



Lake Murray Elementary

1531 Three Dog Road
Chapin, SC 29036

Grades	K-5 Elementary School	
Enrollment	850 Students	
Principal	Claire D. Thompson	803-732-8151
Superintendent	Dr. Herbert M. Berg	803-476-8000
Board Chair	Robert Gantt	803-781-5408

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	Excellent
2007	Excellent	Good
2006	Excellent	Good
2005	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 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

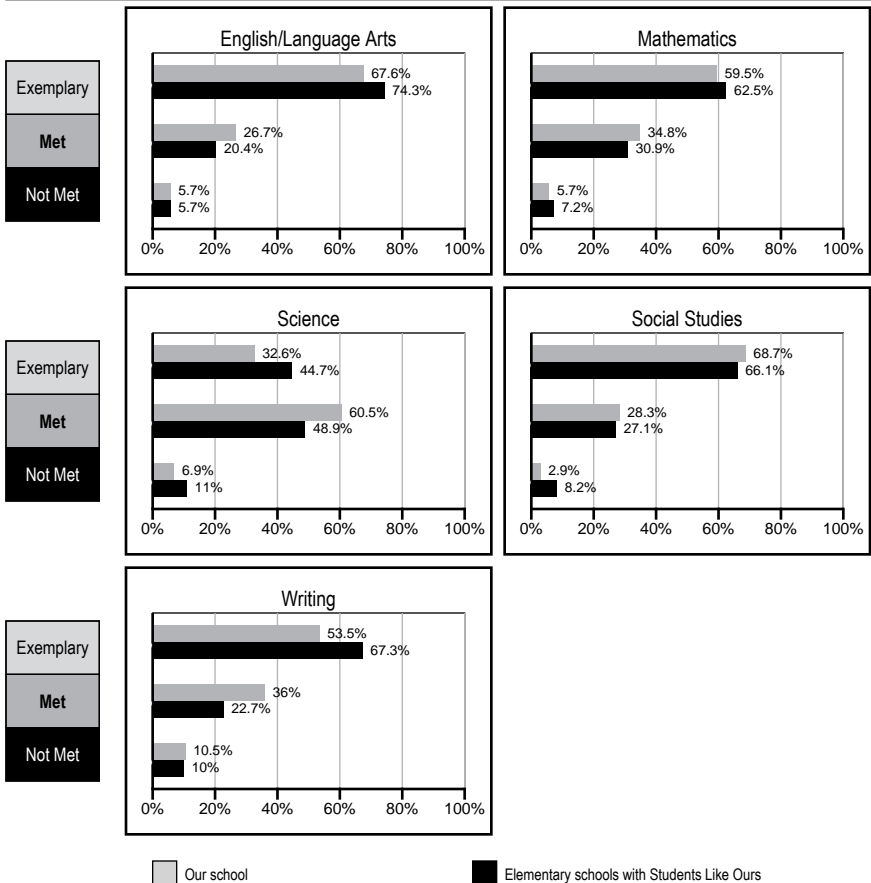
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
11	1	0	0	0

* Ratings are calculated with data available by 06/01/2010.

