



Mt Lebanon Elementary

2850 Lebanon Road
Pendleton, SC 29670

Grades	PK-6 Elementary School	
Enrollment	457 Students	
Principal	Mona G. Fleming	864-403-2400
Superintendent	Dr. Lee D'Andrea	864-646-8000
Board Chair	Dr. Marty Williams	864-646-8000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Excellent*
2008	Good	At-Risk
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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 2008-09 whose 2007-08 test scores were located

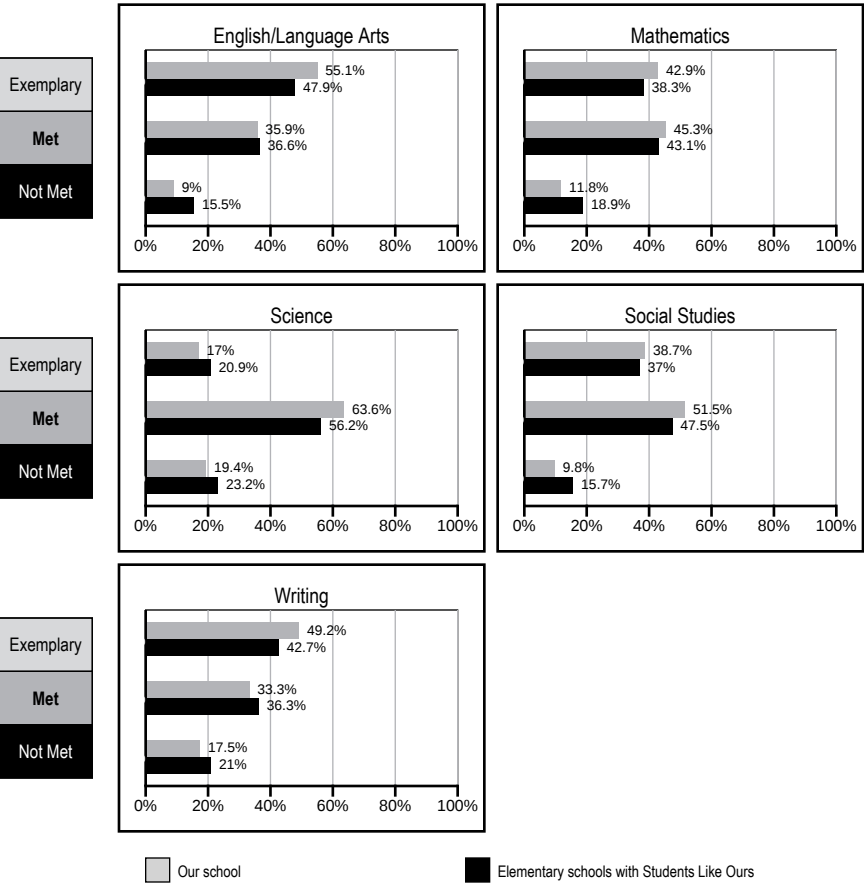
98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
20	31	15	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=457)				
First graders who attended full-day kindergarten	94.7%	Down from 96.2%	100.0%	100.0%
Retention rate	0.2%	Down from 2.0%	1.4%	1.9%
Attendance rate	96.9%	Up from 96.6%	96.6%	96.3%
Eligible for gifted and talented	19.1%	Down from 20.5%	16.9%	10.0%
With disabilities other than speech	6.1%	Down from 8.6%	7.2%	7.7%
Older than usual for grade	0.3%	No Change	0.3%	0.5%
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	46.7%	Up from 41.7%	61.1%	59.4%
Continuing contract teachers	76.7%	Up from 70.8%	84.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	86.7%	85.9%
Teacher attendance rate	96.8%	Up from 94.9%	95.2%	95.1%
Average teacher salary*	\$44,018	Up 1.5%	\$48,686	\$47,149
Professional development days/teacher	10.0 days	Up from 6.9 days	10.3 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	No Change	19.7 to 1	18.8 to 1
Prime instructional time	93.6%	Up from 91.4%	90.8%	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 98.7%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,617	N/A	\$6,612	\$7,458
Percent of expenditures for instruction**	67.6%	N/A	70.7%	68.8%
Percent of expenditures for teacher salaries**	60.7%	N/A	64.8%	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

Student achievement and individual success know no limit at Mount Lebanon Elementary School. This vision sets the tone for our student and professional learning community. PACT and MAP scores analysis provide the road map for making academic gains while Adequate Yearly Progress (AYP) is a strong indicator that solid academic and enrichment opportunities are in place for student learning.

Topping the list of exciting initiatives for 2008-09 were the refined enrichment period in third through sixth grades and SMART (Start Making a Reader Today) Room in kindergarten through second grades. Both programs proved to be instrumental to student success, and plans are now in place for Reading by RIT to be included during enrichment period. Other highlights of the year included an Academic Celebration, Reading and Writing under the Stars, May Fest, Grandparents Raising Grandchildren Support Group, Science Fair Parent Night, Grits with Grans, Literacy Luncheons, Mix-It-Up Day, Parents' Night Out, Science Fair, and Kinder Kamp for our entering kindergarteners. And most significantly, Mount Lebanon's students showed their strength in character as they committed time to such school-wide service projects as the United Way, Anderson Interfaith Ministries, Clemson Community Care, Relay for Life, and Juvenile Diabetes Research Foundation Walk.

