

McDonald Green Elementary

2763 Lynwood Drive
Lancaster, SC 29720

Grades	K-5 Elementary School	
Enrollment	489 Students	
Principal	Latrice "Michelle" Crosby	803-285-7416
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Charlene McGriff	803-286-6972

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Excellent**	**Average**
2008	Good	Average
2007	Good	Below Average
2006	Good	Below Average
2005	Good	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.

http://ed.sc.gov
http://www.eoc.sc.gov

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

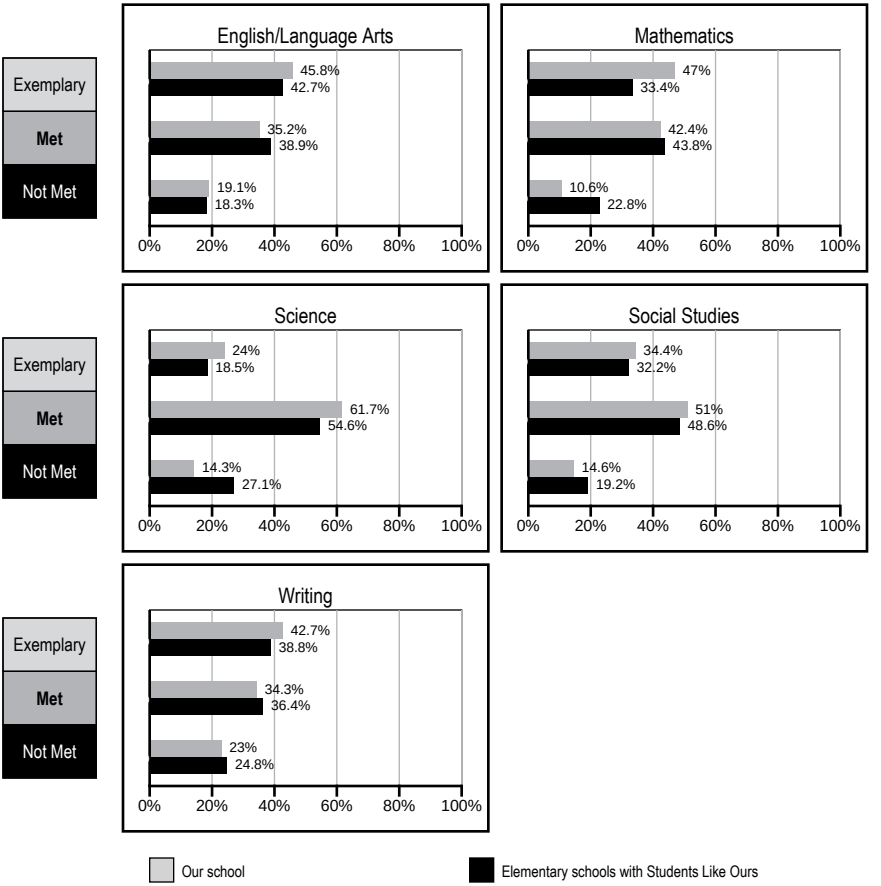
Percent of students tested in 2008-09 whose 2007-08 test scores were located	98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	30	47	0	0

* 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=489)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Down from 1.7%	2.0%	1.9%
Attendance rate	96.5%	Up from 96.4%	96.3%	96.3%
Eligible for gifted and talented	11.8%	Up from 9.6%	14.0%	10.0%
With disabilities other than speech	4.8%	Up from 3.7%	7.5%	7.7%
Older than usual for grade	0.2%	Down from 0.5%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	69.0%	Up from 67.7%	60.0%	59.4%
Continuing contract teachers	79.3%	Up from 77.4%	81.8%	80.0%
Teachers with emergency or provisional certificates	6.9%	Up from 3.7%	0.0%	0.0%
Teachers returning from previous year	91.5%	Up from 88.6%	87.7%	85.9%
Teacher attendance rate	95.3%	Up from 94.1%	95.3%	95.1%
Average teacher salary*	$50,415	Up 8.3%	$47,232	$47,149
Professional development days/teacher	15.3 days	Up from 14.3 days	10.9 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 19.8 to 1	19.1 to 1	18.8 to 1
Prime instructional time	89.8%	Up from 89.0%	90.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Up from 99.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$6,755	Up 14.8%	$6,860	$7,458
Percent of expenditures for instruction**	70.6%	Up from 70.4%	69.2%	68.8%
Percent of expenditures for teacher salaries**	64.0%	Down from 65.3%	63.3%	63.2%

* 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

Having a sports theme this year, McDonald Green Elementary (MGE), was "Teamed Up For Learning." The school has dedicated stakeholders who include parents, teachers, administrators, and community members who help students to become life long learners. We're grateful to have committed members of the MGE team who work in partnership with the school to enhance the academic successes of the students. MGE students continue to make great improvements in state and local assessments with the assistance of exceptional teachers. The school's 2008 school report card growth rating increased from below average to average. Students made gains in all 4 areas tested on the Palmetto Achievement Challenge Test (PACT Test), with the greatest gains seen in the proficient and advanced categories. Significant gains were also seen in the area of writing. Weekly math and writing labs, as well as the Power Up For PACT Lab, for students in grades 3-5 contributed to the overall increased student achievement. By using research-based instructional strategies, teachers saw increased student performance in the school's key focal areas of reading, writing, and math. The reading program at MGE continued to be strengthened through the use of fiction and nonfiction literature. Integrating SMART Boards, the arts, and in-school field trips that have included gem mining, guest speakers, animal dissections, living museums, paper making, and Star Gazer's Night into the curriculum have allowed the students to become actively involved in their learning. MGE continues to prepare students to problem solve, think critically, and value the arts. Because of the faculty's dedication to excellence and continued growth, the school has fostered an atmosphere that is conducive to learning for all students. MGE represents the community well by offering the best educational opportunities for the students. Michelle Crosby, Principal; LaDonna Smith, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	68	52
Percent satisfied with learning environment	100.0%	83.6%	94.2%
Percent satisfied with social and physical environment	100.0%	94.0%	94.2%
Percent satisfied with school-home relations	100.0%	94.1%	90.2%

