



Loris Middle

5209 Highway 66
Loris, South Carolina

Grades	6-8 Middle School	
Enrollment	632 Students	
Principal	Judy Beard	843-756-2181
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	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	Below Average
2004	Average	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

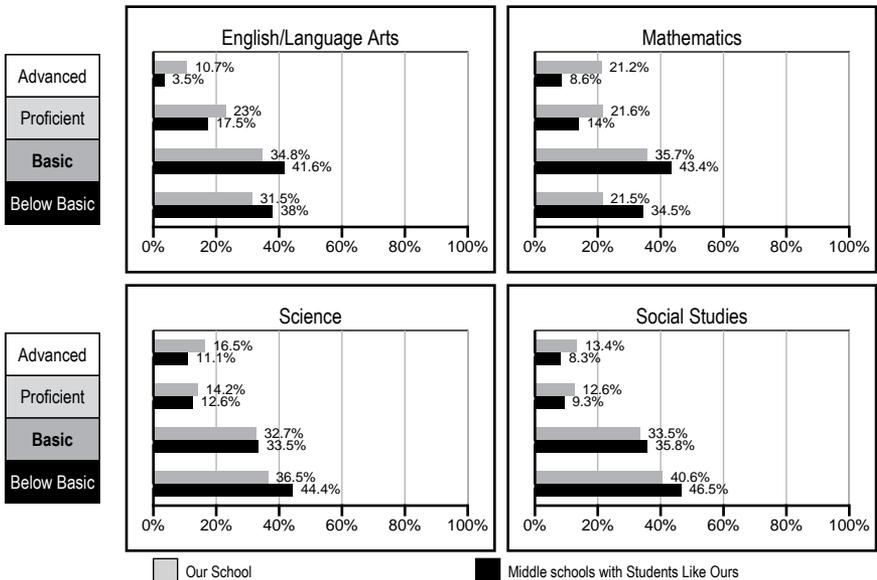
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	19	22

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



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

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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	94.0
English 1	100.0	94.2
Physical Science	0	0
All Subjects	100.0	92.4

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=632)				
Students enrolled in high school credit courses (grades 7 & 8)	55.2%	Down from 69.9%	15.2%	19.4%
Retention rate	0.5%	Down from 1.0%	2.8%	1.8%
Attendance rate	96.2%	Down from 96.4%	95.4%	95.8%
Eligible for gifted and talented	23.4%	Up from 21.3%	12.6%	15.3%
With disabilities other than speech	20.2%	Down from 20.4%	14.0%	12.9%
Older than usual for grade	1.4%	Down from 2.5%	5.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.6%	Down from 4.2%	1.4%	0.7%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	50.0%	Up from 47.2%	52.2%	55.0%
Continuing contract teachers	74.0%	Up from 69.8%	66.4%	70.6%
Teachers with emergency or provisional certificates	7.0%	Up from 6.7%	8.3%	5.4%
Teachers returning from previous year	76.2%	Down from 79.3%	80.0%	83.4%
Teacher attendance rate	93.7%	Down from 95.2%	95.1%	94.9%
Average teacher salary	\$47,157	Up 0.9%	\$44,567	\$44,706
Professional development days/teacher	20.4 days	Down from 21.8 days	11.4 days	11.8 days
School				
Principal's years at school	3.5	Up from 2.5	2.0	3.0
Student-teacher ratio in core subjects	19.2 to 1	Down from 23.1 to 1	20.7 to 1	20.1 to 1
Prime instructional time	89.1%	Down from 90.1%	89.0%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 100.0%	97.7%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$9,823	Up 24.2%	\$7,057	\$7,097
Percent of expenditures for instruction*	66.0%	Down from 71.1%	63.8%	64.4%
Percent of expenditures for teacher salaries*	60.9%	Down from 67.5%	59.0%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The students and staff at Loris Middle School have much to celebrate. We have shown improvements in academics at all grade levels. Our efforts have focused on improving achievement for all students, with a primary focus on improving literacy and numeracy skills across the curriculum.

Students at Loris Middle School were recognized for many accomplishments during the past year. One student was recognized as a Duke TIP Scholar, and seven students were recognized as South Carolina Junior Scholars. A student won the Lt. Governor's Essay Contest, and another student won the Governor's Citizenship Award.

Many of our students were recognized for the Beacon Awards presented by Santee Cooper. Our drama department produced High School Musical, and our chorus, orchestra, and band programs continued to excel and receive awards.

Our teachers continued to grow professionally by participating in continuous staff development opportunities and graduate coursework. Rebecca Coleman and Diana Pendleton gained National Board Certification, and our teacher of the year, Jean Burden, was named Horry County Schools Teacher of the Year.

Thanks to the generous donations of our PTO, parents, and the community, we were able to upgrade our sound system in the auditorium as well as purchase two benches for our playground.

We were also able to provide recognition items for our students at quarterly Renaissance Programs.

We will continue exhibiting our Lion Pride through perseverance, respect, integrity, determination, and excellence as we work even harder in the upcoming year. Our staff, PTO, School Improvement Council and administration will be dedicated to our goal of achieving excellence.