The heartbeat of Mount Lebanon Elementary School is its people. Daily interactions of faculty and staff in our professional learning teams along with the collaborative support of our PTO, SIC, and community members make the difference for students. Together, the wildcat team makes great things happen for every student. We're Wild About Learning....it's not just our motto....it's what we believe!

Mona G. Fleming, Carolyn Mohr
Principal, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	56	23
Percent satisfied with learning environment	100.0%	89.1%	85.7%
Percent satisfied with social and physical environment	100.0%	92.9%	95.5%
Percent satisfied with school-home relations	96.6%	96.4%	87.0%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 13 out of 13 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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	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
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	253	100	9	35.9	55.1	95.9	89.1	82.8	Yes	Yes
Gender										
Male	139	100	5.9	35.3	58.8	97.1	87.9	79.3	N/A	N/A
Female	114	100	12.8	36.7	50.5	94.5	90.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	214	100	6.2	34.9	58.9	96.7	91.5	89.5	Yes	Yes
African American	31	100	28.6	46.4	25	89.3	80.6	73.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	82.4	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	82.6	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	38	100	28.9	52.6	18.4	84.2	68.5	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	N/A	N/AV	N/A	N/A	N/A	N/A	50	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	92	100	14	50	36	91.9	85.4	75.5	Yes	Yes

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

All Students	253	100	11.8	45.3	42.9	92.2	86.2	78.9	Yes	Yes
Gender										
Male	139	100	8.1	41.9	50	94.1	85.9	77	N/A	N/A
Female	114	100	16.5	49.5	33.9	89.9	86.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	214	100	7.7	46.9	45.5	95.7	89.4	87.2	Yes	Yes
African American	31	100	42.9	35.7	21.4	67.9	75.6	66.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	76.5	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	38	100	28.9	50	21.1	78.9	64.4	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	N/A	N/AV	N/A	N/A	N/A	N/A	41.7	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	92	100	17.4	46.5	36	90.7	81.7	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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	19.4	63.6	17	80.6	76.8	67.5
Gender								
Male	93	100	11.1	67.8	21.1	88.9	79.2	67
Female	79	100	29.3	58.7	12	70.7	74.1	68
Racial/Ethnic Group								
White	145	100	16.3	66	17.7	83.7	82.3	79.5
African American	20	100	41.2	52.9	5.9	58.8	53.5	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	70	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	23	100	43.5	52.2	4.3	56.5	51.9	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	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsided meals	65	100	25.4	67.8	6.8	74.6	68.8	55.1

Social Studies

All Students	169	100	9.8	51.5	38.7	90.2	77.6	72.3
Gender								
Male	94	100	10.8	40.9	48.4	89.2	77.3	71.5
Female	75	100	8.6	65.7	25.7	91.4	78	73.2
Racial/Ethnic Group								
White	144	100	8.6	50	41.4	91.4	82.2	80.7
African American	21	100	21.1	63.2	15.8	78.9	61	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	58.3	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	27	100	18.5	66.7	14.8	81.5	54.6	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	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsided meals	58	100	14.8	57.4	27.8	85.2	70.9	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

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	251	100	17.5	33.3	49.2	82.5	78.2	70.2	96.9	96.5
Gender										
Male	140	100	18.2	29.9	51.8	81.8	73.1	63.2	97	96.4
Female	111	100	16.5	37.6	45.9	83.5	84	77.5	96.8	96.6
Racial/Ethnic Group										
White	215	100	14.8	34.3	51	85.2	81.3	79.1	96.8	96.3
African American	28	100	39.3	28.6	32.1	60.7	67.6	57.6	97.5	97.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	77.8	86.2	98	98
Hispanic	4	I/S	I/S	I/S	I/S	I/S	60	62.6	95.9	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	N/A
Disability Status										
Disabled	38	100	63.9	30.6	5.6	36.1	35.7	26.1	96.3	95.8
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	N/A	N/AV	N/A	N/A	N/A	N/A	33.3	61.2	95.9	97.6
Socio-Economic Status										
Subsidized meals	87	100	23.8	42.9	33.3	76.2	70.1	58.9	95.9	95.9

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	49	100	8.2	16.3	75.5	91.8
	4	88	100	7.2	42.2	50.6	92.8
	5	55	100	15.1	39.6	45.3	84.9
	6	61	100	6.7	40	53.3	93.3
	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	49	100	10.2	28.6	61.2	89.8
	4	88	100	15.7	50.6	33.7	84.3
	5	55	100	13.2	43.4	43.4	86.8
	6	61	100	6.7	53.3	40	93.3
	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	25	100	8	64	28	92
	4	88	100	26.5	63.9	9.6	73.5
	5	27	100	23.1	53.8	23.1	76.9
	6	32	100	6.5	71	22.6	93.5
	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	24	100	4.2	29.2	66.7	95.8
	4	88	100	7.2	62.7	30.1	92.8
	5	28	100	22.2	25.9	51.9	77.8
	6	29	100	10.3	62.1	27.6	89.7
	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	49	100	10.2	16.3	73.5	89.8
	4	86	100	19.3	39.8	41	80.7
	5	55	100	20.8	32.1	47.2	79.2
	6	61	100	18	39.3	42.6	82
	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