



## MCDONALD GREEN ELEMENTARY

2763 Lynwood Drive  
Lancaster, SC 29720

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	489 Students	
<b>Principal</b>	Latrice "Michelle" Crosby	803-285-7416
<b>Superintendent</b>	Richard E. Moore	803-286-6972
<b>Board Chair</b>	Robert Parker	803-286-6972

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Good</b>
2010	Good	Good
2009	Excellent	Average
2008	Good	Average
2007	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 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

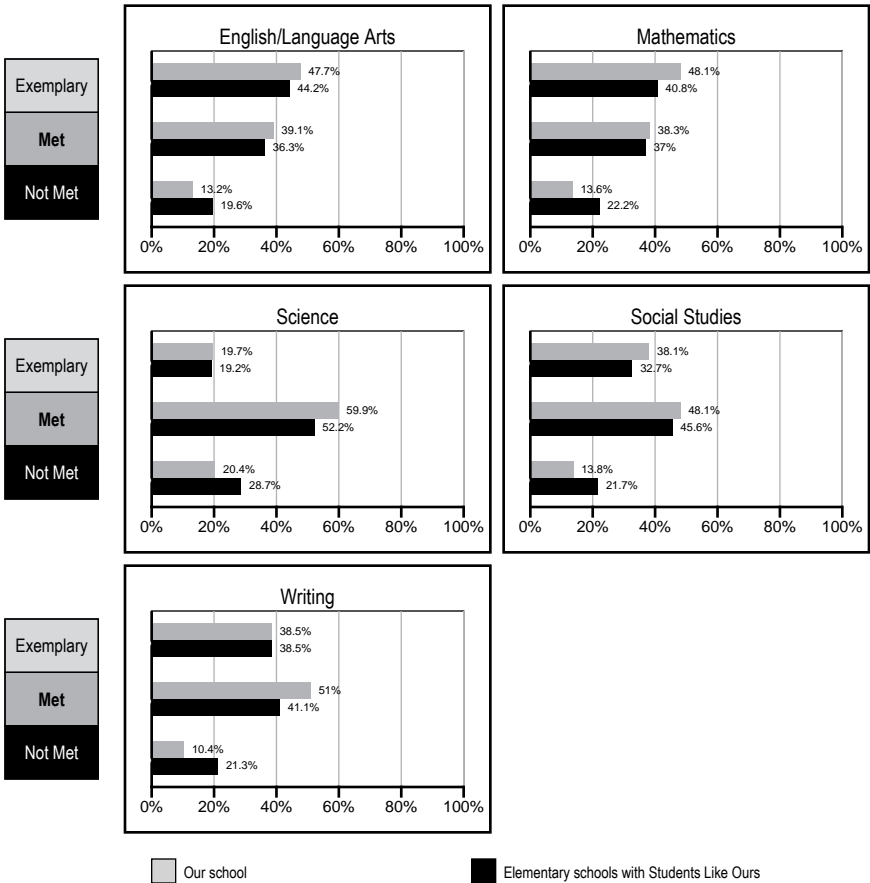
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
26	42	40	0	0

\* 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
<b>Students (n=489)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 1.7%	1.1%	1.1%
Attendance rate	96.2%	Up from 96.0%	96.1%	96.2%
Served by gifted and talented program	17.5%	Up from 11.3%	15.9%	13.4%
With disabilities other than speech	2.7%	Down from 5.0%	4.5%	4.1%
Older than usual for grade	0.2%	Down from 0.5%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=28)</b>				
Teachers with advanced degrees	64.3%	Down from 70.0%	60.8%	62.5%
Continuing contract teachers	89.3%	Up from 83.3%	90.3%	88.2%
Teachers returning from previous year	94.3%	Up from 94.1%	88.4%	87.8%
Teacher attendance rate	94.3%	Down from 95.1%	95.2%	95.2%
Average teacher salary*	\$48,817	Down 3.8%	\$46,522	\$46,773
Professional development days/teacher	13.0 days	Down from 14.0 days	10.5 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	25.1 to 1	Up from 20.6 to 1	20.5 to 1	19.9 to 1
Prime instructional time	89.2%	Down from 89.7%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,787	Up 0.9%	\$6,887	\$7,447
Percent of expenditures for instruction**	72.7%	Up from 69.4%	68.4%	68.4%
Percent of expenditures for teacher salaries**	69.3%	Up from 62.7%	65.8%	65.8%

\* 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

McDonald Green Elementary's 2010-2011 school year was very rewarding and we continued to be "High Flying Dragonflies." The school's successes and productivity can be contributed to our devoted students, parents, faculty and staff. We're also grateful of our PTO, School Improvement Council, and business partners for their support to our school family.

Because of dedicated teachers, McDonald Green Elementary continues to make vast improvements on local and state assessments. The school's 2010 Report Card Absolute Rating was "Good" and the Growth Rating increased from "Average" to "Good". As a result of our school's report card ratings, McDonald Green Elementary received the SC State Department's Palmetto Silver Award and the Palmetto Silver Award for "Closing the Achievement Gap." The students did a great job and made gains throughout all subject areas. We contribute our successes to our entire staff collaborating during professional learning team meetings. The meetings have empowered our teachers to differentiate instruction and encourage students to continue to strive for academic excellence.

At McDonald Green, we understand the importance of technology in the classroom. We have Smart Boards in all classrooms to enhance learning. Teachers also have access to Smart Document Cameras to better assist the students. In addition, we have a computer lab that provides our students with the opportunities to use computer based programs such as Study Island as well as 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 nonfiction literature pieces, 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. McDonald Green Elementary was also recognized as an Arts and Basic Curriculum School Site (ABC).

