



McDonald Road Elementary

532 McDonald Road
Georgetown, South

Grades	PK-5 Elementary School	
Enrollment	579 Students	
Principal	Miriam R. Daniels	843-527-3485
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Joe M. Crosby	843-436-7000



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Below Average
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	Below Average
2004	Average	Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

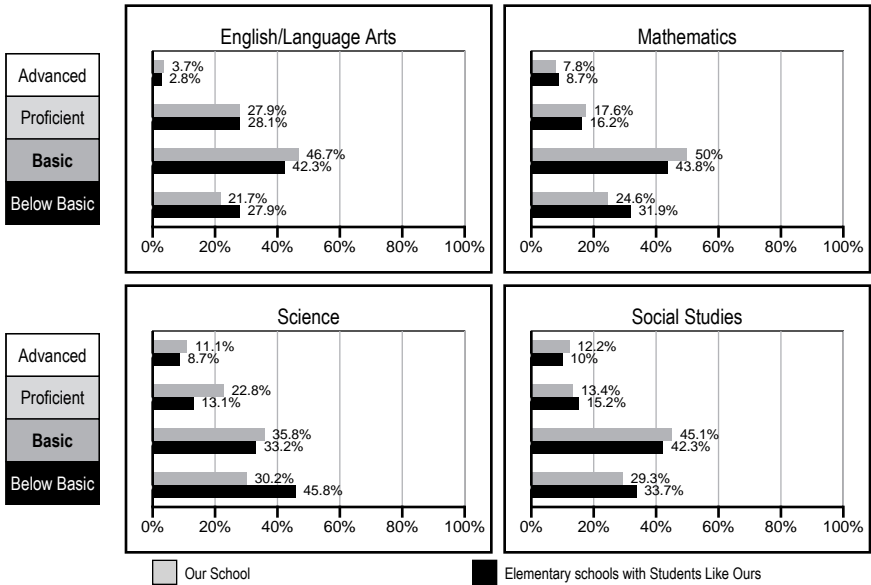
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	18	63	17

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=579)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.7%	Down from 4.8%	2.9%	2.3%
Attendance rate	96.3%	Up from 96.2%	96.0%	96.3%
Eligible for gifted and talented	8.4%	Up from 7.9%	5.2%	10.4%
With disabilities other than speech	9.4%	Down from 11.1%	8.0%	7.5%
Older than usual for grade	2.1%	Up from 1.9%	1.1%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	55.3%	Down from 58.3%	53.9%	56.7%
Continuing contract teachers	83.0%	Down from 87.5%	71.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 2.3%	0.0%	0.0%
Teachers returning from previous year	95.0%	Down from 95.2%	84.0%	86.4%
Teacher attendance rate	92.4%	Down from 93.0%	94.9%	94.9%
Average teacher salary	\$47,905	Up 3.5%	\$44,096	\$45,345
Professional development days/teacher	17.7 days	Down from 18.5 days	13.3 days	12.6 days
School				
Principal's years at school	8.0	Up from 7.0	3.0	4.0
Student-teacher ratio in core subjects	12.2 to 1	Down from 13.4 to 1	16.8 to 1	18.5 to 1
Prime instructional time	88.8%	Up from 88.4%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	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*	\$9,296	Up 3.6%	\$7,831	\$7,052
Percent of expenditures for instruction*	70.9%	Up from 68.3%	69.1%	69.1%
Percent of expenditures for teacher salaries*	64.7%	Up from 63.1%	62.5%	64.2%

* 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 uses National and State standards for South Carolina in correlation with the School District of Georgetown County Teaching and Learning System curriculum. Our staff offers individual & group counseling, Character First education, behavior modification plans, SC standard curricula, IDEA educational programs for special needs, Title One supplementary programs, Voyager reading, LEAP-FROG reading, reduced class size, and programs for low achievers.

Our teachers utilize the Project Learning Tree (PLT) curricula, in house field study opportunities, field trips, and activities. We provide an annual Science Fair and also participate in the Low Country Regional Science Fair earning five regional recognitions and one state level. Our Physical Education department provides daily physical activity programs and an annual health fair to promote student health and fitness. Our school uses MAP testing system. McDonald Elementary continues programs such as LEAP-FROG, SC Reading Initiatives, and Computer Assisted Instruction. We host programs like Rotary Readers, parent volunteers, business partnerships, High Performance Partnership with SC Bank & Trust, 4-H programs, Boy & Girl Scouts, Character Education, mental health counseling, Governor's Citizenship, Reading Initiatives, and Squirrel's Club Banking. Charity associations are with March of Dimes, United Way, Ronald McDonald House Drink Tabs, Junior Achievement, American Heart Association, Breast Cancer Awareness and St. Jude's Children's Hospital. We also have a dynamic School Safety/SAVE team and O Ambassadors promoting I Make A Change (IMAC).

We continued our parenting resource room with various types of media, a corps of volunteers, and a behavior specialist. Our PTO and community partners provide a bicycle for each grade level to encourage competition in the Accelerated Reader (AR) program. Our school was recognized as a Palmetto's Finest Finalist for 2008 and achieved 100% Adequate Yearly Progress (AYP). We will continue to give every student the opportunity to receive a quality education and reach their maximum potential.

