

McDonald Green Elementary

2763 Lynwood Drive
Lancaster, SC 29720

Grades	K-5 Elementary School	
Enrollment	479 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 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

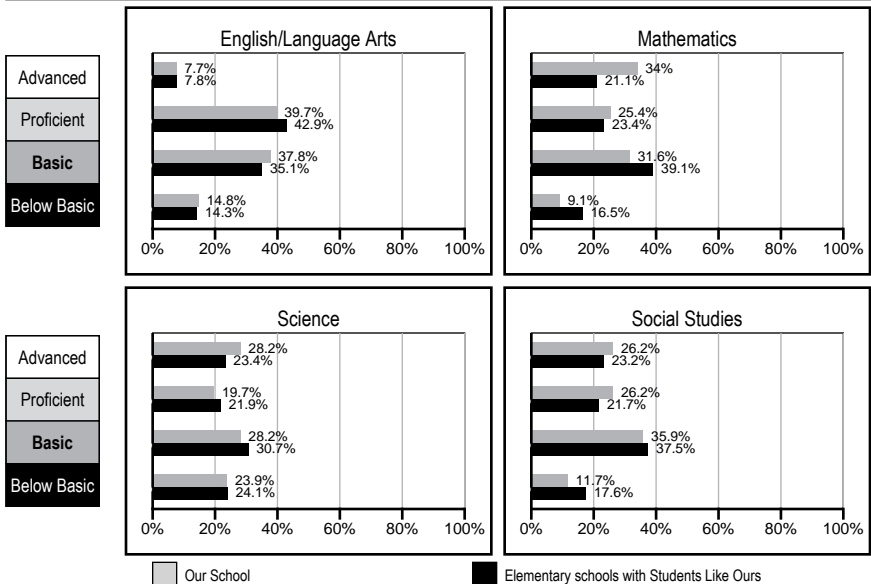
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	33	56	3	0

* 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=479)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Up from 1.4%	2.1%	2.3%
Attendance rate	96.4%	Up from 96.2%	96.4%	96.3%
Eligible for gifted and talented	9.6%	Down from 10.3%	14.7%	10.4%
With disabilities other than speech	3.7%	Up from 2.6%	6.9%	7.5%
Older than usual for grade	0.5%	Down from 1.0%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	67.7%	Up from 61.3%	56.6%	56.7%
Continuing contract teachers	77.4%	No Change	79.4%	77.3%
Teachers with emergency or provisional certificates	3.7%	Down from 3.8%	0.0%	0.0%
Teachers returning from previous year	88.6%	Down from 90.9%	88.9%	86.4%
Teacher attendance rate	94.1%	Down from 95.9%	94.9%	94.9%
Average teacher salary	\$46,546	Up 3.5%	\$45,998	\$45,345
Professional development days/teacher	14.3 days	No Change	12.1 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 21.0 to 1	19.3 to 1	18.5 to 1
Prime instructional time	89.0%	Down from 90.6%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,884	Up 2.9%	\$6,405	\$7,052
Percent of expenditures for instruction*	70.4%	Down from 71.1%	69.9%	69.1%
Percent of expenditures for teacher salaries*	65.3%	Down from 67.4%	65.7%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Being the home of the Dragonflies, McDonald Green’s teachers and enthusiastic students commit themselves to excellence in education. The school overflows with dedicated stakeholders who include parents, teachers, administrators, and community members who assist the students in becoming lifelong learners who can problem solve, think critically, value the arts, and value diversity. Because of the stakeholders’ dedication and collaboration with the school, our children’s learning has been enhanced.

McDonald Green was recognized by our State Superintendent of Education, Mr. Jim Rex, along with the State’s Education Oversight Committee, for closing the Achievement Gap of our free/reduced lunch population in the area of math on the PACT test. McDonald Green prides itself in being honored for this award along with the gains students have accomplished in state and local assessments.

Because McDonald Green’s staff is dedicated to using a variety of research-based instructional strategies unique to each child, gains were evident on these assessments. The school continues to offer afterschool reading and math labs, as well as the “Power Up for PACT” program for grades 3-5; these have been contributors for the great improvements in student achievement.

Instructional focus areas at McDonald Green have centered on math, reading, and writing. Students have had the opportunity to strengthen mathematical skills through the use of flexible grouping based on their performance on the MAP (Measures of Academic Progress) Test. Reading instruction has been expanded by using nonfiction literature pieces across the curriculum. Students continue to improve their writing skills by incorporating concepts learned from instruction on the “6 Traits of Writing” and by using Journal Express in daily instruction. Interactions with SMARTBoards have heightened students’ interest levels and truly engaged them in their learning. McDonald Green continues to increase student achievement by analyzing MAP and PACT data to provide direction for instruction.

Striving to give students a thirst for knowledge, McDonald Green continues to prepare the students to be independent, responsible learners. The school creates an environment that’s conducive to learning because of the faculty’s continuous growth and commitment to success. By providing varied educational opportunities, McDonald Green Elementary prepares students to be active contributors to the community in which they live.

