



Loris Elementary

901 Highway 9 Business
Loris, SC 29569

Grades	PK-5 Elementary School	
Enrollment	818 Students	
Principal	Shelton Long	843-390-6860
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	Good
2006	Average	At-Risk
2005	Good	Below Average
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

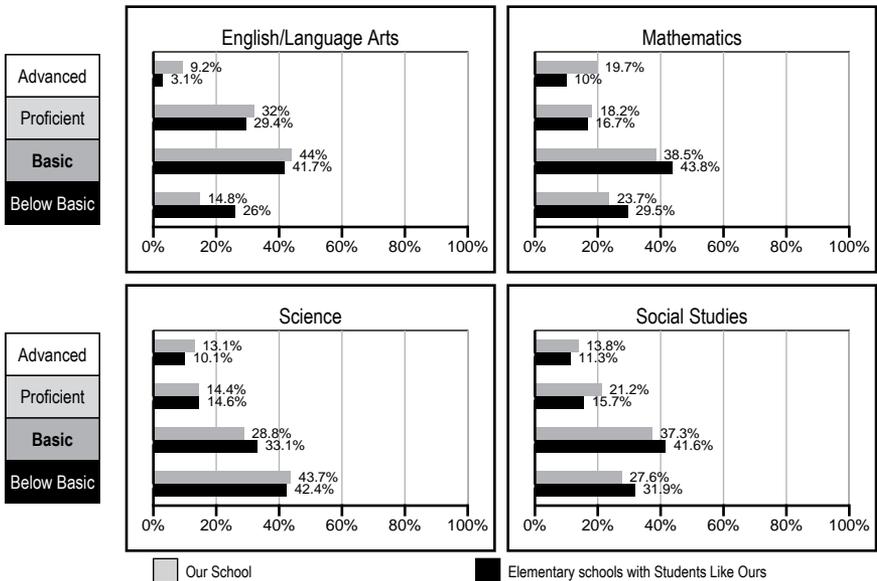
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	22	61	9

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=818)				
First graders who attended full-day kindergarten	50.0%	Down from 100.0%	100.0%	100.0%
Retention rate	2.0%	Up from 0.8%	2.8%	2.3%
Attendance rate	95.8%	Down from 96.0%	96.0%	96.3%
Eligible for gifted and talented	11.2%	Down from 17.5%	6.5%	10.4%
With disabilities other than speech	12.6%	Up from 11.7%	8.9%	7.5%
Older than usual for grade	0.5%	Up from 0.2%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Down from 1.0%	0.0%	0.0%
Teachers (n=58)				
Teachers with advanced degrees	34.5%	Up from 28.8%	54.2%	56.7%
Continuing contract teachers	55.2%	Up from 51.9%	75.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 6.1%	0.0%	0.0%
Teachers returning from previous year	78.8%	Up from 73.9%	85.6%	86.4%
Teacher attendance rate	93.5%	Down from 94.9%	94.9%	94.9%
Average teacher salary	\$45,121	Up 7.0%	\$44,395	\$45,345
Professional development days/teacher	18.1 days	Up from 17.6 days	13.0 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Down from 20.7 to 1	18.2 to 1	18.5 to 1
Prime instructional time	88.0%	Down from 89.9%	89.1%	89.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,084	Up 16.2%	\$7,398	\$7,052
Percent of expenditures for instruction*	68.9%	Down from 72.0%	69.1%	69.1%
Percent of expenditures for teacher salaries*	61.8%	Down from 68.7%	64.0%	64.2%

* 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 the top performing school in South Carolina. Our mission is to empower each student to achieve his/her full potential through personalized achievement-based educational experiences in partnership with a home, school, and community with a nurturing and enriched environment.

During the 2007-08 school year, our staff and students achieved outstanding results. Loris Elementary School was one of twelve schools in Horry County recognized by the Education Oversight Committee for closing the achievement gap. Our school also had some of the highest achievement gains in 4th and 5th grades for elementary schools in Horry County. Our staff continues to make progress towards meeting the performance goals in our strategic plan. 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 three times this year in reading, math, and language. We continuously analyzed this data to drive our instruction and measure student growth. We greatly improved our performance in MAP and had high growth for our students and school.

We continued to partner with Coastal Carolina 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 5th grade students participated in a pre-algebra online class. We also implemented Corrective Reading, Reading Mastery, and had two intervention teachers to provide small-group instruction in reading for identified students. We engaged in service learning projects such as Jump Rope for Heart and a canned food drive.

