



## LAKE MURRAY ELEMENTARY

1531 Three Dog Road  
Chapin, SC 29036

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	866 Students	
<b>Principal</b>	Claire D. Thompson	803-476-4600
<b>Superintendent</b>	Stephen W. Hefner, Ed. D.	803-476-8000
<b>Board Chair</b>	Robert Gantt	803-781-5408

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	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 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

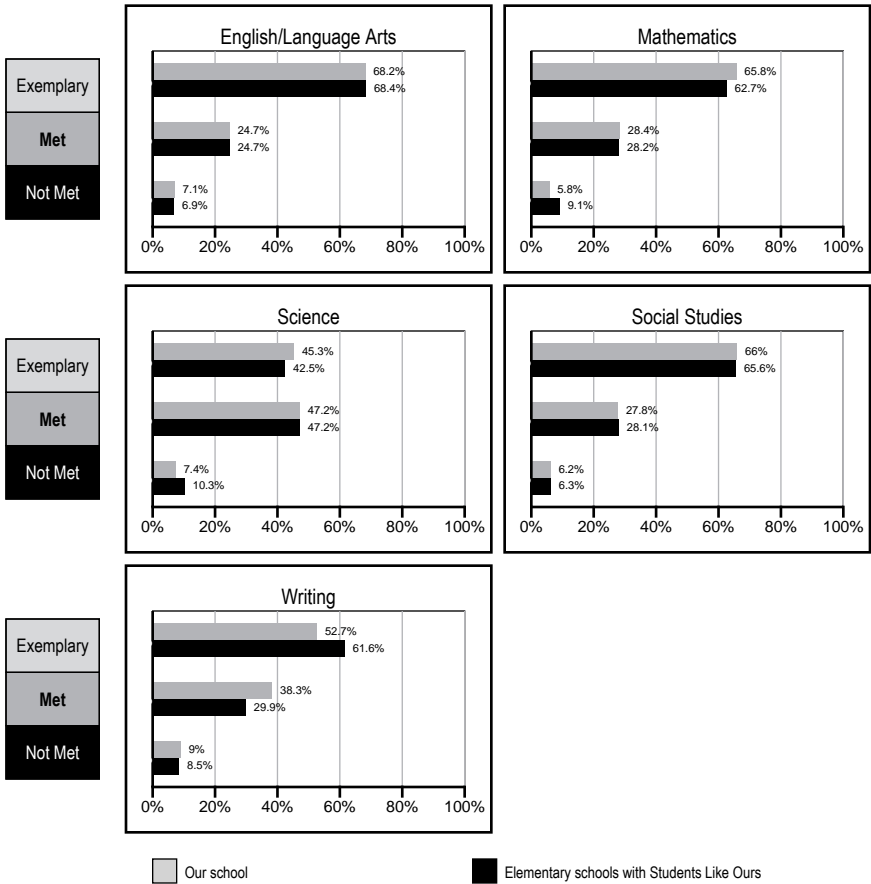
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
12	0	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
<b>Students (n=866)</b>				
First graders who attended full-day kindergarten	95.6%	No Change	100.0%	100.0%
Retention rate	0.1%	Down from 0.2%	0.5%	1.1%
Attendance rate	96.8%	Down from 99.9%	96.8%	96.2%
Served by gifted and talented program	45.1%	Up from 39.7%	40.6%	13.4%
With disabilities other than speech	3.6%	Down from 5.5%	2.5%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=60)</b>				
Teachers with advanced degrees	73.3%	Up from 72.9%	64.3%	62.5%
Continuing contract teachers	93.3%	Up from 83.1%	88.6%	88.2%
Teachers returning from previous year	85.7%	Up from 83.6%	89.3%	87.8%
Teacher attendance rate	95.0%	Up from 94.6%	95.2%	95.2%
Average teacher salary*	\$50,651	Up 0.1%	\$49,242	\$46,773
Professional development days/teacher	10.7 days	Down from 13.2 days	10.9 days	10.5 days
<b>School</b>				
Principal's years at school	14.0	Up from 13.0	2.8	4.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 21.0 to 1	21.6 to 1	19.9 to 1
Prime instructional time	91.2%	Down from 94.0%	91.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	99.9%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,801	Down 9.1%	\$6,595	\$7,447
Percent of expenditures for instruction**	72.3%	Up from 67.2%	71.3%	68.4%
Percent of expenditures for teacher salaries**	71.4%	Up from 65.8%	71.0%	65.8%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## Report of Principal and School Improvement Council

