

MURRAY-LASAINÉ ELEMENTARY

691 Riverland Drive
Charleston, SC 29412

Grades	PK-5 Elementary School	
Enrollment	164 Students	
Principal	Lara Latto	843-762-2765
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Excellent*
2009	Average	Good
2008	Below Average	Good
2007	Below Average	Average
2006	Below Average	Average

* The School's 2010 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

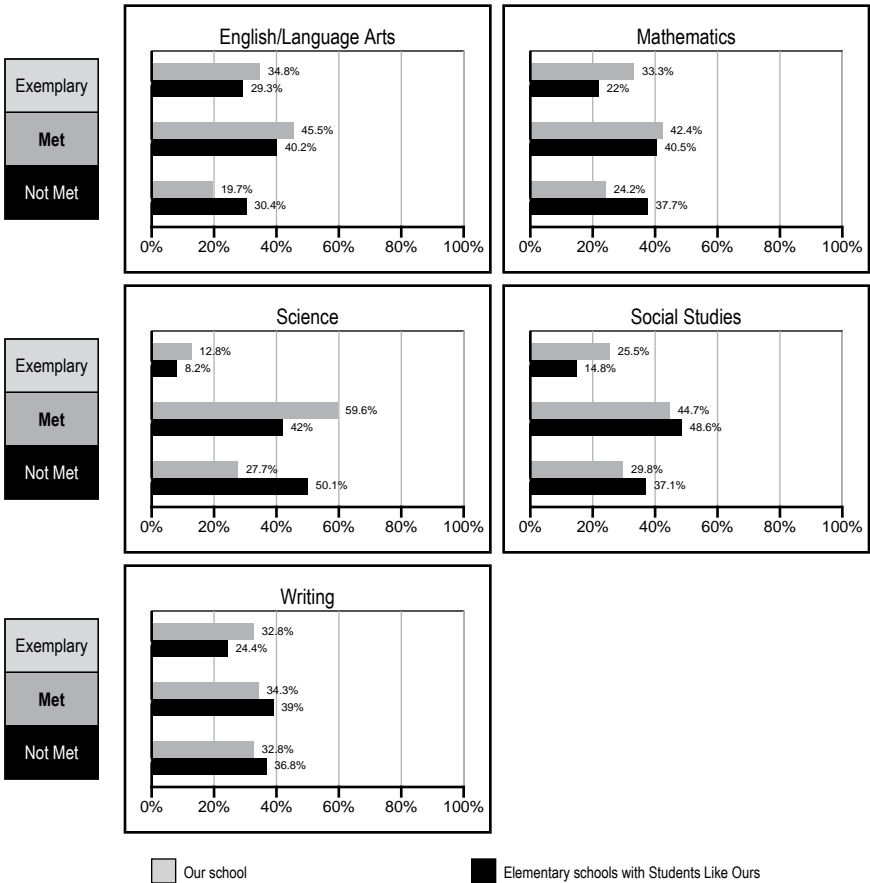
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	5	101	34	10

* Ratings are calculated with data available by 03/09/2011.

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=164)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 2.7%	1.7%	1.2%
Attendance rate	95.8%	Up from 95.4%	95.8%	96.1%
Eligible for gifted and talented	6.2%	Up from 0.0%	5.7%	11.7%
With disabilities other than speech	11.4%	Down from 12.0%	8.6%	8.0%
Older than usual for grade	0.8%	Up from 0.7%	0.7%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.4%	Up from 0.5%	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	50.0%	No Change	57.7%	60.5%
Continuing contract teachers	77.8%	Up from 60.0%	82.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.9%	Up from 81.2%	85.2%	87.0%
Teacher attendance rate	97.8%	Up from 95.8%	95.2%	95.4%
Average teacher salary*	\$46,798	Up 4.8%	\$46,046	\$47,288
Professional development days/teacher	14.1 days	Up from 7.4 days	11.1 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	16.0 to 1	Up from 15.4 to 1	17.9 to 1	19.2 to 1
Prime instructional time	93.6%	Up from 90.9%	90.1%	90.8%
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	Excellent	Excellent
Dollars spent per pupil**	\$11,259	Up 3.5%	\$8,280	\$7,548
Percent of expenditures for instruction**	62.9%	Down from 63.7%	67.7%	68.7%
Percent of expenditures for teacher salaries**	61.1%	Up from 60.1%	62.8%	65.1%

* 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

Murray-LaSaine Elementary School, identified by the State Department as having a HUG (historically underachieving group), received an absolute rating of AVERAGE on the 2008-2009 School Report Card first time in more than 4 years. The growth rating remained at Good for the 2nd year in a row, and we met AYP. We also received the Palmetto Silver Award for academic achievement and improvement for four consecutive years and for Closing the Achievement Gap 2 years in a row. Our success is the result of focusing on three specific areas: Students, Parents, and Community.

