

LATTA ELEMENTARY

122 Latimer Street
Latta, South Carolina

Grades	2-5 Elementary School	
Enrollment	530 Students	
Principal	Debra P. Morris	843-752-5295
Superintendent	Dr. John M. Kirby, Jr.	843-752-7101
Board Chair	Betty Jo Johnson	843-774-1412

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Good
2009	Average	Good
2008	Average	At-Risk
2007	Average	Average

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://eoc.sc.gov>

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

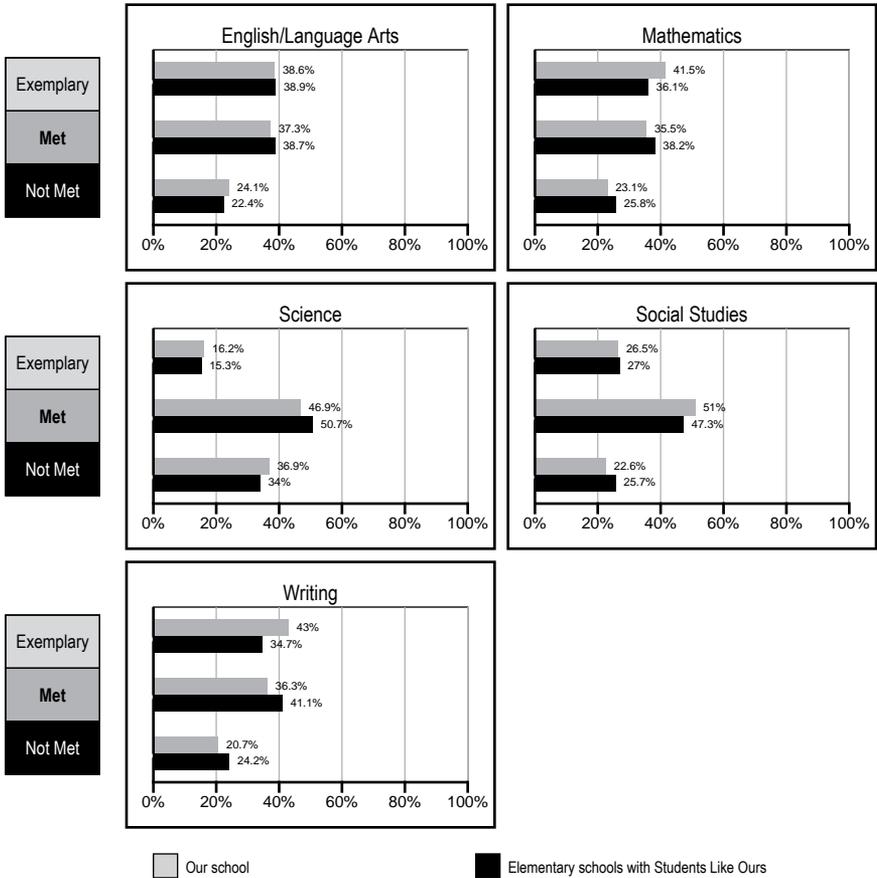
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	33	77	5	0

* Ratings are calculated with data available by 11/09/2011.

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=530)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.6%	Down from 1.0%	1.0%	1.1%
Attendance rate	96.5%	Down from 99.8%	96.0%	96.2%
Served by gifted and talented program	10.1%	Up from 7.6%	12.8%	13.4%
With disabilities other than speech	3.1%	Down from 8.2%	4.8%	4.1%
Older than usual for grade	0.8%	Up from 0.6%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	58.6%	Down from 60.0%	60.3%	62.5%
Continuing contract teachers	93.1%	Up from 86.7%	90.6%	88.2%
Teachers returning from previous year	90.2%	Down from 91.2%	87.9%	87.8%
Teacher attendance rate	96.4%	Up from 96.2%	95.1%	95.2%
Average teacher salary*	\$41,519	Down 0.1%	\$46,621	\$46,773
Professional development days/teacher	16.6 days	Up from 11.3 days	10.9 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	23.7 to 1	No Change	19.7 to 1	19.9 to 1
Prime instructional time	91.0%	Down from 95.2%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,003	Down 6.2%	\$7,336	\$7,447
Percent of expenditures for instruction**	56.3%	Down from 57.5%	67.9%	68.4%
Percent of expenditures for teacher salaries**	55.4%	Down from 55.9%	65.2%	65.8%

* 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

Latta Elementary School, a Palmetto Silver Award recipient, is known for its exceptional academic program. Serving grades 2-5, our data driven curriculum and our safe, nurturing learning environment allow students to succeed academically, socially and emotionally.

At Latta Elementary our exceptional needs students are served through Intervention, Resource, Speech and Gifted and Talented programs. Our single-gender classes in fifth grade allow students to learn and grow academically and socially with their same gender peers. Every student at LES receives daily small group instruction in areas of weakness. Weekly labs give all students the opportunity to have a hands-on experience in science using up to date equipment. Our media center, testing, and computer labs are available for research, testing, publishing, and keyboarding. Students are involved in producing and anchoring our daily Vik-Kid Morning News Program. In addition, students are exposed to technology in every classroom, as each is equipped with two LightSpeed microphones and a VISTA system (laptop, document camera, projector and SMART Board) for interactive instruction.

Our dedicated and energetic staff continues to grow instructionally through current professional development. Teachers work on and across grade levels during a common planning time as they share resources, conduct schoolwide research, and participate in book studies.