Miriam R. Daniels, Principal
Merritt, Chairperson for SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	76	56
Percent satisfied with learning environment	93.9%	97.3%	96.4%
Percent satisfied with social and physical environment	100.0%	96.1%	94.4%
Percent satisfied with school-home relations	97.9%	97.4%	98.1%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 17 out of 21 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. Sanction: Implement the restructuring plan.
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	0.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	263	100	21.3	46.6	27.7	4.4	45.4	46	48.2	Yes	Yes
Gender											
Male	136	100	24	49.6	23.3	3.1	40.3	39.5	41.7	N/A	N/A
Female	127	100	18.3	43.3	32.5	5.8	50.8	53.1	55	N/A	N/A
Racial/Ethnic Group											
White	92	100	12.8	45.3	34.9	7	54.7	58.9	60	Yes	Yes
African American	163	100	23.9	49	23.9	3.2	40.6	32.5	31.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	66.7	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	40.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	46	100	54.5	36.4	4.5	4.5	15.9	13.2	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	34.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	212	100	24.1	48.2	24.1	3.5	40.7	35.1	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	263	100	24.1	50.2	17.3	8.4	43	46.1	45.8	Yes	Yes
Gender											
Male	136	100	28.7	44.2	17.8	9.3	45	45.4	45.6	N/A	N/A
Female	127	100	19.2	56.7	16.7	7.5	40.8	47	45.9	N/A	N/A
Racial/Ethnic Group											
White	92	100	11.6	47.7	22.1	18.6	61.6	60.3	59	Yes	Yes
African American	163	100	29	53.5	14.2	3.2	33.5	30.9	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	76.7	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	43.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	46	100	59.1	34.1	2.3	4.5	20.5	15.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	43	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	212	100	27.6	52.8	14.6	5	36.2	35.8	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	177	100	29.5	35.5	22.3	12.7	34.9	35.1	35.7	96.3	95.9
Gender											
Male	89	100	27.7	33.7	25.3	13.3	38.6	36.6	37.4	96.1	95.7
Female	88	100	31.3	37.3	19.3	12	31.3	33.6	33.8	96.5	96.1
Racial/Ethnic Group											
White	64	100	10	33.3	30	26.7	56.7	52.6	49.2	95.1	95.2
African American	110	100	38.8	37.9	18.4	4.9	23.3	17.3	17	97	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	54.5	58	99.3	97.1
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	30.6	24.9	95.4	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.8
Disability Status											
Disabled	33	100	54.8	25.8	9.7	9.7	19.4	12.3	14	95.4	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	26.9	24.4	95.9	97.1
Socio-Economic Status											
Subsided meals	138	100	34.4	35.9	21.9	7.8	29.7	22.9	21.1	96.2	95.7
Social Studies											
All Students	177	100	28.6	45.2	14.3	11.9	26.2	32.9	34	96.3	95.9
Gender											
Male	103	100	26.5	43.9	16.3	13.3	29.6	34.7	36.6	96.1	95.7
Female	74	100	31.4	47.1	11.4	10	21.4	30.8	31.3	96.5	96.1
Racial/Ethnic Group											
White	64	100	18.6	44.1	16.9	20.3	37.3	44.4	44.5	95.1	95.2
African American	108	100	32.7	47.1	12.5	7.7	20.2	19.5	19.1	97	96.6
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	88.9	58.9	99.3	97.1
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	40.4	27.5	95.4	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.8
Disability Status											
Disabled	35	100	55.9	29.4	14.7	0	14.7	12.8	14.4	95.4	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	36.5	27.3	95.9	97.1
Socio-Economic Status											
Subsided meals	146	100	32.6	47.1	11.6	8.7	20.3	22.1	21	96.2	95.7

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	90	100	19	34.5	33.3	13.1	46.4	
	4	80	100	12.3	61.6	26	0	26	
	5	87	100	25.3	59	15.7	0	15.7	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	86	100	14.6	41.5	34.1	9.8	43.9	
	4	91	100	25.9	50.6	22.4	1.2	23.5	
	5	86	100	23.2	47.6	26.8	2.4	29.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	90	100	20.2	57.1	16.7	6	22.6	
	4	80	100	21.9	43.8	26	8.2	34.2	
	5	87	100	16.9	55.4	22.9	4.8	27.7	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	86	100	19.5	59.8	13.4	7.3	20.7	
	4	91	100	35.3	45.9	10.6	8.2	18.8	
	5	86	100	17.1	45.1	28	9.8	37.8	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	48	100	34.9	41.9	14	9.3	23.3	
	4	79	100	42.9	31.4	15.7	10	25.7	
	5	44	100	32.5	47.5	10	10	20	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	43	100	20	50	22.5	7.5	30	
	4	91	100	28.2	38.8	22.4	10.6	32.9	
	5	43	100	41.5	14.6	22	22	43.9	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	46	100	10.8	62.2	18.9	8.1	27	
	4	79	100	30	38.6	22.9	8.6	31.4	
	5	45	100	41.5	43.9	12.2	2.4	14.6	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	43	100	23.8	42.9	9.5	23.8	33.3	
	4	91	100	25.9	47.1	18.8	8.2	27.1	
	5	43	100	39	43.9	9.8	7.3	17.1	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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