Students benefit from reduced class sizes and teachers who implement the South Carolina Curriculum Standards. The implementation of Everyday Math, the Voyager reading program, and consistent use of MAP data has driven instruction for all students. Our CORE team works in conjunction with teachers to assist students in need of academic or behavioral concerns. Our Kaleidoscope program received the Palmetto Mentoring Grant and provides after-school programs for students.

Parental involvement is a necessary element in the success of our school. Family Reading and Math Nights, PTA meetings, and monthly newsletters are used to communicate with parents on a regular basis. Muffins with Moms, Grits with Grands, and Donuts with Dads have played an important role in bringing parents into our school. The PTA/SIC/Title I Board continues to work for parental involvement and coordination.

Community Liaisons include Chick-Fil-A, The Parks Recreation Center, St. James Episcopal Church, James Island Baptist Church, Piggly Wiggly, Walmart, and Trident United Way. All of these help us to "provide excellence...one student at a time." Without this community involvement, our students and teachers would not have the needed support and validation to consistently strive to achieve our goal of educating life-long learners.

Lara Latto, Principal
Lica Colwell, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	22	21
Percent satisfied with learning environment	94.1%	90.9%	85.0%
Percent satisfied with social and physical environment	100.0%	100.0%	85.7%
Percent satisfied with school-home relations	58.8%	90.9%	90.5%

* 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

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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.1%	0.0%	No
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

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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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	72	100	19.1	44.1	36.8	91.2	85	83.5	Yes	Yes
Gender										
Male	42	100	17.5	45	37.5	95	81.6	80.1	N/A	N/A
Female	30	100	21.4	42.9	35.7	85.7	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	95.3	89.6	I/S	I/S
African American	63	100	16.4	49.2	34.4	95.1	75.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
Disability Status										
Disabled	15	100	66.7	20	13.3	60	49	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	62	100	18.6	44.1	37.3	91.5	76.4	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	72	100	25	42.6	32.4	83.8	81	80.4	Yes	Yes
Gender										
Male	42	100	27.5	42.5	30	82.5	78.9	78.4	N/A	N/A
Female	30	100	21.4	42.9	35.7	85.7	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	94.5	87.8	I/S	I/S
African American	63	100	21.3	47.5	31.1	86.9	68	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
Disability Status										
Disabled	15	100	N/A	N/A	N/A	46.7	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	62	100	23.7	44.1	32.2	83.1	70.2	72.8	Yes	Yes

* 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	51	100	27.1	58.3	14.6	72.9	67.4	67.3
Gender								
Male	26	100	36	52	12	64	66.2	66.9
Female	25	100	17.4	65.2	17.4	82.6	68.5	67.7
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	89	79.6
African American	45	100	27.9	62.8	9.3	72.1	46.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	58.2	58.6
Socio-Economic Status								
Subsidized meals	45	100	26.2	64.3	9.5	73.8	49.3	55.4
Social Studies								
All Students	52	100	29.2	45.8	25	70.8	73.8	70.9
Gender								
Male	32	100	26.7	50	23.3	73.3	72.3	70.1
Female	20	100	33.3	38.9	27.8	66.7	75.3	71.7
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	90.1	79.2
African American	45	100	25.6	51.2	23.3	74.4	58.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.3	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	66.7	68
Socio-Economic Status								
Subsidized meals	46	100	30.2	44.2	25.6	69.8	60.2	60.8

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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	73	97.3	32.8	34.3	32.8	67.2	75	72.1	95.8	95.7
Gender										
Male	43	95.4	38.5	33.3	28.2	61.5	69.1	65.2	96	95.5
Female	30	100	25	35.7	39.3	75	81	79.2	95.6	95.8
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	91	80.8	93.6	95.8
African American	63	98.4	30	36.7	33.3	70	60.2	59.7	96.1	95.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.2	87	97.2	97
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.7	64.6	99.2	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	N/A	95.6
Disability Status										
Disabled	14	85.7	N/AV	N/AV	N/AV	16.7	28.4	27.7	95.3	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	63.5	63.7	97	96.3
Socio-Economic Status										
Subsidized meals	63	98.4	33.9	33.9	32.2	66.1	61.1	61.9	95.7	95.2

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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
2010	3	18	100	17.6	41.2	41.2	82.4
	4	32	100	3.4	55.2	41.4	96.6
	5	22	100	40.9	31.8	27.3	59.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	18	100	23.5	35.3	41.2	76.5
	4	32	100	13.8	58.6	27.6	86.2
	5	22	100	40.9	27.3	31.8	59.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	9	I/S	I/S	I/S	I/S	I/S
	4	32	100	20.7	62.1	17.2	79.3
	5	10	I/S	I/S	I/S	I/S	I/S
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
2010	3	9	I/S	I/S	I/S	I/S	I/S
	4	31	100	14.3	53.6	32.1	85.7
	5	12	100	58.3	33.3	8.3	41.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	19	100	16.7	38.9	44.4	83.3
	4	32	96.9	35.7	28.6	35.7	64.3
	5	22	95.5	42.9	38.1	19	57.1
	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

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