



MCDONALD ROAD ELEMENTARY

532 McDonald Road
Georgetown, South

Grades	PK-5 Elementary School	
Enrollment	531 Students	
Principal	Miriam R. Daniels	843-527-3485
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Below Average	Below Average
2008	Below Average	Below Average
2007	Average	At-Risk
2006	Average	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 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

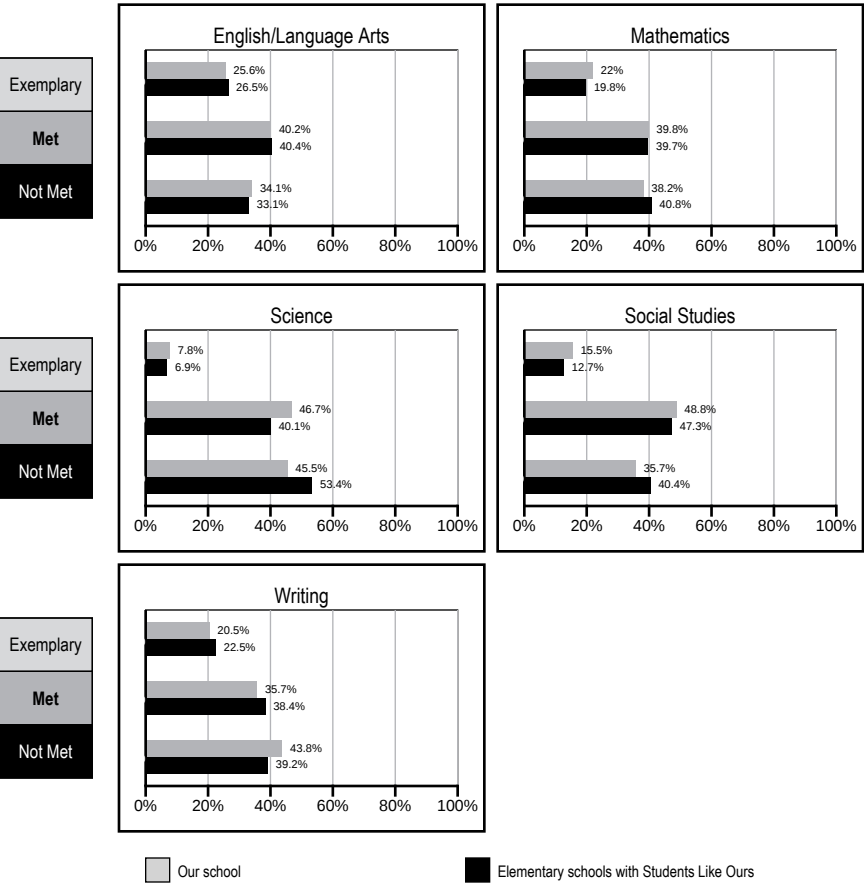
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	101	49	22

* Ratings are calculated with data available by 03/09/2011.

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=531)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	No Change	1.5%	1.2%
Attendance rate	95.9%	Down from 96.1%	95.8%	96.1%
Eligible for gifted and talented	5.6%	Down from 6.7%	4.9%	11.7%
With disabilities other than speech	10.4%	Down from 11.1%	8.5%	8.0%
Older than usual for grade	1.0%	Down from 1.8%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	67.5%	Up from 67.4%	58.3%	60.5%
Continuing contract teachers	95.0%	Down from 100.0%	80.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.8%	Down from 93.3%	84.7%	87.0%
Teacher attendance rate	95.0%	Up from 94.5%	95.3%	95.4%
Average teacher salary*	\$50,122	Up 1.8%	\$45,423	\$47,288
Professional development days/teacher	19.1 days	Down from 21.1 days	10.9 days	10.5 days
School				
Principal's years at school	10.0	Up from 9.0	3.5	4.0
Student-teacher ratio in core subjects	14.4 to 1	Up from 12.9 to 1	17.6 to 1	19.2 to 1
Prime instructional time	89.9%	Up from 89.6%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.5%	Up from 97.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,207	Down 2.6%	\$8,356	\$7,548
Percent of expenditures for instruction**	70.0%	Down from 70.6%	68.1%	68.7%
Percent of expenditures for teacher salaries**	67.1%	Up from 65.1%	63.0%	65.1%

