



## Mary Ford Elementary School

3180 Thomasina  
North Charleston, SC

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	291 Students	
<b>Principal</b>	Mary B. Reynolds	(843) 745-7137
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Cindy Bohn Coats	843-529-2457

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Average</b>	<b>Average</b>
2012	Average	Average
2011	Below Average	Average
2010	Below Average	Average
2009	At-Risk	At-Risk

## 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://www.eoc.sc.gov>

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

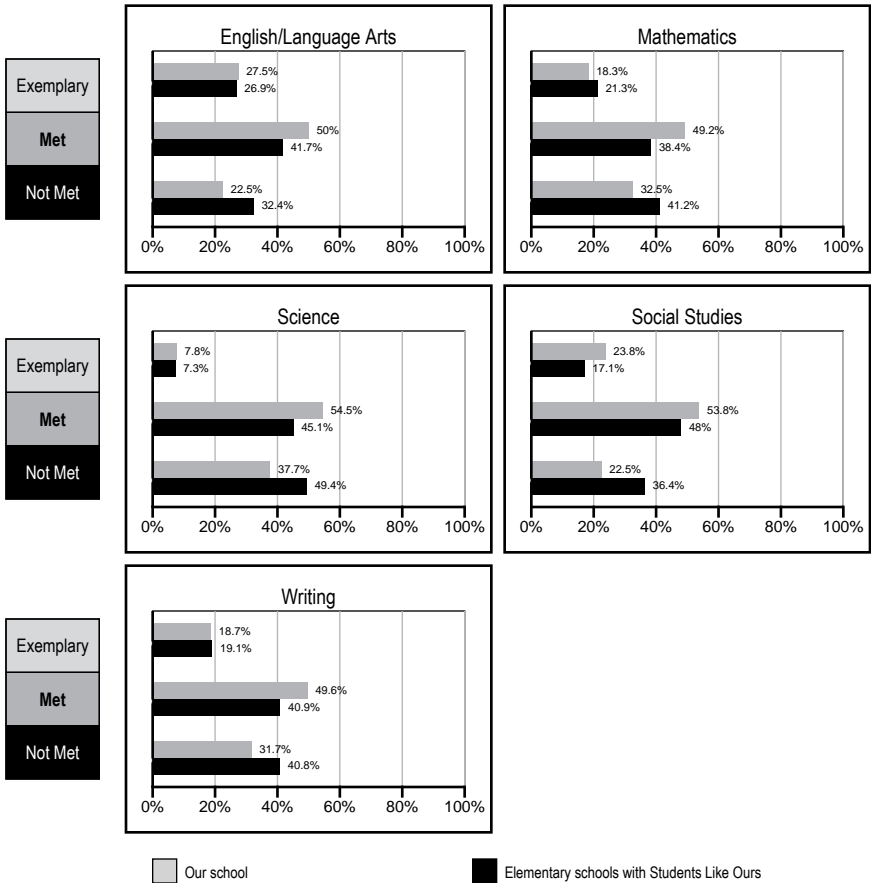
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 96.5%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	8	73	37	13

\* Ratings are calculated with data available by 12/14/2013.

**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
<b>Students (n=291)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Up from 1.0%	1.1%	0.9%
Attendance rate	96.0%	Down from 96.3%	95.9%	96.3%
Served by gifted and talented program	1.4%	N/A	2.4%	7.2%
With disabilities	9.5%	N/A	13.3%	12.4%
Older than usual for grade	1.4%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Up from 0.5%	0.0%	0.0%
<b>Teachers (n=34)</b>				
Teachers with advanced degrees	52.9%	Down from 57.9%	60.0%	62.5%
Continuing contract teachers	79.4%	Up from 73.7%	73.7%	83.3%
Teachers returning from previous year	84.4%	Down from 84.5%	84.4%	88.3%
Teacher attendance rate	97.1%	Down from 98.1%	94.9%	95.0%
Average teacher salary*	\$44,884	Up 1.7%	\$45,938	\$48,193
Professional development days/teacher	20.8 days	Up from 11.8 days	10.4 days	11.0 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	14.7 to 1	Up from 14.4 to 1	17.8 to 1	20.1 to 1
Prime instructional time	92.5%	Down from 94.2%	89.5%	90.0%
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	Good	Excellent
Dollars spent per pupil**	\$9,435	Up 4.3%	\$8,594	\$7,364
Percent of expenditures for instruction**	69.0%	Down from 69.3%	67.0%	68.0%
Percent of expenditures for teacher salaries**	67.0%	Down from 67.4%	63.5%	66.0%

\* 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 vision and commitment are to ensure that all of our children are provided the opportunities and tools to be successful now and in the future. Our children have great potential, and we are totally dedicated to helping each one of them reach that potential.

