

MCDONALD GREEN ELEMENTARY

2763 Lynwood Drive
Lancaster, SC 29720

Grades	K-5 Elementary School	
Enrollment	472 Students	
Principal	Latrice "Michelle" Crosby	803-285-7416
Superintendent	Dr. Gene Moore	803-286-6972
Board Chair	Bobby Parker	803-286-6972

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Excellent	Average
2008	Good	Average
2007	Good	Below Average
2006	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.

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

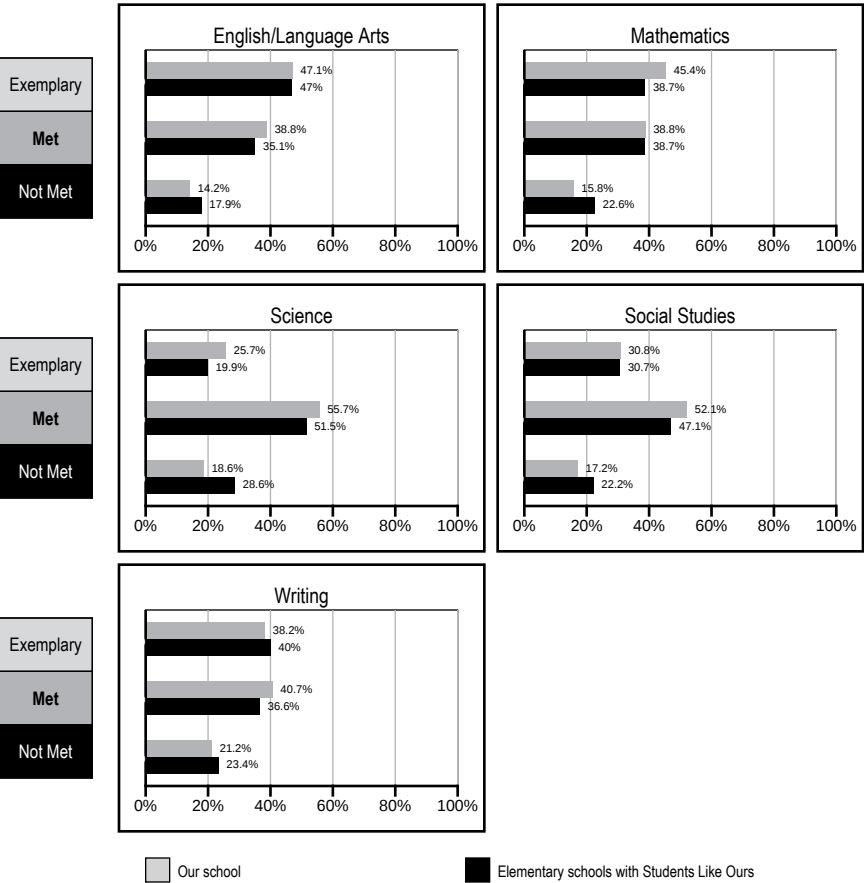
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
19	36	30	0	0

* 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=472)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Up from 1.6%	1.3%	1.2%
Attendance rate	96.0%	Down from 96.5%	96.2%	96.1%
Eligible for gifted and talented	11.3%	Down from 11.8%	15.7%	11.7%
With disabilities other than speech	5.0%	Up from 4.8%	8.1%	8.0%
Older than usual for grade	0.5%	Up from 0.2%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	70.0%	Up from 69.0%	61.1%	60.5%
Continuing contract teachers	83.3%	Up from 79.3%	87.5%	84.6%
Teachers with emergency or provisional certificates	3.3%	Down from 6.9%	0.0%	0.0%
Teachers returning from previous year	94.1%	Up from 91.5%	89.0%	87.0%
Teacher attendance rate	95.1%	Down from 95.3%	95.5%	95.4%
Average teacher salary*	\$50,770	Up 0.7%	\$48,021	\$47,288
Professional development days/teacher	14.0 days	Down from 15.3 days	10.6 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Down from 21.1 to 1	20.5 to 1	19.2 to 1
Prime instructional time	89.7%	Down from 89.8%	90.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,726	Down 0.4%	\$6,978	\$7,548
Percent of expenditures for instruction**	69.4%	Down from 70.6%	69.1%	68.7%
Percent of expenditures for teacher salaries**	62.7%	Down from 64.0%	66.0%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

McDonald Green Elementary's 2009-2010 school year has been an exciting and great year for the "High Flying Dragonflies." The school's successes and productivity can be contributed to our devoted students, parents, faculty, and staff. We are also appreciative of our PTO, School Improvement Council, and businesses partners for their support of our school family.

Because of dedicated teachers, McDonald Green Elementary continues to make vast improvements on local and state assessments. The school's 2009 Report Card Absolute Rating increased from Good to Excellent and the Growth Rating increased from Below Average to Average. As a result of our school's report card ratings, McDonald Green Elementary is a recipient for the SC State Department Palmetto Gold Award for the school's absolute report card rating and the Palmetto Silver Award for "Closing the Achievement Gap" in the area of math. The students made significant gain throughout all subject areas. We believe that our overall increase in achievement can be contributed to our kindergarten through second-grade teachers laying a great foundation for our students, as well as our third through fifth-grade teachers building upon the solid foundation in place and striving for academic excellence to ensure all children are successful.