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 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=850)				
First graders who attended full-day kindergarten	96.2%	Up from 93.1%	100.0%	100.0%
Retention rate	0.1%	Down from 0.2%	0.5%	1.9%
Attendance rate	96.8%	Down from 97.2%	97.2%	96.3%
Eligible for gifted and talented	35.0%	Down from 35.2%	39.1%	10.0%
With disabilities other than speech	4.4%	Down from 4.5%	3.9%	7.7%
Older than usual for grade	0.0%	No Change	0.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.7%	0.0%	0.0%
Teachers (n=62)				
Teachers with advanced degrees	67.7%	Down from 68.9%	67.5%	59.4%
Continuing contract teachers	75.8%	Down from 77.0%	84.7%	80.0%
Teachers with emergency or provisional certificates	3.8%	Up from 3.7%	0.0%	0.0%
Teachers returning from previous year	80.5%	Down from 83.3%	85.0%	85.9%
Teacher attendance rate	93.6%	Down from 94.6%	95.5%	95.1%
Average teacher salary*	\$50,780	Up 3.3%	\$48,355	\$47,149
Professional development days/teacher	11.2 days	Down from 11.9 days	9.6 days	11.1 days
School				
Principal's years at school	12.0	Up from 11.0	6.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 19.8 to 1	20.4 to 1	18.8 to 1
Prime instructional time	89.9%	Down from 91.1%	91.9%	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	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,436	Up 5.6%	\$7,531	\$7,458
Percent of expenditures for instruction**	66.2%	Up from 62.9%	67.4%	68.8%
Percent of expenditures for teacher salaries**	64.8%	Up from 61.4%	64.8%	63.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

"Going the Extra Mile" was the theme for 2008-2009, where staff and students focused on going the extra mile. Staff members rewarded students for using good manners and doing nice things for others. Students went the extra mile in their efforts to help the community by collecting items through El Mercado children in the community in memory of our first media specialist, Penny Hayne. Student Council led in our Operation Angel Tree by collecting funds for GoOd Works. Our students jumped rope to raise money for the American Heart Association and our newly organized Jump Rope for Heart team performed in other South Carolina schools.

To emphasize the well-being of our students, our school piloted the Rethink Your Drink campaign sponsored by Eat Smart/Move More. Teachers conducted lessons on the importance of drinking more water. Students had the opportunity to move more through school activities such as Walking Club, Girls on the Run and Men in Training, physical education classes, and special activities such as ACES Day and Field Day.

Our fine arts classes performed for our PTO meetings and for the community at the Chapin Tree Lighting and concerts at the Lowman Home. Student artwork was displayed in school exhibits and in the community. Useful Spanish phrases were highlighted each week for all classes to practice. Our special area teachers received more than \$700 in grants for resources for their programs through Donors Choose.

Reading and writing continue to be emphasized at LMES. Our staff development focus was guided reading, teaching for comprehension, and using the results assessments to plan instruction. LMES welcomed two authors, Charles R. Smith and Jerry Palotta. Additional classroom library books were provided for independent reading time. Selected students were provided extra assistance through Reading Recovery, reading intervention services, and tutoring groups. Instructional Assistants and our Expectations Coach were assigned to classrooms to assist with small group instruction.

Our staff continued seeking ways to improve their practice through study and reflection. Teachers formed inquiry groups to study areas such as technology, word study, MAP assessment, science, and building community through responsive classroom activities.

Through the strong support of our parents and especially the work of our PTO and SIC; the commitment and dedication of our faculty and staff; and the great behavior and effort of our students, our school truly does go....the extra mile!

Chris McMeekin, SIC Chair Claire Thompson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	142	94
Percent satisfied with learning environment	100.0%	95.7%	90.4%
Percent satisfied with social and physical environment	100.0%	92.9%	90.3%
Percent satisfied with school-home relations	100.0%	94.4%	90.4%

* 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	5.0%	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	1.0%	0.0%	No
Student attendance rate	96.8%	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 = 58.8% (Met or Exemplary)

All Students	474	100	5.7	26.9	67.5	96.7	90.7	82.8	Yes	Yes
Gender										
Male	237	100	7.9	30.1	62	94.3	87.9	79.3	N/A	N/A
Female	237	100	3.5	23.6	72.9	99.1	93.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	453	100	5.7	26.7	67.7	96.6	94.6	89.5	Yes	Yes
African American	14	100	8.3	25	66.7	100	81.9	73.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90.6	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	87	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	82.5	I/S	I/S
Disability Status										
Disabled	55	100	31.5	29.6	38.9	75.9	64.3	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	85.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	31	100	33.3	40.7	25.9	77.8	80.4	75.5	I/S	I/S