The 2012-2013 school year has been one of success for Mary Ford Elementary School. The school celebrated moving to an Average Absolute Rating and an Average Improvement Rating based on PASS 2012.

We believe that it is vital for teachers, students and parents to know each child's strengths and weaknesses, so that together we can develop a plan to ensure the success of each student. We provide benchmarking throughout the year and analyze various data: Dial 3 for child development, Aims Web and Read Well for K-2, and MAP for grades 1-5. Administrators, teachers, and students revise and update goals to reflect the data provided by the assessments. As goals are met, celebrations are held, and new goals are developed and revised as needed. Teachers use the data to inform classroom instruction and to make individualized decisions about their students. Interventions and enrichment activities are provided, implemented, and monitored to ensure the success of each student.

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/teacher conferences are provided to keep everyone informed of progress.

Communities in Schools (CIS) coordinated the Links to Success Program at Mary Ford. They coordinated parenting classes in financial literacy and provided other opportunities in areas of interest that were previously identified through a school wide needs assessment. A GED Program was implemented and we are proud to say that fifteen of our parents completed the program. The children have developed a positive relationship with the two CIS counselors and enjoy meeting with them for small group sessions. Charleston Promise Neighborhood (CPN) worked as a partner with Mary Ford and has helped to promote career development and engaging college prep activities for our students. We are fortunate that CPN provided a doctor one day per week for our students and families.

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

Jim Frye, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	12	49	26
Percent satisfied with learning environment	83.4%	87.7%	80.8%
Percent satisfied with social and physical environment	91.7%	93.9%	85.2%
Percent satisfied with school-home relations	58.4%	85.7%	85.1%

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

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## ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>74.4</b>
<b>Overall Grade Conversion</b>	<b>C</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

## Accountability Indicator for Title I Schools

Mary Ford Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.1%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	645.4	633.6	612.3	638.0	100.0	100.0
Male	643.2	634.0	617.1	640.2	100.0	100.0
Female	647.4	633.1	608.0	635.7	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	645.9	633.3	611.6	638.1	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	645.3	634.0	612.3	638.5	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2012</b>	3	43	100	21.6	29.7	48.6	78.4
	4	58	98.3	35.8	49.1	15.1	64.2
	5	56	98.2	41.7	47.9	10.4	58.3
	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
<b>2013</b>	3	50	100	28.6	31	40.5	71.4
	4	41	100	24.3	54.1	21.6	75.7
	5	56	100	22.2	60	17.8	77.8
	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
<b>Mathematics</b>							
<b>2012</b>	3	43	100	45.9	18.9	35.1	54.1
	4	58	98.3	26.4	52.8	20.8	73.6
	5	56	98.2	50	37.5	12.5	50
	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
<b>2013</b>	3	50	100	50	31	19	50
	4	41	100	21.6	54.1	24.3	78.4
	5	56	100	31.1	57.8	11.1	68.9
	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
<b>Science</b>							
<b>2012</b>	3	21	100	50	27.8	22.2	50
	4	58	98.3	N/AV	N/AV	N/AV	57.4
	5	27	96.3	39.1	56.5	4.3	60.9
	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
<b>2013</b>	3	26	100	63.6	22.7	13.6	36.4
	4	41	100	27	64.9	8.1	73
	5	27	100	N/AV	N/AV	N/AV	65
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2012</b>	3	22	95.5	55.6	16.7	27.8	44.4
	4	58	98.3	20.4	66.7	13	79.6
	5	29	96.6	62.5	33.3	4.2	37.5
	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
<b>2013</b>	3	24	100	35	40	25	65
	4	41	100	13.5	56.8	29.7	86.5
	5	29	100	32	56	12	68
	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
<b>Writing</b>							
<b>2012</b>	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	58	96.6	40	44	16	60
	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
<b>2013</b>	3	51	94.1	40	42.5	17.5	60
	4	40	97.5	27.8	50	22.2	72.2
	5	57	98.3	27.7	55.3	17	72.3
	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

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