

LORIS ELEMENTARY

901 Highway 9 Business
Loris, SC 29569

Grades	PK-5 Elementary School	
Enrollment	789 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 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Average	At-Risk
2007	Average	Good

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

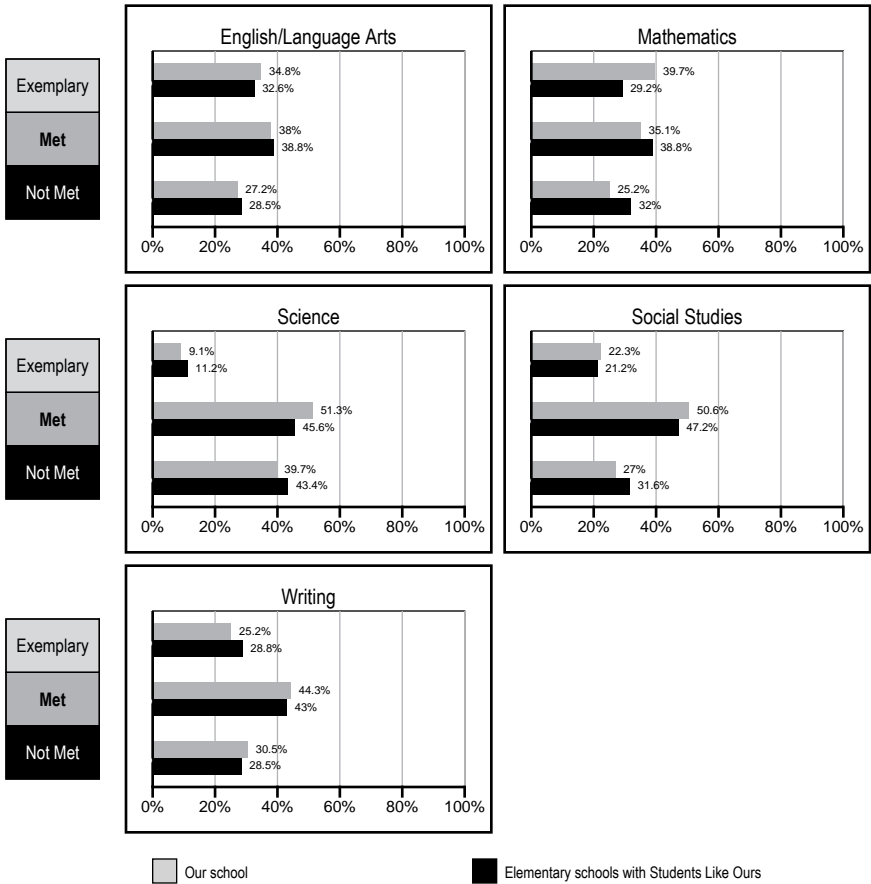
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	12	96	18	4

* Ratings are calculated with data available by 11/09/2011.

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
Students (n=789)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Down from 1.1%	1.5%	1.1%
Attendance rate	95.8%	Up from 95.4%	95.9%	96.2%
Served by gifted and talented program	8.9%	Down from 9.1%	8.6%	13.4%
With disabilities other than speech	8.0%	Down from 14.0%	4.5%	4.1%
Older than usual for grade	0.1%	Up from 0.0%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 1.6%	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	43.6%	Up from 43.3%	60.8%	62.5%
Continuing contract teachers	83.6%	Up from 78.3%	86.7%	88.2%
Teachers returning from previous year	93.2%	Up from 92.2%	86.5%	87.8%
Teacher attendance rate	93.5%	Up from 93.4%	95.1%	95.2%
Average teacher salary*	\$49,457	Down 1.5%	\$45,792	\$46,773
Professional development days/teacher	21.2 days	Up from 15.9 days	10.5 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	26.2 to 1	Up from 19.8 to 1	18.9 to 1	19.9 to 1
Prime instructional time	85.8%	Down from 86.1%	90.0%	90.4%
Opportunities in the arts	Good	No Change	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**	\$10,321	Up 7.4%	\$7,626	\$7,447
Percent of expenditures for instruction**	68.4%	Up from 67.0%	67.0%	68.4%
Percent of expenditures for teacher salaries**	60.3%	Down from 61.7%	64.1%	65.8%

* 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 has embarked on an exciting journey to become a premier school in our county, state, and nation. We believe that all students can learn if provided with caring, highly qualified teachers in safe and engaging learning environments.

Effective literacy instruction is paramount. We continued our work with the CORE Reading Consortium. Through CORE our teachers received ongoing monthly staff development in effective literacy instruction. CORE training included model lessons, observations by consultants, coaching, constructive feedback, progress monitoring, and effective data analysis. The CORE Elementary Reading Academy exposed teachers to effective literacy instruction in phonemic awareness, phonics, comprehension, vocabulary and fluency instruction. Students in child development through third grade received systematic reading instruction through the Imagine It! reading program. Students in fourth and fifth grades also received systematic instruction in phonics and word structure through the Imagine It! reading program. The following reading assessments were administered: PALS assessment in child development, DIBELS in kindergarten and first grade, and oral reading fluency in second through fifth grades. The Measures of Academic Progress (MAP test) was also administered in grades 2-5 in fall, winter and spring to assess reading, language, and mathematics growth. Information gleaned from these assessments assists teachers' efforts to differentiate instruction for all students. Another major literacy initiative during the 2010-2011 school year was the focus on providing differentiated, intensive small group reading intervention to struggling readers - more than 250 students were successfully served through the Burst and Voyager reading intervention programs. Reading Recovery and Literacy Lessons teachers served 42 first grade students through individualized Reading Recovery instruction. Second grade students and select students in grades 3-5 participated in BrainWare Safari which comprehensively develops 41 cognitive skills through online games of logic and cognitive reasoning.

We believe that the academic success of our students is dependent upon their belief that they can be successful and that it is the job of every staff member to provide support and encouragement towards that end. Our use of the Positive Behavior Intervention Support System rewards students for modeling appropriate behaviors. Students were rewarded through daily incentives, celebrations, and assemblies. We also implement a comprehensive lifeskills programs as well as partner with St. Stevens Episcopal Church and Kids Hope USA which provides 35 mentors for at-risk students.

We were very proud of our participation in local charities and community service learning projects including, but not limited to The American Cancer Society, United Way, The American Heart Association, The Salvation Army, Helping Hand, canned food drives and the Solid Waste Authority's Talking Trash Program. 350 of our students received weekend food supplies through the Caring 4 Kids Program.

We invite you to join us for an exciting and successful 2011-2012 school year.

Mark Porter, Principal
Laura Powers, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	96	39
Percent satisfied with learning environment	93.5%	80.0%	92.1%
Percent satisfied with social and physical environment	96.7%	82.3%	87.2%
Percent satisfied with school-home relations	75.9%	78.9%	87.2%

* 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 19 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

CSI

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	4.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	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 = 79.4% (Met or Exemplary)

All Students	385	100	28	37.4	34.6	84.8	85.5	82.4	Yes	Yes
Gender										
Male	194	100	31.3	41.2	27.5	82.4	82.5	78.7	N/A	N/A
Female	191	100	24.6	33.5	41.9	87.2	88.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	176	100	18.3	34.8	47	90.9	90.1	88.9	Yes	Yes
African American	189	100	36.7	41.8	21.5	79.7	73.6	72.9	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	90.2	93	I/S	I/S
Hispanic	14	100	42.9	21.4	35.7	71.4	81.3	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.2	83	I/S	I/S
Disability Status										
Disabled	87	100	62.5	30	7.5	57.5	55.8	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	41.7	16.7	41.7	75	80.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	326	100	30.5	38	31.5	83	80.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	385	100	26.3	34.3	39.3	81.7	86	81.9	Yes	Yes
Gender										
Male	194	100	28	31.9	40.1	79.1	84.1	79.9	N/A	N/A
Female	191	100	24.6	36.9	38.5	84.4	88.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	176	100	17.1	30.5	52.4	89	90.8	88.9	Yes	Yes
African American	189	100	36.2	37.9	26	74	73.1	71.4	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	14	100	21.4	42.9	35.7	85.7	83.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	84.4	I/S	I/S
Disability Status										
Disabled	87	100	57.5	28.8	13.8	51.3	55.6	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	25	41.7	33.3	83.3	82.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	326	100	29.2	36.4	34.4	79.3	81.4	74.9	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	253	99.2	40.4	50.6	8.9	59.6	74.8	68.6
Gender								
Male	126	98.4	41.9	48.7	9.4	58.1	74.4	68.3
Female	127	100	39	52.5	8.5	61	75.2	68.9
Racial/Ethnic Group								
White	122	99.2	27	58.6	14.4	73	83	80.7
African American	118	99.2	54.1	43.2	2.7	45.9	53.8	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85	85.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	66.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	70.8
Disability Status								
Disabled	63	96.8	N/AV	N/AV	N/AV	30.4	41.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	65.2	60.7
Socio-Economic Status								
Subsidized meals	220	99.6	42.6	49	8.3	57.4	66.8	57.3
Social Studies								
All Students	253	100	27.4	49.8	22.8	72.6	77.8	72.5
Gender								
Male	122	100	29.8	47.4	22.8	70.2	77.5	72
Female	131	100	25.2	52	22.8	74.8	78.1	73.1
Racial/Ethnic Group								
White	114	100	16.7	53.7	29.6	83.3	83.7	81
African American	125	100	38.3	47	14.8	61.7	61.1	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.6	89
Hispanic	10	I/S	I/S	I/S	I/S	I/S	75.4	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.6	73.5
Disability Status								
Disabled	45	100	59.5	35.7	4.8	40.5	46	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	75.3	69.7
Socio-Economic Status								
Subsidized meals	213	100	31.3	50.5	18.2	68.7	71	62.9

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
Writing										
All Students	139	96.4	30.5	44.3	25.2	69.5	76.6	73.2	95.8	95.8
Gender										
Male	81	95.1	38.7	40	21.3	61.3	71.3	67.2	95.7	95.8
Female	58	98.3	19.6	50	30.4	80.4	82.2	79.4	95.8	95.8
Racial/Ethnic Group										
White	63	96.8	21.7	45	33.3	78.3	82.2	81.5	95.2	95.5
African American	68	95.6	38.1	44.4	17.5	61.9	61	61.3	96.4	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88	87	94.2	96.7
Hispanic	6	I/S	I/S	I/S	I/S	I/S	71.7	66.7	94.5	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81	72.2	95.8	94.4
Disability Status										
Disabled	38	86.8	69.7	24.2	6.1	30.3	32.7	26	96.9	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.8
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	69.4	65.7	95.1	96.6
Socio-Economic Status										
Subsidized meals	112	96.4	33.3	42.9	23.8	66.7	69.2	63.2	95.6	95.5

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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							
2010	3	130	100	22.3	38.8	38.8	77.7
	4	142	100	32.3	36.8	30.8	67.7
	5	107	99.1	17.7	46.9	35.4	82.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	123	100	25.9	24.1	50	74.1
	4	121	100	28.6	38.4	33	71.4
	5	140	100	29.3	48.1	22.6	70.7
	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
Mathematics							
2010	3	130	100	30.6	33.9	35.5	69.4
	4	142	100	29.3	39.8	30.8	70.7
	5	107	99.1	25	35.4	39.6	75
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	123	100	28.4	23.3	48.3	71.6
	4	121	100	16.1	39.3	44.6	83.9
	5	140	100	33.1	39.8	27.1	66.9
	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
Science							
2010	3	66	100	72.1	24.6	3.3	27.9
	4	141	100	43.9	48.5	7.6	56.1
	5	54	98.2	38.3	51.1	10.6	61.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	59	100	44.6	42.9	12.5	55.4
	4	121	100	29.5	60.7	9.8	70.5
	5	72	98.6	55.2	40.3	4.5	44.8
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	64	100	36.7	46.7	16.7	63.3
	4	142	100	24.8	50.4	24.8	75.2
	5	52	98.1	36.2	36.2	27.7	63.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	64	100	26.7	36.7	36.7	73.3
	4	121	100	19.6	60.7	19.6	80.4
	5	68	100	41.5	43.1	15.4	58.5
	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							
2010	3	126	100	31.4	45.5	23.1	68.6
	4	140	96.4	38	36.4	25.6	62
	5	106	96.2	21.1	43.2	35.8	78.9
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	139	96.4	30.5	44.3	25.2	69.5
	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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