



Lake Murray Elementary

205 Wise Ferry Road
Lexington, South Carolina

Grades	PK-5 Elementary School	
Enrollment	1,085 Students	
Principal	Lynn C. Boyleston	803-821-3100
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Excellent
2006	Excellent	Good
2005	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 2008-09 whose 2007-08 test scores were located

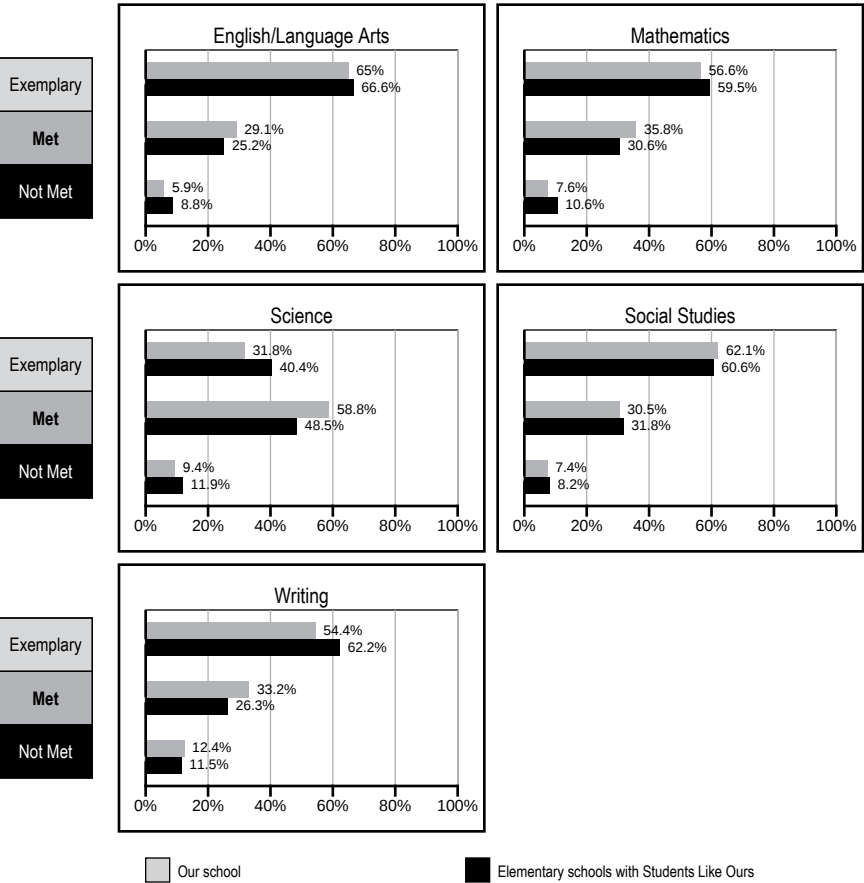
96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
15	0	0	0	0

* Ratings are calculated with data available by 03/16/2010.

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 a 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=1,085)				
First graders who attended full-day kindergarten	95.3%	Down from 98.5%	98.4%	100.0%
Retention rate	0.6%	Down from 0.7%	0.6%	1.9%
Attendance rate	96.4%	Down from 96.5%	96.8%	96.3%
Eligible for gifted and talented	30.9%	Up from 28.4%	29.5%	10.0%
With disabilities other than speech	4.5%	Up from 3.4%	4.8%	7.7%
Older than usual for grade	0.1%	Up from 0.0%	0.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=70)				
Teachers with advanced degrees	70.0%	Up from 66.2%	69.0%	59.4%
Continuing contract teachers	94.3%	Up from 83.1%	87.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.4%	Down from 86.3%	84.2%	85.9%
Teacher attendance rate	96.1%	Up from 96.0%	95.5%	95.1%
Average teacher salary*	\$50,840	Up 6.8%	\$50,840	\$47,149
Professional development days/teacher	7.2 days	Down from 8.5 days	9.3 days	11.1 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 20.9 to 1	20.5 to 1	18.8 to 1
Prime instructional time	91.8%	Up from 91.5%	91.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.8%	Down from 99.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,389	Up 9.7%	\$6,485	\$7,458
Percent of expenditures for instruction**	74.5%	Up from 74.0%	68.6%	68.8%
Percent of expenditures for teacher salaries**	56.1%	Down from 72.0%	64.6%	63.2%

