



## Mt Lebanon Elementary

2850 Lebanon Road  
Pendleton, SC 29670

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	408 Students	
<b>Principal</b>	Mona G. Fleming	864-403-2400
<b>Superintendent</b>	Mr. Maurice Lopez, Interim	864-646-8000
<b>Board Chair</b>	Dr. Tom Dobbins	864-646-8000

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>At-Risk</b>
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

## 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**

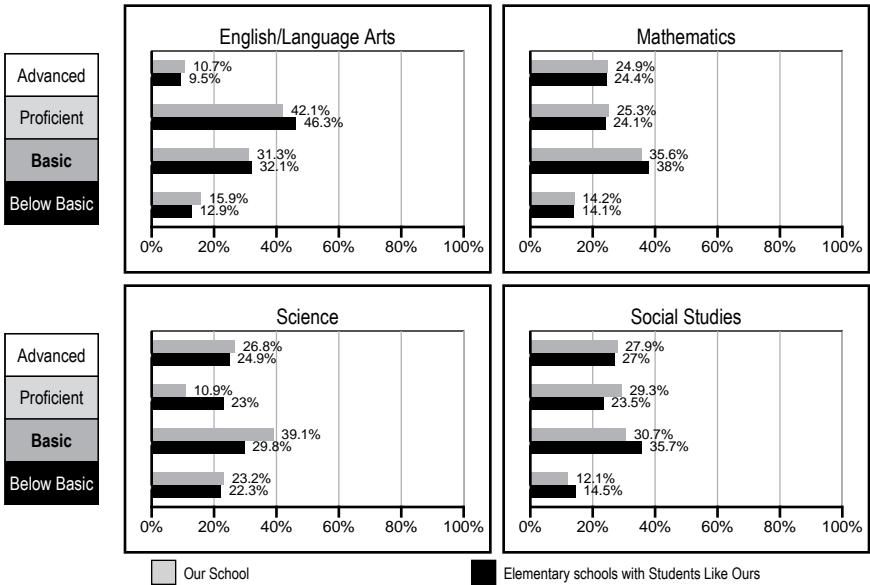
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.5%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
5	19	16	2	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
<b>Students (n=408)</b>				
First graders who attended full-day kindergarten	96.2%	N/R	100.0%	100.0%
Retention rate	2.0%	N/A	1.7%	2.3%
Attendance rate	96.6%	N/A	96.6%	96.3%
Eligible for gifted and talented	20.5%	N/A	18.7%	10.4%
With disabilities other than speech	8.6%	N/A	6.6%	7.5%
Older than usual for grade	0.3%	N/A	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	N/R	0.0%	0.0%
<b>Teachers (n=24)</b>				
Teachers with advanced degrees	41.7%	N/A	60.7%	56.7%
Continuing contract teachers	70.8%	N/A	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	87.3%	86.4%
Teacher attendance rate	94.9%	N/R	95.0%	94.9%
Average teacher salary	\$43,366	I/S	\$46,934	\$45,345
Professional development days/teacher	6.9 days	N/R	12.2 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	N/R	3.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	N/R	20.4 to 1	18.5 to 1
Prime instructional time	91.4%	N/R	90.3%	89.8%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	98.7%	N/R	100.0%	100.0%
Character development program	Good	N/R	Excellent	Excellent
Dollars spent per pupil*	N/A	N/A	\$6,728	\$7,052
Percent of expenditures for instruction*	N/A	N/A	70.5%	69.1%
Percent of expenditures for teacher salaries*	N/A	N/A	66.8%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

No limits to student achievement and success! That's the motto at Mount Lebanon Elementary School. Newly opened this past August, the home of the Wildcats delivers an exciting world of learning for children. Thanks to the efforts of many, the wonderful new facility, outstanding staff, and supportive school community brings great pride to the Anderson School District Four family.

Mount Lebanon is a school where everyone is "Wild about Learning!" Our SMART Room – Start Making a Reader Today – added an additional enrichment period in reading and writing to the instructional day of all our kindergarten through second grade students. SMART Room succeeded because of the commitment to student learning growth by teachers, teaching assistants, parents, and community volunteers. In grades three through six, teachers scheduled a daily enrichment period to focus on individual students' needs in reading and mathematics. Next year's plans are to continue to refine and improve SMART Room and enrichment to ensure safety nets for all students and their growth as learners.

Data analysis is the key to student achievement. Teachers utilize student data to plan lessons that meet each child's needs within the regular classroom, SMART Room, and enrichment periods. Also, learning is richly enhanced thanks to our state-of-the-art technology (SmartBoards and Airliners, two computer labs, a mobile laptop lab, video streaming, and science lab).

At the core of our mission is a faculty and staff committed to educating the whole child – cognitively, emotionally, socially, and physically. We are dedicated and caring individuals, who celebrate each child's successes no matter how large or small. Four teachers hold National Board Certification, and all teachers devoted time to professional development in the areas of reading instruction and diversity this year. Working together, we have also begun to lay the groundwork for a professional learning community in an effort to benefit both teaching and learning.

Enthusiasm for learning is at the heart of all we do at Mount Lebanon Elementary. Wild is truly what we are about LEARNING! As we look ahead, those positive connections among our faculty, staff, students, parents, and community members will fuel the professional learning community that we have begun to establish.

Mona G. Fleming, Principal  
Vanessa Crosby, SIC Co-Chairperson  
Carolyn Mohr, SIC Co-Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	70	21
Percent satisfied with learning environment	100.0%	85.7%	100.0%
Percent satisfied with social and physical environment	100.0%	84.1%	90.5%
Percent satisfied with school-home relations	95.0%	84.3%	95.2%

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

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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. Sanction: Implement the restructuring plan.
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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	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	255	100	15.9	31.3	42.1	10.7	64.4	53.4	48.2	Yes	Yes
<b>Gender</b>											
Male	148	100	17.3	29.3	41.4	12	66.2	49.5	41.7	N/A	N/A
Female	107	100	14	34	43	9	62	58	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	222	100	14.2	31.4	43.1	11.3	65.7	58	60	Yes	Yes
African American	23	100	35	35	30	0	40	37.2	31.7	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	61.5	70.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	34.5	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
<b>Disability Status</b>											
Disabled	36	100	59.4	28.1	12.5	0	21.9	18.2	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	6.3	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	82	100	26.2	38.5	27.7	7.7	47.7	40.1	34	Yes	Yes

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

All Students	255	100	14.2	35.6	25.3	24.9	63.1	51.4	45.8	Yes	Yes
<b>Gender</b>											
Male	148	100	11.3	33.8	27.1	27.8	69.2	54	45.6	N/A	N/A
Female	107	100	18	38	23	21	55	48.2	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	222	100	10.8	36.3	27	26	65.2	56.6	59	Yes	Yes
African American	23	100	50	35	10	5	35	31.2	26.9	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	76.9	71.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	36	100	28.1	56.3	15.6	0	21.9	21.1	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	18.8	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	82	100	24.6	41.5	20	13.8	47.7	38	31.4	Yes	Yes

\* Adj - 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

## 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
<b>Science</b>											
All Students	153	100	23.2	39.1	10.9	26.8	37.7	40.4	35.7	96.6	96.3
<b>Gender</b>											
Male	87	100	18.4	36.8	6.6	38.2	44.7	44	37.4	96.7	96.2
Female	66	100	29	41.9	16.1	12.9	29	36.2	33.8	96.5	96.4
<b>Racial/Ethnic Group</b>											
White	130	100	19.5	39.8	11	29.7	40.7	46.9	49.2	96.6	96.1
African American	16	100	50	35.7	14.3	0	14.3	16.6	17	96.8	97
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	36.4	58	97.2	97.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	23.5	24.9	95.1	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	69.8
<b>Disability Status</b>											
Disabled	26	100	39.1	47.8	8.7	4.3	13	15.8	14	96.3	95.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	9.1	24.4	98.2	96.8
<b>Socio-Economic Status</b>											
Subsided meals	50	100	41	43.6	7.7	7.7	15.4	25.5	21.1	95.6	95.6
<b>Social Studies</b>											
All Students	150	100	12.1	30.7	29.3	27.9	57.1	43.6	34	96.6	96.3
<b>Gender</b>											
Male	93	100	11.6	25.6	31.4	31.4	62.8	48.8	36.6	96.7	96.2
Female	57	100	13	38.9	25.9	22.2	48.1	37.3	31.3	96.5	96.4
<b>Racial/Ethnic Group</b>											
White	134	100	11.2	29.6	29.6	29.6	59.2	48.8	44.5	96.6	96.1
African American	13	100	25	50	25	0	25	27.2	19.1	96.8	97
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	97.2	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	23.8	27.5	95.1	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	69.8
<b>Disability Status</b>											
Disabled	18	100	41.2	41.2	5.9	11.8	17.6	24.3	14.4	96.3	95.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	15.4	27.3	98.2	96.8
<b>Socio-Economic Status</b>											
Subsided meals	45	100	18.9	40.5	29.7	10.8	40.5	31.8	21	95.6	95.6

\* 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*
<b>English/Language Arts</b>								
<b>2007</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2008</b>	3	74	100	7.2	30.4	44.9	17.4	62.3
	4	48	100	17.8	17.8	53.3	11.1	64.4
	5	60	100	18.5	46.3	35.2	0	35.2
	6	73	100	21.5	29.2	36.9	12.3	49.2
	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
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2008</b>	3	74	100	14.5	55.1	17.4	13	30.4
	4	48	100	13.3	33.3	20	33.3	53.3
	5	60	100	5.6	25.9	40.7	27.8	68.5
	6	73	100	21.5	24.6	24.6	29.2	53.8
	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
<b>Science</b>								
<b>2007</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2008</b>	3	38	100	8.6	45.7	17.1	28.6	45.7
	4	48	100	24.4	40	8.9	26.7	35.6
	5	30	100	25.9	44.4	11.1	18.5	29.6
	6	37	100	35.5	25.8	6.5	32.3	38.7
	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
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2008</b>	3	36	100	2.9	41.2	29.4	26.5	55.9
	4	48	100	17.8	20	31.1	31.1	62.2
	5	30	100	3.7	48.1	22.2	25.9	48.1
	6	36	100	20.6	20.6	32.4	26.5	58.8
	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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