* 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

McDonald Elementary School, a Title I school, received the highly recognized achievement of being a Palmetto's Finest Finalist School for 2008, 2009, and 2010. In 2009, we were recognized as a Red Carpet School because of our family friendly environment. We use national and South Carolina State standards in correlation with the Georgetown County School District Teaching and Learning System. Our core curriculum includes: Balanced Literacy, Everyday Math, monthly writing prompts, social studies and science. Our guidance program offers individual and group counseling, Character First education and career awareness. Our special education program includes: Individual Education Plans (IEP), IDEA educational programs, Voyager reading and inclusion classes. We continue to provide reduced class size and Computer Assisted Instruction. Our staff is part of a Professional Learning Team that meets weekly with a curriculum coach to revitalize their teaching strategies.

We utilize the Project Learning Tree (PLT) curricula, in house field studies and field trips. We provide an annual Science Fair and participate in the Low Country Regional Science Fair. Our Physical Education department provides daily classes and an annual health fair to promote student health and fitness. We use Measures of Academic Progress (MAP) to assess student progress. We offer extracurricular programs including: Nature-Based Inquiry Program, Club Day, SCE&G Brainiacs, Blue Print Leadership Academy, School Safety and Leadership Team, and O Ambassadors promoting "I Make a Change" (IMAC). Our business partners include: First Federal Bank in Schools program, Walmart, Land's End, Dr. Tire, TLC Car Wash and many others. Community related programs include: parent volunteers, Career and Red Ribbon Week, Health Fair, Boy & Girl Scouts, and Governor's Citizenship. Charity associations are with March of Dimes, United Way, Ronald McDonald House, American Heart Association, Cancer Awareness and St. Jude's Children Hospital.

Our parenting program activities are held in the parenting room as led by our behavior specialist and guidance counselor. Our PTO and community partners provide gift cards for each grade level to encourage competition in the Accelerated Reader (AR) program. We will continue to give every student the opportunity to receive a quality education and reach their maximum potential. We truly believe in "Developing our best resources...our children."

Miriam R. Daniels, Principal
Sabrina Billings, Chairperson for SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	82	61
Percent satisfied with learning environment	97.4%	89.0%	86.7%
Percent satisfied with social and physical environment	100.0%	93.8%	87.5%
Percent satisfied with school-home relations	100.0%	91.1%	90.9%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 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	NI-DELAY
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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	1.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	263	100	34.1	39.6	26.3	82.4	83.7	83.5	Yes	Yes
Gender										
Male	142	100	38.6	37.1	24.3	80	80.4	80.1	N/A	N/A
Female	121	100	28.7	42.6	28.7	85.2	87.2	87	N/A	N/A
Racial/Ethnic Group										
White	95	100	30.1	39.8	30.1	82.8	90.1	89.6	Yes	Yes
African American	154	100	37.2	40.5	22.3	81.8	76.6	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.9	92.7	I/S	I/S
Hispanic	14	100	28.6	28.6	42.9	85.7	80.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	34	100	66.7	21.2	12.1	60.6	43.5	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	30.8	30.8	38.5	84.6	81.5	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	229	100	34.4	41.2	24.4	82.8	78.1	76.9	Yes	Yes

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

All Students	263	100	38.4	40.4	21.2	76.1	82.1	80.4	Yes	Yes
Gender										
Male	142	100	42.1	35.7	22.1	77.1	79.7	78.4	N/A	N/A
Female	121	100	33.9	46.1	20	74.8	84.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	95	100	35.5	40.9	23.7	80.6	89.2	87.8	Yes	Yes
African American	154	100	41.9	40.5	17.6	72.3	74	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.9	93.5	I/S	I/S
Hispanic	14	100	21.4	35.7	42.9	85.7	85	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	34	100	N/A	N/A	N/A	39.4	37.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	15.4	38.5	46.2	84.6	84.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	229	100	39.8	40.7	19.5	75.6	76.5	72.8	Yes	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	177	99.4	45	45.6	9.4	55	63.8	67.3
Gender								
Male	98	99	42.7	46.9	10.4	57.3	62.5	66.9
Female	79	100	48	44	8	52	65.1	67.7
Racial/Ethnic Group								
White	62	100	40	45	15	60	78.7	79.6
African American	107	99.1	49.5	45.6	4.9	50.5	47.3	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	80	84.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	63.2	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	22	95.5	65	20	15	35	22.6	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	60.5	58.6
Socio-Economic Status								
Subsidized meals	153	100	47.3	44.6	8.1	52.7	52.8	55.4