* 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

At Lake Murray Elementary School, we live our motto, "Learning Makes Everyone Successful," each day. We are committed to providing a challenging, safe and positive learning environment where children can reach their highest potential. Our dedicated staff, supportive parents, active PTA, SIC, and many business partners work closely to make learning enjoyable for each of our 1,102 students. More than 700 current and former Mariner families joined us in March as we celebrated our school's 10th year and a decade of successes at LMES. LMES received the state's Palmetto Gold Award in recognition of our students' academic success and participated in the Palmetto Gold Showcase. Our school counseling program was honored as a Recognized ASCA Model Program (RAMP) by the American School Counselor Association. Our greatest challenge in 2008–2009 was accommodating our large student population. Fortunately, we were able to add first- and second-grade classes. Our students received many awards and honors. They participated in the Tri-District Arts Consortium and District Honor Choir, published works in a variety of magazines and featured artwork at the S.C. State Fair. One student's career poem earned national recognition. Our staff received recognition for outstanding achievement as well. Barbra Hubbard represented LMES as our Teacher of the Year. School Counselor Brenda Dooley was the first-place runner up for the S.C. Elementary HEART Award. Several of our teachers were awarded individual grants such as the MCEC Bright Ideas, Michelin Teacher and EIA grants. LMES participated in the online math program, "First in Math," and was recognized as the top school in S.C. Our students spent an estimated 7,000 hours solving an estimated 2.5 million mathematics problems! Students and staff showed exemplary service to others through several service-learning projects. We raised more than \$14,000 for the Relay For Life effort and took the top fundraiser award for all Lexington One schools. We also took part in a Juvenile Diabetes Walk and Jump Rope for Heart. We sent more than 100 care packages overseas as a "Salute to Our Troops." Community involvement activities included our Murrayfest carnival, Family Reading Night and Math Night at Piggly Wiggly.

In summary, LMES is proud of its reputation as an excellent school. Our staff, students, parents and community partners continue to work to ensure every student's success.

Lynn C. Boyleston, Principal
Ed Pearce, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	62	170	82
Percent satisfied with learning environment	100.0%	95.8%	96.3%
Percent satisfied with social and physical environment	100.0%	93.5%	91.5%
Percent satisfied with school-home relations	100.0%	96.4%	95.1%

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

Abbreviations for Missing Data

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	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

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	539	99.8	6.1	29.1	64.8	96.8	88.8	82.8	Yes	Yes
Gender										
Male	272	99.6	6.8	29.5	63.6	95.8	86.3	79.3	N/A	N/A
Female	267	100	5.3	28.6	66	97.7	91.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	479	100	4.7	28.7	66.7	97.2	90.3	89.5	Yes	Yes
African American	28	100	20.8	50	29.2	87.5	77.7	73.7	I/S	I/S
Asian/Pacific Islander	18	100	16.7	16.7	66.7	100	95.4	92.3	I/S	I/S
Hispanic	14	92.9	15.4	23.1	61.5	92.3	81.9	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	82.5	I/S	I/S
Disability Status										
Disabled	49	98	29.8	42.6	27.7	78.7	54.1	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	27.8	38.9	33.3	94.4	82.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	59	98.3	19.6	45.1	35.3	86.3	79.9	75.5	Yes	Yes

