



## Murray-Lasaine Elementary

691 Riverland Drive  
Charleston, SC 29412

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	216 Students	
<b>Principal</b>	Lara Latto	843-762-2765
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Hillery Douglas	843-767-0740

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Good*</b>
2007	Below Average	Average
2006	Below Average	Average
2005	Below Average	Below Average
2004	Below Average	At-Risk

\* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

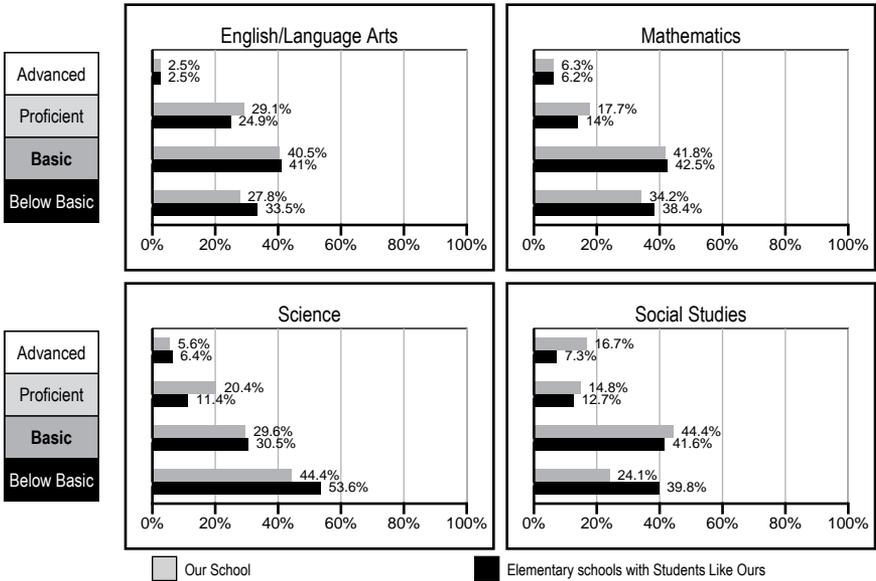
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	10	57	57

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=216)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.6%	Down from 4.8%	3.1%	2.3%
Attendance rate	95.9%	Up from 94.8%	96.0%	96.3%
Eligible for gifted and talented	0.0%	Down from 1.2%	4.1%	10.4%
With disabilities other than speech	7.0%	Up from 6.7%	7.9%	7.5%
Older than usual for grade	1.3%	Up from 0.6%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=20)</b>				
Teachers with advanced degrees	40.0%	Down from 42.1%	54.4%	56.7%
Continuing contract teachers	50.0%	Down from 78.9%	70.4%	77.3%
Teachers with emergency or provisional certificates	9.1%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	72.7%	Up from 72.3%	83.6%	86.4%
Teacher attendance rate	96.3%	Up from 93.4%	94.9%	94.9%
Average teacher salary	\$42,270	Down 4.7%	\$43,868	\$45,345
Professional development days/teacher	11.5 days	Down from 13.2 days	13.2 days	12.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	15.8 to 1	Down from 16.0 to 1	16.8 to 1	18.5 to 1
Prime instructional time	91.6%	Up from 86.8%	89.2%	89.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$9,865	Down 5.7%	\$7,843	\$7,052
Percent of expenditures for instruction*	64.1%	Up from 61.5%	69.1%	69.1%
Percent of expenditures for teacher salaries*	50.1%	Down from 55.6%	62.5%	64.2%

\* 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

Murray-LaSaine Elementary School is a Title I neighborhood school located on James Island near James Island County Park. Our school has received the Palmetto Silver Award for academic achievement and improvement for the second year in a row, based on the results of the Palmetto Achievement Challenge Test (PACT) administered in the spring of 2007. Despite the fact that our Absolute Rating on the State School Report Card has remained at Below Average, our students are making great academic strides, with increases in our Improvement Rating, which has steadily increased over the past 4 years.

We attribute the success to our dedicated teachers who continuously implement South Carolina's Curriculum Standards and utilize the resources and materials provided in Charleston County's Coherent Curriculum and State Department Support Documents. Our school is also fortunate to have the assistance of a teacher coach, an academic interventionist, and a science lab teacher assistant. With their assistance, we have been able to provide meaningful, ongoing instruction for students based on their needs.

Project Read, a research based program, was implemented during the 2007-2008 school year. This program introduces students to various strategies to assist with the five big ideas of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension). Students were exposed to strategies that include the various modalities of learning. During the 2008-2009 school year, teachers will continue to receive professional development in Project Read with a focus on writing.

With the support of a full-time guidance counselor/parent educator, our students have been afforded the opportunity to work in small group sessions, whether they be peer mediation or small group sessions dealing with various topics such as bullying and peer pressure, to assist with their needs. Bi-monthly, classroom guidance lessons also covered topics that included such things as drug awareness and violence prevention. Parents also benefited from the services provided by the parent educator. Regular sessions were held to assist parents in an open forum to discuss topics related to current trends and issues in parenting.

Our school was selected by the district to participate in one of Dr. McGinley's initiatives based on community outreach. As a part of the Community Learning Center, we are strengthening our ties with community members, businesses, faith-based ministries, and district personnel. Monthly meetings are held to plan and discuss upcoming events that will benefit our school and community.

