



Mary Ford Elementary

3180 Thomasina
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	408 Students	
Principal	Mrs. Cindy Smalls	843-745-7131
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

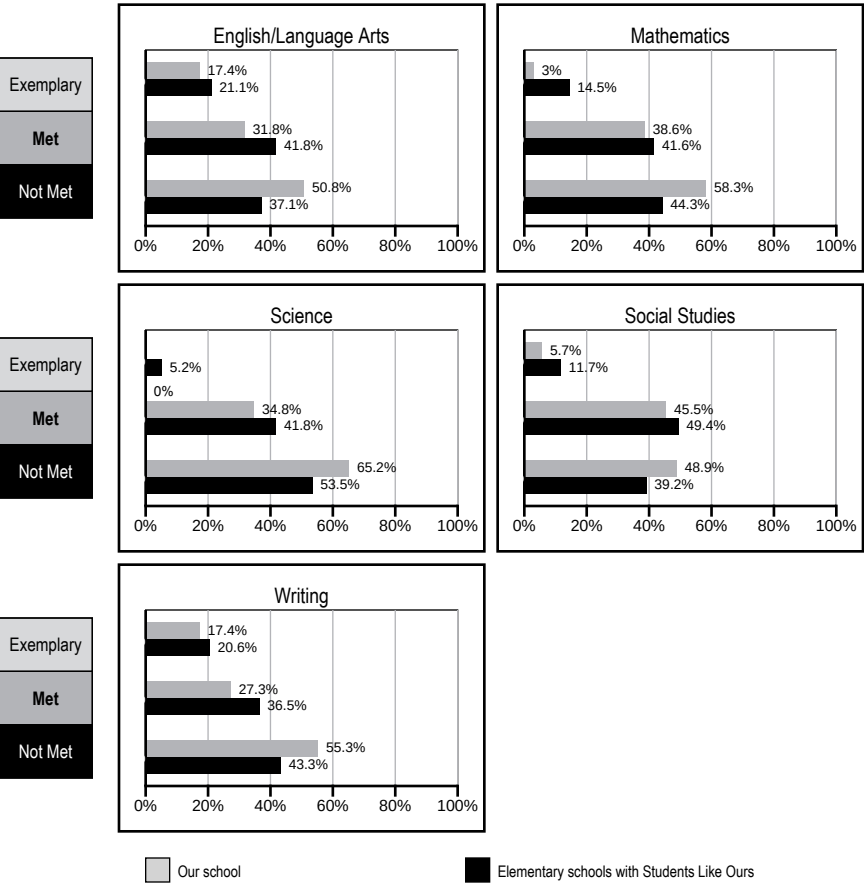
97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	50	49	30

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

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=408)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.7%	Down from 4.3%	2.6%	1.9%
Attendance rate	96.4%	Down from 96.8%	96.0%	96.3%
Eligible for gifted and talented	2.0%	Up from 1.7%	2.7%	10.0%
With disabilities other than speech	4.9%	Up from 4.2%	7.4%	7.7%
Older than usual for grade	1.0%	Up from 0.3%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Up from 0.7%	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	47.2%	Up from 42.5%	57.0%	59.4%
Continuing contract teachers	69.4%	Up from 62.5%	70.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	67.6%	Up from 64.7%	81.2%	85.9%
Teacher attendance rate	96.5%	Up from 96.0%	95.2%	95.1%
Average teacher salary*	\$43,621	Up 3.6%	\$45,574	\$47,149
Professional development days/teacher	20.9 days	Down from 21.9 days	11.0 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	2.5	4.0
Student-teacher ratio in core subjects	14.1 to 1	Down from 17.7 to 1	16.3 to 1	18.8 to 1
Prime instructional time	92.2%	Up from 92.1%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 69.8%	100.0%	100.0%
Character development program	Excellent	No Change	Good	Excellent
Dollars spent per pupil**	\$8,287	Up 1.7%	\$8,730	\$7,458
Percent of expenditures for instruction**	73.0%	Up from 71.6%	68.3%	68.8%
Percent of expenditures for teacher salaries**	69.4%	Up from 67.7%	61.8%	63.2%

* 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

The 2008 – 2009 school year has been one filled with continued instructional improvements. Our major focused goals for the year included incorporating the use of literacy rotation centers to enhance differentiation in the classroom, increasing the use of math manipulatives to introduce and strengthen understanding of math concepts, increasing parent involvement to impact student success, implementing 6 + 1 Traits during language arts instruction and utilizing data to improve instruction. Classroom management was also a key schoolwide initiative with the implementation of, "Capturing Kid's Heart," CHAMPS in the classroom and positive reinforcement strategies as effective support systems.

At Mary Ford, we refuse to allow failure to be our destiny so our teachers worked collaboratively to create a learning environment that is safe, orderly and conducive for learning. With the implementation of the schoolwide Positive Behavior Intervention Supports (PBIS) systems approach we were able to promote positive, appropriate behavior in a majority of our students to maximize instructional time in the classroom. Our students took part in a number of character building and academically enriching activities which contributed to their total development as a student. Daily recitation of the school's creed and monthly recognition for modeled character traits were ongoing motivators for improved student behavior.

