



Little Mountain Elementary

692 Mill Street
Little Mountain, SC 29075

Grades	K-5 Elementary School	
Enrollment	392 Students	
Principal	Kimberly Stockman Mack	803-945-7721
Superintendent	Mr. Bennie Bennett	803-321-2600
Board Chair	Mr. Jody Hamm	803-276-7552

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Good	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://www.eoc.sc.gov>

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

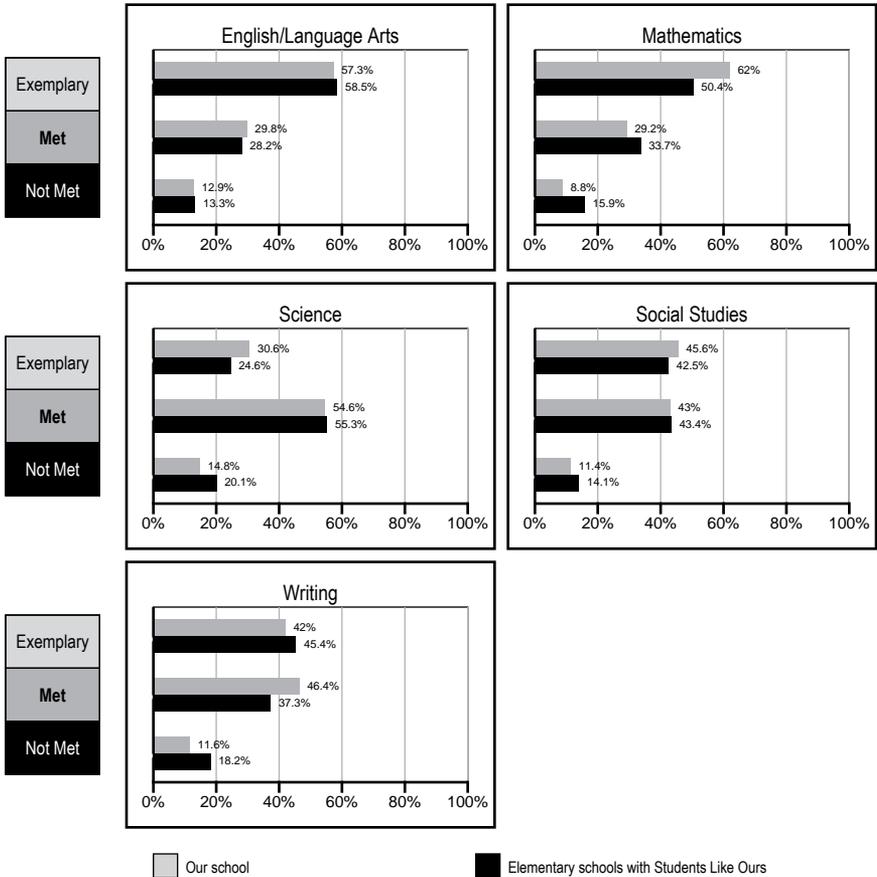
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
39	12	0	1	0

* Ratings are calculated with data available by 11/07/2012.