Judy Beard, Principal

James Edwards, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	183	92
Percent satisfied with learning environment	98.1%	97.3%	75.8%
Percent satisfied with social and physical environment	98.1%	96.2%	65.9%
Percent satisfied with school-home relations	98.0%	98.9%	65.2%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 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

Restructure

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	7.6%	0.0%	No
Student attendance rate	96.2%	94.0%	Yes

* Or greater than last year

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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	640	100	31.9	35.1	22.7	10.2	41	57.2	48.2	No	Yes
Gender											
Male	310	100	42.2	31.7	19.9	6.3	33.1	50.3	41.7	N/A	N/A
Female	330	100	22.5	38.3	25.4	13.8	48.2	64.4	55	N/A	N/A
Racial/Ethnic Group											
White	340	100	18.3	34	33.3	14.4	55.8	65.4	60	Yes	Yes
African American	271	100	47.3	36.5	10.4	5.8	24.2	34.7	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	26	100	43.5	39.1	17.4	0	26.1	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	133	100	70.6	20.6	4	4.8	10.3	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	21	100	63.2	21.1	10.5	5.3	21.1	39.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	496	100	39.2	37.9	16.2	6.8	31.3	44.9	34	No	Yes

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

All Students	640	100	23.6	38.5	19.7	18.2	45.2	56.4	45.8	Yes	Yes
Gender											
Male	310	100	27.9	35.2	19.5	17.4	43.2	55.9	45.6	N/A	N/A
Female	330	100	19.6	41.5	19.9	19	46.9	57	45.9	N/A	N/A
Racial/Ethnic Group											
White	340	100	13.8	33	24.7	28.5	60.9	65.2	59	Yes	Yes
African American	271	100	35	45.8	13.8	5.4	25.8	31.6	26.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	26	100	26.1	34.8	17.4	21.7	47.8	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	133	100	52.4	34.9	6.3	6.3	18.3	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	21	100	31.6	36.8	10.5	21.1	36.8	41	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	496	100	28.7	43.8	16.8	10.7	35.9	43.9	31.4	No	Yes

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

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*	School Attendance Rate	District Attendance Rate
Science											
All Students	428	99.8	35.9	32.4	14.3	17.3	31.7	41.4	35.7	96.2	96.3
Gender											
Male	209	99.5	41.3	27.5	12.7	18.5	31.2	43.8	37.4	96	96.2
Female	219	100	31.1	36.8	15.8	16.3	32.1	39	33.8	96.4	96.4
Racial/Ethnic Group											
White	221	100	20.3	33.7	18.8	27.2	46	50.4	49.2	95.8	96.1
African American	187	99.5	52.5	31.8	10.6	5	15.6	16.7	17	96.8	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	97.5	97.4
Hispanic	19	100	50	25	0	25	25	26.2	24.9	95.7	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	93.6	95.5
Disability Status											
Disabled	92	100	64.4	23	3.4	9.2	12.6	15.2	14	95.6	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	18	100	62.5	18.8	0	18.8	18.8	22.7	24.4	95.6	97
Socio-Economic Status											
Subsidized meals	339	99.7	42.3	34.5	11	12.3	23.2	28.8	21.1	96	96
Social Studies											
All Students	426	100	40	33.6	12.9	13.4	26.4	41.6	34	96.2	96.3
Gender											
Male	201	100	40.9	30.1	14	15	29	45.3	36.6	96	96.2
Female	225	100	39.2	36.8	12	12	23.9	37.8	31.3	96.4	96.4
Racial/Ethnic Group											
White	222	100	32	30.6	19.9	17.5	37.4	48.6	44.5	95.8	96.1
African American	178	100	51.2	38.4	4.7	5.8	10.5	20.7	19.1	96.8	96.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	97.5	97.4
Hispanic	23	100	33.3	28.6	9.5	28.6	38.1	33.9	27.5	95.7	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	93.6	95.5
Disability Status											
Disabled	82	100	69.6	22.8	5.1	2.5	7.6	17.1	14.4	95.6	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	18	100	47.1	23.5	11.8	17.6	29.4	30.8	27.3	95.6	97
Socio-Economic Status											
Subsidized meals	330	100	47.4	34.4	10.1	8.1	18.2	29.8	21	96	96

* 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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	217	98.6	25.5	44	20	10.5	30.5
	7	210	100	30.8	35.4	28.7	5.1	33.8
	8	239	99.6	34.2	44	20.4	1.3	21.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	215	100	36.2	28.6	23.6	11.6	35.2
	7	213	100	28.6	39.4	22.2	9.9	32
	8	212	100	31.1	37.2	22.4	9.2	31.6
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	217	100	25.6	36.9	22.2	15.3	37.4
	7	210	100	19.5	45.1	16.4	19	35.4
	8	239	100	36.7	44.2	12.8	6.2	19
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	215	100	29.1	33.7	17.1	20.1	37.2
	7	213	100	17.7	39.9	19.2	23.2	42.4
	8	212	100	24	41.8	23	11.2	34.2
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	110	98.2	40.4	23.2	12.1	24.2	36.4
	7	210	100	37.2	35.1	13.1	14.7	27.7
	8	119	100	40.7	36.3	12.4	10.6	23
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	108	100	50	19.4	11.2	19.4	30.6
	7	212	100	30.7	38.1	13.4	17.8	31.2
	8	108	99.1	32.7	33.7	19.4	14.3	33.7
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	110	99.1	21.2	46.5	18.2	14.1	32.3
	7	210	100	47.1	37.7	5.8	9.4	15.2
	8	122	99.2	26.4	59.1	11.8	2.7	14.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	108	100	32.7	23.8	20.8	22.8	43.6
	7	213	100	47.3	34.5	5.9	12.3	18.2
	8	105	100	32.7	41.8	19.4	6.1	25.5

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