At Latta Elementary School, we strive to provide a quality education for our children while creating a lifelong community of learners. We are confident that by school and community working together, we truly can make a difference for the children whose lives we touch.

Kelly Sellers, SIC Chairperson
Debra Morris, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	132	77
Percent satisfied with learning environment	100.0%	89.4%	91.8%
Percent satisfied with social and physical environment	100.0%	90.0%	93.5%
Percent satisfied with school-home relations	89.7%	89.2%	88.2%

* 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

NO

This school met 17 out of 21 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%**	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	400	100	23.7	37	39.3	84.2	79	82.4	Yes	Yes
Gender										
Male	199	100	27.8	35.1	37.1	79.9	74.5	78.7	N/A	N/A
Female	201	100	19.7	38.9	41.4	88.4	83.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	239	100	13.1	36.4	50.4	92.8	85.3	88.9	Yes	Yes
African American	147	100	43	38	19	68.3	68.4	72.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	79.3	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	42	100	59.5	16.7	23.8	47.6	43.4	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	271	100	31.4	38.3	30.3	78	73.7	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	400	100	23	34.9	42.1	85.5	85.5	81.9	Yes	Yes
Gender										
Male	199	100	23.2	35.6	41.2	83.5	83.6	79.9	N/A	N/A
Female	201	100	22.7	34.3	42.9	87.4	87.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	239	100	11	35.2	53.8	92.8	90.6	88.9	Yes	Yes
African American	147	100	44.4	34.5	21.1	71.8	76.6	71.4	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	81.1	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	42	100	64.3	11.9	23.8	40.5	44.7	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	271	100	29.5	38.6	31.8	80.7	81.5	74.9	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	268	99.6	36.1	46.4	17.5	63.9	63.6	68.6
Gender								
Male	137	100	30.6	47.8	21.6	69.4	67.2	68.3
Female	131	99.2	41.9	45	13.2	58.1	60.2	68.9
Racial/Ethnic Group								
White	162	99.4	22.4	52.8	24.8	77.6	72.6	80.7
African American	98	100	62.8	33	4.3	37.2	48.4	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	61.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	27	96.3	73.1	11.5	15.4	26.9	33.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status								
Subsidized meals	177	99.4	48.6	43.4	8.1	51.4	54.8	57.3
Social Studies								
All Students	267	100	22.7	50.8	26.5	77.3	64.7	72.5
Gender								
Male	140	100	21.3	44.1	34.6	78.7	67.5	72
Female	127	100	24.2	58.1	17.7	75.8	61.9	73.1
Racial/Ethnic Group								
White	158	100	11	52.9	36.1	89	73.5	81
African American	99	100	43.2	48.4	8.4	56.8	50.5	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	29	100	48.3	34.5	17.2	51.7	38	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	69.7
Socio-Economic Status								
Subsidized meals	183	100	29	51.1	19.9	71	59.5	62.9

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	138	100	20.7	36.3	43	79.3	72.8	73.2	96.5	96.2
Gender										
Male	59	100	36.8	36.8	26.3	63.2	60.2	67.2	96.4	96.1
Female	79	100	9	35.9	55.1	91	82.6	79.4	96.6	96.3
Racial/Ethnic Group										
White	83	100	11.1	34.6	54.3	88.9	79.3	81.5	96.2	95.9
African American	49	100	39.6	41.7	18.8	60.4	58.5	61.3	97	96.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	87	96.4	97.2
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	66.7	96.8	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	97.6	95.7
Disability Status										
Disabled	11	100	N/AV	N/AV	N/AV	27.3	24	26	95.9	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	99.9	97
Socio-Economic Status										
Subsidized meals	89	100	28.7	41.4	29.9	71.3	64.9	63.2	96.2	95.8

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							
2010	3	148	99.3	21.6	31.7	46.8	78.4
	4	137	100	16.5	39.1	44.4	83.5
	5	120	100	20.2	50	29.8	79.8
	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
2011	3	123	100	23.1	33.1	43.8	76.9
	4	137	100	26.1	40.3	33.6	73.9
	5	138	100	22.2	37.8	40	77.8
	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							
2010	3	148	99.3	30.2	32.4	37.4	69.8
	4	137	100	20.3	44.4	35.3	79.7
	5	120	100	31.6	36.8	31.6	68.4
	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
2011	3	123	100	28.9	31.4	39.7	71.1
	4	137	100	28.4	38.1	33.6	71.6
	5	138	100	12.6	35.6	51.9	87.4
	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							
2010	3	76	100	58.6	20	21.4	41.4
	4	137	100	20.3	63.2	16.5	79.7
	5	60	98.3	45.5	47.3	7.3	54.5
	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
2011	3	61	100	62.3	32.8	4.9	37.7
	4	137	100	26.1	49.3	24.6	73.9
	5	69	98.6	32.8	53.7	13.4	67.2
	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

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
Social Studies							
2010	3	74	98.7	29.6	46.5	23.9	70.4
	4	137	100	14.3	46.6	39.1	85.7
	5	60	98.3	43.9	42.1	14	56.1
	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
2011	3	62	100	23.3	51.7	25	76.7
	4	135	100	23.5	53	23.5	76.5
	5	69	100	20.9	46.3	32.8	79.1
	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
Writing							
2010	3	145	95.9	32.4	34.6	33.1	67.6
	4	136	100	22.6	47.4	30.1	77.4
	5	117	98.3	31.3	38.4	30.4	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
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	138	100	20.7	36.3	43	79.3
	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

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