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=392)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	No Change	0.9%	1.0%
Attendance rate	97.1%	Up from 96.6%	97.0%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	81.8%	Up from 81.0%	68.2%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	94.1%	Up from 86.7%	90.1%	88.7%
Teacher attendance rate	92.6%	Down from 93.8%	95.2%	95.1%
Average teacher salary*	\$46,494	Up 1.8%	\$48,820	\$47,210
Professional development days/teacher	10.9 days	Up from 10.3 days	9.9 days	10.5 days
School				
Principal's years at school	1.0	Down from 23.0	4.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 20.6 to 1	20.8 to 1	20.0 to 1
Prime instructional time	87.3%	Down from 89.6%	91.5%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.4%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,419	Down 10.7%	\$6,823	\$7,247
Percent of expenditures for instruction**	63.2%	Up from 62.7%	68.8%	68.2%
Percent of expenditures for teacher salaries**	62.5%	Up from 61.9%	67.5%	65.7%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Little Mountain Elementary, an historical community school strongly supported by parental and community involvement, is the educational setting for 404 "Winning Wildcats." Our school was recognized for receiving the Palmetto Gold Award for general performance and the Palmetto Silver Award for closing the achievement gap, as well as receiving the status of Adequate Yearly Progress (AYP). Our leadership and data analysis team uses data results from PASS, MAP, Dominie, and other formative classroom assessments to carefully make strategic decisions such as offering small group intensive reading intervention for at-risk students in grades K-2, creating a school writing team that will enrich and provide professional development opportunities to enhance the school's writing program, integrating a balanced literacy program, and offering hands-on experiences in math and science. Exemplary character and high academic expectations for students are maintained through our implementation of Positive Behavioral Intervention and Supports (PBIS.) The consistency of this program is seen throughout the school with school-wide expectations in the classrooms, hallways, cafeteria, auditorium, and on the bus. At LME we put our best "PAWS" forward: Personal Best, Act Responsibly, Work and Play Safely, Show Respect. School-wide events are offered through the collaboration of school personnel, PTO, and SIC members. Some of those events offered this year were the ProKids Show, in support of our PBIS initiative; a Wildcat Fun Run, highlighting staying healthy; and family math night, featuring the Mini Metric Olympics. Our students are encouraged to participate and learn about various community services which include: collecting non-perishable food for the Manna House, Relay for Life, Santa Paws (providing goods for our local animal shelter), Pennies for Patients, and St. Jude's Math-a-Thon. We had fifty-six students that participated in the Afterschool 4-H Shamrocks and sixty who participated in the Good News Club. Goodies for Grands, Muffins for Moms, and Doughnuts for Dads are some of the events that took place at LME to thank our supporting community. Our school has one teacher that serves on the CERRA's advisory board and a teacher that has been accepted to attend the Science P.L.U.S. Institute at Roper Mountain Science Center. LME's faculty is committed to teaching today's students to become tomorrow's leaders.

Kimberly S. Mack, Principal
 Roxie Moore, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	45	44
Percent satisfied with learning environment	100.0%	95.6%	97.6%
Percent satisfied with social and physical environment	100.0%	93.3%	97.7%
Percent satisfied with school-home relations	100.0%	95.6%	88.4%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	99.0
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Little Mountain Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	678.4	687.4	647.4	658.8	100.0	100.0
Male	676.9	692.7	656.0	660.4	100.0	100.0
Female	680.0	681.8	638.2	657.1	100.0	100.0
White	687.4	696.6	657.4	667.9	100.0	100.0
African American	N/A	N/A	N/A	N/A	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	652.8	657.9	613.5	632.3	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
2011	3	53	100	11.3	20.8	67.9	88.7
	4	71	100	20.3	39.1	40.6	79.7
	5	60	100	10.5	35.1	54.4	89.5
	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
2012	3	56	100	3.8	15.4	80.8	96.2
	4	56	100	21.6	29.4	49	78.4
	5	75	100	13.2	41.2	45.6	86.8
	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							
2011	3	53	100	13.2	28.3	58.5	86.8
	4	71	100	13	43.5	43.5	87
	5	60	100	1.8	26.3	71.9	98.2
	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
2012	3	56	100	1.9	17.3	80.8	98.1
	4	56	100	11.8	33.3	54.9	88.2
	5	75	100	11.8	35.3	52.9	88.2
	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
Science							
2011	3	27	100	25.9	40.7	33.3	74.1
	4	71	100	14.5	62.3	23.2	85.5
	5	30	96.7	14.3	50	35.7	85.7
	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
2012	3	28	100	16.7	62.5	20.8	83.3
	4	56	100	17.6	49	33.3	82.4
	5	37	100	9.1	57.6	33.3	90.9
	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

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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							
2011	3	26	100	7.7	23.1	69.2	92.3
	4	71	100	17.4	53.6	29	82.6
	5	30	100	37.9	31	31	62.1
	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
2012	3	28	100	N/AV	N/AV	N/AV	100
	4	56	100	13.7	41.2	45.1	86.3
	5	38	100	17.1	42.9	40	82.9
	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
Writing							
2011	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	59	100	14	29.8	56.1	86
	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
2012	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	76	100	11.6	46.4	42	88.4
	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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