* 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

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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.7%	0.0%	No
Student attendance rate	96.5%	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

McDonald Green Elementary										06/01/10-2901024
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	251	100	19.1	35.2	45.8	90.3	80.8	82.8	Yes	Yes
Gender										
Male	120	100	26.5	35.4	38.1	89.4	75.9	79.3	N/A	N/A
Female	131	100	12.2	35	52.8	91.1	86.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	160	100	16.1	25.2	58.7	91.6	85	89.5	Yes	Yes
African American	82	100	26.4	52.8	20.8	86.1	71.6	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.7	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	78.3	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.3	82.5	I/S	I/S
Disability Status										
Disabled	25	100	N/AV	N/AV	N/AV	56.5	39.4	52	I/S	I/S
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	4	I/S	I/S	I/S	I/S	I/S	74.9	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	113	100	30	43	27	84	72.6	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	251	100	10.6	42.4	47	92.4	79.8	78.9	Yes	Yes
Gender										
Male	120	100	11.5	47.8	40.7	94.7	76.6	77	N/A	N/A
Female	131	100	9.8	37.4	52.8	90.2	83.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	160	100	7.7	38.1	54.2	94.2	85.6	87.2	Yes	Yes
African American	82	100	16.7	54.2	29.2	87.5	66.7	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.9	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	76.8	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87.5	79.5	I/S	I/S
Disability Status										
Disabled	25	100	43.5	47.8	8.7	69.6	44	45.5	I/S	I/S
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	4	I/S	I/S	I/S	I/S	I/S	74.9	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	113	100	18	54	28	87	71.2	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

McDonald Green Elementary								06/01/10-2901024
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	163	99.4	14.3	61.7	24	85.7	64.3	67.5
Gender								
Male	77	98.7	14.9	62.2	23	85.1	64.5	67
Female	86	100	13.8	61.3	25	86.3	64.2	68
Racial/Ethnic Group								
White	103	100	10.8	57.8	31.4	89.2	71.1	79.5
African American	54	98.2	23.9	67.4	8.7	76.1	48.8	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	79.2	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	64.2	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	19	100	38.9	55.6	5.6	61.1	32.3	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	3	I/S	I/S	I/S	I/S	I/S	60	59.6
Socio-Economic Status								
Subsized meals	74	98.7	22.7	63.6	13.6	77.3	51.5	55.1
Social Studies								
All Students	162	100	14.6	51	34.4	85.4	68.8	72.3
Gender								
Male	82	100	18.4	46.1	35.5	81.6	67.2	71.5
Female	80	100	10.7	56	33.3	89.3	70.5	73.2
Racial/Ethnic Group								
White	100	100	12.5	44.8	42.7	87.5	73.7	80.7
African American	57	100	20	60	20	80	58.3	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	80.8	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.7	72.2
Disability Status								
Disabled	17	100	60	33.3	6.7	40	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	2	I/S	I/S	I/S	I/S	I/S	59.5	67.9
Socio-Economic Status								
Subsized meals	74	100	21.5	60	18.5	78.5	59.6	62.1

Abbreviations for Missing Data

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

McDonald Green Elementary										06/01/10-2901024
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	250	99.6	22.7	34.5	42.9	77.3	67.7	70.2	96.5	96
Gender										
Male	118	99.2	32.1	37.5	30.4	67.9	59.6	63.2	96.6	95.8
Female	132	100	14.3	31.7	54	85.7	76.4	77.5	96.4	96.1
Racial/Ethnic Group										
White	159	99.4	16.8	32.9	50.3	83.2	73.2	79.1	96.4	95.7
African American	82	100	36.5	37.8	25.7	63.5	55.2	57.6	96.6	96.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	71.8	86.2	96	97.7
Hispanic	6	I/S	I/S	I/S	I/S	I/S	63.8	62.6	96.7	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	70.6	68.7	99.4	95.3
Disability Status										
Disabled	25	100	N/AV	N/AV	N/AV	12.5	21.7	26.1	96.3	94.6
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	4	I/S	I/S	I/S	I/S	I/S	55.9	61.2	96.7	96.5
Socio-Economic Status										
Subsized meals	111	100	34.3	38.2	27.5	65.7	56.9	58.9	96	95.3

Abbreviations for Missing Data

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

McDonald Green Elementary 06/01/10-2901024

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	94	100	15.7	23.6	60.7	84.3
	4	74	100	24.6	34.8	40.6	75.4
	5	83	100	17.9	48.7	33.3	82.1
	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	94	100	10.1	28.1	61.8	89.9
	4	74	100	14.5	47.8	37.7	85.5
	5	83	100	7.7	53.8	38.5	92.3
	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	48	97.9	8.9	64.4	26.7	91.1
	4	74	100	17.4	63.8	18.8	82.6
	5	41	100	15	55	30	85
	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	46	100	11.4	56.8	31.8	88.6
	4	74	100	15.9	52.2	31.9	84.1
	5	42	100	15.8	42.1	42.1	84.2
	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
Writing							
2009	3	93	100	15.6	24.4	60	84.4
	4	76	98.7	21.4	38.6	40	78.6
	5	81	100	32.1	42.3	25.6	67.9
	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

Abbreviations for Missing Data

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