



Murray-Lasaine Elementary

691 Riverland Drive
Charleston, SC 29412

Grades	PK-5 Elementary School	
Enrollment	208 Students	
Principal	Lara Latto	843-762-2765
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Good*
2008	Below Average	Good
2007	Below Average	Average
2006	Below Average	Average
2005	Below Average	Below Average

* The School's 2009 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 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

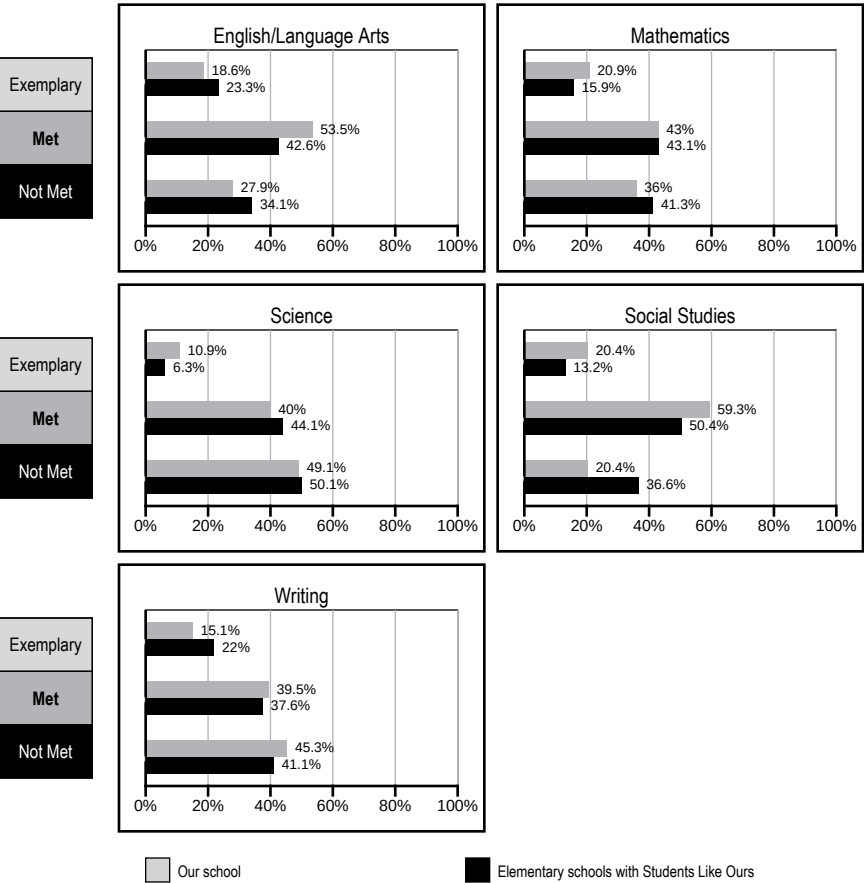
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 94.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	90	65	25

* 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=208)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.7%	Down from 3.6%	2.5%	1.9%
Attendance rate	95.4%	Down from 95.9%	96.1%	96.3%
Eligible for gifted and talented	0.0%	No Change	3.9%	10.0%
With disabilities other than speech	12.0%	Up from 7.0%	7.8%	7.7%
Older than usual for grade	0.7%	Down from 1.3%	1.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	No Change	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	50.0%	Up from 40.0%	57.1%	59.4%
Continuing contract teachers	60.0%	Up from 50.0%	73.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 9.1%	0.0%	0.0%
Teachers returning from previous year	81.2%	Up from 72.7%	82.9%	85.9%
Teacher attendance rate	95.8%	Down from 96.3%	95.2%	95.1%
Average teacher salary*	\$44,669	Up 5.7%	\$45,790	\$47,149
Professional development days/teacher	7.4 days	Down from 11.5 days	11.0 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	15.4 to 1	Down from 15.8 to 1	17.0 to 1	18.8 to 1
Prime instructional time	90.9%	Down from 91.6%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Good	Excellent
Dollars spent per pupil**	\$10,877	Up 10.3%	\$8,556	\$7,458
Percent of expenditures for instruction**	63.7%	Down from 64.1%	68.5%	68.8%
Percent of expenditures for teacher salaries**	60.1%	Up from 50.1%	62.1%	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

Murray – LaSaine Elementary School is a Title I neighborhood school who believes that each child is a unique individual. Our school has received the Palmetto Silver Award for academic achievement and improvement for the third year in a row. This information is based on the results of the Palmetto Achievement Challenge Test (PACT) administered in the spring of 2008. Our students are making great academic strides with increases in our Growth Rating where we received a rating of Good, despite the fact that our Absolute Rating on the State School Report Card has remained at Below Average. This year, MLES was also recognized for the progress made in closing the achievement gap in the area of English-Language Arts.

We attribute these successes 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 strong CORE team works in conjunction with the teachers to assist students in need of academic assistance or with students who present behavioral concerns.

Project Read, a research based program, began the 3-year implementation process during the 2007-2008 school year. This past year, teachers completed the Framing Your Thoughts portion of the program which exposed students to strategies related to writing. Teachers received on-going training for this during the school year as Project Read Trainers came to the school and provided demonstration lessons, observed teachers and provided them with feedback and support.

