



SC Annual School Report Card Summary

LATTA EARLY CHILDHOOD CENTER
Dillon 3
Grades: PK-1 **Enrollment: 341**
Principal: Dollie Morrell
Superintendent: Dr. John M. Kirby, Jr.
Board Chair: Betty Jo Johnson

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	Excellent	Good	TBD	TBD	Met	N/A
2009	Excellent	N/A	N/A	N/A	Met	N/A
2008	N/A	N/A	N/A	N/A	Not Met	N/A

ABSOLUTE RATING OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
11	0	0	0	0

*Ratings are calculated with data available by 03/09/2011. Schools with Students Like Ours are Primary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PRIME INSTRUCTIONAL TIME

Our School	Median Primary School
90.7%	90.1%

STUDENT-TEACHER RATIO IN CORE SUBJECTS

Our School	Median Primary School
24.7 to 1	19.3 to 1

TEACHERS WITH ADVANCED DEGREES

Our School	Median Primary School
78.9%	62.2%

TEACHERS RETURNING FROM PREVIOUS YEAR

Our School	Median Primary School
93.9%	89.8%

PERCENT OF PARENTS ATTENDING CONFERENCES

Our School	Median Primary School
98.0%	100.0%

DAYS OF PROFESSIONAL DEVELOPMENT*

Our School	Median Primary School
2.1 days	12.7 days

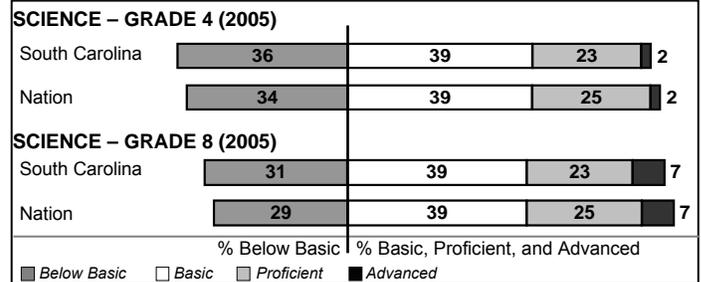
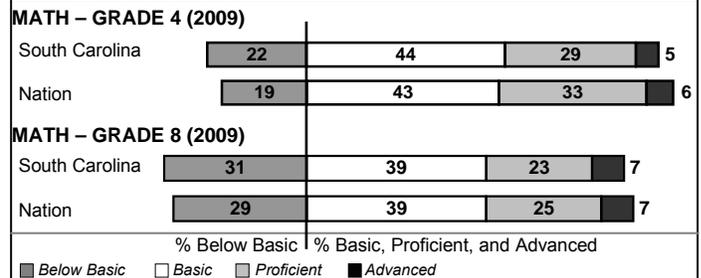
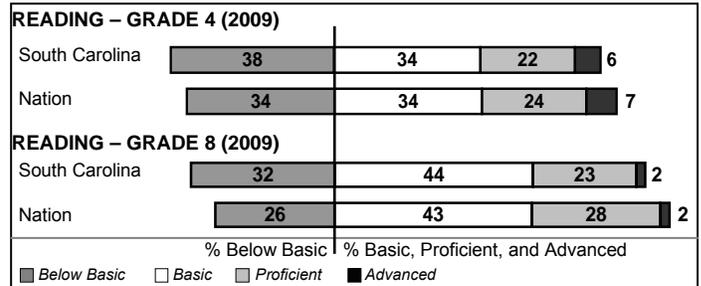
*Professional development days should be devoted exclusively to knowledge and skills in working with children less than eight years old.

Types Of Accreditation (More Than One May Apply)

	Not pursuing accreditation
	Conducting a self-study
X	South Carolina Department of Education
X	Southern Association of Colleges and Schools
	American Montessori Society
	National Association for the Education of Young Children

NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 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.

2020 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
 NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

LATTA EARLY CHILDHOOD CENTER [Dillon 3]

SCHOOL PROFILE

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n=341)				
Retention rate	3.4%	Down from 5.3%	2.6%	2.8%
Attendance rate	97.0%	Up from 95.1%	95.3%	95.6%
With disabilities other than speech	2.1%	Up from 1.5%	3.9%	4.0%
Older than usual for grade	0.0%	No Change	0.0%	0.0%
Teachers (n=19)				
Teachers with advanced degrees	78.9%	No Change	64.7%	62.2%
Continuing contract teachers	100.0%	Up from 94.7%	94.4%	90.9%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.9%	Down from 97.8%	89.8%	89.8%
Teacher attendance rate	94.7%	No Change	94.4%	95.1%
Average teacher salary*	\$45,484	Up 4.7%	\$47,890	\$47,006
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	6.7 days	Down from 13.6 days	17.8 days	17.1 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	5.0
Student-teacher ratio in core subjects	24.7 to 1	Up from 24.4 to 1	19.0 to 1	19.3 to 1
Prime instructional time	90.7%	Up from 87.9%	90.7%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$5,327	Up 18.7%	\$7,094	\$7,207
Percent of expenditures for instruction**	79.0%	Down from 79.2%	68.7%	68.5%
Percent of expenditures for teacher salaries**	75.1%	Down from 75.7%	65.3%	65.1%
% of AYP objectives met	100.0%	No Change	100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Latta Early Childhood Center is a school with big ideas! Our faculty and staff are dedicated to giving each and every child the best possible education, using innovative scheduling, intervention, and assistance for children and parents, as well as the latest technology available. Although research shows that socioeconomic level and academic success go hand in hand, LECC is working on overcoming these challenges by using many creative ideas and applying best practices and the latest research. We implemented innovative scheduling which makes small group instruction in language arts and math possible in grades 5K and 1. Every classroom is equipped with a VISTA system, which includes an interactive SMARTboard, Lightspeed sound system, mounted projector, and document camera. These systems are used to enhance instruction and motivate and involve students in the learning process. The school employs two certified special education teachers who serve as interventionists to provide additional instruction through the SRA Reading Mastery Program. The school has implemented a school-wide, supplementary, multi-age reading program, SRA Reading Mastery, which is available to all kindergarten and first grade students. School begins at 7:45 and ends at 2:15 for students. Breakfast is served daily to all students in the classroom.

Dollie R. Morrell, Principal
Suzie Goodwin, School Improvement Council Chairperson

EVALUATION RESULTS

	Teachers
Number of surveys returned	17
Percent satisfied with learning environment	88.2%
Percent satisfied with social and physical environment	100.0%
Percent satisfied with school-home relations	93.8%

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