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 2007-08

Lisa Permenter, School Improvement Council Chairperson 2007-08

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	106	24
Percent satisfied with learning environment	100.0%	89.6%	95.8%
Percent satisfied with social and physical environment	97.9%	93.3%	87.0%
Percent satisfied with school-home relations	89.4%	90.6%	95.8%

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

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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. Sanction: Implement the restructuring plan.
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	3.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.5%	0.0%	No
Student attendance rate	95.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	352	100	14.8	43.1	32.2	9.9	54.8	57.2	48.2	Yes	Yes
Gender											
Male	165	100	15.5	41.3	34.2	9	54.2	50.3	41.7	N/A	N/A
Female	187	100	14.1	44.6	30.5	10.7	55.4	64.4	55	N/A	N/A
Racial/Ethnic Group											
White	168	100	8.2	32.1	45.3	14.5	71.7	65.4	60	Yes	Yes
African American	160	100	23.3	52.7	19.3	4.7	38	34.7	31.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	18	100	5.9	64.7	23.5	5.9	35.3	43.1	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
Disability Status											
Disabled	68	100	32.8	48.4	14.1	4.7	28.1	21.7	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	17	100	12.5	62.5	25	0	25	39.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	273	100	17.7	49.6	27.6	5.1	46.1	44.9	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	352	100	23.2	38.9	18.4	19.6	50.3	56.4	45.8	Yes	Yes
Gender											
Male	165	100	20.6	32.9	25.8	20.6	57.4	55.9	45.6	N/A	N/A
Female	187	100	25.4	44.1	11.9	18.6	44.1	57	45.9	N/A	N/A
Racial/Ethnic Group											
White	168	100	11.9	34.6	20.8	32.7	66	65.2	59	Yes	Yes
African American	160	100	35.3	43.3	16	5.3	34	31.6	26.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	18	100	23.5	47.1	11.8	17.6	41.2	42.6	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	48.5	46.2	I/S	I/S
Disability Status											
Disabled	68	100	54.7	32.8	7.8	4.7	23.4	20.8	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	17	100	18.8	50	18.8	12.5	43.8	41	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	273	100	28.7	40.9	17.7	12.6	42.5	43.9	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	242	100	43.2	29.1	14.1	13.7	27.8	41.4	35.7	95.8	96.3
Gender											
Male	117	100	35.8	29.4	18.3	16.5	34.9	43.8	37.4	95.8	96.2
Female	125	100	50	28.8	10.2	11	21.2	39	33.8	95.8	96.4
Racial/Ethnic Group											
White	118	100	23.9	27.4	26.5	22.1	48.7	50.4	49.2	95.2	96.1
African American	110	100	65.3	29.7	2	3	5	16.7	17	96.3	96.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	97.1	97.4
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	96	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	97.1	95.5
Disability Status											
Disabled	48	100	73.3	20	2.2	4.4	6.7	15.2	14	95.2	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	22.7	24.4	96.5	97
Socio-Economic Status											
Subsidized meals	189	100	52.3	29.9	9.8	8	17.8	28.8	21.1	95.6	96
Social Studies											
All Students	234	99.6	26.8	37.3	21.8	14.1	35.9	41.6	34	95.8	96.3
Gender											
Male	110	99.1	16.8	38.6	28.7	15.8	44.6	45.3	36.6	95.8	96.2
Female	124	100	35.3	36.1	16	12.6	28.6	37.8	31.3	95.8	96.4
Racial/Ethnic Group											
White	112	99.1	15.4	33.7	29.8	21.2	51	48.6	44.5	95.2	96.1
African American	104	100	40.8	40.8	11.2	7.1	18.4	20.7	19.1	96.3	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	97.1	97.4
Hispanic	14	100	14.3	50	28.6	7.1	35.7	33.9	27.5	96	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	97.1	95.5
Disability Status											
Disabled	49	98	42.2	35.6	20	2.2	22.2	17.1	14.4	95.2	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	13	100	7.7	53.8	30.8	7.7	38.5	30.8	27.3	96.5	97
Socio-Economic Status											
Subsidized meals	185	99.5	32	40.1	19.8	8.1	27.9	29.8	21	95.6	96

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	113	100	9.3	37	41.7	12	53.7
	4	107	100	5	39.6	48.5	6.9	55.4
	5	109	100	16	44.3	35.8	3.8	39.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	114	100	11.3	39.6	34	15.1	49.1
	4	124	100	18.1	37.9	36.2	7.8	44
	5	114	100	14.5	51.8	26.4	7.3	33.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	113	100	26.9	50.9	13.9	8.3	22.2
	4	107	100	16.8	32.7	13.9	36.6	50.5
	5	109	100	18.9	37.7	17.9	25.5	43.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	114	100	33	44.3	14.2	8.5	22.6
	4	124	100	23.3	26.7	19	31	50
	5	114	100	13.6	46.4	21.8	18.2	40
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	58	100	33.3	38.9	22.2	5.6	27.8
	4	107	100	32.7	31.7	15.8	19.8	35.6
	5	55	100	35.2	33.3	14.8	16.7	31.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	60	100	41.8	23.6	21.8	12.7	34.5
	4	124	100	40.5	33.6	12.9	12.9	25.9
	5	58	100	50	25	8.9	16.1	25
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	57	100	13.5	50	19.2	17.3	36.5
	4	107	100	14.9	44.6	22.8	17.8	40.6
	5	53	100	43.1	19.6	13.7	23.5	37.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	54	100	27.5	39.2	19.6	13.7	33.3
	4	124	100	21.6	35.3	24.1	19	43.1
	5	56	98.2	37.7	39.6	18.9	3.8	22.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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