



Ford Elementary

601 Lucas Ave.
Laurens, SC 29360

Grades	PK-5 Elementary School	
Enrollment	481 Students	
Principal	Dianne Simmons	864-984-3986
Superintendent	Dr. Billy R. Strickland	864-984-3568
Board Chair	Mrs. Susan Calhoun-Ware	864-682-5902

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Below Average	Average
2012	Average	Average
2011	Average	Average
2010	Below Average	Average
2009	Average	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

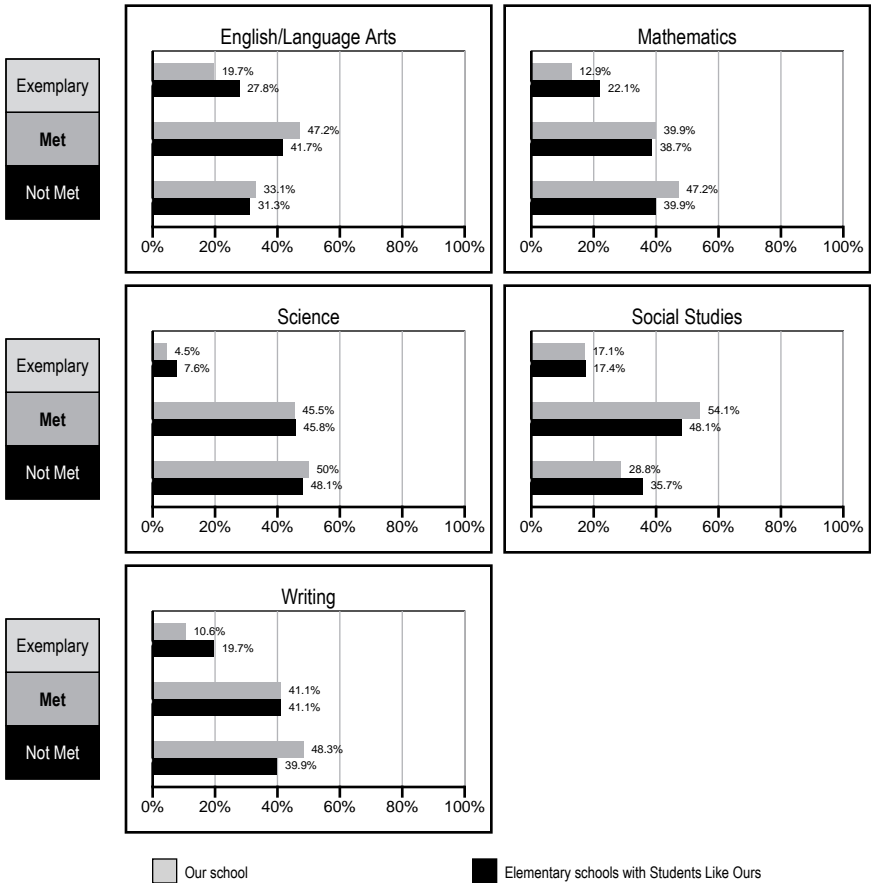
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 91.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	11	92	43	15

* Ratings are calculated with data available by 12/14/2013.

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=481)				
First graders who attended full-day kindergarten	84.6%	Down from 95.2%	100.0%	100.0%
Retention rate	3.8%	Down from 5.4%	1.1%	0.9%
Attendance rate	95.4%	Down from 95.7%	95.9%	96.3%
Served by gifted and talented program	2.3%	N/A	2.6%	7.2%
With disabilities	21.3%	N/A	13.4%	12.4%
Older than usual for grade	7.8%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	48.3%	Down from 53.6%	60.6%	62.5%
Continuing contract teachers	79.3%	Down from 92.9%	75.6%	83.3%
Teachers returning from previous year	86.1%	Up from 80.1%	84.8%	88.3%
Teacher attendance rate	96.5%	Up from 91.2%	94.9%	95.0%
Average teacher salary*	\$46,183	Up 3.5%	\$46,154	\$48,193
Professional development days/teacher	7.4 days	Up from 7.0 days	10.4 days	11.0 days
School				
Principal's years at school	4.0	No Change	3.8	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 24.5 to 1	17.9 to 1	20.1 to 1
Prime instructional time	90.6%	Up from 86.5%	89.6%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	87.1%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,350	Down 5.4%	\$8,293	\$7,364
Percent of expenditures for instruction**	65.0%	Up from 60.6%	67.0%	68.0%
Percent of expenditures for teacher salaries**	64.0%	Up from 59.5%	64.0%	66.0%

* 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 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. Data analysis to drive instruction is at the front of all we do. Academics are our main focus, but overall growth and development as a person is very important, too. Children may perform at different levels, but we want to see everyone GROW. Along with academics, we have nutrition and safety. We are now in our third year of participation in Food Backpacks; sponsored by Harvest Hope. We are also in our second year of participation 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 to involve our families and the community with school activities. Lastly, we try to do service projects for our community. Ford Elementary is a community of helpers, leaders and learners.

Respectfully Submitted: Dianne Simmons (Principal) and Jamie Anderson (SIC Chairperson)

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	64	38
Percent satisfied with learning environment	100%	90.6%	92.1%
Percent satisfied with social and physical environment	100%	90.4%	90%
Percent satisfied with school-home relations	78.6%	90.4%	89.5%

* 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 2013, 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	46.8
Overall Grade Conversion	F

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	2.3%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	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	638.4	619.5	597.3	620.8	100.0	100.0
Male	632.0	616.6	593.2	616.8	100.0	100.0
Female	644.6	622.3	602.1	625.0	100.0	100.0
White	650.9	620.2	597.3	629.8	100.0	100.0
African American	631.7	614.6	591.9	616.2	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	628.9	621.5	603.6	610.7	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	608.2	589.8	582.8	589.0	100.0	100.0
Limited English Proficient	627.4	621.3	600.2	612.6	100.0	100.0
Subsidized meals	637.2	618.4	596.9	620.3	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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							
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
2013	3	72	100	32.3	40.3	27.4	67.7
	4	53	100	36	46	18	64
	5	79	100	29.7	55.4	14.9	70.3
	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							
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
2013	3	72	100	66.1	22.6	11.3	33.9
	4	53	100	30	60	10	70
	5	79	100	40.5	44.6	14.9	59.5
	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							
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
2013	3	37	100	68.8	28.1	3.1	31.3
	4	53	100	34	52	14	66
	5	40	100	48.6	48.6	2.7	51.4
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2013	3	35	100	25.8	41.9	32.3	74.2
	4	53	100	N/AV	N/AV	N/AV	70
	5	39	100	35.1	40.5	24.3	64.9
	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
Writing							
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
2013	3	73	95.9	49.2	37.3	13.6	50.8
	4	55	90.9	48.9	42.6	8.5	51.1
	5	79	98.7	46.6	43.8	9.6	53.4
	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

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