



## Latta Elementary

122 Latimer Street  
Latta, South Carolina

<b>Grades</b>	2-5 Elementary School	
<b>Enrollment</b>	510 Students	
<b>Principal</b>	Debra P. Morris	843-752-5295
<b>Superintendent</b>	Dr. John M. Kirby, Jr.	843-752-7101
<b>Board Chair</b>	Betty Jo Johnson	843-774-1412

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Good</b>
2008	Average	At-Risk
2007	Average	Average
2006	Average	Average
2005	Average	At-Risk

## 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**

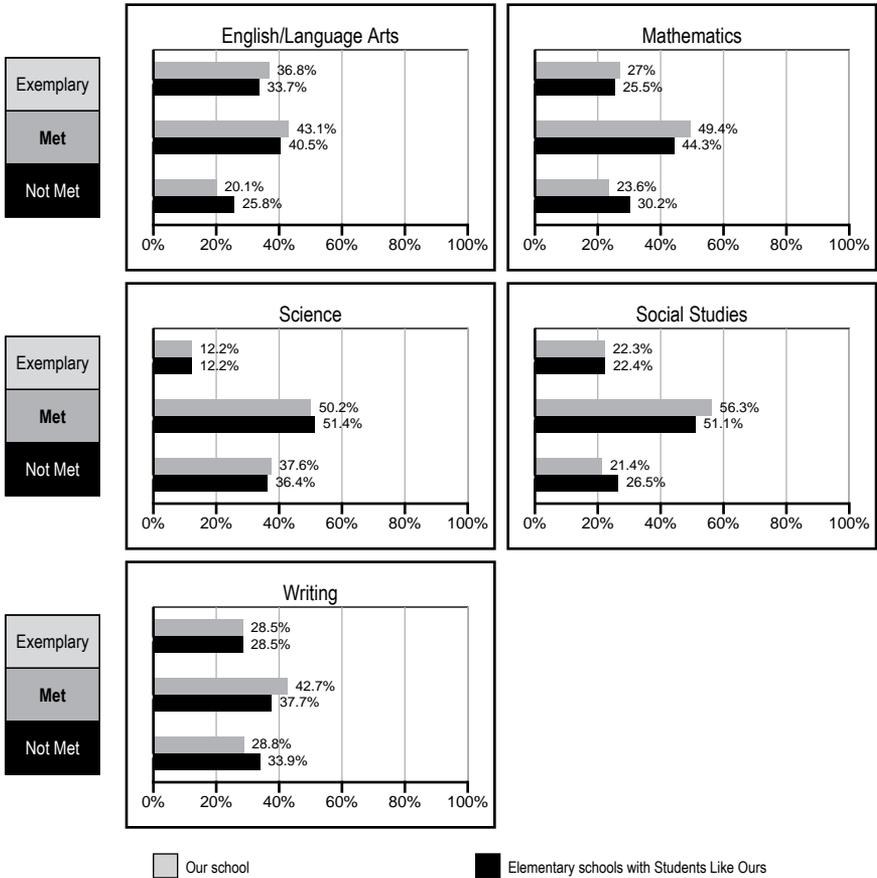
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.8%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
1	14	89	10	0

\* 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
<b>Students (n=510)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.6%	Down from 1.3%	2.4%	1.9%
Attendance rate	96.7%	Up from 96.6%	96.2%	96.3%
Eligible for gifted and talented	3.5%	Down from 3.8%	8.6%	10.0%
With disabilities other than speech	6.4%	Down from 7.3%	9.2%	7.7%
Older than usual for grade	0.0%	Down from 0.7%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=30)</b>				
Teachers with advanced degrees	60.0%	Up from 50.0%	60.0%	59.4%
Continuing contract teachers	83.3%	Up from 78.1%	82.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.7%	Down from 86.7%	86.5%	85.9%
Teacher attendance rate	96.5%	Down from 96.9%	95.0%	95.1%
Average teacher salary*	\$40,036	Down 0.1%	\$47,306	\$47,149
Professional development days/teacher	7.2 days	Down from 11.0 days	11.6 days	11.1 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.5	4.0
Student-teacher ratio in core subjects	22.6 to 1	Up from 20.2 to 1	19.0 to 1	18.8 to 1
Prime instructional time	92.0%	Down from 92.9%	90.1%	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**	\$7,151	Up 3.7%	\$7,360	\$7,458
Percent of expenditures for instruction**	57.1%	Down from 60.3%	68.5%	68.8%
Percent of expenditures for teacher salaries**	54.8%	Down from 56.8%	62.0%	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

Latta Elementary School, serving 2nd–5th grades, is respected throughout the Pee Dee area for the quality of education and data-driven curriculum provided to children in this community. Our school continuously concentrates on the advancement of all students across grade levels and demographic groups with a focus on reading, writing, math, technology, and communication skills.

Special opportunities offered to students at Latta Elementary include a well-established speech program and special education. Our media center offers publishing opportunities, student research guidance, and materials that meet the needs of a wide range of literacy levels. The media center also houses our morning WVIK-Kid News program, in which students anchor and perform. Our technology enhances and strengthens our curriculum. Computers and printers are in every classroom, and two computer labs are set up for student use with a wide variety of educational software, as well as personal email accounts for every student and supervised internet access. Furthermore, each classroom is equipped with a VISTA system and two LightSpeed microphones for teacher and student use. Along with each professional staff member having their own laptop, scanners and digital cameras are available for use as well.

We have an energetic, committed, and highly-qualified staff that continues growing through courses, seminars, and workshops. Focused staff development based on the school's curriculum is provided to ensure all basic curricular requirements and standards are emphasized. Our schedule allows for teachers to have a school-wide planning period, providing further opportunity for school-wide research, resource sharing, and professional development. In addition, our schedule allows for daily focus group periods in which all teachers focus on specific weaknesses (as identified by the Measures of Academic Progress assessment) in Math, Reading, and Language Usage.