Michelle Crosby, Principal
 Calvin Catoe, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	63	51
Percent satisfied with learning environment	100.0%	96.8%	98.0%
Percent satisfied with social and physical environment	100.0%	95.2%	94.1%
Percent satisfied with school-home relations	96.3%	100.0%	86.3%

* 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

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. 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	5.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.8%	0.0%	No
Student attendance rate	96.4%	94.0%	Yes

* Or greater than last year

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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	218	100	14.8	37.8	39.7	7.7	59.3	44.8	48.2	Yes	Yes
Gender											
Male	117	100	18.6	45.1	28.3	8	51.3	38	41.7	N/A	N/A
Female	101	100	10.4	29.2	53.1	7.3	68.8	52.2	55	N/A	N/A
Racial/Ethnic Group											
White	137	100	12	32.3	45.9	9.8	66.9	51.1	60	Yes	Yes
African American	73	100	20.6	48.5	26.5	4.4	44.1	30.3	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	51.6	70.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	45.9	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
Disability Status											
Disabled	19	100	64.7	17.6	17.6	0	17.6	14.1	16	I/S	I/S
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	39.9	36.9	I/S	I/S
Socio-Economic Status											
Subsidized meals	100	100	24.5	41.5	33	1.1	41.5	32.1	34	Yes	Yes

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

All Students	218	100	9.1	31.6	25.4	34	71.8	48.7	45.8	Yes	Yes
Gender											
Male	117	100	8	38.9	22.1	31	69	47.7	45.6	N/A	N/A
Female	101	100	10.4	22.9	29.2	37.5	75	49.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	137	100	6.8	23.3	27.8	42.1	78.9	57.1	59	Yes	Yes
African American	73	100	14.7	50	17.6	17.6	54.4	29.6	26.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	64.5	71.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	49.7	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	46.2	I/S	I/S
Disability Status											
Disabled	19	100	35.3	52.9	5.9	5.9	41.2	18.7	17.1	I/S	I/S
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	43.9	38.7	I/S	I/S
Socio-Economic Status											
Subsidized meals	100	100	16	45.7	24.5	13.8	59.6	35.5	31.4	Yes	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	146	99.3	23.4	28.4	19.9	28.4	48.2	31.8	35.7	96.4	95.9
Gender											
Male	82	100	24.1	32.9	21.5	21.5	43	33.1	37.4	96.2	95.7
Female	64	98.4	22.6	22.6	17.7	37.1	54.8	30.3	33.8	96.6	96.1
Racial/Ethnic Group											
White	91	100	16.9	24.7	24.7	33.7	58.4	39	49.2	96.4	95.8
African American	51	98	37.5	33.3	12.5	16.7	29.2	15.7	17	96.4	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	58	98.3	96.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	31.2	24.9	96.2	95.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	98.9	95.8
Disability Status											
Disabled	14	100	53.8	30.8	7.7	7.7	15.4	9.1	14	96	94.2
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	27.5	24.4	96.2	95.9
Socio-Economic Status											
Subsided meals	69	98.6	37.9	30.3	15.2	16.7	31.8	19.6	21.1	96	95.2
Social Studies											
All Students	150	100	11.7	35.9	26.2	26.2	52.4	27.2	34	96.4	95.9
Gender											
Male	76	100	8	37.3	25.3	29.3	54.7	30.1	36.6	96.2	95.7
Female	74	100	15.7	34.3	27.1	22.9	50	24.1	31.3	96.6	96.1
Racial/Ethnic Group											
White	95	100	6.5	33.3	31.2	29	60.2	32.2	44.5	96.4	95.8
African American	51	100	22.9	41.7	12.5	22.9	35.4	16	19.1	96.4	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	28	58.9	98.3	96.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	31.5	27.5	96.2	95.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	98.9	95.8
Disability Status											
Disabled	14	100	30.8	61.5	0	7.7	7.7	10.2	14.4	96	94.2
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	24.7	27.3	96.2	95.9
Socio-Economic Status											
Subsided meals	69	100	18.5	46.2	15.4	20	35.4	17.3	21	96	95.2

* 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	82	100	12.5	26.3	56.3	5	61.3
	4	71	100	16.4	43.3	38.8	1.5	40.3
	5	74	100	22.2	52.8	25	0	25
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	71	100	9.1	19.7	51.5	19.7	71.2
	4	78	100	17.9	39.7	39.7	2.6	42.3
	5	69	100	16.9	53.8	27.7	1.5	29.2
	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	82	100	12.5	40	27.5	20	47.5
	4	71	100	9	35.8	31.3	23.9	55.2
	5	74	100	11.1	34.7	30.6	23.6	54.2
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	71	100	12.1	25.8	15.2	47	62.1
	4	78	100	11.5	37.2	20.5	30.8	51.3
	5	69	100	3.1	30.8	41.5	24.6	66.2
	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	42	100	20	25	42.5	12.5	55
	4	71	100	38.8	31.3	19.4	10.4	29.9
	5	37	100	11.1	22.2	22.2	44.4	66.7
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	34	97.1	20	23.3	26.7	30	56.7
	4	78	100	28.2	30.8	21.8	19.2	41
	5	34	100	15.2	27.3	9.1	48.5	57.6
	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	40	100	7.5	40	32.5	20	52.5
	4	71	100	23.9	47.8	16.4	11.9	28.4
	5	37	100	27.8	52.8	11.1	8.3	19.4
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	37	100	5.7	45.7	28.6	20	48.6
	4	78	100	17.9	32.1	24.4	25.6	50
	5	35	100	3.1	34.4	28.1	34.4	62.5
	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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