



SC Annual School Report Card Summary

MARY FORD ELEMENTARY
 Charleston
 Grades: PK-5 Enrollment: 363
 Principal: Mary B. Reynolds
 Superintendent: Dr. Nancy J. McGinley
 Board Chair: Mr. Chris Fraser

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Below Average	Average	TBD	TBD	Not Met	N/A
2010	Below Average	Average	N/A	N/A	Met	CSI-DELAY
2009	At-Risk	At-Risk	N/A	N/A	Not Met	CSI

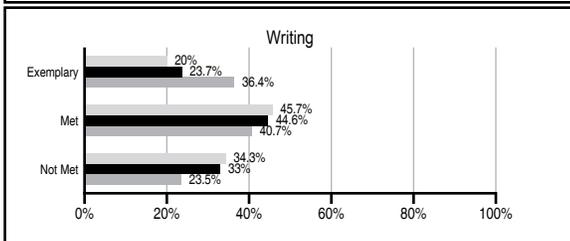
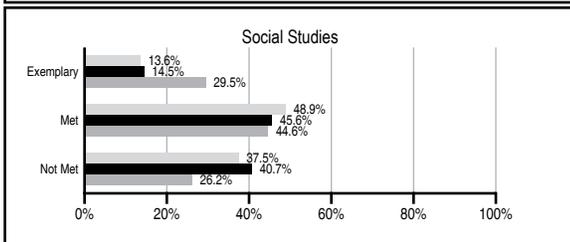
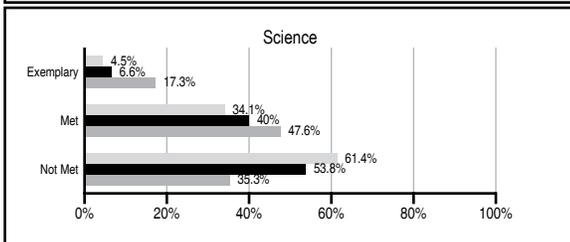
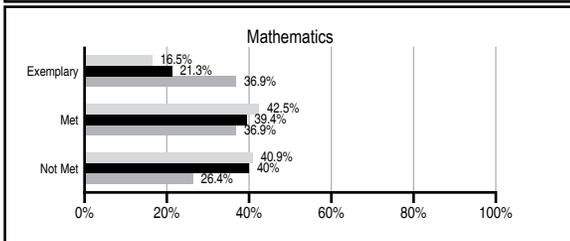
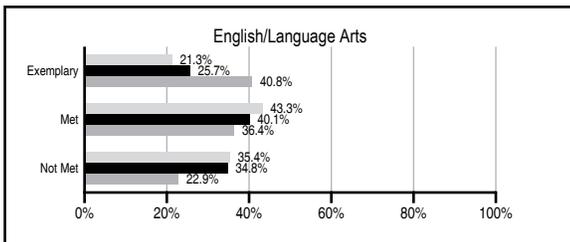
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	5	76	49	23

* Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

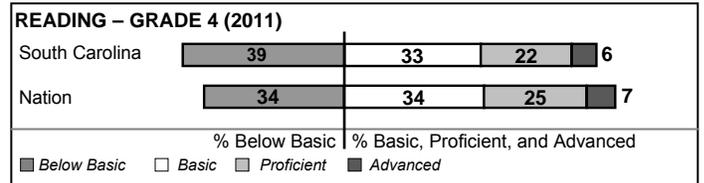
PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

MARY FORD ELEMENTARY [Charleston]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=363)				
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
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
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%
% of AYP objectives met	76.9%	Down from 100.0%	76.9%	90.5%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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

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