



MCDONALD ROAD ELEMENTARY

532 McDonald Road
Georgetown, South

Grades	PK-5 Elementary School	
Enrollment	511 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 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Below Average	Below Average
2008	Below Average	Below Average
2007	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 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://eoc.sc.gov>

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

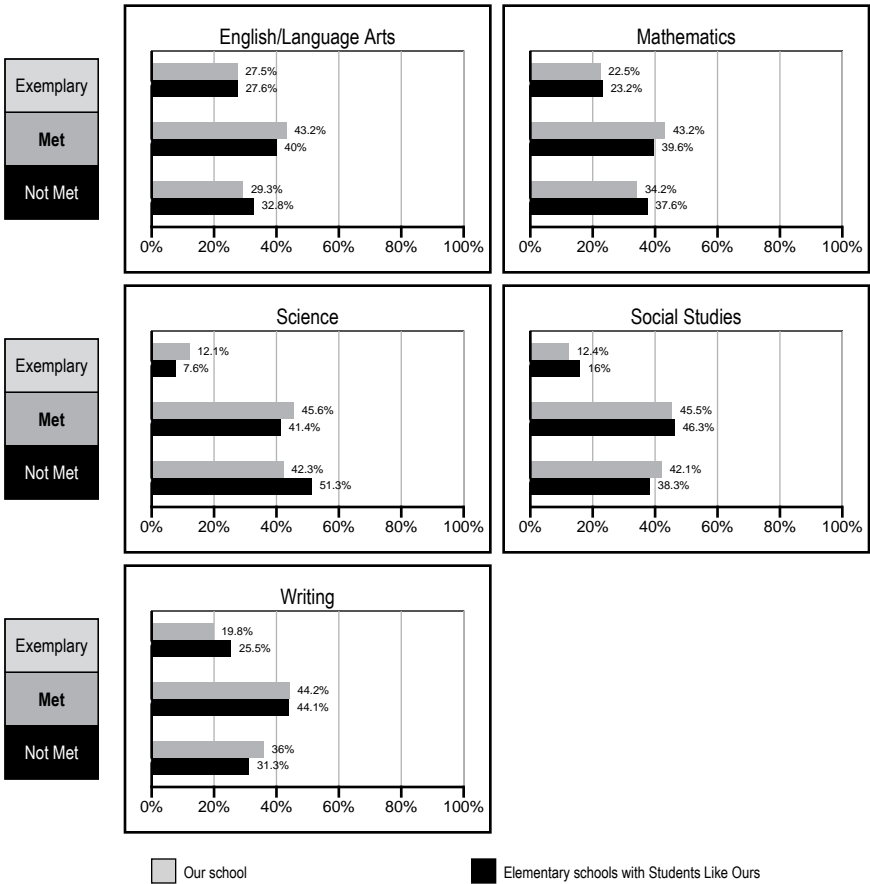
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	9	108	53	21

* Ratings are calculated with data available by 11/09/2011.

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=511)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Down from 2.1%	1.5%	1.1%
Attendance rate	95.6%	Down from 95.9%	95.9%	96.2%
Served by gifted and talented program	8.1%	Up from 5.6%	6.0%	13.4%
With disabilities other than speech	3.2%	Down from 10.4%	4.3%	4.1%
Older than usual for grade	0.0%	Down from 1.0%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	68.4%	Up from 67.5%	61.7%	62.5%
Continuing contract teachers	92.1%	Down from 95.0%	83.3%	88.2%
Teachers returning from previous year	90.4%	Down from 90.8%	85.4%	87.8%
Teacher attendance rate	94.9%	Down from 95.0%	95.1%	95.2%
Average teacher salary*	\$50,385	Up 0.5%	\$45,304	\$46,773
Professional development days/teacher	19.6 days	Up from 19.1 days	10.5 days	10.5 days
School				
Principal's years at school	11.0	Up from 10.0	3.5	4.0
Student-teacher ratio in core subjects	14.5 to 1	Up from 14.4 to 1	17.7 to 1	19.9 to 1
Prime instructional time	89.3%	Down from 89.9%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,404	Up 2.1%	\$8,247	\$7,447
Percent of expenditures for instruction**	69.8%	Down from 70.0%	67.9%	68.4%
Percent of expenditures for teacher salaries**	67.1%	No Change	64.7%	65.8%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Report Card Narrative

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 our core curriculum which 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 District Technology 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, and School Safety and Leadership Team. 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 YMCA. 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 special student achievements, courtyard improvements, and special events for teachers. 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	38	82	68
Percent satisfied with learning environment	94.7%	98.8%	93.8%
Percent satisfied with social and physical environment	100.0%	96.3%	90.9%
Percent satisfied with school-home relations	97.4%	95.1%	95.3%

