



## Lake Murray Elementary

1531 Three Dog Road  
Chapin, SC 29036

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	846 Students	
<b>Principal</b>	Claire 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 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Excellent</b>	<b>Excellent</b>
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	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://www.eoc.sc.gov>

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

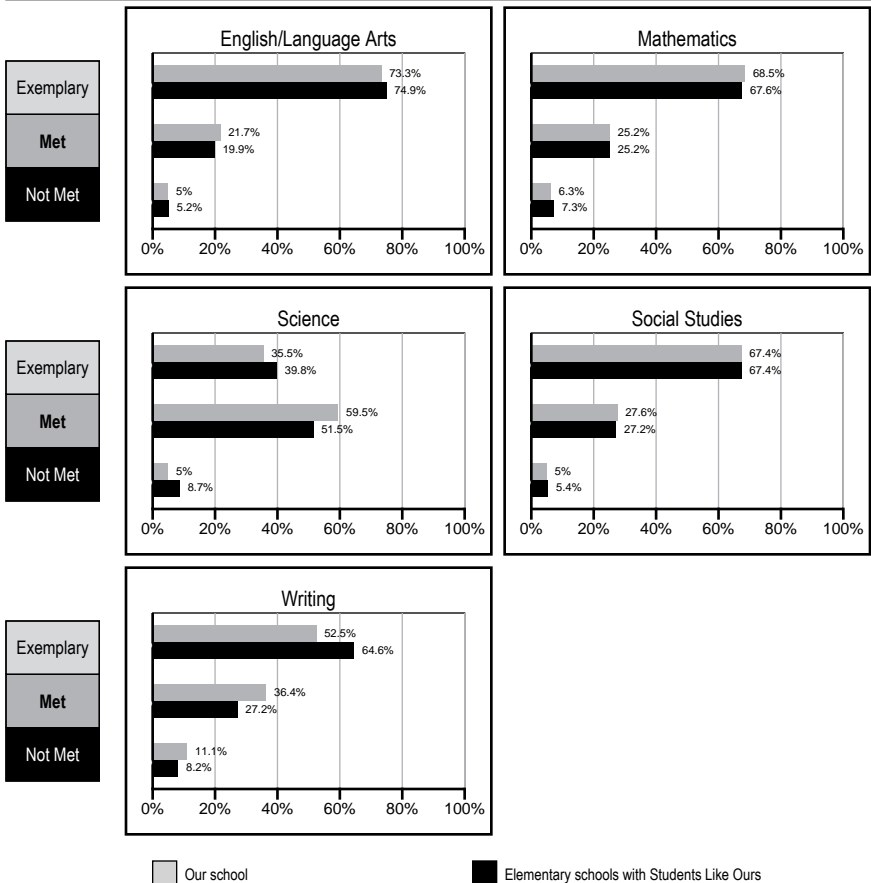
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 96.4%

**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 11/07/2012.

**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=846)</b>				
First graders who attended full-day kindergarten	99.1%	Up from 95.6%	100.0%	100.0%
Retention rate	0.1%	No Change	0.7%	1.0%
Attendance rate	97.2%	Up from 96.8%	97.4%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
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%	No Change	68.3%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	91.4%	Up from 85.7%	91.4%	88.7%
Teacher attendance rate	94.5%	Down from 95.0%	95.1%	95.1%
Average teacher salary*	\$49,783	Down 1.7%	\$49,364	\$47,210
Professional development days/teacher	11.0 days	Up from 10.7 days	8.8 days	10.5 days
<b>School</b>				
Principal's years at school	15.0	Up from 14.0	6.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	Down from 21.8 to 1	21.8 to 1	20.0 to 1
Prime instructional time	90.9%	Down from 91.2%	91.1%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,968	Up 2.5%	\$6,069	\$7,247
Percent of expenditures for instruction**	69.5%	Down from 72.3%	69.9%	68.2%
Percent of expenditures for teacher salaries**	69.0%	Down from 71.4%	69.2%	65.7%

\* 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 School's goal is that all students achieve at high levels. To accomplish this, teachers targeted student needs and purposefully planned instruction to ensure that all students achieved at high levels.