Our 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. Bi-weekly Principal's assessments, aligned to the district's coherent curriculum, assist in tracking and monitoring student growth and progress. We also utilize the Measures of Academic Progress (MAP), three times a year, as a benchmarking system to measure academic growth over time. Both systems offer valuable student data that provides timely information that guide instructional planning and school improvement. Other instructional approaches and strategies implemented this year include Response to Intervention (RTI) with small Tier 2 interventions in reading and math, Academy of Reading and Math, the use of University Instructors as mentors in grades 3-5, SuccessMaker, Math + Music, fine arts curriculum integration, E-Pals electronic mentoring program in reading, technology integration, 21st Century afterschool tutorial program and Book Buddies volunteer reading program.

We will continue to seek effective strategies to increase the involvement of our parents because we know its impact on student achievement. This year's initiatives include monthly parent breakfast and meetings, Linking Learners, Parent University, Family Math and Reading Night, Pizza, PASS, Pepsi and Parent Night, PTA and Parent Literacy Programs. The response has not been as successful as we had hoped and we will continue our efforts to break down these barriers to reach the goal of getting our parents more involved.

Cindy Smalls, Principal
Jim Frye, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	39	35
Percent satisfied with learning environment	87.1%	84.2%	87.5%
Percent satisfied with social and physical environment	83.9%	81.6%	84.8%
Percent satisfied with school-home relations	54.8%	87.2%	90.9%

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

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School Adequate Yearly Progress	NO
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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	CSI
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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. 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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.6%	0.0%	No
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

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	144	100	51.5	31.3	17.2	65.7	84.9	82.8	Yes	Yes
Gender										
Male	84	100	52.6	29.5	17.9	60.3	81.8	79.3	N/A	N/A
Female	60	100	50	33.9	16.1	73.2	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	95.8	89.5	I/S	I/S
African American	144	100	51.5	31.3	17.2	65.7	74.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.4	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	18	100	62.5	31.3	6.3	43.8	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	140	100	50.8	31.5	17.7	66.9	74.9	75.5	Yes	Yes

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

All Students	144	100	59	38.1	3	53.7	81	78.9	No	Yes
Gender										
Male	84	100	62.8	33.3	3.8	51.3	79.3	77	N/A	N/A
Female	60	100	53.6	44.6	1.8	57.1	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	87.2	I/S	I/S
African American	144	100	59	38.1	3	53.7	67.9	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	18	100	75	18.8	6.3	37.5	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	140	100	59.2	37.7	3.1	53.8	69.2	70.2	No	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	98	100	N/AV	N/AV	N/AV	34.8	68.9	67.5
Gender								
Male	52	100	N/AV	N/AV	N/AV	36.2	68.2	67
Female	46	100	N/AV	N/AV	N/AV	33.3	69.6	68
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.4	79.5
African American	98	100	N/AV	N/AV	N/AV	34.8	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.2	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	14	100	N/AV	N/AV	N/AV	16.7	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	58.3	59.6
Socio-Economic Status								
Subsided meals	95	100	N/AV	N/AV	N/AV	34.9	50.2	55.1

Social Studies

All Students	96	100	50	44.4	5.6	50	76.8	72.3
Gender								
Male	58	100	58.5	34	7.5	41.5	75.3	71.5
Female	38	100	37.8	59.5	2.7	62.2	78.4	73.2
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	91.5	80.7
African American	96	100	50	44.4	5.6	50	62.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	71.6	67.9
Socio-Economic Status								
Subsided meals	94	100	48.9	45.5	5.7	51.1	64	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	142	97.9	55.3	27.3	17.4	44.7	74.1	70.2	96.4	96
Gender										
Male	83	97.6	63.2	22.4	14.5	36.8	67.8	63.2	96.2	95.9
Female	59	98.3	44.6	33.9	21.4	55.4	80.6	77.5	96.8	96.1
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.4	79.1	95.1	95.9
African American	142	97.9	55.3	27.3	17.4	44.7	59.2	57.6	96.5	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	86.2	N/A	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.1	62.6	97	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
Disability Status										
Disabled	19	84.2	73.3	20	6.7	26.7	29.6	26.1	95.6	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.2	61.2	97	96.5
Socio-Economic Status										
Subsidized meals	137	98.5	54.3	27.9	17.8	45.7	59.1	58.9	96.4	95.7

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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	52	100	37.5	37.5	25	62.5
	4	49	100	68.9	24.4	6.7	31.1
	5	43	100	48.8	31.7	19.5	51.2
	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
Mathematics							
2009	3	52	100	56.3	37.5	6.3	43.8
	4	49	100	N/AV	N/AV	N/AV	37.8
	5	43	100	58.5	39	2.4	41.5
	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							
2009	3	27	100	N/AV	N/AV	N/AV	41.7
	4	49	100	N/AV	N/AV	N/AV	26.7
	5	22	100	N/AV	N/AV	N/AV	45
	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
Social Studies							
2009	3	25	100	37.5	54.2	8.3	62.5
	4	49	100	48.9	46.7	4.4	51.1
	5	22	100	66.7	28.6	4.8	33.3
	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
Writing							
2009	3	52	96.2	42.6	31.9	25.5	57.4
	4	48	100	71.1	26.7	2.2	28.9
	5	42	97.6	52.5	22.5	25	47.5
	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

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