



## Lake Murray Elementary

1531 Three Dog Road  
Chapin, SC 29036

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	811 Students	
<b>Principal</b>	Claire D. Thompson	803-732-8151
<b>Superintendent</b>	Dr. Herbert Berg	803-476-8000
<b>Board Chair</b>	Paula Hite	803-749-1387

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Excellent</b>	<b>Excellent</b>
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Excellent
2004	Excellent	Good

## 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**

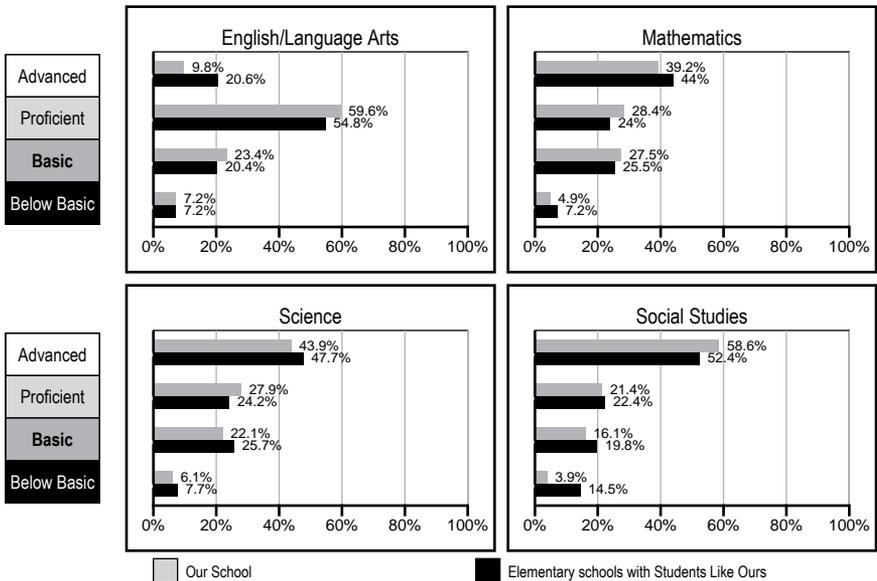
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.1%

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

Excellent	Good	Average	Below Average	At-Risk
9	2	0	1	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=811)</b>				
First graders who attended full-day kindergarten	93.1%	Down from 96.2%	100.0%	100.0%
Retention rate	0.2%	Down from 0.4%	0.4%	2.3%
Attendance rate	97.2%	Up from 97.1%	97.2%	96.3%
Eligible for gifted and talented	35.2%	Down from 37.7%	33.4%	10.4%
With disabilities other than speech	4.5%	Down from 5.1%	3.9%	7.5%
Older than usual for grade	0.0%	Down from 0.1%	0.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Up from 0.1%	0.0%	0.0%
<b>Teachers (n=61)</b>				
Teachers with advanced degrees	68.9%	Down from 70.9%	59.4%	56.7%
Continuing contract teachers	77.0%	Down from 87.3%	84.4%	77.3%
Teachers with emergency or provisional certificates	3.7%	Up from 1.9%	0.0%	0.0%
Teachers returning from previous year	83.3%	Down from 85.1%	87.4%	86.4%
Teacher attendance rate	94.6%	Down from 94.9%	94.6%	94.9%
Average teacher salary	\$49,165	Up 5.5%	\$48,085	\$45,345
Professional development days/teacher	11.9 days	Up from 9.2 days	10.0 days	12.6 days
<b>School</b>				
Principal's years at school	11.0	Up from 10.0	6.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 21.4 to 1	19.8 to 1	18.5 to 1
Prime instructional time	91.1%	Up from 91.0%	90.9%	89.8%
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*	\$7,039	Down 3.0%	\$7,159	\$7,052
Percent of expenditures for instruction*	62.9%	Down from 65.8%	64.6%	69.1%
Percent of expenditures for teacher salaries*	61.4%	Down from 64.3%	63.0%	64.2%

\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

Happy Birthday, Lake Murray Elementary School! During the 2007-2008 school year, Lake Murray Elementary celebrated its tenth birthday. Many activities were planned that raised money to give back to the community through a local charitable agency, Good Works. Students and staff came together in various fundraising endeavors, such as Operation Angel, Faculty Follies, and a parent/teacher softball game. These activities raised money for the needy and also created a stronger bond within the school community.

Building a strong community helps students feel connected to the school. Morning meetings are held during the first 15 minutes of the school day to help build community. Handshakes, morning greetings, and discussion of issues pertinent to the class occur. Many teachers use this part of the day to highlight the academic concepts that are to be taught. Morning meetings help our students have a positive beginning to their day and develop citizenship skills.

Our students enhance the school community through participation in numerous community activities and events, such as Tone Chimes Group, Jump Rope for Heart, Operation Angel Tree, Ronald McDonald House, collecting canned goods for the local food bank, and earning money to help local families. Students are recognized for good citizenship. During second semester, each class names a class good-citizen winner, from which a grade-level winner and then a school winner is chosen. A third-grade student was recognized as our school Good Citizen winner and was awarded a medal and certificate at the State House in April.

Serving our school through school jobs is another area of practicing good citizenship. Students held various jobs, such as workers in the school store and school postal system. They also were recycling helpers, library helpers, and anchor broadcasters for the morning news program. Students learned how parents use the knowledge they learned in school and how they apply it to their work through a career fair held in the fall and a video series on careers, Lightning Learns to Work.

Historically, our school has had excellent support from our parents and community. Numerous parents and community members volunteer in many different capacities within our school. For the second year in a row Lake Murray Elementary School was recognized by the district as having the most volunteer hours of all elementary schools within our district. Our PTO has been supportive of the school by providing volunteer parents for each homeroom and grade level, purchasing equipment and supplies, and providing resources for our teachers. Our PTO sponsored our fall and spring Carnivals and funded each grade level for field trips and parties for students.

Our motto of "caring to learn and learning to care" is demonstrated every day through the work of our staff and students and the support of our community and families. This support has contributed to the successful year we have had in 2007-2008.

Claire Thompson, Principal  
Woody Wagers, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	144	57
Percent satisfied with learning environment	96.0%	95.1%	91.2%
Percent satisfied with social and physical environment	96.0%	94.4%	96.5%
Percent satisfied with school-home relations	100.0%	95.8%	93.0%

\* 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 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	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	2.0%	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	97.2%	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	442	100	7.2	23.4	59.6	9.8	80.4	62.4	48.2	Yes	Yes
<b>Gender</b>											
Male	229	100	8.7	32	53.4	5.9	72.6	55.3	41.7	N/A	N/A
Female	213	100	5.7	14.4	66	13.9	88.5	69.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	428	100	7.2	22.9	60.2	9.6	81	71.8	60	Yes	Yes
African American	6	I/S	I/S	I/S	I/S	I/S	I/S	41.1	31.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	75.4	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	45.5	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	51	100	33.3	33.3	33.3	0	45.8	26.6	16	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.8	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	45.2	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	30	100	20.8	45.8	33.3	0	45.8	38.6	34	I/S	I/S

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

All Students	442	100	4.9	27.3	28.5	39.3	80.4	64.1	45.8	Yes	Yes
<b>Gender</b>											
Male	229	100	3.7	28.8	29.2	38.4	82.2	64.6	45.6	N/A	N/A
Female	213	100	6.2	25.8	27.8	40.2	78.5	63.5	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	428	100	4.6	27.2	28.4	39.8	81.2	74.8	59	Yes	Yes
African American	6	I/S	I/S	I/S	I/S	I/S	I/S	39	26.9	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	79.7	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	53	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	51	100	16.7	47.9	18.8	16.7	54.2	32.4	17.1	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61.9	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	59.2	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	30	100	12.5	50	25	12.5	70.8	39.2	31.4	I/S	I/S

\* 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	290	100	6.1	22.1	27.9	43.9	71.8	51	35.7	97.2	96.7
<b>Gender</b>											
Male	150	100	3.5	23.1	26.6	46.9	73.4	53.6	37.4	97.1	96.6
Female	140	100	8.8	21.2	29.2	40.9	70.1	48.4	33.8	97.3	96.8
<b>Racial/Ethnic Group</b>											
White	278	100	6	22	28	44	72	61.5	49.2	97.2	96.7
African American	6	I/S	I/S	I/S	I/S	I/S	I/S	26.2	17	97.4	96.5
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	69.6	58	98.2	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	43.2	24.9	97.9	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95.6	97
<b>Disability Status</b>											
Disabled	30	100	21.4	35.7	25	17.9	42.9	28.6	14	97.1	95.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.1	21.9	N/A	98.8
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	45.1	24.4	98	96.8
<b>Socio-Economic Status</b>											
Subsided meals	22	100	11.1	33.3	27.8	27.8	55.6	26.9	21.1	95.8	95.7
<b>Social Studies</b>											
All Students	289	100	3.9	16.1	21.4	58.6	80	51.9	34	97.2	96.7
<b>Gender</b>											
Male	146	100	2.1	16.4	20.7	60.7	81.4	55.7	36.6	97.1	96.6
Female	143	100	5.7	15.7	22.1	56.4	78.6	47.9	31.3	97.3	96.8
<b>Racial/Ethnic Group</b>											
White	282	100	3.6	16.1	21.2	59.1	80.3	60.1	44.5	97.2	96.7
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	31.5	19.1	97.4	96.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	70.2	58.9	98.2	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	51.7	27.5	97.9	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95.6	97
<b>Disability Status</b>											
Disabled	32	100	10	26.7	33.3	30	63.3	30.5	14.4	97.1	95.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.7	22.6	N/A	98.8
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	44.6	27.3	98	96.8
<b>Socio-Economic Status</b>											
Subsided meals	16	100	25	33.3	16.7	25	41.7	28.8	21	95.8	95.7

\* 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 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	134	100	8.5	20	61.5	10	71.5	
	4	145	99.3	3.6	27.9	61.4	7.1	68.6	
	5	146	100	10	37.9	47.1	5	52.1	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	153	100	3.4	18.9	64.2	13.5	77.7	
	4	139	100	7.5	17.2	65.7	9.7	75.4	
	5	150	100	11	33.6	49.3	6.2	55.5	
	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	
<b>Mathematics</b>									
<b>2007</b>	3	134	100	4.6	41.5	36.2	17.7	53.8	
	4	145	99.3	3.6	21.4	32.1	42.9	75	
	5	146	100	5	32.9	30.7	31.4	62.1	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	153	100	6.1	31.8	28.4	33.8	62.2	
	4	139	100	2.2	20.9	29.1	47.8	76.9	
	5	150	100	6.2	28.8	28.1	37	65.1	
	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	
<b>Science</b>									
<b>2007</b>	3	68	100	9.1	25.8	39.4	25.8	65.2	
	4	145	99.3	10	15	32.1	42.9	75	
	5	73	100	9.9	38	26.8	25.4	52.1	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	77	100	8.1	21.6	41.9	28.4	70.3	
	4	138	100	3.8	18.8	27.1	50.4	77.4	
	5	75	100	8.2	28.8	15.1	47.9	63	
	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	
<b>Social Studies</b>									
<b>2007</b>	3	66	100	1.6	15.6	53.1	29.7	82.8	
	4	145	99.3	6.4	17.1	29.3	47.1	76.4	
	5	73	100	21.4	35.7	21.4	21.4	42.9	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	76	100	1.4	14.9	28.4	55.4	83.8	
	4	138	100	3.8	15.8	21.1	59.4	80.5	
	5	75	100	6.8	17.8	15.1	60.3	75.3	
	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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