

Mary Ford Elementary

3180 Thomasina
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	460 Students	
Principal	Mrs. Cindy Smalls	843-745-2160
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	Below Average
2006	Below Average	At-Risk
2005	Below Average	Below Average
2004	Below Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

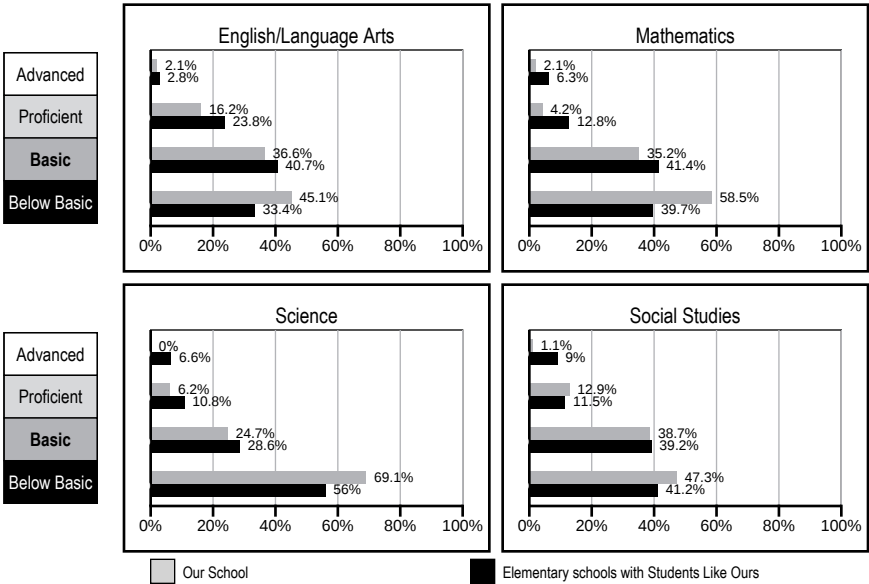
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	2	19	33

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=460)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.3%	Down from 5.4%	3.1%	2.3%
Attendance rate	96.8%	Up from 96.5%	96.0%	96.3%
Eligible for gifted and talented	1.7%	Down from 2.6%	2.5%	10.4%
With disabilities other than speech	4.2%	No Change	7.6%	7.5%
Older than usual for grade	0.3%	Down from 1.1%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	42.5%	Down from 48.6%	52.9%	56.7%
Continuing contract teachers	62.5%	Up from 54.1%	66.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	64.7%	Down from 67.8%	81.4%	86.4%
Teacher attendance rate	96.0%	Down from 97.2%	95.0%	94.9%
Average teacher salary	\$42,123	Up 0%	\$43,557	\$45,345
Professional development days/teacher	21.9 days	Up from 20.0 days	13.5 days	12.6 days
School				
Principal's years at school	1.0	Down from 9.0	3.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Up from 14.2 to 1	16.1 to 1	18.5 to 1
Prime instructional time	92.1%	Down from 93.0%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	69.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$8,147	Down 9.1%	\$8,417	\$7,052
Percent of expenditures for instruction*	71.6%	Up from 70.0%	68.5%	69.1%
Percent of expenditures for teacher salaries*	67.7%	Up from 66.1%	60.6%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Mary Ford Elementary School's quest is excellence! We believe in striving for excellence because we are not waiting for failure. Evidence of this commitment can be seen in our yearly recognition of meeting the federally mandated requirements of AYP in 2005 and 2006. Efforts continue to reach federally mandated requirements in 2008.

Mary Ford's instructional emphasis is based on the development of active learners through a rigorous, standards-based curriculum, designed to enhance our culture, needs, and vision for success. Quarterly benchmark MAP assessments; quarterly instructional calendars, aligned to the district's coherent curriculum; implementation of differentiated instruction in the classroom; and "Principal's Test" every other week assist us in tracking and ensuring student growth and progress. Students are given opportunities to strengthen skills and for teachers to address individual needs through the many intervention and enrichment programs offered to every student. Our students participate in our 21st Century After school program 5 days a week, supplemented by our School's Out Community Learning Center extended day programs. These programs have allowed us the opportunity to develop integrated community and public engagement support systems that complement our school's mission and goals. Storybooks at Breakfast, Success Maker Computer Assisted Instruction, and integrated fine arts curriculum connect student learning, which results in increased student achievements across all grade levels.

Our teachers and students strive to improve our school's climate by participating in ongoing character-building activities that promote self-reflection and redirection of inappropriate school and classroom behavior. We believe in creating a school environment that is student-friendly and provides opportunities for students to be successful. Our students are recognized for positive behavior and character traits monthly. We continue to seek ways to make education and learning the top priorities at Mary Ford Elementary.

