

McDonald Road Elementary

532 McDonald Road
Georgetown, South

Grades	PK-5 Elementary School	
Enrollment	575 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 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Below Average
2008	Below Average	Below Average
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	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

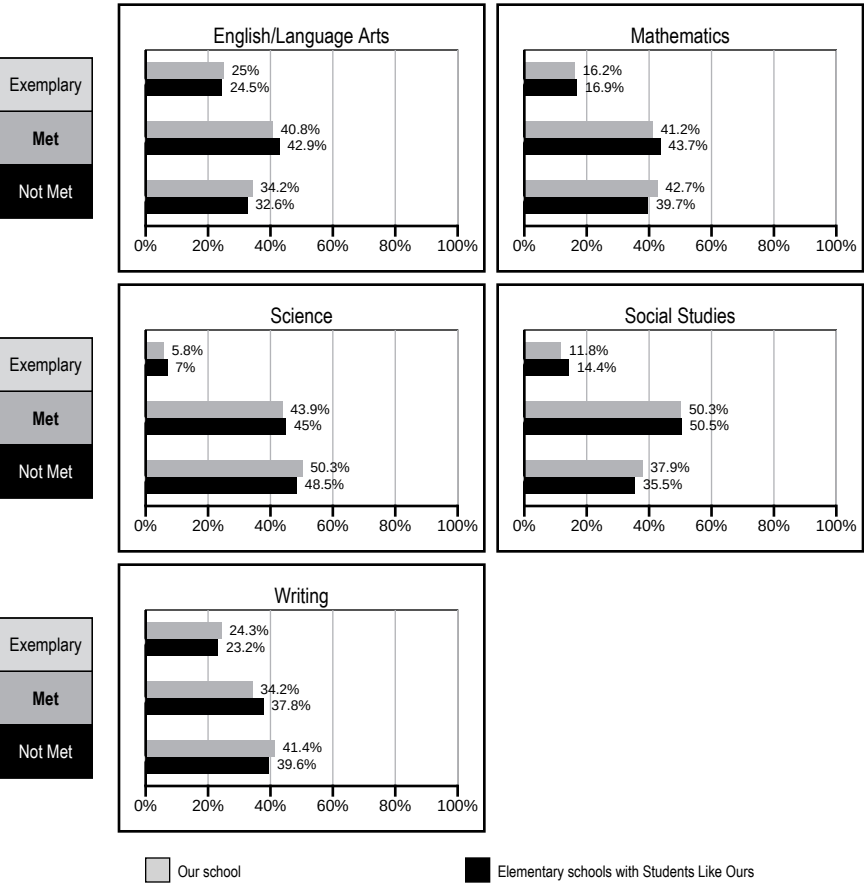
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 99.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	5	92	55	18

* Ratings are calculated with data available by 06/01/2010.

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=575)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Down from 2.7%	2.5%	1.9%
Attendance rate	96.1%	Down from 96.3%	96.1%	96.3%
Eligible for gifted and talented	6.7%	Down from 8.4%	4.3%	10.0%
With disabilities other than speech	11.1%	Up from 9.4%	8.2%	7.7%
Older than usual for grade	1.8%	Down from 2.1%	1.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	67.4%	Up from 55.3%	57.1%	59.4%
Continuing contract teachers	100.0%	Up from 83.0%	73.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.3%	Down from 95.0%	83.2%	85.9%
Teacher attendance rate	94.5%	Up from 92.4%	95.1%	95.1%
Average teacher salary*	\$49,215	Up 2.7%	\$45,669	\$47,149
Professional development days/teacher	21.1 days	Up from 17.7 days	10.8 days	11.1 days
School				
Principal's years at school	9.0	Up from 8.0	3.0	4.0
Student-teacher ratio in core subjects	12.9 to 1	Up from 12.2 to 1	17.4 to 1	18.8 to 1
Prime instructional time	89.6%	Up from 88.8%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.1%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Good	Excellent
Dollars spent per pupil**	\$9,456	Up 1.7%	\$8,292	\$7,458
Percent of expenditures for instruction**	70.6%	Down from 70.9%	68.5%	68.8%
Percent of expenditures for teacher salaries**	65.1%	Up from 64.7%	62.1%	63.2%

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

** Prior year audited financial data are reported.

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 and group counseling, Character First education, behavior modification plans, IDEA educational programs for special needs, Title One supplemental programs, Voyager reading, FOCUS time, 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 participate in the Low Country Regional Science Fair. Our Physical Education department provides daily physical activity programs and an annual health fair to promote student health and fitness. We are proud to have a District Teacher of the Year, who was also named a SC Honor Roll Teacher, at McDonald. Our school uses Measures of Academic Progress (MAP) to assess student progress and needs. McDonald Elementary continues to offer programs such as Club Day 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, Junior Achievement, American Heart Association, Breast Cancer Awareness, and St. Jude's Children Hospital. We also have a dynamic School Safety/SAVE team, SCE&G Brainiacs, 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 provided gift cards 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 & 2009. McDonald also received the Red Carpet School award for providing quality customer service. We will continue to give every student the opportunity to receive a quality education and reach their maximum potential.

