



Loris Elementary

901 Highway 9 Business
Loris, SC 29569

Grades	PK-5 Elementary School	
Enrollment	844 Students	
Principal	Mark Porter	843-390-6860
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	At-Risk
2007	Average	Good
2006	Average	At-Risk
2005	Good	Below 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 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

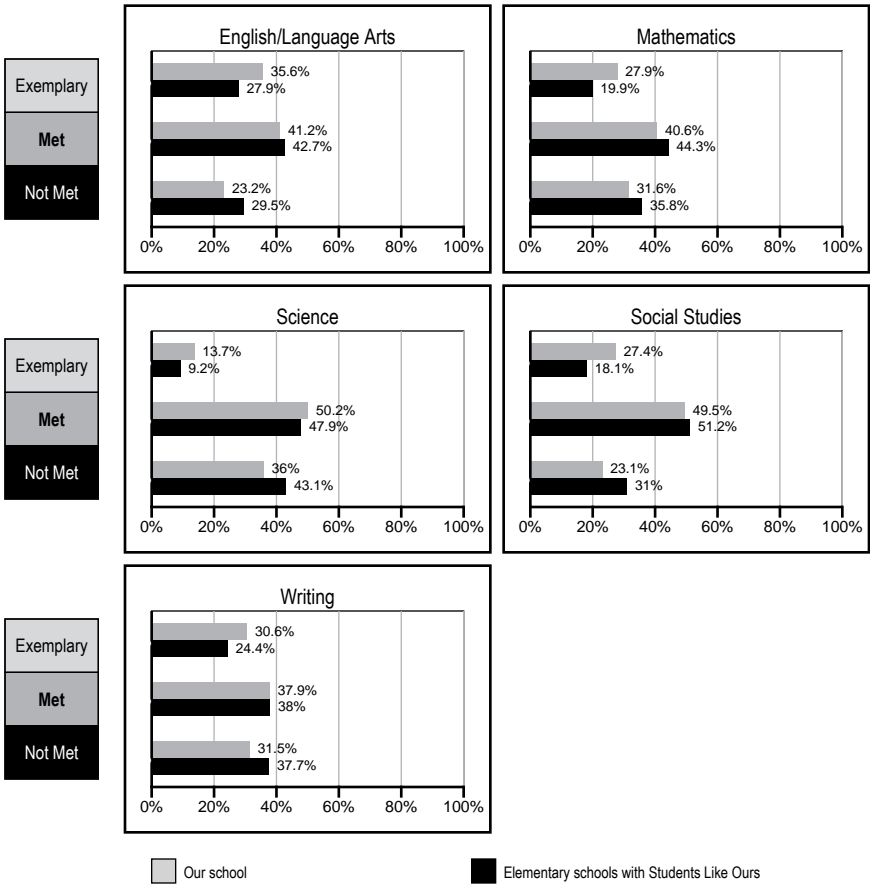
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	86	28	2

* Ratings are calculated with data available by 03/16/2010.

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 a 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=844)				
First graders who attended full-day kindergarten	97.6%	Up from 50.0%	100.0%	100.0%
Retention rate	1.5%	Down from 2.0%	2.5%	1.9%
Attendance rate	95.3%	Down from 95.8%	96.0%	96.3%
Eligible for gifted and talented	7.1%	Down from 11.2%	6.4%	10.0%
With disabilities other than speech	13.5%	Up from 12.6%	9.0%	7.7%
Older than usual for grade	0.0%	Down from 0.5%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	No Change	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	38.6%	Up from 34.5%	57.0%	59.4%
Continuing contract teachers	73.7%	Up from 55.2%	76.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.0%	Up from 78.8%	84.8%	85.9%
Teacher attendance rate	92.6%	Down from 93.5%	95.0%	95.1%
Average teacher salary*	\$48,126	Up 6.7%	\$46,012	\$47,149
Professional development days/teacher	18.0 days	Down from 18.1 days	11.7 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Down from 20.2 to 1	18.0 to 1	18.8 to 1
Prime instructional time	85.4%	Down from 88.0%	89.9%	90.4%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$9,525	Up 17.8%	\$7,711	\$7,458
Percent of expenditures for instruction**	67.0%	Down from 68.9%	68.0%	68.8%
Percent of expenditures for teacher salaries**	46.9%	Down from 61.8%	62.3%	63.2%

* 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

Loris Elementary School is honored to share our Report Card as we continue our journey to becoming a top performing school. Our mission is to empower each student to achieve his/her full potential through personalized achievement-based educational experiences in partnership with home, school, and community with a nurturing and enriched environment. We participated in ongoing professional staff development focusing on student engagement to improve student achievement. Our teachers collaborated weekly to analyze and plan standards-based instruction, assessments, and instructional strategies. We continued to implement Measures of Academic Progress (MAP) this year in reading, math, and language. We continuously analyzed this data to drive our instruction and measure student growth. MAP growth goals are established each year for the students in first through fifth grades. All teachers participated in Everyday Math training, Guided Reading Station training, and Imagine It! training. Science kits have been utilized effectively by the teachers to teach the state's science standards. Many of our teachers are participating in the District's laptop computer initiative in order to increase technology use in the classroom. Students and staff were involved in the community through participation in Jump Rope for Heart, HTC recycling, and Relay for Life. We continued to partner with Coastal Carolina University to provide student interns and mentors for our students. Academic achievement awards and celebrations were provided for the students and parents each nine weeks. Our school provided opportunities weekly for after-school tutorials and computer lab. Many of our fifth grade students participated in a Pre-Algebra online class. We had two intervention teachers to provide small group instruction in reading for identified students. Loris Elementary is committed to reaching our goals, and our staff, School Improvement Council, and administration continue to work diligently to ensure that every child is empowered to achieve his/her full potential. Shelton Long, Principal 2008-09; Theresa Graham, School Improvement Council Chair 2008-09

