for March of Dimes and even sent a donation to a school in Indiana that was destroyed by a tornado. Ford Elementary is more than just a school. We are community of helpers, leaders and learners.

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 25 | 56 | 12 |
| Percent satisfied with learning environment | 88.0% | 81.1% | 90.9% |
| Percent satisfied with social and physical environment | 100.0% | 87.5% | 83.3% |
| Percent satisfied with school-home relations | 64.0% | 88.9% | 83.3% |

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

| | |
|--------------------------------------|-------------|
| Overall Weighted Points Total | 80.3 |
| Overall Grade Conversion | B |

| Index Score | Grade | Description |
|--------------|-------|---|
| 90-100 | A | Performance substantially exceeds the state's expectations. |
| 80-89.9 | B | Performance exceeds the state's expectations. |
| 70-79.9 | C | Performance meets the state's expectations. |
| 60-69.9 | D | Performance does not meet the state's expectations. |
| Less than 60 | F | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Ford Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 2.6% |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0% | 5.1% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 95.7% | 94.0%* | Yes |

* Or greater than last year

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Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| Grades 3-5 | | | | | | |
| All Students | 632.6 | 634.9 | 609.2 | 627.8 | 100.0 | 100.0 |
| Male | 630.2 | 636.0 | 611.1 | 624.1 | 100.0 | 100.0 |
| Female | 634.6 | 633.9 | 607.5 | 630.6 | 100.0 | 100.0 |
| White | 643.7 | 645.1 | 619.2 | 638.5 | 100.0 | 100.0 |
| African American | 630.0 | 620.0 | 603.8 | 617.7 | 100.0 | 100.0 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 620.6 | 631.6 | 598.2 | 622.5 | 100.0 | 100.0 |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | 601.1 | 605.4 | 589.4 | 605.1 | 100.0 | 100.0 |
| Limited English Proficient | 620.4 | 632.8 | 600.2 | 621.1 | 100.0 | 100.0 |
| Subsidized meals | 629.6 | 632.9 | 607.0 | 626.7 | 100.0 | 100.0 |
| Annual Measurable Objective (AMO) | 630.0 | 630.0 | 630.0 | 630.0 | 95.0 | 95.0 |

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| | | | | |
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|--------------------|--------------------|-------------------|------------------|-------------------------|

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts | | | | | | | |
| 2011 | 3 | 81 | 100 | 41.9 | 27 | 31.1 | 58.1 |
| | 4 | 55 | 100 | 49 | 33.3 | 17.6 | 51 |
| | 5 | 65 | 100 | 34.4 | 45.9 | 19.7 | 65.6 |
| | 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 |
| 2012 | 3 | 63 | 100 | 38.2 | 30.9 | 30.9 | 61.8 |
| | 4 | 80 | 100 | 42.5 | 42.5 | 15.1 | 57.5 |
| | 5 | 65 | 100 | 37.7 | 36.1 | 26.2 | 62.3 |
| | 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 | |
| Mathematics | | | | | | | |
| 2011 | 3 | 81 | 100 | 39.2 | 33.8 | 27 | 60.8 |
| | 4 | 55 | 100 | 39.2 | 35.3 | 25.5 | 60.8 |
| | 5 | 65 | 100 | 27.9 | 50.8 | 21.3 | 72.1 |
| | 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 |
| 2012 | 3 | 63 | 100 | 45.5 | 38.2 | 16.4 | 54.5 |
| | 4 | 80 | 100 | 32.9 | 43.8 | 23.3 | 67.1 |
| | 5 | 65 | 100 | 32.8 | 37.7 | 29.5 | 67.2 |
| | 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 | |
| Science | | | | | | | |
| 2011 | 3 | 42 | 100 | 48.7 | 46.2 | 5.1 | 51.3 |
| | 4 | 55 | 100 | 39.2 | 54.9 | 5.9 | 60.8 |
| | 5 | 34 | 100 | 45.2 | 48.4 | 6.5 | 54.8 |
| | 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 |
| 2012 | 3 | 32 | 100 | 55.6 | 33.3 | 11.1 | 44.4 |
| | 4 | 80 | 100 | 37 | 60.3 | 2.7 | 63 |
| | 5 | 34 | 100 | 43.8 | 46.9 | 9.4 | 56.3 |
| | 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

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| Social Studies | | | | | | | |
| 2011 | 3 | 39 | 100 | 31.4 | 48.6 | 20 | 68.6 |
| | 4 | 55 | 100 | 43.1 | 47.1 | 9.8 | 56.9 |
| | 5 | 31 | 100 | 33.3 | 40 | 26.7 | 66.7 |
| | 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 |
| 2012 | 3 | 31 | 100 | 28.6 | 57.1 | 14.3 | 71.4 |
| | 4 | 80 | 100 | 19.2 | 56.2 | 24.7 | 80.8 |
| | 5 | 31 | 90.3 | 50 | 38.5 | 11.5 | 50 |
| | 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 |
| Writing | | | | | | | |
| 2011 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | 68 | 95.6 | 37.1 | 35.5 | 27.4 | 62.9 |
| | 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 |
| 2012 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | 65 | 100 | 50.8 | 36.1 | 13.1 | 49.2 |
| | 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 |

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