



Murray LaSaine

691 Riverland Drive
Charleston, SC 29412

Grades	PK-5 Elementary School	
Enrollment	175 Students	
Principal	James Reinhart (Int.)	843-762-2765
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Good
2011	Average	Average
2010	Average	Excellent
2009	Average	Good
2008	Below Average	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 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.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

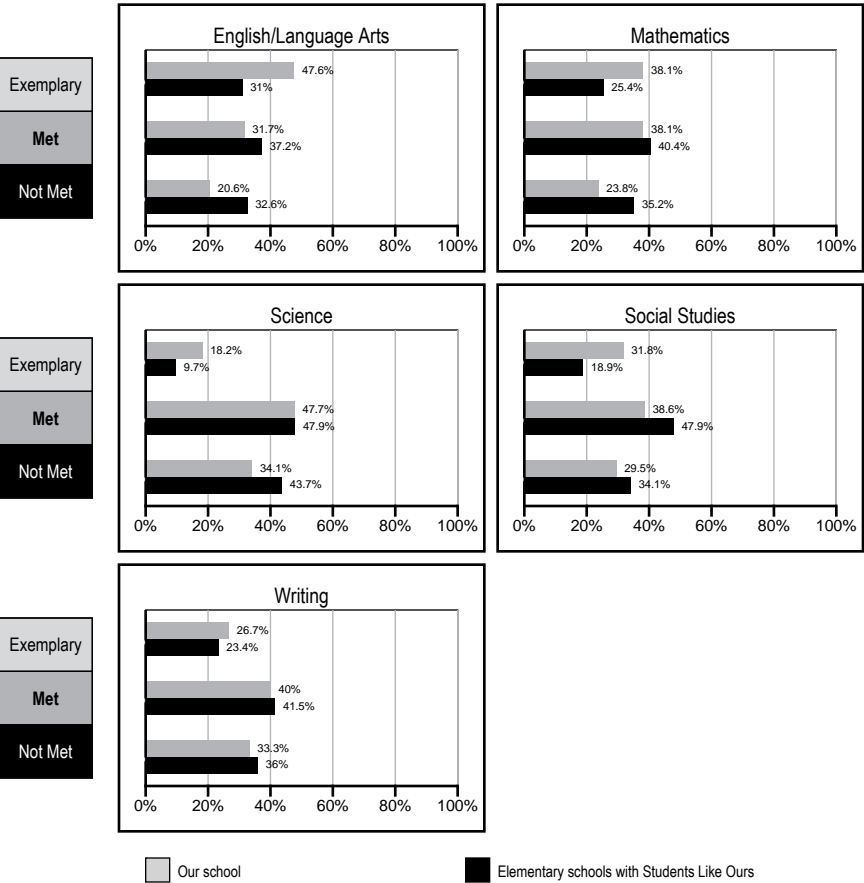
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	13	107	29	10

* Ratings are calculated with data available by 11/07/2012.

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=175)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 1.3%	1.3%	1.0%
Attendance rate	95.8%	Down from 96.4%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	55.6%	Up from 52.6%	61.1%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	88.2%	Down from 90.6%	86.5%	88.7%
Teacher attendance rate	98.7%	Up from 97.8%	95.1%	95.1%
Average teacher salary*	\$48,107	Up 6.8%	\$45,718	\$47,210
Professional development days/teacher	6.1 days	Down from 6.5 days	10.7 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Up from 14.1 to 1	19.0 to 1	20.0 to 1
Prime instructional time	94.3%	Up from 94.0%	90.4%	90.5%
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**	\$12,448	Up 5.1%	\$7,686	\$7,247
Percent of expenditures for instruction**	62.4%	Down from 63.1%	67.4%	68.2%
Percent of expenditures for teacher salaries**	59.2%	Down from 60.8%	63.8%	65.7%

* 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, a neighborhood school located on James Island, achieved an absolute rating of “average” on the 2010-2011 school report card along with a growth rating of “average.” Our school also met all of the objectives necessary to meet the requirements for Average Yearly Progress. In recognition, we were awarded the state’s Silver Award for achievement. Our students, teachers and staff, parents and community all worked together to successfully achieve these results.

Small class sizes with teachers who diligently teach the South Carolina Curriculum Standards ensure optimal success for all of our students. Our continued implementation of Everyday Math, the Voyager Reading Program and the support of a reading and math interventionist provide vital support for our children. Using MAP data to drive instruction, our teachers plan lessons that meet the unique needs of each individual student.

Murray-LaSaine actively seeks the involvement and support of our parents, families and community. Parent conferences, Reading and Math Nights, PTA meetings and monthly newsletters all enhance our level of family and community engagement. Our Muffins for Moms, Doughnuts for Dads, and Grits for Grandparents are activities that invite our families into our school, welcoming them and showing our appreciation for all they do. Along with these efforts, our PTA/SIC/Title I Board continue to work to build even more bridges between our school, our families, and our community.

Chick-Fil-A, Charleston County Parks and Recreation, local churches, Piggly Wiggly, and Walmart are among our Community Partners. These partnerships provide resources and opportunities that greatly enhance our school, allowing us to “provide excellence for our students, one student at a time.”

It is with the support of all of our families and community members that we are able to continue to strive to consistently provide the best possible education for each child, ensuring the establishment of life-long learners for our future.

Reginald L. Bright, Principal

Shante Ellis, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	13	13
Percent satisfied with learning environment	100.0%	92.3%	91.7%
Percent satisfied with social and physical environment	100.0%	100.0%	91.7%
Percent satisfied with school-home relations	87.5%	100.0%	100.0%

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

Abbreviations for Missing Data

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	96.9
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Murray LaSaine school has been designated as a:

- ☒ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.0%	0.0%	No
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	656.1	653.3	618.8	631.4	100.0	100.0
Male	648.3	644.5	613.3	634.3	100.0	100.0
Female	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	657.5	653.4	618.2	634.1	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	653.1	647.9	619.2	627.4	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
2011	3	31	100	25.9	29.6	44.4	74.1
	4	19	100	23.5	41.2	35.3	76.5
	5	29	100	17.9	53.6	28.6	82.1
	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
2012	3	26	100	13	17.4	69.6	87
	4	25	100	20	48	32	80
	5	17	100	33.3	26.7	40	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
Mathematics							
2011	3	31	100	25.9	48.1	25.9	74.1
	4	19	100	11.8	47.1	41.2	88.2
	5	29	100	21.4	42.9	35.7	78.6
	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
2012	3	26	100	21.7	39.1	39.1	78.3
	4	25	100	24	44	32	76
	5	17	100	26.7	26.7	46.7	73.3
	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
Science							
2011	3	16	100	N/AV	N/AV	N/AV	28.6
	4	19	100	35.3	41.2	23.5	64.7
	5	14	100	46.2	30.8	23.1	53.8
	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
2012	3	13	100	16.7	33.3	50	83.3
	4	25	100	36	60	4	64
	5	9	I/S	I/S	I/S	I/S	I/S
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	15	100	28.6	35.7	35.7	71.4
	4	19	100	11.8	47.1	41.2	88.2
	5	15	100	40	46.7	13.3	60
	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
2012	3	13	100	18.2	45.5	36.4	81.8
	4	25	100	28	44	28	72
	5	8	I/S	I/S	I/S	I/S	I/S
	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							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	29	93.1	15.4	46.2	38.5	84.6
	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
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	16	100	33.3	40	26.7	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

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