McDonald Green Elementary's faculty and students worked diligently to have academic improvement. The school continues to represent an atmosphere that's conducive to learning and offers each child the opportunity for a well rounded elementary educational experience.

Michelle Crosby, Principal  
LaDonna Smith, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	88	54
Percent satisfied with learning environment	100.0%	97.7%	98.1%
Percent satisfied with social and physical environment	94.7%	100.0%	94.4%
Percent satisfied with school-home relations	100.0%	98.9%	96.2%

\* 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

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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	5.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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

## 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
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	252	100	13.2	39.1	47.7	94.7	81.8	82.4	Yes	Yes
<b>Gender</b>										
Male	115	100	15	38.1	46.9	92	77.9	78.7	N/A	N/A
Female	137	100	11.5	40	48.5	96.9	86	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	149	100	5.4	37.4	57.1	97.3	86.3	88.9	Yes	Yes
African American	86	100	25.3	40.5	34.2	89.9	71.9	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93	93	I/S	I/S
Hispanic	15	100	26.7	40	33.3	93.3	79.4	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	95	83	I/S	I/S
<b>Disability Status</b>										
Disabled	20	100	45	35	20	70	48	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	15	100	26.7	46.7	26.7	93.3	78.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	134	100	20.6	41.3	38.1	92.1	74.5	75.4	Yes	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	252	100	13.6	38.3	48.1	89.7	83.1	81.9	Yes	Yes
<b>Gender</b>										
Male	115	100	15	32.7	52.2	88.5	80.2	79.9	N/A	N/A
Female	137	100	12.3	43.1	44.6	90.8	86.2	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	149	100	6.1	35.4	58.5	95.9	88	88.9	Yes	Yes
African American	86	100	25.3	45.6	29.1	78.5	72.3	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	97.7	94.6	I/S	I/S
Hispanic	15	100	26.7	33.3	40	86.7	81.5	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	20	100	55	20	25	50	45.5	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	15	100	26.7	33.3	40	86.7	81.7	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	134	100	23	42.1	34.9	81.7	76.2	74.9	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
<b>Science</b>								
All Students	165	100	20.4	59.9	19.7	79.6	64.4	68.6
<b>Gender</b>								
Male	75	100	13.7	57.5	28.8	86.3	65	68.3
Female	90	100	26.2	61.9	11.9	73.8	63.7	68.9
<b>Racial/Ethnic Group</b>								
White	98	100	11.5	62.5	26	88.5	72.5	80.7
African American	57	100	33.3	62.7	3.9	66.7	47.7	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	70	85.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	59	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	73.3	70.8
<b>Disability Status</b>								
Disabled	12	100	50	33.3	16.7	50	30.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	57.5	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	89	100	31.7	57.3	11	68.3	52	57.3
<b>Social Studies</b>								
All Students	167	100	13.8	48.1	38.1	86.3	68.8	72.5
<b>Gender</b>								
Male	83	100	14.6	43.9	41.5	85.4	68.4	72
Female	84	100	12.8	52.6	34.6	87.2	69.2	73.1
<b>Racial/Ethnic Group</b>								
White	97	100	10.5	45.3	44.2	89.5	73.1	81
African American	57	100	21.2	48.1	30.8	78.8	59.1	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	80	89
Hispanic	12	100	8.3	66.7	25	91.7	67	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84.6	73.5
<b>Disability Status</b>								
Disabled	14	100	35.7	35.7	28.6	64.3	36.4	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	11	100	9.1	72.7	18.2	90.9	67.8	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	91	100	18.8	52.9	28.2	81.2	59.4	62.9

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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	96	100	10.4	51	38.5	89.6	71.7	73.2	96.2	96
<b>Gender</b>										
Male	39	100	15.4	51.3	33.3	84.6	64.4	67.2	96.2	95.8
Female	57	100	7	50.9	42.1	93	79	79.4	96.2	96.2
<b>Racial/Ethnic Group</b>										
White	63	100	7.9	46	46	92.1	77.9	81.5	96.4	95.8
African American	29	100	17.2	62.1	20.7	82.8	57.1	61.3	96.2	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.5	87	97	97.2
Hispanic	3	I/S	I/S	I/S	I/S	I/S	70.1	66.7	95.4	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	98.5	96.7
<b>Disability Status</b>										
Disabled	4	I/S	I/S	I/S	I/S	I/S	24.5	26	94.9	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	68.9	65.7	95.4	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	43	100	16.3	58.1	25.6	83.7	61	63.2	95.7	95.4

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	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
<b>2011</b>	3	76	100	21.9	17.8	60.3	78.1
	4	80	100	6.8	43.2	50	93.2
	5	96	100	11.5	52.1	36.5	88.5
	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
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	3	76	100	17.8	26	56.2	82.2
	4	80	100	10.8	43.2	45.9	89.2
	5	96	100	12.5	43.8	43.8	87.5
	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
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	3	37	100	34.3	40	25.7	65.7
	4	80	100	10.8	67.6	21.6	89.2
	5	48	100	25	62.5	12.5	75
	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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	3	39	100	15.8	44.7	39.5	84.2
	4	80	100	13.5	45.9	40.5	86.5
	5	48	100	12.5	54.2	33.3	87.5
	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
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	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	96	100	10.4	51	38.5	89.6
	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

Abbreviations for Missing Data

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