



Loris High

301 Loris Lions Road
Loris, SC 29569

Grades	9-12 High School	
Enrollment	882 Students	
Principal	Dirk Gurley	843-390-6800
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	At-Risk
2008	Good	Excellent
2007	Average	Excellent
2006	Below Average	At-Risk
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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	3	9	4	6

* Ratings are calculated with data available by 03/25/2010.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	75.2	77.4	72.2	68.1	70.5	64.3
Passed 1 subtest (%)	9.4	11.8	15.7	18.4	15.7	17.5
Passed no subtests (%)	15.3	10.9	12.2	13.4	13.8	18.1

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	90.2%	90.0%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	214	180
Number of Diplomas	162	127
Rate	75.7%	68.7%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	67.0	59.0
English 1	57.5	52.7
Physical Science	68.1	39.2
US History and the Constitution	37.1	25.6
All Tests	59.0	43.5

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=882)				
Retention rate	6.0%	Up from 3.9%	6.3%	4.8%
Attendance rate	99.1%	Up from 97.9%	94.9%	95.5%
Eligible for gifted and talented	17.0%	Up from 10.4%	6.5%	9.2%
With disabilities other than speech	17.5%	Down from 19.0%	14.1%	12.6%
Older than usual for grade	9.3%	Up from 6.8%	11.6%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.8%	Down from 7.8%	1.3%	1.2%
Enrolled in AP/IB programs	7.8%	Up from 6.5%	6.3%	13.2%
Successful on AP/IB exams	21.8%	Down from 27.8%	25.9%	55.6%
Eligible for LIFE Scholarship	29.9%	Up from 29.6%	27.3%	29.8%
Annual dropout rate	4.1%	Up from 2.4%	4.1%	3.5%
Career/technology students in co-curricular organizations	4.7%	Down from 9.8%	5.0%	3.0%
Enrollment in career/technology courses	548	Down from 563	470	523
Students participating in work-based experiences	1.2%	Up from 0.2%	8.0%	12.9%
Career/technology students attaining technical skills	82.2%	Up from 80.8%	75.5%	79.3%
Career/technology completers placed	100.0%	No Change	100.0%	98.8%
Teachers (n=51)				
Teachers with advanced degrees	54.9%	Up from 52.8%	53.9%	58.6%
Continuing contract teachers	66.7%	Up from 54.7%	66.7%	71.6%
Teachers with emergency or provisional certificates	11.1%	Down from 13.6%	11.2%	8.1%
Teachers returning from previous year	79.4%	Down from 79.8%	82.3%	85.0%
Teacher attendance rate	94.5%	Up from 94.3%	95.3%	95.5%
Average teacher salary*	\$50,863	Up 7.0%	\$47,504	\$47,761
Professional development days/teacher	7.9 days	Down from 22.0 days	10.3 days	10.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	27.0 to 1	Down from 32.3 to 1	22.5 to 1	26.1 to 1
Prime instructional time	92.2%	Up from 90.3%	89.0%	89.8%
Dollars spent per pupil**	\$9,484	Up 6.8%	\$9,388	\$7,883
Percent of expenditures for teacher salaries**	42.1%	Down from 52.4%	52.3%	54.1%
Percent of expenditures for instruction**	59.4%	Up from 57.5%	59.4%	60.2%
Opportunities in the arts	Excellent	Up from Good	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	66.4%	Down from 100.0%	89.0%	95.8%
Character development program	Average	No Change	Good	Good
Modern language program assessment	Excellent	N/A	Excellent	Average
Classical language program assessment	N/A	N/A	N/A	Good