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

All Students	474	100	5.9	34.7	59.4	97.4	89.7	78.9	Yes	Yes
Gender										
Male	237	100	4.8	37.1	58.1	96.9	88.6	77	N/A	N/A
Female	237	100	7	32.3	60.7	97.8	90.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	453	100	5.2	34.6	60.1	97.3	94.5	87.2	Yes	Yes
African American	14	100	33.3	33.3	33.3	100	78.3	66.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.9	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	85.4	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	79.5	I/S	I/S
Disability Status										
Disabled	55	100	20.4	44.4	35.2	87	64.7	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	88.5	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	31	100	22.2	55.6	22.2	92.6	78	70.2	I/S	I/S

* 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	316	100	6.9	60.7	32.5	93.1	81.3	67.5
Gender								
Male	166	100	6.3	63.1	30.6	93.8	80.5	67
Female	150	100	7.6	57.9	34.5	92.4	82	68
Racial/Ethnic Group								
White	302	100	6.5	60.3	33.2	93.5	89.2	79.5
African American	10	I/S	I/S	I/S	I/S	I/S	61.9	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.2	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	74.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	40	100	12.8	71.8	15.4	87.2	54	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	72.1	59.6
Socio-Economic Status								
Subsided meals	24	100	22.7	68.2	9.1	77.3	64	55.1
Social Studies								
All Students	318	100	2.9	28.3	68.7	97.1	86	72.3
Gender								
Male	156	100	3.3	23	73.7	96.7	84.9	71.5
Female	162	100	2.6	33.5	63.9	97.4	87.2	73.2
Racial/Ethnic Group								
White	307	100	3	28.3	68.7	97	90.6	80.7
African American	6	I/S	I/S	I/S	I/S	I/S	75.4	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.6	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	83.3	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	37	100	16.2	29.7	54.1	83.8	62.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	79.6	67.9
Socio-Economic Status								
Subsided meals	17	100	14.3	64.3	21.4	85.7	72.2	62.1

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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	471	100	10.5	36	53.5	89.5	80.4	70.2	96.8	96.7
Gender										
Male	235	100	13.5	44.5	41.9	86.5	74.8	63.2	96.8	96.6
Female	236	100	7.4	27.5	65.1	92.6	86	77.5	96.9	96.7
Racial/Ethnic Group										
White	450	100	10.7	35.8	53.5	89.3	87	79.1	96.8	96.6
African American	14	100	8.3	50	41.7	91.7	64.9	57.6	96.8	96.8
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.7	86.2	96.7	97.2
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69.4	62.6	98.1	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92.3	68.7	94.4	94
Disability Status										
Disabled	55	100	41.8	32.7	25.5	58.2	39.2	26.1	96.8	96.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	63.7	61.2	97.7	96.6
Socio-Economic Status										
Subsided meals	28	100	38.5	46.2	15.4	61.5	61.1	58.9	95.3	95.9

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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	164	100	4.4	22	73.6	95.6
	4	160	100	7.1	24.7	68.2	92.9
	5	150	100	5.5	34.5	60	94.5
	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							
2009	3	164	100	9.4	32.1	58.5	90.6
	4	160	100	3.9	31.2	64.9	96.1
	5	150	100	4.1	41.4	54.5	95.9
	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
Science							
2009	3	81	100	11.5	62.8	25.6	88.5
	4	160	100	5.8	53.2	40.9	94.2
	5	75	100	4.1	74	21.9	95.9
	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
Social Studies							
2009	3	83	100	2.5	17.3	80.2	97.5
	4	160	100	2.6	32.5	64.9	97.4
	5	75	100	4.2	31.9	63.9	95.8
	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
Writing							
2009	3	164	100	13.8	36.3	50	86.3
	4	159	100	7.8	41.6	50.6	92.2
	5	148	100	9.7	29.9	60.4	90.3
	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

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