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

All Students	539	99.8	7.8	35.7	56.5	95.1	85.7	78.9	Yes	Yes
Gender										
Male	272	99.6	7.2	32.6	60.2	95.8	85.1	77	N/A	N/A
Female	267	100	8.4	38.9	52.7	94.3	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	479	100	6.8	35.2	58	96	87.8	87.2	Yes	Yes
African American	28	100	16.7	66.7	16.7	83.3	69.9	66.7	I/S	I/S
Asian/Pacific Islander	18	100	16.7	11.1	72.2	88.9	93.2	93	I/S	I/S
Hispanic	14	92.9	15.4	30.8	53.8	92.3	78.2	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	79.5	I/S	I/S
Disability Status										
Disabled	49	98	34	29.8	36.2	74.5	53.2	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	22.2	38.9	38.9	88.9	80.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	59	98.3	27.5	39.2	33.3	78.4	74.2	70.2	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	360	99.7	9.4	58.8	31.8	90.6	80	67.5
Gender								
Male	178	99.4	7.5	59.5	32.9	92.5	80.3	67
Female	182	100	11.2	58.1	30.7	88.8	79.7	68
Racial/Ethnic Group								
White	321	100	7.9	59.8	32.3	92.1	82.7	79.5
African American	21	100	26.3	63.2	10.5	73.7	58.8	50.3
Asian/Pacific Islander	12	100	16.7	41.7	41.7	83.3	89.9	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	72.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.2	71.2
Disability Status								
Disabled	30	96.7	31	51.7	17.2	69	46.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	73.7	59.6
Socio-Economic Status								
Subsided meals	39	97.4	28.1	43.8	28.1	71.9	65.2	55.1

Social Studies

All Students	361	99.5	7.4	30.5	62.1	92.6	82.4	72.3
Gender								
Male	190	99.5	6	28.3	65.8	94	82.3	71.5
Female	171	99.4	9	32.9	58.1	91	82.5	73.2
Racial/Ethnic Group								
White	324	99.7	7.6	29.7	62.8	92.4	83.8	80.7
African American	17	100	6.7	53.3	40	93.3	71	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	92.2	88.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	76.1	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	80.6	72.2
Disability Status								
Disabled	31	93.6	25	39.3	35.7	75	55.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	75.2	67.9
Socio-Economic Status								
Subsided meals	37	97.3	12.1	54.5	33.3	87.9	70.2	62.1

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	533	99.4	12.2	33.3	54.5	87.8	77.3	70.2	96.4	96.1
Gender										
Male	267	99.6	15.6	40.3	44.1	84.4	71.1	63.2	96.4	96.1
Female	266	99.3	8.8	26.2	65	91.2	83.8	77.5	96.5	96.2
Racial/Ethnic Group										
White	475	99.8	11.3	33.8	54.9	88.7	79.7	79.1	96.4	96.1
African American	26	96.2	27.3	40.9	31.8	72.7	61	57.6	96	96.3
Asian/Pacific Islander	18	100	16.7	16.7	66.7	83.3	88.6	86.2	98	97.4
Hispanic	14	92.9	15.4	23.1	61.5	84.6	64.5	62.6	96.8	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.6	68.7	99.4	95
Disability Status										
Disabled	49	98	46.8	25.5	27.7	53.2	34.3	26.1	94.9	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	98.6
English Proficiency										
Limited English Proficient	18	100	27.8	33.3	38.9	72.2	64.7	61.2	97.9	96.6
Socio-Economic Status										
Subsidized meals	56	98.2	32	40	28	68	62	58.9	95.4	94.9

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
English/Language Arts							
2009	3	166	100	6.3	20	73.8	93.8
	4	182	99.5	5.1	28.1	66.9	94.9
	5	191	100	6.9	37.8	55.3	93.1
	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
Mathematics							
2009	3	166	100	10.6	33.8	55.6	89.4
	4	182	99.5	6.2	28.7	65.2	93.8
	5	191	100	6.9	44.1	48.9	93.1
	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
Science							
2009	3	83	100	7.4	58	34.6	92.6
	4	182	99.5	9.6	53.9	36.5	90.4
	5	95	100	10.8	68.8	20.4	89.2
	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
Social Studies							
2009	3	83	100	6.3	29.1	64.6	93.7
	4	182	99.5	5.1	26.4	68.5	94.9
	5	96	99	12.8	39.4	47.9	87.2
	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
Writing							
2009	3	164	100	13.1	25	61.9	86.9
	4	179	99.4	11.2	43.3	45.5	88.8
	5	190	99	12.4	30.8	56.8	87.6
	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

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