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	174	90.2%	709	59.0%	214	75.7%	No
Gender							
Male	83	84.3%	350	56.3%	106	66.0%	N/A
Female	91	95.6%	359	61.6%	104	85.6%	N/A
Racial/Ethnic Group							
White	79	97.5%	334	72.8%	97	78.4%	N/A
African American	91	84.6%	345	46.7%	107	74.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	27	48.1%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	25	44.0%	103	20.4%	35	34.3%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	21	52.4%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	129	87.6%	558	53.6%	156	71.8%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Loris High School has enjoyed many successes during the 2008-09 school year. We were selected as a MetLife NASSP Breakthrough School and received a \$5,000 grant from the MetLife Foundation. Loris High School was one of five high schools in the United States to receive this award presented to high-poverty schools that are experiencing academic success. LHS was featured in the June 2009 issue of Principal Leadership magazine to share some of the strategies the school is using to improve student achievement for all students. LHS was also a finalist for the Carolina First Palmetto's Finest 2009 Award. Our school was also a Palmetto Gold Award winner for General Performance. LHS won a Silver award for AYP. We expanded our Advanced Placement course offerings; ninety students took a total of 118 AP exams in seven courses, up from fifteen exams in 2008. Two hundred students received one-on-one academic assistance in Extended Options, our afterschool program. We provided bus transportation two afternoons a week. Trevor Strawderman, Principal, 2008-09; Phillip Gaillard, School Improvement Council Chair, 2008-09

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	59	102	40
Percent satisfied with learning environment	93.1%	92.2%	85.0%
Percent satisfied with social and physical environment	93.2%	93.1%	81.6%
Percent satisfied with school-home relations	76.3%	97.0%	75.0%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress

NO

This school met 9 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

N/A

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 Data

	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	3.2%	0.0%	No

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	233	97.9	18.2	36.8	30.1	14.8	61.7	67.4	61.8	No	Yes
Male	123	99.2	24.3	43.2	23.4	9	48.6	62.1	57.4	N/A	N/A
Female	110	96.4	11.2	29.6	37.8	21.4	76.5	72.8	66.1	N/A	N/A
White	113	98.2	9.9	27.7	37.6	24.8	75.2	75.6	74.3	Yes	Yes
African American	106	97.2	27.8	46.4	21.6	4.1	47.4	45.1	44.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	80.5	77.4	I/S	I/S
Hispanic	14	100	9.1	36.4	36.4	18.2	63.6	44.9	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	55.4	I/S	I/S
Disabled	30	96.7	53.8	42.3	3.8	0	15.4	27.8	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	25.5	38.5	I/S	I/S
Subsized meals	175	98.3	20.6	44.5	27.1	7.7	54.8	53.6	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	233	97.9	19.1	34.4	24.9	21.5	56.9	70.8	62.7	No	Yes
Male	123	98.4	24.5	34.5	20.9	20	50.9	69.5	61.8	N/A	N/A
Female	110	97.3	13.1	34.3	29.3	23.2	63.6	72.3	63.6	N/A	N/A
White	113	98.2	12.9	26.7	25.7	34.7	69.3	78.5	75.1	No	Yes
African American	106	97.2	25.8	45.4	23.7	5.2	42.3	49.2	45.1	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	83.8	I/S	I/S
Hispanic	14	100	18.2	9.1	27.3	45.5	72.7	58.8	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	59.2	I/S	I/S
Disabled	30	93.3	76	16	8	0	12	32.7	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	42.6	52.3	I/S	I/S
Subsized meals	175	98.3	23.9	36.8	21.3	18.1	49.7	58.8	47.9	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	234	87.2	50.0	18.4	13.7	5.1	18.8	N/A	N/A	N/A	N/A
Male	124	83.9	50.8	13.7	13.7	5.6	19.4	N/A	N/A	N/A	N/A
Female	110	90.9	49.1	23.6	13.6	4.5	18.2	N/A	N/A	N/A	N/A
White	114	88.6	42.1	21.9	15.8	8.8	24.6	N/A	N/A	N/A	N/A
African American	106	84.0	58.5	14.2	10.4	0.9	11.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	14	100.0	50.0	21.4	21.4	7.1	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	30	70.0	53.3	10.0	6.7	N/A	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	176	88.1	54.5	18.2	11.9	3.4	15.3	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2008	227	99.6	16.3	36.2	30.3	17.2	58.8	72.8	69.7
	2009	233	97.9	18.2	36.8	30.1	14.8	61.7	67.4	61.8

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2008	227	99.6	17.2	40.7	28.5	13.6	56.6	72.7	67.2
	2009	233	97.9	19.1	34.4	24.9	21.5	56.9	70.8	62.7

* Adjusted to account for natural variation in performance.

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