Social Studies								
All Students	180	98.3	35.3	49.7	15	64.7	67.7	70.9
Gender								
Male	95	96.8	40.7	44	15.4	59.3	66.3	70.1
Female	85	100	29.3	56.1	14.6	70.7	69.2	71.7
Racial/Ethnic Group								
White	71	97.2	34.8	49.3	15.9	65.2	78.2	79.2
African American	98	100	36.2	50	13.8	63.8	55.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	84.2	86.8
Hispanic	11	90.9	I/S	I/S	I/S	I/S	68.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	20	85	N/A	N/A	N/A	35.3	29.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	66.3	68
Socio-Economic Status								
Subsidized meals	153	98	34.9	52.1	13	65.1	57.8	60.8

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	267	96.3	43.5	35.9	20.6	56.5	69.4	72.1	95.9	95.8
Gender										
Male	145	93.1	51.9	30.8	17.3	48.1	62.3	65.2	95.8	95.7
Female	122	100	33.9	41.7	24.3	66.1	76.9	79.2	96.1	96
Racial/Ethnic Group										
White	95	93.7	42	31.8	26.1	58	79.6	80.8	94.8	95.2
African American	154	98.1	43.2	40.4	16.4	56.8	58.3	59.7	96.6	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	82.8	87	N/A	96.7
Hispanic	18	94.4	57.1	14.3	28.6	42.9	62.2	64.6	95.9	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	35	71.4	N/AV	N/AV	N/AV	4.3	16.6	27.7	94.9	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	57.1	14.3	28.6	42.9	61.3	63.7	96.8	97.1
Socio-Economic Status										
Subsidized meals	233	96.6	44.4	36.1	19.4	55.6	60.4	61.9	95.8	95.6

Abbreviations for Missing Data

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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	102	100	32.7	36.6	30.7	67.3
	4	85	100	39.8	39.8	20.5	60.2
	5	86	100	27.1	48.2	24.7	72.9
	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
2010	3	81	100	32.1	30.8	37.2	67.9
	4	93	100	33.7	42.4	23.9	66.3
	5	89	100	36.5	44.7	18.8	63.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	102	100	48.5	36.6	14.9	51.5
	4	85	100	41	44.6	14.5	59
	5	86	100	34.1	48.2	17.6	65.9
	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
2010	3	81	100	46.2	32.1	21.8	53.8
	4	93	100	37	43.5	19.6	63
	5	89	100	32.9	44.7	22.4	67.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	51	100	52.9	39.2	7.8	47.1
	4	85	100	43.4	49.4	7.2	56.6
	5	44	100	55.8	39.5	4.7	44.2
	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
2010	3	39	97.4	69.4	22.2	8.3	30.6
	4	93	100	40.2	47.8	12	59.8
	5	45	100	34.9	60.5	4.7	65.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
Social Studies							
2009	3	51	100	42	52	6	58
	4	85	100	31.3	57.8	10.8	68.7
	5	42	100	40.5	40.5	19	59.5
	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
2010	3	42	92.9	23.7	60.5	15.8	76.3
	4	93	100	28.3	55.4	16.3	71.7
	5	45	100	60.5	27.9	11.6	39.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	103	96.1	36.7	28.6	34.7	63.3
	4	86	98.8	54.2	33.7	12	45.8
	5	88	95.5	34.1	41.5	24.4	65.9
	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
2010	3	82	93.9	44	29.3	26.7	56
	4	93	96.8	41.6	40.4	18	58.4
	5	92	97.8	45.2	36.9	17.9	54.8
	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

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