



SC Annual School Report Card Summary

Mary Ford Elementary
Charleston County School District
Grades: PK-5 Enrollment: 365
Principal: Mary 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		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	Average	Average	TBD	TBD	B	Reward
2011	Below Average	Average	N/A	N/A	Not Met	N/A
2010	Below Average	Average	N/A	N/A	Met	CSI-DELAY

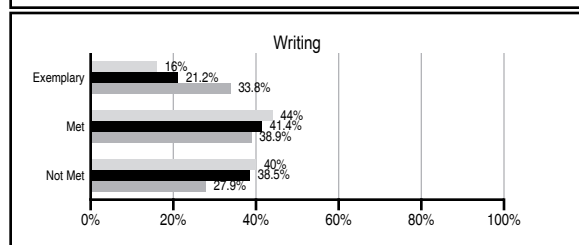
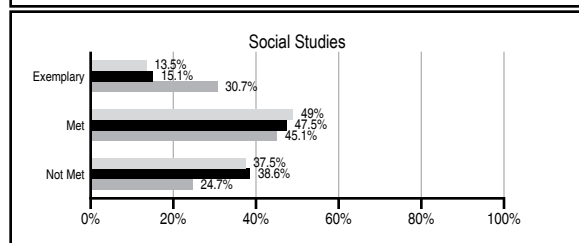
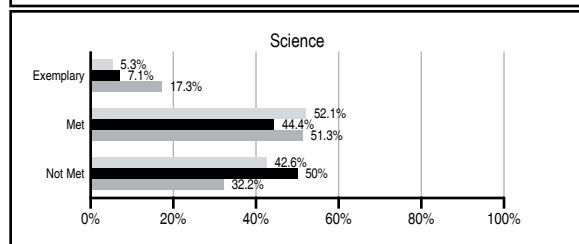
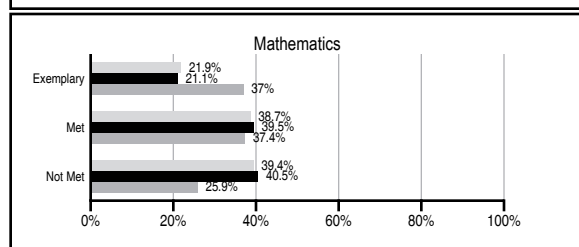
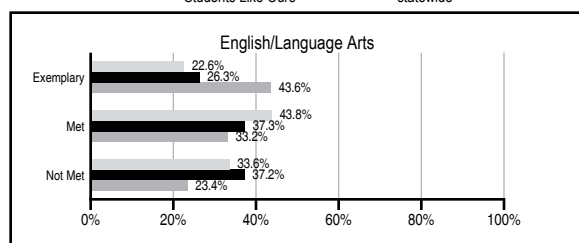
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
2	6	73	47	18

* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

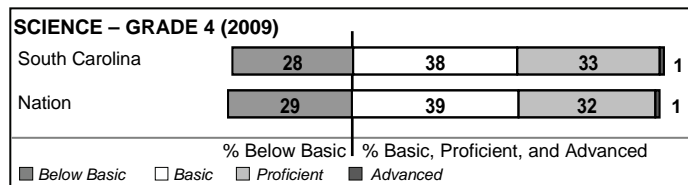
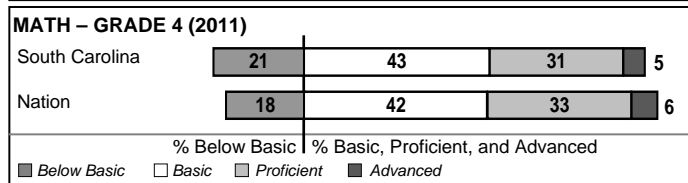
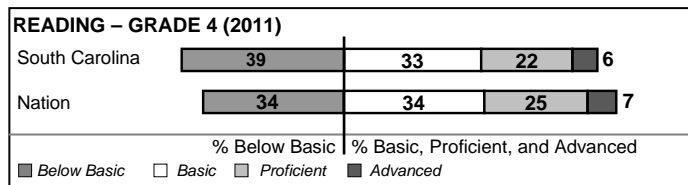
PASS PERFORMANCE

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

Mary Ford Elementary [Charleston County School

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=365)				
Retention rate	1.0%	Down from 2.6%	1.2%	1.0%
Attendance rate	96.3%	Up from 95.9%	96.4%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.3%	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	57.9%	Up from 41.9%	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	84.5%	Up from 78.6%	85.2%	88.7%
Teacher attendance rate	98.1%	Down from 98.6%	95.5%	95.1%
Average teacher salary*	\$44,129	Up 2.5%	\$44,828	\$47,210
Classes not taught by highly qualified teachers	3.1%	Up from 0.0%	0.0%	0.0%
Professional development days/teacher	11.8 days	Down from 17.7 days	9.4 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	14.4 to 1	Down from 16.0 to 1	18.0 to 1	20.0 to 1
Prime instructional time	94.2%	Down from 94.4%	90.7%	90.5%
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**	\$9,042	Down 0.3%	\$8,355	\$7,247
Percent of expenditures for instruction**	69.3%	Up from 67.2%	65.8%	68.2%
Percent of expenditures for teacher salaries**	67.4%	Up from 62.5%	62.7%	65.7%
ESEA composite index score	89.4	N/A	80.1	91.9

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	30	48	33
Percent satisfied with learning environment	80.0%	78.7%	80.0%
Percent satisfied with social and physical environment	90.0%	78.3%	81.3%
Percent satisfied with school-home relations	48.3%	91.3%	81.3%

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2011-2012 school year has been one of success for Mary Ford Elementary School. The school rolled out of school improvement and has continued to have clearly defined specific educational goals as we continue to 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 (Dial 3 for child development, Read Well for K-2, and MAP for grades 1-5) administrators, teachers, and students will update goals to reflect the data provided by the assessments. As goals are met, celebrations are held, and new goals are developed and revised. Teachers use the data to drive instructional decisions, so that they may continue to meet the needs of all of our students. Interventions and enrichment activities are provided, implemented, and monitored to ensure the success of each student.

The South Carolina State Standards guide our instructional planning. Because we believe that "high expectations result in exemplary performance", challenging goals are a must for all students, teachers and administrators. Student progress is regularly discussed at weekly grade level meetings with the principal, teachers, and instructional support personnel. Parent conferences are provided as needed.

Communities in Schools coordinated the Links to Success Program that provided parenting classes in financial literacy and other areas of interest identified through a school wide needs assessment. A GED Program was implemented and we are proud to say that six of our parents completed the program. Charleston Promise Neighborhood (CPN) was an active participant at Mary Ford during the year and helped to promote career development and engaging college prep activities for our students.

Early literacy instruction and intervention was a focus for this academic year. Read Well and Voyager are two of the research based reading programs that allowed Mary Ford to provide a solid foundation for early reading success. We continued with our 25 Book Campaign and had 97% of our children read at least 25 books, while 31% read 100 books or more. The school celebrated by having a literacy carnival.

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

In order to ensure a friendly and inviting school atmosphere, an "Open Door" policy is maintained by our principal. We encourage our parents to volunteer and become active participants in their children's education. 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
Frye, SIC Chairperson

Jim

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