



John Ford Middle

304 Agnes Street
St. Matthews, South

Grades	6-8 Middle School	
Enrollment	326 Students	
Principal	Hughie Peterson	803-655-7222
Superintendent	James K. Westbury	803-655-7310
Board Chair	Thomas Arant	803-874-2759

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	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 GOAL

By 2010, SC'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.

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.

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

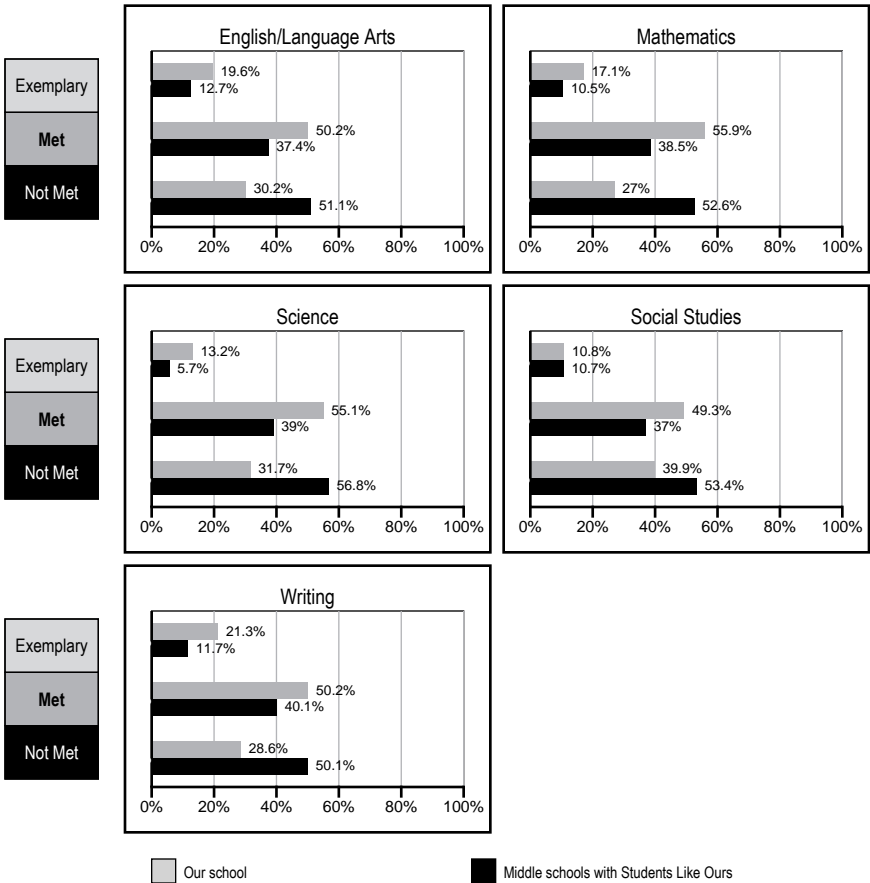
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	4	38	24

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* 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

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

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	100.0%	86.3%
English 1	100.0%	83.2%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	84.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=326)				
Students enrolled in high school credit courses (grades 7 & 8)	10.3%	Up from 9.8%	16.1%	21.6%
Retention rate	2.5%	Up from 1.2%	2.3%	1.2%
Attendance rate	96.6%	Down from 96.8%	95.5%	95.9%
Eligible for gifted and talented	7.2%	Down from 9.4%	4.4%	14.8%
With disabilities other than speech	9.0%	Down from 9.4%	14.1%	12.6%
Older than usual for grade	6.1%	Up from 2.7%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 2.4%	0.3%	0.6%
Annual dropout rate	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	69.2%	Up from 60.7%	54.5%	56.9%
Continuing contract teachers	84.6%	Down from 85.7%	61.9%	72.7%
Teachers with emergency or provisional certificates	4.2%	Up from 0.0%	14.3%	5.3%
Teachers returning from previous year	78.5%	Down from 81.7%	76.4%	82.9%
Teacher attendance rate	95.5%	Up from 94.8%	94.9%	95.2%
Average teacher salary*	\$48,383	Up 3.4%	\$44,811	\$46,599
Professional development days/teacher	8.2 days	Down from 8.9 days	11.0 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	17.1 to 1	Up from 16.9 to 1	16.7 to 1	20.1 to 1
Prime instructional time	90.5%	Up from 89.5%	89.1%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	85.4%	Down from 86.8%	96.4%	97.8%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$10,078	Up 27.5%	\$10,071	\$7,645
Percent of expenditures for instruction**	58.0%	Down from 59.0%	60.5%	63.4%
Percent of expenditures for teacher salaries**	56.8%	Down from 57.4%	54.4%	57.0%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

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.

Many accomplishments/recognitions were achieved this year that we are extremely proud of. State Recognition made us extremely proud: we were one of only nine middle schools in the state of South Carolina to make AYP (Annual Yearly Progress). Another state award was designation as a Palmetto Silver Award Recipient, 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. Special program provided by Thirdeye Productions "UHURU". UHURU is a product of Thirdeye Productions that is designed to bring about positive character changes of the participants. Severely "at risk" pupils are given the chance to become "Drum Majors" (leaders) through drama, dance, drill and other non-athletic/academic activities. Thus, a higher level of self-esteem will be their result.