Parent involvement continues to be a challenge, but our goal is to continue to provide opportunities for parents to take on a more active role in their children's education. Monthly parent breakfast and meetings, quarterly PTA meetings, Pizza, Pepsi, PACT & Parent Night, Family Math, Reading & Science Night, and home visits have proven to be successful initiatives.

Our mission is clear, and we welcome the challenges to make us stronger. We will reach excellence in our classrooms!

Cindy Smalls, Principal
Jim Frye, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	40	27
Percent satisfied with learning environment	75.0%	71.8%	65.4%
Percent satisfied with social and physical environment	90.6%	65.8%	76.9%
Percent satisfied with school-home relations	43.8%	71.8%	59.3%

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

School Adequate Yearly Progress	NO
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This school met 7 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	Newly Identified
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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. Sanction: Implement the restructuring plan.
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		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%	Yes

* Or greater than last year

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	162	100	46.6	35.8	15.5	2	22.3	53.5	48.2	No	Yes
Gender											
Male	92	100	52.9	36.5	10.6	0	16.5	47.3	41.7	N/A	N/A
Female	70	100	38.1	34.9	22.2	4.8	30.2	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.6	60	I/S	I/S
African American	162	100	46.6	35.8	15.5	2	22.3	32.1	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	22	100	81.8	13.6	4.5	0	4.5	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	155	100	47.5	34.8	16.3	1.4	22	33	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	162	100	59.5	34.5	4.1	2	14.2	49.7	45.8	No	Yes
Gender											
Male	92	100	63.5	29.4	5.9	1.2	10.6	49.5	45.6	N/A	N/A
Female	70	100	54	41.3	1.6	3.2	19	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.6	59	I/S	I/S
African American	162	100	59.5	34.5	4.1	2	14.2	26.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	22	100	81.8	18.2	0	0	9.1	20.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	155	100	61	32.6	4.3	2.1	13.5	28.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	105	100	69.7	24.2	6.1	0	6.1	39.2	35.7	96.8	96
Gender											
Male	63	100	76.3	18.6	5.1	0	5.1	40.8	37.4	96.6	95.8
Female	42	100	60	32.5	7.5	0	7.5	37.6	33.8	96.9	96.1
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.4	49.2	90.9	96.1
African American	105	100	69.7	24.2	6.1	0	6.1	15.3	17	96.8	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	N/A	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	89	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
Disability Status											
Disabled	13	100	76.9	23.1	0	0	0	16.6	14	95.6	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	86.1	96.3
Socio-Economic Status											
Subsided meals	102	100	69.8	24	6.3	0	6.3	17.1	21.1	96.7	95.5

Social Studies

All Students	110	100	50.5	36.4	12.1	1	13.1	40.2	34	96.8	96
Gender											
Male	65	100	51.7	38.3	8.3	1.7	10	42	36.6	96.6	95.8
Female	45	100	48.7	33.3	17.9	0	17.9	38.3	31.3	96.9	96.1
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.3	44.5	90.9	96.1
African American	110	100	50.5	36.4	12.1	1	13.1	19.1	19.1	96.8	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	N/A	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	89	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
Disability Status											
Disabled	16	100	81.3	12.5	6.3	0	6.3	18.2	14.4	95.6	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	86.1	96.3
Socio-Economic Status											
Subsided meals	104	100	51.6	35.5	11.8	1.1	12.9	20.1	21	96.7	95.5

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	44	100	24.3	40.5	35.1	0	35.1
	4	49	100	50	31	16.7	2.4	19
	5	57	100	36.5	55.8	7.7	0	7.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	59	100	33.3	35.2	25.9	5.6	31.5
	4	52	100	46.9	36.7	16.3	0	16.3
	5	51	100	62.2	35.6	2.2	0	2.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	44	100	40.5	48.6	2.7	8.1	10.8
	4	49	100	50	35.7	11.9	2.4	14.3
	5	57	100	30.8	57.7	11.5	0	11.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	59	100	50	42.6	7.4	0	7.4
	4	52	100	61.2	32.7	2	4.1	6.1
	5	51	100	68.9	26.7	2.2	2.2	4.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	22	100	77.8	22.2	0	0	0
	4	49	100	78	17.1	4.9	0	4.9
	5	32	100	66.7	20.8	8.3	4.2	12.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	27	100	61.5	30.8	7.7	0	7.7
	4	52	100	71.4	22.4	6.1	0	6.1
	5	26	100	75	20.8	4.2	0	4.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	24	100	23.5	47.1	23.5	5.9	29.4
	4	49	100	46.3	39	12.2	2.4	14.6
	5	28	100	68	28	4	0	4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	32	100	17.9	50	28.6	3.6	32.1
	4	52	100	57.1	34.7	8.2	0	8.2
	5	26	100	77.3	22.7	0	0	0
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample