



LAKE MURRAY ELEMENTARY

205 Wise Ferry Road
Lexington, South Carolina

Grades	PK-5 Elementary School	
Enrollment	674 Students	
Principal	Devona L. Price	803-821-3100
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	Cynthia S. Smith	803-957-5095

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Excellent

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://eoc.sc.gov>

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

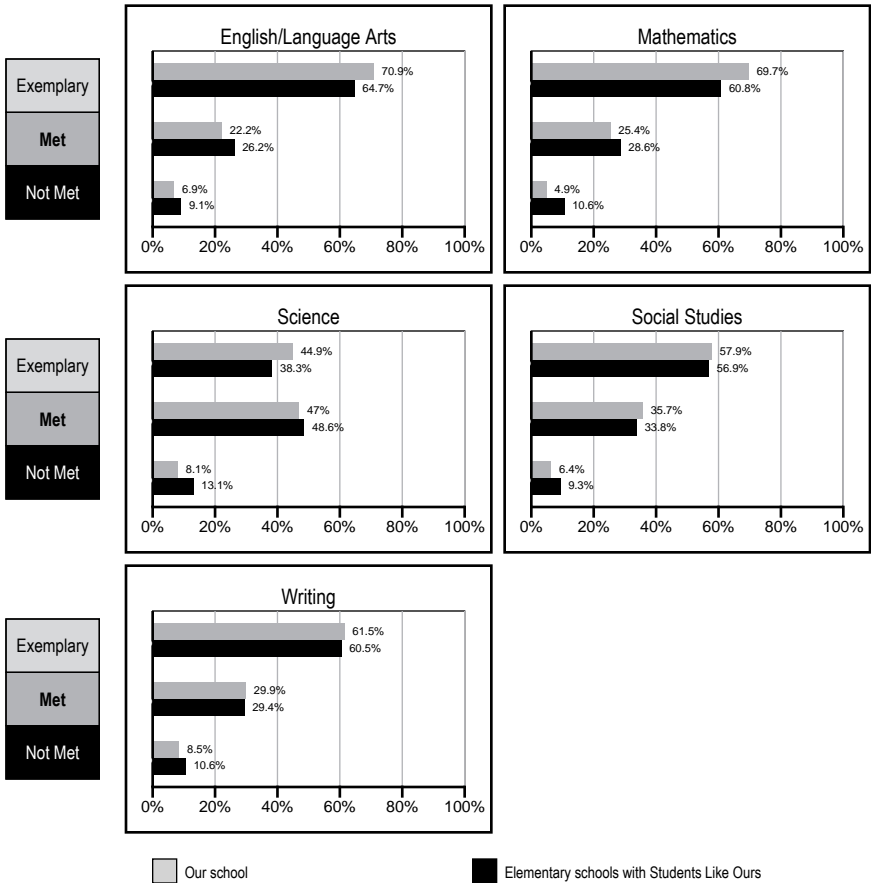
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
20	1	0	0	0

* Ratings are calculated with data available by 11/09/2011.

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=674)				
First graders who attended full-day kindergarten	100.0%	Up from 96.4%	100.0%	100.0%
Retention rate	0.5%	Up from 0.2%	0.5%	1.1%
Attendance rate	96.3%	Up from 95.9%	96.7%	96.2%
Served by gifted and talented program	36.5%	Up from 35.3%	32.8%	13.4%
With disabilities other than speech	2.8%	Down from 4.2%	2.8%	4.1%
Older than usual for grade	0.6%	Up from 0.0%	0.0%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	68.2%	Down from 70.0%	68.4%	62.5%
Continuing contract teachers	93.2%	Down from 97.1%	93.2%	88.2%
Teachers returning from previous year	78.9%	Down from 89.7%	89.7%	87.8%
Teacher attendance rate	94.6%	Up from 94.5%	95.2%	95.2%
Average teacher salary*	\$50,463	Down 1.8%	\$48,474	\$46,773
Professional development days/teacher	11.7 days	Up from 8.6 days	9.5 days	10.5 days
School				
Principal's years at school	1.0	Down from 8.0	5.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 21.4 to 1	21.7 to 1	19.9 to 1
Prime instructional time	89.8%	Up from 89.3%	91.3%	90.4%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,655	Up 4.8%	\$6,567	\$7,447
Percent of expenditures for instruction**	71.4%	Down from 71.8%	69.4%	68.4%
Percent of expenditures for teacher salaries**	70.2%	Down from 70.5%	68.1%	65.8%

* 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

2010-2011 was a year of excitement and change for Lake Murray Elementary School. Our school year began with Rocky Creek Elementary School students housed on the LMES campus. Our administrative team looked a little different, too, this year, with Mrs. McCray as assistant administrator and, of course, with me as your new principal. After RCES students and staff moved into their new school in January, everyone at our school began to examine our goals and our vision for the future. Through this transition, we adopted new mission, vision and belief statements.

We also began developing a leadership model to promote citizenship with our students. Teachers completed book studies. We invited parents to workshops where they could gather ideas and information about the types of learners we want our students to be. Our focus of "Anchored in Leadership...Anchored in Learning" is a theme we look forward to developing and carrying out throughout the school.

LMES continues to achieve, earning "excellent absolute" and "improvement" ratings on the state-generated annual school report card. We also, once again, met Adequate Yearly Progress and received a Palmetto Gold Award.

Many wonderful activities have taken place at Lake Murray this year, including fundraising for Jump Rope for Heart, Relay For Life and PattyPacks. Our students and staff made care packages for soldiers and for families who have loved ones with congenital heart disease. Community activities included Family Reading Night, Family Math Night, Murrayfest and much more.

Our challenges for next year include ensuring that students are maximizing their potential and are achieving to the highest of their ability. Through a continued focus on higher-order thinking skills and problem-based learning, and a renewed commitment to writing, we expect to see our students flourish. As the world evolves, we must stay in tune with 21st century learning techniques that help each and every child maximize his or her academic success.

Exciting things await the students, staff and families of Lake Murray Elementary. We ask you to join us on this adventure, and we thank you for all the support you have already offered throughout the year.

Devona L. Price, Principal
Ed Pearce, School Improvement Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	107	73
Percent satisfied with learning environment	100.0%	93.5%	93.1%
Percent satisfied with social and physical environment	100.0%	95.3%	98.6%
Percent satisfied with school-home relations	100.0%	88.8%	91.8%

* 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. 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	0.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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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 = 79.4% (Met or Exemplary)

All Students	363	100	7.2	22.1	70.7	96.3	88	82.4	Yes	Yes
Gender										
Male	191	100	11.3	27.4	61.3	94.6	84.9	78.7	N/A	N/A
Female	172	100	2.5	16	81.5	98.1	91.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	319	100	7.1	21.3	71.6	96.1	90	88.9	Yes	Yes
African American	7	I/S	I/S	I/S	I/S	I/S	74.6	72.9	I/S	I/S
Asian/Pacific Islander	21	100	4.8	19	76.2	100	94.6	93	I/S	I/S
Hispanic	16	100	15.4	46.2	38.5	92.3	81.2	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	83	I/S	I/S
Disability Status										
Disabled	34	100	40	33.3	26.7	76.7	51.1	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	17.6	47.1	35.3	94.1	80.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	64	100	14.5	36.4	49.1	89.1	78.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	363	100	5.2	25.3	69.5	96.8	88	81.9	Yes	Yes
Gender										
Male	191	100	7	26.3	66.7	95.7	86.5	79.9	N/A	N/A
Female	172	100	3.1	24.1	72.8	98.1	89.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	319	100	4.8	25.5	69.7	97.1	89.8	88.9	Yes	Yes
African American	7	I/S	I/S	I/S	I/S	I/S	75.3	71.4	I/S	I/S
Asian/Pacific Islander	21	100	4.8	9.5	85.7	95.2	95.4	94.6	I/S	I/S
Hispanic	16	100	7.7	46.2	46.2	92.3	82	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90	84.4	I/S	I/S
Disability Status										
Disabled	34	100	33.3	30	36.7	83.3	52.3	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	N/AV	N/AV	N/AV	100	83.1	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	64	100	10.9	36.4	52.7	98.2	78.1	74.9	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	247	100	8.5	46.8	44.7	91.5	80.1	68.6
Gender								
Male	135	100	10.8	44.6	44.6	89.2	79.7	68.3
Female	112	100	5.7	49.5	44.8	94.3	80.5	68.9
Racial/Ethnic Group								
White	215	100	8.2	46.6	45.2	91.8	82.8	80.7
African American	6	I/S	I/S	I/S	I/S	I/S	60.6	51.4
Asian/Pacific Islander	15	100	13.3	40	46.7	86.7	89.8	85.3
Hispanic	11	100	I/S	I/S	I/S	I/S	70.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.6	70.8
Disability Status								
Disabled	26	100	30.4	52.2	17.4	69.6	45.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	12	100	27.3	45.5	27.3	72.7	70.6	60.7
Socio-Economic Status								
Subsidized meals	46	100	10.3	53.8	35.9	89.7	66.5	57.3
Social Studies								
All Students	244	99.2	6.8	35.6	57.6	93.2	82.8	72.5
Gender								
Male	130	100	7.1	34.6	58.3	92.9	82.5	72
Female	114	98.3	6.4	36.7	56.9	93.6	83	73.1
Racial/Ethnic Group								
White	216	99.5	6.6	36.8	56.6	93.4	84.7	81
African American	5	I/S	I/S	I/S	I/S	I/S	69.4	60
Asian/Pacific Islander	14	100	7.1	21.4	71.4	92.9	92.1	89
Hispanic	9	I/S	I/S	I/S	I/S	I/S	74.5	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.9	73.5
Disability Status								
Disabled	28	96.4	40	24	36	60	49.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	12	100	18.2	27.3	54.5	81.8	76	69.7
Socio-Economic Status								
Subsidized meals	41	95.1	11.4	42.9	45.7	88.6	70.3	62.9

