



MACEDONIA ELEMENTARY

556 Jones Bridge Road
Blackville, SC 29817

Grades	PK-6 Elementary School	
Enrollment	478 Students	
Principal	Teresa G. Reid	803-284-5800
Superintendent	Dr. Teresa L. Pope	803-284-5605
Board Chair	Mr. Steve McCormack	803-284-0215

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

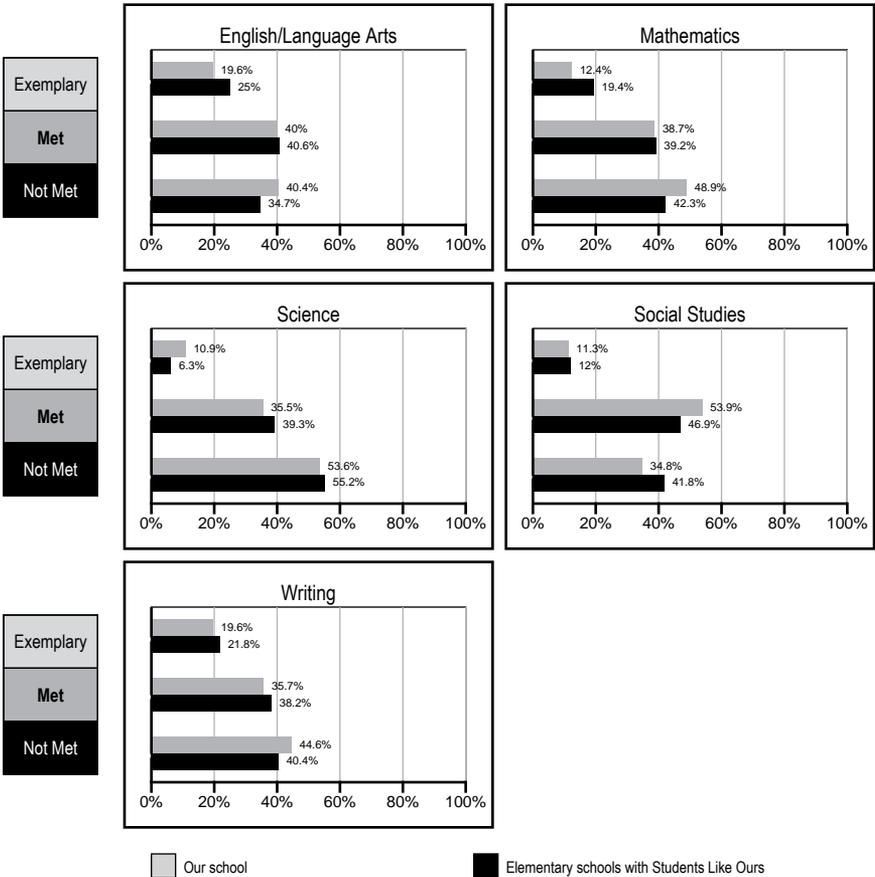
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	82	58	23

* 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=478)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.7%	Down from 4.3%	1.5%	1.2%
Attendance rate	95.5%	Down from 95.7%	95.9%	96.1%
Eligible for gifted and talented	5.6%	Down from 6.4%	4.5%	11.7%
With disabilities other than speech	7.4%	Down from 7.8%	8.4%	8.0%
Older than usual for grade	0.8%	Down from 2.0%	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=32)				
Teachers with advanced degrees	37.5%	Down from 39.4%	60.0%	60.5%
Continuing contract teachers	81.3%	Up from 75.8%	78.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.3%	Up from 84.2%	83.4%	87.0%
Teacher attendance rate	94.2%	Up from 93.7%	95.4%	95.4%
Average teacher salary*	\$39,162	Down 4.9%	\$45,499	\$47,288
Professional development days/teacher	7.9 days	Down from 14.6 days	10.6 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Up from 16.7 to 1	17.2 to 1	19.2 to 1
Prime instructional time	87.8%	Down from 88.7%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.3%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,307	Up 3.7%	\$8,719	\$7,548
Percent of expenditures for instruction**	59.8%	Up from 57.9%	68.0%	68.7%
Percent of expenditures for teacher salaries**	55.1%	Up from 51.3%	62.4%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The students, staff, and parents of Macedonia Elementary School believe that each student should have the opportunity to achieve academic and personal success in a safe and caring environment. Our commitment to this mission is evident every day. As we prepare our students for a lifetime of learning, we promote the use of technology, an appropriate curriculum, and an environment that is conducive to learning.