Miriam R. Daniels, Principal

Kara Merritt, Chairperson for SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	74	60
Percent satisfied with learning environment	93.9%	97.3%	89.8%
Percent satisfied with social and physical environment	100.0%	98.6%	89.7%
Percent satisfied with school-home relations	100.0%	97.3%	90.0%

* 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

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I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 19 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	NI
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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	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

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	273	100	33.1	41.3	25.7	78.1	81.6	82.8	Yes	Yes
Gender										
Male	155	100	35.9	38.6	25.5	75.2	77.5	79.3	N/A	N/A
Female	118	100	29.3	44.8	25.9	81.9	86	86.5	N/A	N/A
Racial/Ethnic Group										
White	106	100	28.2	35	36.9	78.6	89.9	89.5	Yes	Yes
African American	159	100	35.4	45.6	19	78.5	72.4	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	80.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	48	100	63.8	23.4	12.8	51.1	39.7	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	78.8	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	216	100	34.3	41.8	23.9	77.9	75.4	75.5	Yes	Yes

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

All Students	273	100	41.6	42.8	15.6	68	80.4	78.9	Yes	Yes
Gender										
Male	155	100	41.2	41.8	17	68	77.7	77	N/A	N/A
Female	118	100	42.2	44	13.8	68.1	83.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	106	100	35.9	42.7	21.4	73.8	88.9	87.2	Yes	Yes
African American	159	100	44.9	44.3	10.8	63.9	70.7	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.8	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	84.5	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	48	100	N/AV	N/AV	N/AV	36.2	36.4	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	83.8	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	216	100	44.1	42.7	13.1	65.3	73.7	70.2	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	180	100	49.2	44.1	6.8	50.8	65.8	67.5
Gender								
Male	105	100	51.5	41.7	6.8	48.5	63.5	67
Female	75	100	45.9	47.3	6.8	54.1	68.3	68
Racial/Ethnic Group								
White	67	100	40	49.2	10.8	60	79.6	79.5
African American	107	100	53.8	41.5	4.7	46.2	50.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	58.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	35	100	76.5	17.6	5.9	23.5	26.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	55.1	59.6
Socio-Economic Status								
Subsided meals	140	100	54.7	40.9	4.4	45.3	55.1	55.1

Social Studies								
All Students	178	100	36.6	52	11.4	63.4	70.4	72.3
Gender								
Male	101	100	28	59	13	72	70	71.5
Female	77	100	48	42.7	9.3	52	70.8	73.2
Racial/Ethnic Group								
White	69	100	29.9	47.8	22.4	70.1	81.6	80.7
African American	104	100	38.8	56.3	4.9	61.2	58	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	65.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	25	100	N/AV	N/AV	N/AV	52	34	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	61.3	67.9
Socio-Economic Status								
Subsided meals	142	100	38.6	52.9	8.6	61.4	60.5	62.1

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	277	96.8	41.4	34.2	24.3	58.6	69.5	70.2	96.1	96.2
Gender										
Male	158	94.9	46.9	32.7	20.4	53.1	61.9	63.2	96.2	96.1
Female	119	99.2	34.5	36.2	29.3	65.5	77.7	77.5	96	96.3
Racial/Ethnic Group										
White	108	93.5	37.1	30.9	32	62.9	80.2	79.1	95	95.6
African American	160	98.8	43.9	36.9	19.1	56.1	57.9	57.6	96.8	96.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.6	86.2	N/A	97.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	64.7	62.6	95.2	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	86.2	93.2
Disability Status										
Disabled	48	81.3	N/AV	N/AV	N/AV	10.8	16.1	26.1	95.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	62.6	61.2	95.5	97.2
Socio-Economic Status										
Subsidized meals	217	98.2	43.5	34	22.5	56.5	59.7	58.9	96	96

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
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
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
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
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

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