Abbreviations for Missing Data

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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	School Attendance Rate	District Attendance Rate
Writing										
All Students	120	100	8.5	29.9	61.5	91.5	79.6	73.2	96.3	95.7
Gender										
Male	53	100	15.4	36.5	48.1	84.6	74.1	67.2	96.1	95.7
Female	67	100	3.1	24.6	72.3	96.9	85.3	79.4	96.4	95.8
Racial/Ethnic Group										
White	107	100	6.7	30.8	62.5	93.3	81.6	81.5	96.3	95.7
African American	1	I/S	I/S	I/S	I/S	I/S	65.3	61.3	96.1	96
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	93	87	96.3	96.6
Hispanic	4	I/S	I/S	I/S	I/S	I/S	68.2	66.7	96.4	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.9	72.2	N/A	94.9
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	30.7	26	94.7	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	69.7	65.7	96.7	96.3
Socio-Economic Status										
Subsidized meals	23	100	19	38.1	42.9	81	67.4	63.2	95.2	94.8

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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							
2010	3	204	100	4.6	14.4	81	95.4
	4	176	100	10	29.4	60.6	90
	5	182	99.5	11.9	25	63.1	88.1
	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
2011	3	113	100	2.8	11.1	86.1	97.2
	4	128	100	9.8	27.6	62.6	90.2
	5	122	100	8.5	26.5	65	91.5
	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
Mathematics							
2010	3	204	100	15.9	21.5	62.6	84.1
	4	176	100	4.7	25.3	70	95.3
	5	182	99.5	14.2	33.5	52.3	85.8
	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
2011	3	113	100	3.7	18.5	77.8	96.3
	4	128	100	7.3	28.5	64.2	92.7
	5	122	100	4.3	28.2	67.5	95.7
	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
Science							
2010	3	103	100	17.3	33.7	49	82.7
	4	176	100	7.1	60	32.9	92.9
	5	91	100	16.1	59.8	24.1	83.9
	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
2011	3	57	100	11.3	34	54.7	88.7
	4	128	100	7.3	53.7	39	92.7
	5	62	100	8.5	44.1	47.5	91.5
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	101	100	7.2	37.1	55.7	92.8
	4	176	100	4.7	33.5	61.8	95.3
	5	90	100	14.6	37.1	48.3	85.4
	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
2011	3	56	98.2	N/AV	N/AV	N/AV	100
	4	128	100	7.3	41.5	51.2	92.7
	5	60	98.3	12.1	37.9	50	87.9
	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							
2010	3	204	99.5	11.3	26.8	61.9	88.7
	4	173	100	10.6	41.2	48.2	89.4
	5	183	99.5	10.7	29.8	59.6	89.3
	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
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	120	100	8.5	29.9	61.5	91.5
	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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