TEAM LMES was the theme for 2010-2011 at Lake Murray Elementary. Many activities supported our theme and vision of "ensuring learning for all" as students, staff, and parents worked together.

To make our vision a reality, grade level/content Professional Learning Communities (PLCs) were established. Collaboration about instruction within our PLCs was our major staff development for the year. Each PLC chose an area of focus based on a review of previous years' MAP and PASS data. Throughout the year, PLC members discussed instructional practices that were successful in helping students achieve at high levels. Teachers created lists of essential skills to be mastered and then developed, administered, and discussed results of common assessments based on these skills/standards. All students benefited as teachers improved their classroom instruction based on what worked as shown in assessment results.

Teachers and administrators also collaborated regarding the progress and needs of students. Following review of data and discussion with teachers, additional help was provided to support student learning. Struggling students were placed in intervention based on their targeted need. Students were served in Reading, Writing, and Math through WIN (What I Need) Time, tutoring groups, one-on-one instruction, computer assisted instruction and homework support. During Guided Reading, first, second and third grade classrooms were provided additional support for small group instruction. In fourth grade, an inclusion model, where the resource teacher team taught with the classroom teacher, provided instructional support. Leveled Literacy Intervention, Signs for Sounds, and Reading Recovery also assisted students in reaching target goals.

To meet the needs of high achieving students, AGP math classes in fourth and fifth grades used challenging supplementary materials (Mentoring Mathematical Minds); third grade AGP students were served in a pull-out/enrichment model; and all second grade students received instruction in Brain Boosters, which emphasized thinking skills.

Accompanying the strong focus on academic achievement was an emphasis on the arts and physical activity. Students' artistic talents were showcased in PTO programs, school strings and chorus performances, talent shows, and art displays within the school and across the community. A highlight of the year was a combined performance of patriotic music presented in the spring by LMES chorus and students along with students from a neighborhood pre-school and senior citizens from the Lowman Home. Other arts connections included chorus and strings performances within the community and tone chimes performances with residents of the Lowman Home. To emphasize fitness, school staff and students participated in the first annual Dam Walk, Jump Rope for Heart, Walking Clubs, and our second annual PTO/ PE Fitness Run.

Through working as a team, our year has been successful as shown through our school's academic achievement and the overall accomplishments of our students. We look forward to future years of continuing the excellence of our school.

John Shackelford, SIC Chair

Claire Thompson, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	160	118
Percent satisfied with learning environment	96.5%	94.3%	94.8%
Percent satisfied with social and physical environment	98.2%	90.6%	93.1%
Percent satisfied with school-home relations	100.0%	94.3%	92.2%

\* 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

NO

This school met 16 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.8%	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	1.4%	0.0%	No
Student attendance rate	96.8%	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
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	474	100	7.1	24.7	68.2	95.5	89.6	82.4	Yes	Yes
<b>Gender</b>										
Male	234	100	8.8	30.3	61	93.9	86.7	78.7	N/A	N/A
Female	240	100	5.6	19.2	75.2	97	92.5	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	443	100	6.5	24.5	69	96.3	93.8	88.9	Yes	Yes
African American	12	100	9.1	27.3	63.6	90.9	80.2	72.9	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	85.4	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	86.5	83	I/S	I/S
<b>Disability Status</b>										
Disabled	56	100	30.9	32.7	36.4	76.4	60.2	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	86.4	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	54	100	13.5	30.8	55.8	86.5	79.6	75.4	Yes	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	474	100	5.8	28.4	65.8	96.3	90.6	81.9	Yes	Yes
<b>Gender</b>										
Male	234	100	5.7	27.2	67.1	96.5	88.7	79.9	N/A	N/A
Female	240	100	6	29.5	64.5	96.2	92.4	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	443	100	5.6	27.8	66.7	96.5	95	88.9	Yes	Yes
African American	12	100	9.1	54.5	36.4	90.9	80.8	71.4	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	96.6	94.6	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	85.8	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	86.5	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	56	100	29.1	25.5	45.5	78.2	63	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	88.4	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	54	100	13.5	46.2	40.4	88.5	80.7	74.9	Yes	Yes