UHURU is the name of the main road in the city of Nigeria, Africa. The street was given the name after Nigeria took its independence back from the British. Aptly applied to the John Ford Middle School group, UHURU means Dignified Freedom. U=You-H=Human-U=You-R=Righteousness-U=You. In essence, your human element and your righteousness, what we coined as "Humanity," are protected on both sides and in the middle by yourself.

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, 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, America Heart Association.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	79	21
Percent satisfied with learning environment	100.0%	79.5%	65.0%
Percent satisfied with social and physical environment	95.2%	74.7%	47.4%
Percent satisfied with school-home relations	75.0%	79.7%	50.0%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 17 out of 17 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	4.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.9%	0.0%	No
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	327	98.8	30.7	51.3	18	79.7	87	82.8	Yes	Yes
Gender										
Male	167	98.8	37.6	45.2	17.2	72.6	82.3	79.3	N/A	N/A
Female	160	98.8	23.5	57.7	18.8	87.2	91.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	54	98.2	30.4	39.1	30.4	78.3	91.3	89.5	Yes	Yes
African American	265	98.9	31.6	52.6	15.8	79.4	85.2	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	100	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	31	100	71.4	17.9	10.7	28.6	53.6	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	100	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	297	98.7	31.9	52	16.1	79.6	86	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	327	98.8	28.1	56.9	15	80.1	84.4	78.9	Yes	Yes
Gender										
Male	167	98.8	35.7	50.3	14	70.7	78.2	77	N/A	N/A
Female	160	98.8	20.1	63.8	16.1	89.9	90.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	54	98.2	28.3	43.5	28.3	73.9	88.7	87.2	Yes	Yes
African American	265	98.9	28.9	59.3	11.9	80.6	82.8	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	90.5	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	31	100	75	14.3	10.7	25	47.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	88.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	297	98.7	28	58.1	14	79.9	83.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	219	97.7	29.8	55.6	14.6	70.2	74	67.5
Gender								
Male	107	99.1	29.7	54.5	15.8	70.3	71.8	67
Female	112	96.4	29.8	56.7	13.5	70.2	76.2	68
Racial/Ethnic Group								
White	34	97.1	16.7	53.3	30	83.3	88.5	79.5
African American	177	97.7	32.7	57.1	10.1	67.3	68.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	94.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	18	100	70.6	11.8	17.6	29.4	42.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	100	59.6
Socio-Economic Status								
Subsidized meals	196	97.5	29.9	56	14.1	70.1	73.8	55.1
Social Studies								
All Students	217	99.1	39.8	48.5	11.7	60.2	74.6	72.3
Gender								
Male	108	98.2	40.8	45.6	13.6	59.2	74.3	71.5
Female	109	100	38.8	51.5	9.7	61.2	74.8	73.2
Racial/Ethnic Group								
White	39	100	38.2	44.1	17.6	61.8	84.8	80.7
African American	176	98.9	40.6	50	9.4	59.4	71.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	24	100	77.3	13.6	9.1	22.7	54.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsidized meals	198	99	40.7	47.6	11.6	59.3	72.4	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	325	95.4	28.3	50.3	21.3	71.7	76.3	70.2	96.6	96.1
Gender										
Male	165	93.9	41.3	47.3	11.3	58.7	64.5	63.2	96.4	95.8
Female	160	96.9	15.3	53.3	31.3	84.7	87.8	77.5	96.9	96.4
Racial/Ethnic Group										
White	53	94.3	37.8	31.1	31.1	62.2	76.2	79.1	95.1	95.1
African American	265	95.5	27.4	53.2	19.4	72.6	75.5	57.6	96.9	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	86.2	N/A	94.6
Hispanic	7	I/S	I/S	I/S	I/S	I/S	100	62.6	95.7	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	N/A
Disability Status										
Disabled	32	78.1	N/AV	N/AV	N/AV	4.3	15.8	26.1	96.5	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	100	61.2	96.8	97
Socio-Economic Status										
Subsided meals	295	95.3	28.5	51.1	20.4	71.5	75.4	58.9	96.6	96.1

Abbreviations for Missing Data

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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							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	125	99.2	32.8	51.7	15.5	67.2
	7	111	99.1	25.7	54.1	20.2	74.3
	8	91	97.8	34.6	46.9	18.5	65.4
Mathematics							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	125	99.2	20.7	60.3	19	79.3
	7	111	99.1	34.9	54.1	11	65.1
	8	91	97.8	29.6	55.6	14.8	70.4
Science							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	64	96.9	45.8	45.8	8.5	54.2
	7	111	99.1	20.2	64.2	15.6	79.8
	8	44	95.5	32.4	45.9	21.6	67.6
Social Studies							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	61	98.4	34.5	61.8	3.6	65.5
	7	111	99.1	46.8	39.4	13.8	53.2
	8	45	100	28.6	54.8	16.7	71.4
Writing							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	121	95.9	31.9	40.7	27.4	68.1
	7	111	96.4	22.6	58.5	18.9	77.4
	8	93	93.6	30.9	53.1	16	69.1

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