



MARY FORD ELEMENTARY

3180 Thomasina
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	363 Students	
Principal	Mary B. Reynolds	843-745-2160
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Average
2010	Below Average	Average
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	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://eoc.sc.gov>

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

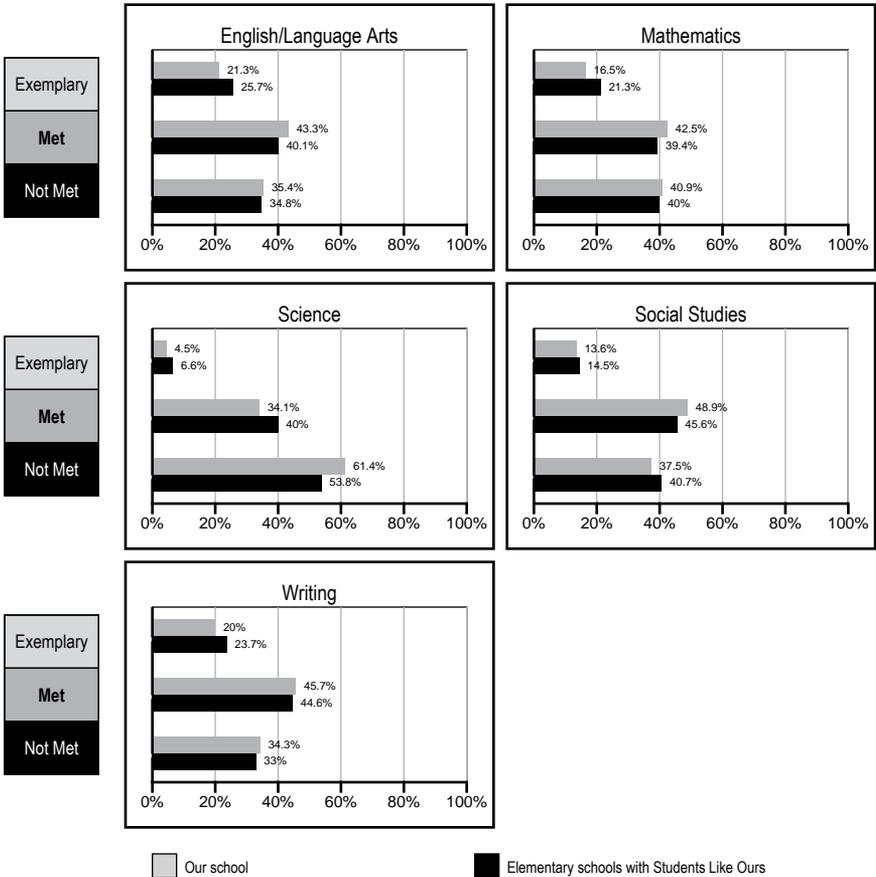
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	76	49	23

* Ratings are calculated with data available by 11/09/2011.

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=363)				
First graders who attended full-day kindergarten	98.0%	Down from 100.0%	100.0%	100.0%
Retention rate	2.6%	Up from 0.9%	1.5%	1.1%
Attendance rate	95.9%	Down from 96.2%	96.0%	96.2%
Served by gifted and talented program	5.7%	Up from 0.4%	5.1%	13.4%
With disabilities other than speech	4.5%	Down from 8.3%	4.3%	4.1%
Older than usual for grade	0.6%	Down from 0.7%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 1.3%	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	41.9%	Down from 50.0%	61.9%	62.5%
Continuing contract teachers	80.6%	Up from 75.0%	81.8%	88.2%
Teachers returning from previous year	78.6%	Up from 72.3%	84.3%	87.8%
Teacher attendance rate	98.6%	Up from 96.9%	95.2%	95.2%
Average teacher salary*	\$43,067	Down 2.1%	\$45,180	\$46,773
Professional development days/teacher	17.7 days	Down from 21.3 days	10.6 days	10.5 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	16.0 to 1	Up from 15.2 to 1	17.6 to 1	19.9 to 1
Prime instructional time	94.4%	Up from 92.8%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,068	Down 2.4%	\$8,566	\$7,447
Percent of expenditures for instruction**	67.2%	Down from 72.6%	67.6%	68.4%
Percent of expenditures for teacher salaries**	62.5%	Down from 66.7%	63.9%	65.8%

* 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

Mary Ford's Elementary School's faculty and staff have clearly defined specific educational goals as we move toward academic excellence. It is vital for teachers, students and parents to know and understand each child's level of understanding so that together we can develop a plan to ensure every child meets Adequate Yearly Progress (AYP). By benchmarking student progress and periodically analyzing various data, which includes Dial 3 for child development, Dibels for K-3, and MAP for grades K-5, administrators, teachers, and students update goals to reflect the data provided by the assessments. As goals are met, celebrations are held, and then new goals are developed and revised. Teachers use the data to drive instructional decisions, so that they can continue to meet the needs of our students. Interventions are implemented and monitored to ensure the success of each student.

The South Carolina State Standards, the South Carolina State Support Documents, and the Coherent Curriculum are our guides for instructional planning and delivery. Because we believe that "high expectations result in exemplary performance", challenging goals are set for all students, teachers and administrators. Student progress is regularly discussed at weekly grade level meetings with the principal, teachers, the IDT and IRT.

Throughout the school year our parent advocate provides monthly "parent breakfasts", where speakers address parent concerns and areas of interest. We have a Communities in Schools employee and she is providing parenting classes in technology, banking, and other areas of interest identified through a parent survey.

Mary Ford has a school wide emphasis on literacy with every child expected to read a minimum of twenty-five books. Ninety-seven percent of the children attended a "literacy carnival" as a result of reading twenty-five books. Thirty-six percent read more than one hundred books.

Mary Ford's commitment is to ensure that all children are provided the opportunities to feel and know success. Our children have great potential, and we are totally committed to helping them reach that potential.

In order to ensure a friendly and inviting school atmosphere, an "Open Door" policy is maintained by our principal. We know it is essential that we all work together as we move forward, ensuring the success of all of our children at Mary Ford Elementary.

Mary Reynolds, Principal
 Jim Frye, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	40	22
Percent satisfied with learning environment	100.0%	89.5%	90.9%
Percent satisfied with social and physical environment	96.9%	83.8%	90.9%
Percent satisfied with school-home relations	83.3%	85.0%	85.7%

* 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 10 out of 13 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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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 = 79.4% (Met or Exemplary)

All Students	155	100	36.4	42.6	20.9	72.1	83.1	82.4	No	Yes
Gender										
Male	83	100	38.6	40	21.4	68.6	79.9	78.7	N/A	N/A
Female	72	100	33.9	45.8	20.3	76.3	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	94.8	88.9	I/S	I/S
African American	149	100	35.7	43.7	20.6	72.2	71.9	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.3	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
Disability Status										
Disabled	17	100	75	16.7	8.3	25	42.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	148	100	36.5	42.9	20.6	71.4	72.9	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	155	100	41.9	41.9	16.3	73.6	82.8	81.9	Yes	Yes
Gender										
Male	83	100	42.9	41.4	15.7	74.3	81.1	79.9	N/A	N/A
Female	72	100	40.7	42.4	16.9	72.9	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	94.9	88.9	I/S	I/S
African American	149	100	42.1	42.1	15.9	73.8	70.9	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
Disability Status										
Disabled	17	100	N/AV	N/AV	N/AV	25	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	148	100	42.1	41.3	16.7	73.8	72.7	74.9	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	106	99.1	61.4	34.1	4.5	38.6	69.2	68.6
Gender								
Male	55	100	63	32.6	4.3	37	68.4	68.3
Female	51	98	59.5	35.7	4.8	40.5	70	68.9
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	90.4	80.7
African American	102	99	62.8	32.6	4.7	37.2	48.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.2	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	60.4	60.7
Socio-Economic Status								
Subsidized meals	101	99	62.1	33.3	4.6	37.9	51.8	57.3
Social Studies								
All Students	104	100	38.2	48.3	13.5	61.8	75.5	72.5
Gender								
Male	58	100	34.6	46.2	19.2	65.4	74.4	72
Female	46	100	43.2	51.4	5.4	56.8	76.6	73.1
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	91	81
African American	101	100	37.9	49.4	12.6	62.1	60.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	101	100	39.1	47.1	13.8	60.9	61.8	62.9

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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	42	100	34.3	45.7	20	65.7	75.8	73.2	95.9	96
Gender										
Male	25	100	31.8	45.5	22.7	68.2	70.7	67.2	95.7	95.9
Female	17	100	38.5	46.2	15.4	61.5	81.1	79.4	96.1	96.1
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	90.8	81.5	96.1	96.1
African American	41	100	35.3	44.1	20.6	64.7	61.3	61.3	95.9	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	87	N/A	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.4	66.7	95.8	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	23.9	26	95.2	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	65.7	96.8	96.3
Socio-Economic Status										
Subsidized meals	40	100	36.4	45.5	18.2	63.6	62.2	63.2	95.8	95.5

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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							
2010	3	73	100	40.3	43.3	16.4	59.7
	4	46	100	53.5	37.2	9.3	46.5
	5	41	100	44.7	36.8	18.4	55.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	56	100	27.3	31.8	40.9	72.7
	4	56	100	44	50	6	56
	5	43	100	37.1	45.7	17.1	62.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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						
2010	3	73	100	65.7	25.4	9	34.3
	4	46	100	41.9	51.2	7	58.1
	5	41	100	57.9	31.6	10.5	42.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	56	100	38.6	36.4	25	61.4
	4	56	100	42	46	12	58
	5	43	100	45.7	42.9	11.4	54.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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						
2010	3	39	100	88.2	8.8	2.9	11.8
	4	46	100	67.4	30.2	2.3	32.6
	5	21	100	N/A	N/A	N/A	40
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	28	96.4	50	40	10	50
	4	56	100	72	24	4	28
	5	22	100	N/AV	N/AV	N/AV	55.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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							
2010	3	34	100	60.6	36.4	3	39.4
	4	45	100	31	50	19	69
	5	20	100	77.8	16.7	5.6	22.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	28	100	39.1	43.5	17.4	60.9
	4	55	100	40.8	51	8.2	59.2
	5	21	100	29.4	47.1	23.5	70.6
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	76	98.7	58.8	30.9	10.3	41.2
	4	46	93.5	37.5	47.5	15	62.5
	5	45	100	35.7	45.2	19	64.3
	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
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	42	100	34.3	45.7	20	65.7
	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

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