\* 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

## 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
<b>Science</b>								
All Students	318	100	7.4	47.2	45.3	92.6	81.2	68.6
<b>Gender</b>								
Male	151	100	6.8	44.2	49	93.2	80.2	68.3
Female	167	100	8	50	42	92	82.2	68.9
<b>Racial/Ethnic Group</b>								
White	298	100	6.2	47.4	46.4	93.8	89.5	80.7
African American	6	I/S	I/S	I/S	I/S	I/S	62.7	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.7	85.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	76.2	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	72.2	70.8
<b>Disability Status</b>								
Disabled	34	100	24.2	45.5	30.3	75.8	49.9	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	73.6	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	31	100	13.3	56.7	30	86.7	65.8	57.3
<b>Social Studies</b>								
All Students	316	100	6.2	27.8	66	93.8	85.5	72.5
<b>Gender</b>								
Male	153	100	6.1	23	70.9	93.9	84.1	72
Female	163	100	6.3	32.3	61.4	93.7	86.8	73.1
<b>Racial/Ethnic Group</b>								
White	298	100	5.9	27.7	66.4	94.1	91.7	81
African American	8	I/S	I/S	I/S	I/S	I/S	71.3	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.3	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	81.3	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92.6	73.5
<b>Disability Status</b>								
Disabled	39	100	23.7	28.9	47.4	76.3	56.7	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	83.8	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	35	100	14.7	38.2	47.1	85.3	70.8	62.9

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
<b>Writing</b>										
All Students	168	100	9	38.3	52.7	91	83.4	73.2	96.8	96.8
<b>Gender</b>										
Male	84	100	14.3	42.9	42.9	85.7	77.5	67.2	96.9	96.8
Female	84	100	3.6	33.7	62.7	96.4	89.2	79.4	96.7	96.8
<b>Racial/Ethnic Group</b>										
White	152	100	8.6	36.4	55	91.4	88.6	81.5	96.8	96.7
African American	7	I/S	I/S	I/S	I/S	I/S	72.1	61.3	97.6	97
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.8	87	96.6	97.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	70.5	66.7	97.5	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	93.8	72.2	95	96.4
<b>Disability Status</b>										
Disabled	19	100	42.1	42.1	15.8	57.9	40.5	26	96.7	96.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	75.8	65.7	97.7	97.3
<b>Socio-Economic Status</b>										
Subsidized meals	23	100	13	56.5	30.4	87	71	63.2	96.3	96.1

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	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
<b>2011</b>	3	145	100	6.3	7	86.6	93.7
	4	160	100	7.2	26.8	66	92.8
	5	169	100	7.8	37.7	54.5	92.2
	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
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	3	145	100	7.7	21.8	70.4	92.3
	4	160	100	4.6	20.9	74.5	95.4
	5	169	100	5.4	40.7	53.9	94.6
	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
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	3	73	100	5.6	37.5	56.9	94.4
	4	160	100	5.2	51.6	43.1	94.8
	5	85	100	13.1	47.6	39.3	86.9
	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

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	3	72	100	7.1	20	72.9	92.9
	4	160	100	5.2	32	62.7	94.8
	5	84	100	7.2	26.5	66.3	92.8
	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
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	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	168	100	9	38.3	52.7	91
	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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