Teachers worked in Data teams throughout the year. Results of common assessments were discussed in order to find out what students knew and what instructional practices were successful to assist student learning. Through this strong collaboration teachers were able to share practices and ideas that benefitted not just their classes, but the students across the grade level.

Advanced students were challenged through use of curricula such as the William and Mary units, Junior Great Books, Document Based Questions, and Mentoring Mathematical Minds units of study. Teachers used Socratic Seminar, stock market simulations, and technology integration to engage students in learning. Students demonstrated learning through writing across the curriculum, science projects, and presentations. Second grade high-achieving students were challenged with enrichment during WIN (What I Need) time through the support of the AGP teacher. Second graders in the enrichment model practiced problem solving through the game of chess; challenged their math abilities with special units of study in Mentoring Mathematical Minds; and participated in instruction focused on increasing their verbal abilities.

Through Response to Intervention (RtI) kindergarten through fifth grade students were provided extra help in reading. Reading interventionists provided instruction to small groups of students inside and outside of the classroom. Special materials and frequent monitoring of progress were used to ensure a positive path to reading success.

Lake Murray Elementary was recognized for achieving the highest level awarded for our excellent improvement rating and our excellent absolute rating for the SC State assessment PASS. LMES achieved 16 of the 17 indicators for Adequate Yearly Progress (AYP). The indicator not achieved was in reading for our special education students. The state goal for students in special education was set at 2.6 for reading during 2010-2011. LMES special education students achieved 2.3 of the 2.6 points. A strong focus on helping special education students achieve the progress set by the state became a special goal for our school in 2011-2012. Special education teachers challenged students by setting goals and rewarding their efforts throughout the year.

LMES was recognized as one of 48 schools across the state that received the "Ribbon" status through the State Department of Education for our efforts with PBIS (Positive Behavioral Intervention Support). At the beginning of the year, students were taught expectations for behavior and these were reviewed throughout the year by encouraging students to PAWS, an acronym for Personal Best; Acting Responsibly; Working and Playing Safely; and Showing Respect. Positive behaviors demonstrated by students were acknowledged through PAWS Awards, WOW Recognition, and Shout Outs over the announcements.

Claire Thompson, Principal

Carmen Stone, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	157	83
Percent satisfied with learning environment	98.2%	97.5%	93.9%
Percent satisfied with social and physical environment	96.5%	91.1%	98.8%
Percent satisfied with school-home relations	100.0%	92.9%	91.6%

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

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**ESEA/Federal Accountability Rating System**

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>99.2</b>
<b>Overall Grade Conversion</b>	<b>A</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

**Accountability Indicator for Title I Schools**

Lake Murray Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

**Teacher Quality and Student Attendance**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	5.6%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	2.9%	0.0%	No
Student attendance rate	97.2%	94.0%*	Yes

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	695.7	690.9	659.7	680.8	100.0	100.0
Male	696.8	695.0	662.4	691.7	100.0	100.0
Female	694.6	686.9	656.8	669.9	100.0	100.0
White	696.1	690.9	659.8	680.5	100.0	100.0
African American	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	653.6	650.0	619.7	645.2	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	672.8	670.0	633.4	657.8	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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>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>2012</b>	3	162	100	3.2	8.9	88	96.8
	4	145	100	5	25.5	69.5	95
	5	164	100	6.8	30.9	62.3	93.2
	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>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>2012</b>	3	162	100	7	21.5	71.5	93
	4	145	100	5	20.6	74.5	95
	5	164	100	6.8	32.7	60.5	93.2
	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>Science</b>							
<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
<b>2012</b>	3	81	100	7.6	51.9	40.5	92.4
	4	145	100	3.5	66.7	29.8	96.5
	5	82	100	4.9	54.3	40.7	95.1
	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
<b>Social Studies</b>							
<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>2012</b>	3	81	100	5.1	24.1	70.9	94.9
	4	145	100	3.5	23.4	73	96.5
	5	82	100	7.4	38.3	54.3	92.6
	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>Writing</b>							
<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
<b>2012</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	164	100	11.1	36.4	52.5	88.9
	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

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