As our motto states, we are "Providing excellence...one student at a time" by continuing to use all the resources available to increase the academic achievements of each student by creating a safe, nurturing, and stimulating environment that will encourage each child to effectively learn and fully participate in this diverse and challenging society.

Lara Latto, Principal  
Jada Bright, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	21	21
Percent satisfied with learning environment	100.0%	100.0%	100.0%
Percent satisfied with social and physical environment	95.7%	100.0%	95.0%
Percent satisfied with school-home relations	72.7%	100.0%	100.0%

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

## Abbreviations for Missing Data

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

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. Sanction: Implement the restructuring plan.
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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	89	100	27.8	40.5	29.1	2.5	39.2	53.5	48.2	Yes	Yes
<b>Gender</b>											
Male	41	100	38.2	38.2	20.6	2.9	26.5	47.3	41.7	N/A	N/A
Female	48	100	20	42.2	35.6	2.2	48.9	59.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	13	100	20	50	30	0	40	77.6	60	I/S	I/S
African American	74	100	28.4	38.8	29.9	3	40.3	32.1	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
<b>Disability Status</b>											
Disabled	19	100	70.6	17.6	11.8	0	11.8	20.4	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	79	100	27.5	40.6	29	2.9	39.1	33	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	89	100	34.2	41.8	17.7	6.3	41.8	49.7	45.8	Yes	Yes
<b>Gender</b>											
Male	41	100	32.4	52.9	11.8	2.9	32.4	49.5	45.6	N/A	N/A
Female	48	100	35.6	33.3	22.2	8.9	48.9	49.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	13	100	40	20	20	20	60	75.6	59	I/S	I/S
African American	74	100	32.8	46.3	16.4	4.5	38.8	26.2	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	19	100	64.7	29.4	0	5.9	11.8	20.2	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	79	100	34.8	40.6	18.8	5.8	42	28.3	31.4	Yes	Yes

\* Adj - 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

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	61	100	44.4	29.6	20.4	5.6	25.9	39.2	35.7	95.9	96
<b>Gender</b>											
Male	28	100	37.5	33.3	25	4.2	29.2	40.8	37.4	96	95.8
Female	33	100	50	26.7	16.7	6.7	23.3	37.6	33.8	95.9	96.1
<b>Racial/Ethnic Group</b>											
White	9	I/S	I/S	I/S	I/S	I/S	I/S	66.4	49.2	94.6	96.1
African American	51	100	44.7	31.9	17	6.4	23.4	15.3	17	96.1	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	N/A	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	96.4	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
<b>Disability Status</b>											
Disabled	16	100	78.6	14.3	7.1	0	7.1	16.6	14	96.1	94.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	96.1	96.3
<b>Socio-Economic Status</b>											
Subsided meals	54	100	46.8	27.7	21.3	4.3	25.5	17.1	21.1	95.9	95.5
<b>Social Studies</b>											
All Students	61	100	24.1	44.4	14.8	16.7	31.5	40.2	34	95.9	96
<b>Gender</b>											
Male	30	100	20.8	54.2	12.5	12.5	25	42	36.6	96	95.8
Female	31	100	26.7	36.7	16.7	20	36.7	38.3	31.3	95.9	96.1
<b>Racial/Ethnic Group</b>											
White	9	I/S	I/S	I/S	I/S	I/S	I/S	63.3	44.5	94.6	96.1
African American	50	100	22.2	44.4	17.8	15.6	33.3	19.1	19.1	96.1	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	N/A	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	96.4	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
<b>Disability Status</b>											
Disabled	14	100	53.8	38.5	7.7	0	7.7	18.2	14.4	96.1	94.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	96.1	96.3
<b>Socio-Economic Status</b>											
Subsided meals	54	100	21.3	46.8	12.8	19.1	31.9	20.1	21	95.9	95.5

\* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	33	100	37.9	34.5	27.6	0	27.6	
	4	23	100	13	60.9	21.7	4.3	26.1	
	5	23	100	35	65	0	0	0	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	33	100	28.6	39.3	25	7.1	32.1	
	4	33	100	27.6	34.5	37.9	0	37.9	
	5	23	100	27.3	50	22.7	0	22.7	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Mathematics</b>									
<b>2007</b>	3	33	100	34.5	51.7	10.3	3.4	13.8	
	4	23	100	17.4	34.8	30.4	17.4	47.8	
	5	23	100	35	65	0	0	0	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	33	100	39.3	46.4	14.3	0	14.3	
	4	33	100	34.5	37.9	13.8	13.8	27.6	
	5	23	100	27.3	40.9	27.3	4.5	31.8	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Science</b>									
<b>2007</b>	3	17	100	42.9	42.9	14.3	0	14.3	
	4	23	100	21.7	43.5	30.4	4.3	34.8	
	5	12	100	66.7	33.3	0	0	0	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	17	100	57.1	28.6	14.3	0	14.3	
	4	33	100	37.9	31	20.7	10.3	31	
	5	11	100	45.5	27.3	27.3	0	27.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Social Studies</b>									
<b>2007</b>	3	16	100	26.7	53.3	20	0	20	
	4	23	100	13	34.8	26.1	26.1	52.2	
	5	11	100	72.7	27.3	0	0	0	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	16	100	14.3	50	7.1	28.6	35.7	
	4	33	100	27.6	41.4	17.2	13.8	31	
	5	12	100	27.3	45.5	18.2	9.1	27.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

Abbreviations for Missing Data

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