Special events occur throughout the year to recognize students for good behavior, artistic talents, and academic success. Our learning extends beyond our school boundaries and into our community through continuous support of the American Heart Association.

Latta Elementary School fulfills the beliefs of providing a quality education for all children and creating a lifelong community of learners. We are confident that when parents, students, teachers, and community members unite to provide a quality education for our students, we truly can make a difference.

Kelly Sellers, SIC Chair  
Debra Morris, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	114	98
Percent satisfied with learning environment	100.0%	93.8%	88.3%
Percent satisfied with social and physical environment	100.0%	87.7%	88.4%
Percent satisfied with school-home relations	88.5%	87.7%	86.0%

\* 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 17 out of 17 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	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	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 = 58.8% (Met or Exemplary)**

All Students	365	100	19.9	42.9	37.2	89.8	80.7	82.8	Yes	Yes
<b>Gender</b>										
Male	161	100	24.8	44.6	30.6	86	76.3	79.3	N/A	N/A
Female	204	100	15.9	41.5	42.6	92.8	84.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	218	100	15.2	37.4	47.4	93.4	86.4	89.5	Yes	Yes
African American	133	100	28.7	51.2	20.2	83.7	71.8	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	27	100	42.3	42.3	15.4	73.1	48.4	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	249	100	24.3	49	26.8	87	75.3	75.5	Yes	Yes

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

All Students	365	100	23.3	49.4	27.3	84.1	78.4	78.9	Yes	Yes
<b>Gender</b>										
Male	161	100	27.4	45.9	26.8	82.2	75.4	77	N/A	N/A
Female	204	100	20	52.3	27.7	85.6	81.1	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	218	100	16.6	48.8	34.6	88.2	85.1	87.2	Yes	Yes
African American	133	100	34.1	51.2	14.7	78.3	69	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	76	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	27	100	57.7	30.8	11.5	50	43.8	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	249	100	31	51	18	79.5	72.6	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
<b>Science</b>								
All Students	240	100	37.1	49.6	13.4	62.9	54.2	67.5
<b>Gender</b>								
Male	112	100	35.5	50	14.5	64.5	56.8	67
Female	128	100	38.5	49.2	12.3	61.5	51.7	68
<b>Racial/Ethnic Group</b>								
White	145	100	30.5	51.8	17.7	69.5	63.8	79.5
African American	85	100	47.6	46.3	6.1	52.4	41.1	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	14	100	64.3	7.1	28.6	35.7	23.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	59.6
<b>Socio-Economic Status</b>								
Subsided meals	163	100	40.1	51.6	8.3	59.9	46	55.1
<b>Social Studies</b>								
All Students	241	100	21.2	56.3	22.5	78.8	66.3	72.3
<b>Gender</b>								
Male	105	100	25.5	52.9	21.6	74.5	62.1	71.5
Female	136	100	17.8	58.9	23.3	82.2	70.2	73.2
<b>Racial/Ethnic Group</b>								
White	144	100	18	56.1	25.9	82	72.2	80.7
African American	88	100	28.2	56.5	15.3	71.8	55.8	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	72.2
<b>Disability Status</b>								
Disabled	18	100	52.9	41.2	5.9	47.1	31.7	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	67.9
<b>Socio-Economic Status</b>								
Subsided meals	168	100	26.7	56.5	16.8	73.3	57.8	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
<b>Writing</b>										
All Students	365	98.9	28.8	42.7	28.5	71.2	64.8	70.2	96.7	95.9
<b>Gender</b>										
Male	164	98.8	43.7	34.2	22.2	56.3	53.5	63.2	96.6	95.6
Female	201	99	16.6	49.7	33.7	83.4	75.2	77.5	96.7	96.1
<b>Racial/Ethnic Group</b>										
White	219	98.6	22	44.5	33.5	78	71.2	79.1	96.3	95.6
African American	132	99.2	40.3	39.5	20.2	59.7	54.5	57.6	97.3	96.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	86.2	97.1	97.2
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	62.6	97.8	96.8
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	68.7	96.7	95.7
<b>Disability Status</b>										
Disabled	26	84.6	68.2	27.3	4.5	31.8	22.4	26.1	95.1	94.6
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	61.2	98.3	98.3
<b>Socio-Economic Status</b>										
Subsidized meals	248	98.4	36.4	44.5	19.1	63.6	55.4	58.9	96.5	95.6

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	127	100	23.4	32.3	44.4	76.6
	4	118	100	18.6	43.4	38.1	81.4
	5	120	100	17.4	53.9	28.7	82.6
	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
<b>Mathematics</b>							
<b>2009</b>	3	127	100	32.3	41.9	25.8	67.7
	4	118	100	25.7	42.5	31.9	74.3
	5	120	100	11.3	64.3	24.3	88.7
	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
<b>Science</b>							
<b>2009</b>	3	64	100	59.7	32.3	8.1	40.3
	4	118	100	28.3	51.3	20.4	71.7
	5	58	100	29.8	64.9	5.3	70.2
	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
<b>Social Studies</b>							
<b>2009</b>	3	63	100	22.6	46.8	30.6	77.4
	4	116	100	9	66.7	24.3	91
	5	62	100	43.1	46.6	10.3	56.9
	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
<b>Writing</b>							
<b>2009</b>	3	128	100	24	38.4	37.6	76
	4	116	97.4	32.4	45.9	21.6	67.6
	5	121	99.2	30.4	44.3	25.2	69.6
	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

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