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	93	50
Percent satisfied with learning environment	88.9%	86.0%	76.0%
Percent satisfied with social and physical environment	90.6%	84.8%	90.0%
Percent satisfied with school-home relations	72.2%	90.2%	80.0%

* 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

NO

This school met 20 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	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	348	100	22.5	40.4	37.1	88.3	86.5	82.8	Yes	Yes
Gender										
Male	176	100	25.7	39.5	34.7	86.2	83.4	79.3	N/A	N/A
Female	172	100	19.2	41.3	39.5	90.4	89.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	166	100	12	32.9	55.1	91.8	91	89.5	Yes	Yes
African American	161	100	35	45.9	19.1	83.4	74.8	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	87	92.3	I/S	I/S
Hispanic	16	100	7.1	57.1	35.7	100	78.4	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87.5	82.5	I/S	I/S
Disability Status										
Disabled	74	100	38.6	38.6	22.9	77.1	63.1	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	9.1	54.5	36.4	100	74.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	277	100	26	44.5	29.4	86.4	81.6	75.5	Yes	Yes

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

All Students	348	100	30.5	39.8	29.6	76.6	83.7	78.9	Yes	Yes
Gender										
Male	176	100	30.5	38.3	31.1	75.4	81.9	77	N/A	N/A
Female	172	100	30.5	41.3	28.1	77.8	85.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	166	100	19.6	35.4	44.9	84.8	89.2	87.2	Yes	Yes
African American	161	100	42	43.9	14	68.2	68	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	16	100	28.6	50	21.4	78.6	78.1	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.9	79.5	I/S	I/S
Disability Status										
Disabled	74	100	64.3	18.6	17.1	50	53.2	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	27.3	63.6	9.1	81.8	76	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	277	100	35.5	41.9	22.6	73.6	77.3	70.2	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	229	100	34.7	48.9	16.4	65.3	73.1	67.5
Gender								
Male	114	100	30.6	50	19.4	69.4	72.2	67
Female	115	100	38.7	47.7	13.5	61.3	73.9	68
Racial/Ethnic Group								
White	118	100	19.8	55.9	24.3	80.2	80.8	79.5
African American	99	100	52.6	39.2	8.2	47.4	51.8	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.1	84.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	60.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.9	71.2
Disability Status								
Disabled	41	100	51.3	30.8	17.9	48.7	40.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	57.3	59.6
Socio-Economic Status								
Subsided meals	176	100	42.5	44.9	12.6	57.5	64.3	55.1
Social Studies								
All Students	227	99.6	22.3	48.4	29.3	77.7	76.4	72.3
Gender								
Male	114	99.1	21.5	41.1	37.4	78.5	75.6	71.5
Female	113	100	23.1	55.6	21.3	76.9	77.3	73.2
Racial/Ethnic Group								
White	95	99	12.4	39.3	48.3	87.6	82.4	80.7
African American	116	100	31.3	55.4	13.4	68.8	59.2	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.7	88.5
Hispanic	12	100	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.5	72.2
Disability Status								
Disabled	53	98.1	45.8	37.5	16.7	54.2	47.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	68.3	67.9
Socio-Economic Status								
Subsided meals	185	100	26.1	54	19.9	73.9	68.7	62.1

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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	352	96.9	31.5	37.9	30.6	68.5	76.3	70.2	95.3	96
Gender										
Male	178	94.9	35.4	40.4	24.2	64.6	69.4	63.2	94.9	96
Female	174	98.9	27.8	35.5	36.7	72.2	83.3	77.5	95.6	96.1
Racial/Ethnic Group										
White	170	96.5	24.4	30.1	45.5	75.6	82.4	79.1	94.7	95.7
African American	162	96.9	40.6	43.9	15.5	59.4	59.4	57.6	95.8	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	83.1	86.2	92.8	97.2
Hispanic	15	100	21.4	57.1	21.4	78.6	67.7	62.6	95.6	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.3	68.7	95.1	95.4
Disability Status										
Disabled	69	85.5	N/AV	N/AV	N/AV	31.6	34.2	26.1	94.6	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.6
English Proficiency										
Limited English Proficient	13	100	18.2	63.6	18.2	81.8	64.6	61.2	96.7	97.1
Socio-Economic Status										
Subsided meals	282	96.8	36.2	39.6	24.2	63.8	68.2	58.9	95.2	95.7

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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	130	100	28.6	33.3	38.1	71.4
	4	107	100	18	45	37	82
	5	111	100	19.4	44.4	36.1	80.6
	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
Mathematics							
2009	3	130	100	42.1	38.1	19.8	57.9
	4	107	100	21	36	43	79
	5	111	100	25.9	45.4	28.7	74.1
	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
Science							
2009	3	67	100	40	40	20	60
	4	107	100	30	51	19	70
	5	55	100	37	55.6	7.4	63
	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
Social Studies							
2009	3	64	100	29	56.5	14.5	71
	4	107	99.1	9.1	45.5	45.5	90.9
	5	56	100	38.9	44.4	16.7	61.1
	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							
2009	3	130	96.2	39.3	35.2	25.4	60.7
	4	107	96.3	25.5	38.8	35.7	74.5
	5	115	98.3	28.2	40	31.8	71.8
	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

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