Parent involvement is evident in the number of participants who have joined us for such activities as field trips, Muffins with Mom, Doughnuts with Dad, Grits with Grandparents as well as other school-based functions. Additionally, due to the efforts of our committed PTA/SIC/Title I Board, we have worked side by side with parents to create an action plan for continued improvement at our school.

As our motto states, we are Providing Excellence...One Student at a Time by using student data to determine the course of action to ensure student success. It is our goal to increase the academic achievements of every student, in all areas, by providing them with the support they need to become life-long learners.

Lara Latto, Principal
 Felecia Curry-Brown, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	33	41
Percent satisfied with learning environment	100.0%	100.0%	97.4%
Percent satisfied with social and physical environment	100.0%	97.0%	97.5%
Percent satisfied with school-home relations	68.2%	90.9%	92.5%

* 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
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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	
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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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	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	92	100	27.6	54	18.4	81.6	84.9	82.8	Yes	Yes
Gender										
Male	52	100	31.3	56.3	12.5	79.2	81.8	79.3	N/A	N/A
Female	40	100	23.1	51.3	25.6	84.6	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	11	100	I/S	I/S	I/S	I/S	95.8	89.5	I/S	I/S
African American	77	100	27	56.8	16.2	83.8	74.8	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	96.4	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	20	100	N/AV	N/AV	N/AV	35	53.5	52	I/S	I/S
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	5	I/S	I/S	I/S	I/S	I/S	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	83	100	28.2	53.8	17.9	82.1	74.9	75.5	Yes	Yes

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

All Students	92	100	35.6	43.7	20.7	73.6	81	78.9	Yes	Yes
Gender										
Male	52	100	33.3	47.9	18.8	77.1	79.3	77	N/A	N/A
Female	40	100	38.5	38.5	23.1	69.2	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	11	100	I/S	I/S	I/S	I/S	94.6	87.2	I/S	I/S
African American	77	100	36.5	47.3	16.2	74.3	67.9	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	94.6	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	20	100	N/AV	N/AV	N/AV	35	46.9	45.5	I/S	I/S
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	5	I/S	I/S	I/S	I/S	I/S	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	83	100	35.9	46.2	17.9	74.4	69.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	60	100	48.2	39.3	12.5	51.8	68.9	67.5
Gender								
Male	31	100	42.9	42.9	14.3	57.1	68.2	67
Female	29	100	53.6	35.7	10.7	46.4	69.6	68
Racial/Ethnic Group								
White	10	I/S	I/S	I/S	I/S	I/S	90.4	79.5
African American	48	100	48.9	42.2	8.9	51.1	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.2	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	15	100	80	13.3	6.7	20	36.6	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	3	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	52	100	52.1	39.6	8.3	47.9	50.2	55.1

Social Studies

All Students	59	100	20	60	20	80	76.8	72.3
Gender								
Male	36	100	21.2	63.6	15.2	78.8	75.3	71.5
Female	23	100	18.2	54.5	27.3	81.8	78.4	73.2
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	91.5	80.7
African American	51	100	18.4	63.3	18.4	81.6	62.7	60
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	12	100	66.7	25	8.3	33.3	46.6	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	4	I/S	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	56	100	21.2	59.6	19.2	78.8	64	62.1

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	92	98.9	45.3	39.5	15.1	54.7	74.1	70.2	95.4	96
Gender										
Male	52	98.1	55.3	31.9	12.8	44.7	67.8	63.2	95.4	95.9
Female	40	100	33.3	48.7	17.9	66.7	80.6	77.5	95.3	96.1
Racial/Ethnic Group										
White	11	90.9	I/S	I/S	I/S	I/S	90.4	79.1	92.8	95.9
African American	77	100	45.9	40.5	13.5	54.1	59.2	57.6	95.7	96
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	89.9	86.2	85.2	97
Hispanic	3	I/S	I/S	I/S	I/S	I/S	61.1	62.6	92.6	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
Disability Status										
Disabled	20	95	N/AV	N/AV	N/AV	10.5	29.6	26.1	95.7	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	60.2	61.2	92	96.5
Socio-Economic Status										
Subsidized meals	83	100	47.4	41	11.5	52.6	59.1	58.9	95.3	95.7

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	33	100	22.6	51.6	25.8	77.4
	4	26	100	43.5	43.5	13	56.5
	5	33	100	21.2	63.6	15.2	78.8
	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
Mathematics							
2009	3	33	100	45.2	35.5	19.4	54.8
	4	26	100	26.1	60.9	13	73.9
	5	33	100	33.3	39.4	27.3	66.7
	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	17	100	56.3	37.5	6.3	43.8
	4	26	100	47.8	39.1	13	52.2
	5	17	100	41.2	41.2	17.6	58.8
	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
Social Studies							
2009	3	17	100	N/AV	N/AV	N/AV	100
	4	26	100	26.1	52.2	21.7	73.9
	5	16	100	31.3	56.3	12.5	68.8
	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	33	97	26.7	53.3	20	73.3
	4	26	100	56.5	30.4	13	43.5
	5	33	100	54.5	33.3	12.1	45.5
	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

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