Macedonia made Adequate Yearly Progress this year. We met 19 of 19 objectives required by the No Child Left Behind program to achieve success. We enjoyed several celebrations with our students, parents, and the community. An official update of accreditation was filed with the office of the Southern Association of Colleges and Schools.

Our use of technology to support instruction has been more effectively implemented. All sixth grade students received an individual laptop as the result of the E2T2 Grant. Teacher laptops were upgraded to enhance learning with the use of classroom Promethean Boards and projectors. Grade-level laptop carts were available for student use, as were the sixty networked computers in the Compass Learning Lab. Teachers and students participated in training offered by the Technology Coach funded through the E2T2 Grant. The Compass Learning program is used as a prescriptive tool, which creates individualized learning based on the results of the Measures of Academic Progress assessment. The aforementioned strategies strengthen basic skills and support a better understanding of the South Carolina Curriculum Standards.

Students met data goals for the MAP assessment. Schoolwide, classroom, and individual celebrations were scheduled throughout the year. The growth for the year has proven that when students are held accountable for their own learning, student achievement is increased.

Service learning, cooperative learning, and extracurricular activities are an important part of our curriculum. Character Education, Career Awareness, and Positive Behavior Interventions and Supports are ongoing initiatives that have proven to be effective means of enhancing our students' focus on being responsible for their own learning. Club Day was initiated this year and offered students an opportunity to select activities that promote learning from a different perspective. Parents and the community have been vital partners in this initiative.

Parent and community involvement has improved over the past three years; however, the school administration is working with the School Improvement Council and PTSO to increase parental and community involvement. A yearlong schedule of opportunities will be given out in August. In an effort to increase attendance, we have combined some activities to make it easier for parents to attend.

Our faculty and staff are dedicated to giving our best to our great students. We will continue to promote the "World's Greatest Elementary School."

Jameka Hagood, School Improvement Council (SIC) Chairperson
Teresa G. Reid, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	12	64	45
Percent satisfied with learning environment	91.7%	85.0%	90.7%
Percent satisfied with social and physical environment	91.7%	83.9%	69.0%
Percent satisfied with school-home relations	75.0%	81.3%	83.7%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

YES

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

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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	237	98.7	40.4	40	19.6	76.4	71.4	83.5	Yes	Yes
Gender										
Male	125	98.4	49.2	33.3	17.5	72.5	66.7	80.1	N/A	N/A
Female	112	99.1	30.5	47.6	21.9	81	76.6	87	N/A	N/A
Racial/Ethnic Group										
White	60	100	32.2	42.4	25.4	81.4	78.2	89.6	Yes	Yes
African American	170	98.2	44.7	37.7	17.6	73.6	68.5	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	32	90.6	N/A	N/A	N/A	41.9	34.9	51.7	I/S	I/S
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	215	99.1	43.1	40.2	16.7	74.5	70.1	76.9	Yes	Yes