We continue to update our technology by providing additional Smart Boards, Smart Document Cameras, and a new laptop computer lab for students to work on Study Island and other computer based programs to strengthen our instructional programs. By using the technology and research based instructional strategies, McDonald Green Elementary has allowed the students to be actively engaged in their learning. McDonald Green Elementary continues to use fiction and nonfictional literature, the arts through differentiated instruction, and in-school field trips such as gem-mining, animal dissection and the Living Museum to increase the school's core curriculum.

Because of McDonald Green Elementary's faculty and students' hard work and the continued academic gains, the school represents an atmosphere that's conducive to learning. McDonald Green Elementary is proud to offer each student a well-rounded educational experience.

Michelle Crosby, Principal
LaDonna Smith, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	71	59
Percent satisfied with learning environment	80.0%	92.9%	94.9%
Percent satisfied with social and physical environment	93.8%	85.7%	93.2%
Percent satisfied with school-home relations	93.8%	94.4%	84.7%

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

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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	4.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	10.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	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	247	100	14.2	38.8	47.1	91.3	83	83.5	Yes	Yes
Gender										
Male	121	100	13.8	42.2	44	90.5	79.1	80.1	N/A	N/A
Female	126	100	14.5	35.5	50	91.9	87.3	87	N/A	N/A
Racial/Ethnic Group										
White	151	100	8.7	33.6	57.7	94	86.8	89.6	Yes	Yes
African American	87	100	21.7	47	31.3	85.5	74	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.1	92.7	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	85.6	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.8	85.1	I/S	I/S
Disability Status										
Disabled	23	100	52.4	33.3	14.3	61.9	47.1	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	82.4	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	125	100	23.5	45.4	31.1	85.7	76.4	76.9	Yes	Yes

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

All Students	247	100	15.8	38.8	45.4	92.1	81.5	80.4	Yes	Yes
Gender										
Male	121	100	16.4	31	52.6	92.2	78.3	78.4	N/A	N/A
Female	126	100	15.3	46	38.7	91.9	84.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	151	100	12.1	34.2	53.7	96	86.1	87.8	Yes	Yes
African American	87	100	21.7	48.2	30.1	85.5	71.2	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.7	93.5	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	80.9	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87.5	83.2	I/S	I/S
Disability Status										
Disabled	23	100	61.9	23.8	14.3	57.1	44.2	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	79	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	125	100	24.4	44.5	31.1	87.4	74.8	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	172	100	18.6	55.7	25.7	81.4	62.7	67.3
Gender								
Male	83	100	20.3	49.4	30.4	79.7	62.4	66.9
Female	89	100	17	61.4	21.6	83	63.1	67.7
Racial/Ethnic Group								
White	107	100	12.3	54.7	33	87.7	70.5	79.6
African American	58	100	31.5	57.4	11.1	68.5	45.6	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	72	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	59.3	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	69.5
Disability Status								
Disabled	16	100	N/A	N/A	N/A	33.3	27	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	57	58.6
Socio-Economic Status								
Subsidized meals	86	100	31.7	52.4	15.9	68.3	51.4	55.4

Social Studies

All Students	174	100	17.2	52.1	30.8	82.8	65.4	70.9
Gender								
Male	78	100	14.7	49.3	36	85.3	64.3	70.1
Female	96	100	19.1	54.3	26.6	80.9	66.6	71.7
Racial/Ethnic Group								
White	111	100	14.5	48.2	37.3	85.5	69.8	79.2
African American	58	100	21.8	61.8	16.4	78.2	54.9	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	82.6	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	67.4	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	16	100	64.3	28.6	7.1	35.7	32.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	67.1	68
Socio-Economic Status								
Subsidized meals	82	100	29.9	55.8	14.3	70.1	54.8	60.8

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	248	100	21.2	40.7	38.2	78.8	72	72.1	96	95.7
Gender										
Male	122	100	28.2	38.5	33.3	71.8	64.5	65.2	96	95.5
Female	126	100	14.5	42.7	42.7	85.5	79.9	79.2	96.1	96
Racial/Ethnic Group										
White	151	100	13.4	38.9	47.7	86.6	77.8	80.8	96.5	95.5
African American	88	100	34.5	41.7	23.8	65.5	59.2	59.7	95.1	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	75	87	95	97.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	72	64.6	96.4	95.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.8	73.4	99.2	96
Disability Status										
Disabled	22	100	76.2	14.3	9.5	23.8	22.3	27.7	94.5	93.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	68.4	63.7	96.4	96.1
Socio-Economic Status										
Subsidized meals	112	100	32.7	43	24.3	67.3	61.6	61.9	95.2	95.2

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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	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
2010	3	78	100	10.8	28.4	60.8	89.2
	4	99	100	16.7	37.5	45.8	83.3
	5	70	100	14.3	51.4	34.3	85.7
	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
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
2010	3	78	100	17.6	20.3	62.2	82.4
	4	99	100	17.7	44.8	37.5	82.3
	5	70	100	11.4	50	38.6	88.6
	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
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
2010	3	39	100	21.6	48.6	29.7	78.4
	4	99	100	21.9	56.3	21.9	78.1
	5	34	100	5.9	61.8	32.4	94.1
	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

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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							
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
2010	3	39	100	10.8	59.5	29.7	89.2
	4	99	100	16.7	51	32.3	83.3
	5	36	100	25	47.2	27.8	75
	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
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
2010	3	78	100	16.2	35.1	48.6	83.8
	4	99	100	21.9	46.9	31.3	78.1
	5	71	100	25.4	38	36.6	74.6
	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

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