* 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 16 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

CSI

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	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%**	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	252	99.6	28.7	43.5	27.8	83.9	80.1	82.4	Yes	Yes
Gender										
Male	118	99.2	27.5	48.6	23.9	83.5	76.6	78.7	N/A	N/A
Female	134	100	29.8	38.8	31.4	84.3	84	86.2	N/A	N/A
Racial/Ethnic Group										
White	86	100	30.4	38	31.6	83.5	88.8	88.9	Yes	Yes
African American	148	99.3	28.9	45.9	25.2	83.7	70.4	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	82.1	93	I/S	I/S
Hispanic	18	100	18.8	50	31.3	87.5	79.7	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	36	100	70.6	20.6	8.8	52.9	35.3	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	23.1	53.8	23.1	84.6	77	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	219	99.5	28.9	45.2	25.9	83.8	73.8	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	252	99.6	34.3	43.9	21.7	78.7	82.3	81.9	Yes	Yes
Gender										
Male	118	99.2	38.5	40.4	21.1	73.4	79.6	79.9	N/A	N/A
Female	134	100	30.6	47.1	22.3	83.5	85.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	86	100	27.8	39.2	32.9	79.7	90.3	88.9	Yes	Yes
African American	148	99.3	38.5	47.4	14.1	77	73.2	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	94.6	I/S	I/S
Hispanic	18	100	31.3	37.5	31.3	87.5	83.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	36	100	N/AV	N/AV	N/AV	38.2	37.7	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	30.8	30.8	38.5	84.6	81.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	219	99.5	35.5	45.2	19.3	77.7	76.9	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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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	170	98.8	41.8	45.1	13.1	58.2	63.4	68.6
Gender								
Male	76	97.4	43.5	39.1	17.4	56.5	64.1	68.3
Female	94	100	40.5	50	9.5	59.5	62.7	68.9
Racial/Ethnic Group								
White	59	98.3	28.3	49.1	22.6	71.7	78.3	80.7
African American	98	99	51.7	41.6	6.7	48.3	46.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	85.3
Hispanic	13	100	27.3	54.5	18.2	72.7	61.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	26	92.3	68.2	22.7	9.1	31.8	25.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	58.7	60.7
Socio-Economic Status								
Subsidized meals	152	99.3	43.4	45.6	11	56.6	53.6	57.3
Social Studies								
All Students	167	99.4	41.7	45.7	12.6	58.3	70.3	72.5
Gender								
Male	81	98.8	41.9	43.2	14.9	58.1	69.1	72
Female	86	100	41.6	48.1	10.4	58.4	71.7	73.1
Racial/Ethnic Group								
White	52	100	43.5	39.1	17.4	56.5	81.5	81
African American	103	99	41.9	47.3	10.8	58.1	57.6	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	89
Hispanic	12	100	33.3	58.3	8.3	66.7	73.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	23	100	78.3	17.4	4.3	21.7	32.4	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	70.9	69.7
Socio-Economic Status								
Subsidized meals	148	99.3	43.2	46.2	10.6	56.8	61.9	62.9

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	94	96.8	35.3	44.7	20	64.7	68.5	73.2	95.6	97.2
Gender										
Male	48	93.8	43.2	45.5	11.4	56.8	61	67.2	95.5	97.2
Female	46	100	26.8	43.9	29.3	73.2	76.3	79.4	95.7	97.2
Racial/Ethnic Group										
White	37	91.9	36.4	42.4	21.2	63.6	80.6	81.5	93.9	96.9
African American	52	100	36.2	42.6	21.3	63.8	54.9	61.3	96.6	97.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	98.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	61.1	66.7	94.4	97.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	13.9	26	94.7	96.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	57.1	65.7	94.5	97.9
Socio-Economic Status										
Subsidized meals	74	98.7	34.3	47.8	17.9	65.7	59.1	63.2	95.5	97

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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							
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
2011	3	74	98.7	18.2	34.8	47	81.8
	4	85	100	38.2	42.1	19.7	61.8
	5	93	100	28.4	51.1	20.5	71.6
	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							
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
2011	3	74	98.7	43.9	34.8	21.2	56.1
	4	85	100	35.5	42.1	22.4	64.5
	5	93	100	26.1	52.3	21.6	73.9
	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							
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
2011	3	37	97.3	40.6	37.5	21.9	59.4
	4	85	100	46.1	47.4	6.6	53.9
	5	48	97.9	35.6	46.7	17.8	64.4
	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
Social Studies							
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
2011	3	37	97.3	18.2	51.5	30.3	81.8
	4	85	100	46.1	48.7	5.3	53.9
	5	45	100	52.4	35.7	11.9	47.6
	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							
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
2011	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	94	96.8	35.3	44.7	20	64.7
	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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