



SC Annual School Report Card Summary

Lake Murray Elementary
 School District Five of Lexington and Richland Cou
 Grades: K-5 Enrollment: 846
 Principal: Claire Thompson
 Superintendent: Stephen W. Hefner, Ed.D.
 Board Chair: Robert Gantt

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	Excellent	Excellent	TBD	TBD	A	N/A
2011	Excellent	Excellent	Gold	Gold	Not Met	N/A
2010	Excellent	Excellent	Gold	Gold	Met	N/A

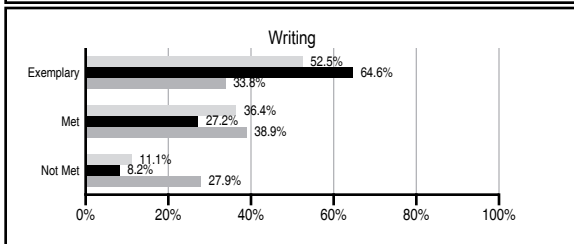
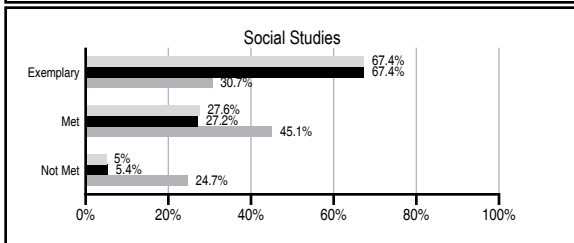
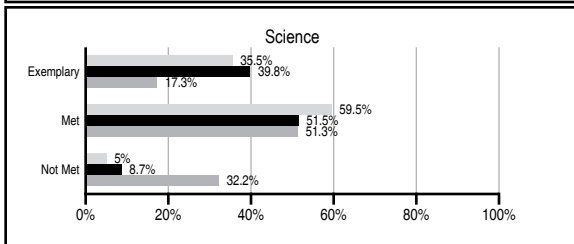
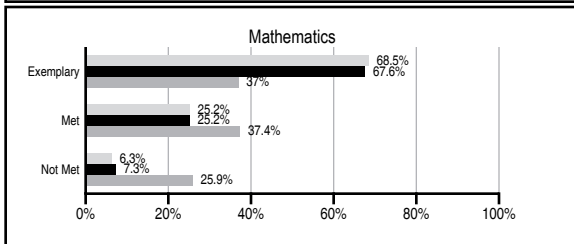
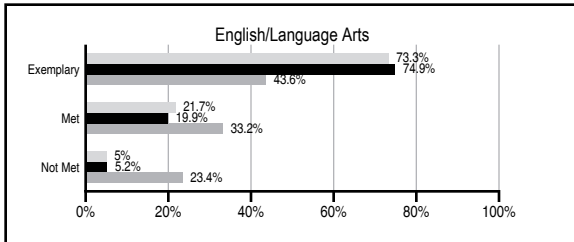
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
12	0	0	0	0

* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Lake Murray Elementary
[School District Five of Lexington and Richland Cou]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=846)				
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%
Teachers (n=60)				
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
Classes not taught by highly qualified teachers	2.9%	Up from 1.4%	1.9%	0.0%
Professional development days/teacher	11.0 days	Up from 10.7 days	8.8 days	10.5 days
School				
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%
ESEA composite index score	99.2	N/A	99.5	91.9

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

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