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

All Students	237	99.6	48.9	38.7	12.4	65.3	62.3	80.4	Yes	Yes
Gender										
Male	125	99.2	49.2	40.8	10	62.5	61.4	78.4	N/A	N/A
Female	112	100	48.6	36.2	15.2	68.6	63.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	60	100	42.4	37.3	20.3	66.1	62.8	87.8	Yes	Yes
African American	170	99.4	52.8	37.7	9.4	63.5	60.6	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	32	96.9	N/A	N/A	N/A	16.1	16.3	46.1	I/S	I/S
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	215	100	52	37.7	10.3	63.2	60.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	145	99.3	53.3	35.8	10.9	46.7	47.9	67.3
Gender								
Male	75	98.7	56.3	29.6	14.1	43.7	43.5	66.9
Female	70	100	50	42.4	7.6	50	52.3	67.7
Racial/Ethnic Group								
White	40	100	46.2	35.9	17.9	53.8	55.8	79.6
African American	101	99	55.3	37.2	7.4	44.7	45.9	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	22	95.5	N/A	N/A	N/A	9.5	10.7	33.8
Migrant Status								
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	36.5
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	135	99.3	53.5	37	9.4	46.5	48.2	55.4
Social Studies								
All Students	148	100	34.8	53.9	11.3	65.2	57.3	70.9
Gender								
Male	77	100	38.2	48.7	13.2	61.8	57.8	70.1
Female	71	100	30.8	60	9.2	69.2	56.7	71.7
Racial/Ethnic Group								
White	31	100	41.9	41.9	16.1	58.1	50	79.2
African American	114	100	32.7	57.9	9.3	67.3	59.1	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	15	100	73.3	20	6.7	26.7	20.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status								
Subsidized meals	135	100	38.3	54.7	7	61.7	54.5	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	235	99.2	44.4	35.9	19.7	55.6	56.6	72.1	95.5	95.5
Gender										
Male	124	98.4	52.5	31.4	16.1	47.5	50.9	65.2	95.3	95.4
Female	111	100	35.2	41	23.8	64.8	62.7	79.2	95.7	95.6
Racial/Ethnic Group										
White	60	100	37.3	33.9	28.8	62.7	62.8	80.8	94.3	94.2
African American	168	98.8	48.4	35.7	15.9	51.6	53.1	59.7	95.9	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	97.8	97.9
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	64.6	96	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	92.2	92.2
Disability Status										
Disabled	34	97.1	N/AV	N/AV	N/AV	3	4.4	27.7	94.3	94.4
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	63.5	97.3	97.2
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	63.7	96	96.2
Socio-Economic Status										
Subsidized meals	213	99.5	47.5	36.6	15.8	52.5	54.2	61.9	95.5	95.5

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	55	100	40.7	38.9	20.4	59.3
	4	53	100	36.5	42.3	21.2	63.5
	5	67	100	50	29.7	20.3	50
	6	52	100	44	48	8	56
	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	62	98.4	23.3	38.3	38.3	76.7
	4	57	98.3	46.3	37	16.7	53.7
	5	52	98.1	42.9	49	8.2	57.1
	6	66	100	50	37.1	12.9	50
	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	55	98.2	62.3	34	3.8	37.7
	4	53	100	38.5	48.1	13.5	61.5
	5	67	100	57.8	34.4	7.8	42.2
	6	52	100	36	56	8	64
	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	62	100	53.3	30	16.7	46.7
	4	57	100	38.9	50	11.1	61.1
	5	52	98.1	59.2	28.6	12.2	40.8
	6	66	100	45.2	45.2	9.7	54.8
	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	26	100	69.2	26.9	3.8	30.8
	4	53	100	53.8	42.3	3.8	46.2
	5	33	100	N/AV	N/AV	N/AV	30.3
	6	27	100	N/AV	N/AV	N/AV	38.5
	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	30	100	56.7	20	23.3	43.3
	4	57	100	44.4	50	5.6	55.6
	5	26	100	45.8	37.5	16.7	54.2
	6	32	96.9	72.4	24.1	3.4	27.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	29	100	35.7	50	14.3	64.3
	4	52	100	39.2	51	9.8	60.8
	5	34	97.1	46.7	40	13.3	53.3
	6	25	100	25	70.8	4.2	75
	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	32	100	20	60	20	80
	4	57	100	42.6	53.7	3.7	57.4
	5	25	100	48	44	8	52
	6	34	100	25	56.3	18.8	75
	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	55	100	61.1	20.4	18.5	38.9
	4	53	98.1	52.9	29.4	17.6	47.1
	5	67	100	50	37.5	12.5	50
	6	53	100	40.4	48.1	11.5	59.6
	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	61	98.4	28.8	33.9	37.3	71.2
	4	57	100	48.1	40.7	11.1	51.9
	5	52	98.1	53.1	24.5	22.4	46.9
	6	65	100	49.2	42.6	8.2	50.8
	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample