



LAKE MURRAY ELEMENTARY

1531 Three Dog Road
Chapin, SC 29036

Grades	K-5 Elementary School	
Enrollment	868 Students	
Principal	Claire D. Thompson	803-732-8151
Superintendent	Dr. Herbert Berg	803-476-8116
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Excellent	Good
2006	Excellent	Good

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

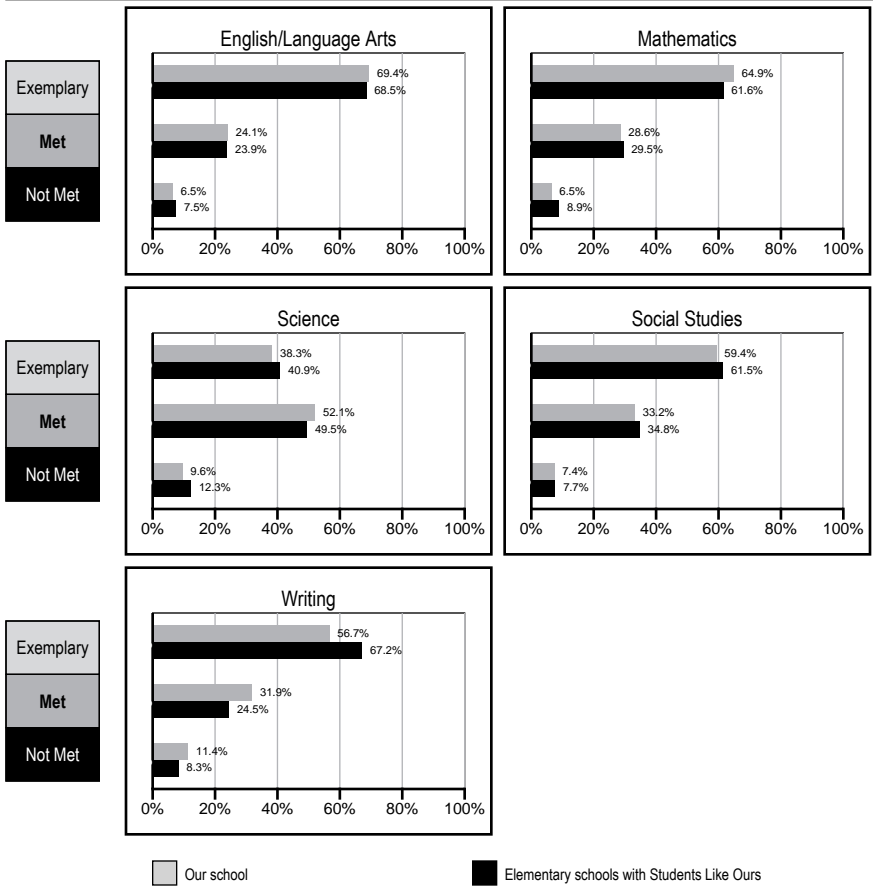
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
14	1	0	0	0

* Ratings are calculated with data available by 03/09/2011.

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
Students (n=868)				
First graders who attended full-day kindergarten	95.6%	Down from 96.2%	100.0%	100.0%
Retention rate	0.2%	Up from 0.1%	0.2%	1.2%
Attendance rate	99.9%	Up from 96.8%	96.9%	96.1%
Eligible for gifted and talented	39.7%	Up from 35.0%	37.1%	11.7%
With disabilities other than speech	5.5%	Up from 4.4%	4.7%	8.0%
Older than usual for grade	0.0%	No Change	0.0%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=59)				
Teachers with advanced degrees	72.9%	Up from 67.7%	66.7%	60.5%
Continuing contract teachers	83.1%	Up from 75.8%	89.4%	84.6%
Teachers with emergency or provisional certificates	2.0%	Down from 3.8%	0.0%	0.0%
Teachers returning from previous year	83.6%	Up from 80.5%	88.3%	87.0%
Teacher attendance rate	94.6%	Up from 93.6%	95.0%	95.4%
Average teacher salary*	\$50,583	Down 0.4%	\$50,420	\$47,288
Professional development days/teacher	13.2 days	Up from 11.2 days	9.0 days	10.5 days
School				
Principal's years at school	13.0	Up from 12.0	6.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 20.6 to 1	20.4 to 1	19.2 to 1
Prime instructional time	94.0%	Up from 89.9%	93.6%	90.8%
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**	\$7,485	Up 0.7%	\$7,689	\$7,548
Percent of expenditures for instruction**	67.2%	Up from 66.2%	67.9%	68.7%
Percent of expenditures for teacher salaries**	65.8%	Up from 64.8%	65.8%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Lake Murray Elementary began implementation of our 2009-2014 School Renewal Plan, which includes goals for student achievement and school climate. This plan, written by staff and parents, establishes school goals and objectives for the next five years and was created by studying the achievement and survey data from past years. A focus for this year was on addressing weaker areas of our EOC parent survey. Teachers made positive contacts with parents throughout the year and invited parents into the classroom to see students at work. Parents, students and teachers also completed a school survey to determine areas of strength and weakness that will help determine our focus for future years. Based on high student achievement on the yearly state testing (PASS), LMES was awarded the Palmetto Gold Award for absolute performance and the Palmetto Silver Award for Closing the Achievement Gap for disabled students.

Activities to encourage physical fitness, health, and safety were held throughout the year. H1N1 vaccines were administered and students were encouraged to practice good health habits through student produced video productions. Fun physical activities were provided through the PE department such as Spring Into Fitness Run, field day, Jump Rope team, Girls on the Run, and Jump Rope for Heart events.

Students gave back to the community through raising funds for Haiti relief and summer activities for helping others. Throughout the year, students helped community residents through Operation Angel, food drives, collection of books for children, and a Blue Jean drive. To help conserve our natural resources, LMES "went green" and began sharing news through electronic resources such as RECS calls, parent portal, and web pages.

Our school continued our focus on literacy through participation in National Writing Day in October with the creation of traveling stories and individual student writings. Literacy night in January highlighted the wonderful activities of reading and writing. Our Book Fair and author visit gave students the opportunity to purchase books and hear how authors create books. Writing portfolios were shared with parents during Writing Celebrations held in the spring.

Parents support our school in many ways. Parents present at Career Day and at other special activities. They volunteer in classrooms and in PTO sponsored events. They serve as mentors for students and as members of district and school committees. Parents give feedback to us through state and school surveys, as well as through formal and informal conversations and conferences.

LMES was recognized for its friendly atmosphere and customer service with the Red Carpet Award from the State Department of Education and the Community Friendly School Award from our school district. Our student video production on staying healthy also won an award from the SC School Public Relations Association. We are proud of the accomplishments of our school and students.

Claire Thompson, Principal
Chris McMeekin, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	64	156	103
Percent satisfied with learning environment	98.4%	89.7%	96.1%
Percent satisfied with social and physical environment	98.4%	92.2%	97.1%
Percent satisfied with school-home relations	100.0%	95.5%	91.3%

* 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 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

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	2.4%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.4%	0.0%	No
Student attendance rate	99.9%	94.0%*	Yes

* Or greater than last year

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

All Students	469	100	6.5	24.1	69.4	95.7	90.5	83.5	Yes	Yes
Gender										
Male	236	100	9.9	28.4	61.6	94	87.7	80.1	N/A	N/A
Female	233	100	3.1	19.7	77.3	97.4	93.5	87	N/A	N/A
Racial/Ethnic Group										
White	446	100	5.9	23.7	70.3	96.1	94.8	89.6	Yes	Yes
African American	12	100	8.3	41.7	50	91.7	80.7	74.6	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.2	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	88.3	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	59	100	34.5	25.9	39.7	74.1	66.1	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	89.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	44	100	15	37.5	47.5	92.5	81.4	76.9	Yes	Yes

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

All Students	469	100	6.5	28.6	64.9	97	90.4	80.4	Yes	Yes
Gender										
Male	236	100	8.2	26.7	65.1	94.8	88.9	78.4	N/A	N/A
Female	233	100	4.8	30.6	64.6	99.1	91.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	446	100	5.9	28.5	65.5	97	94.8	87.8	Yes	Yes
African American	12	100	16.7	41.7	41.7	100	80.1	69.3	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.7	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	87.6	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	59	100	27.6	31	41.4	82.8	65	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	88	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	44	100	15	37.5	47.5	100	79.4	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	317	100	9.6	52.1	38.3	90.4	81.1	67.3
Gender								
Male	151	100	10.2	53.1	36.7	89.8	80.2	66.9
Female	166	100	9.1	51.2	39.6	90.9	82	67.7
Racial/Ethnic Group								
White	299	100	8.2	53.2	38.6	91.8	88.8	79.6
African American	10	I/S	I/S	I/S	I/S	I/S	63.8	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85.5	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	68.3	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	40	100	22.5	52.5	25	77.5	52.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	71.9	58.6
Socio-Economic Status								
Subsidized meals	31	100	17.2	51.7	31	82.8	63.8	55.4
Social Studies								
All Students	314	99.7	7.1	33.3	59.5	92.9	84.4	70.9
Gender								
Male	170	99.4	5.4	30.5	64.1	94.6	83.4	70.1
Female	144	100	9.2	36.6	54.2	90.8	85.4	71.7
Racial/Ethnic Group								
White	296	99.7	6.5	33	60.5	93.5	89.2	79.2
African American	10	I/S	I/S	I/S	I/S	I/S	73.2	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.5	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	80.2	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	39	97.4	32.4	27	40.5	67.6	58.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	81.6	68
Socio-Economic Status								
Subsidized meals	32	100	20.7	48.3	31	79.3	71.7	60.8

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	469	100	11.4	31.9	56.7	88.6	81	72.1	99.9	98.8
Gender										
Male	234	100	15.9	39.2	44.8	84.1	75.2	65.2	99.9	98.7
Female	235	100	6.9	24.6	68.5	93.1	86.9	79.2	99.9	98.8
Racial/Ethnic Group										
White	446	100	11.1	31.5	57.4	88.9	87.5	80.8	99.9	98.8
African American	12	100	16.7	41.7	41.7	83.3	66	59.7	99.9	98.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.8	87	99.9	99.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	74.5	64.6	99.9	99
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	99.9	99
Disability Status										
Disabled	54	100	47.2	26.4	26.4	52.8	39.4	27.7	99.9	98.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	75.6	63.7	99.9	99.2
Socio-Economic Status										
Subsidized meals	43	100	17.5	42.5	40	82.5	64.4	61.9	99.9	98.5

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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							
2009	3	164	100	4.4	22	73.6	95.6
	4	160	100	7.1	24.7	68.2	92.9
	5	150	100	5.5	34.5	60	94.5
	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
2010	3	141	100	6.4	9.9	83.7	93.6
	4	162	100	3.8	32.5	63.8	96.3
	5	166	100	9.4	28.1	62.5	90.6
	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
Mathematics							
2009	3	164	100	9.4	32.1	58.5	90.6
	4	160	100	3.9	31.2	64.9	96.1
	5	150	100	4.1	41.4	54.5	95.9
	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
2010	3	141	100	7.1	22.7	70.2	92.9
	4	162	100	3.8	27.5	68.8	96.3
	5	166	100	8.8	35	56.3	91.3
	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
Science							
2009	3	81	100	11.5	62.8	25.6	88.5
	4	160	100	5.8	53.2	40.9	94.2
	5	75	100	4.1	74	21.9	95.9
	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
2010	3	72	100	16.7	38.9	44.4	83.3
	4	162	100	8.1	56.9	35	91.9
	5	83	100	6.3	54.4	39.2	93.7
	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

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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							
2009	3	83	100	2.5	17.3	80.2	97.5
	4	160	100	2.6	32.5	64.9	97.4
	5	75	100	4.2	31.9	63.9	95.8
	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
2010	3	69	100	5.8	24.6	69.6	94.2
	4	162	99.4	7.5	35.2	57.2	92.5
	5	83	100	7.4	37	55.6	92.6
	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
Writing							
2009	3	164	100	13.8	36.3	50	86.3
	4	159	100	7.8	41.6	50.6	92.2
	5	148	100	9.7	29.9	60.4	90.3
	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
2010	3	141	100	9.9	31.2	58.9	90.1
	4	161	100	13.7	31.1	55.3	86.3
	5	167	100	10.5	33.3	56.2	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

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