



SC Annual School Report Card Summary

LORIS ELEMENTARY

Horry

Grades: PK-5

Enrollment: 789

Principal: Mark Porter

Superintendent: Dr. Cynthia Elsberry

Board Chair: Will Garland

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Average	Average	TBD	TBD	Not Met	CSI
2010	Average	Average	N/A	N/A	Met	NI-DELAY
2009	Average	Average	N/A	N/A	Not Met	NI

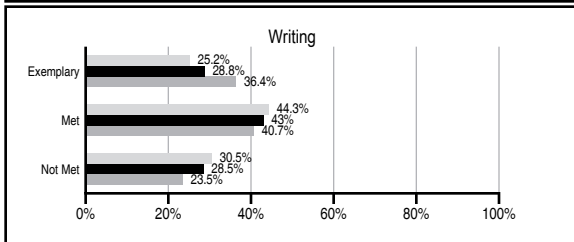
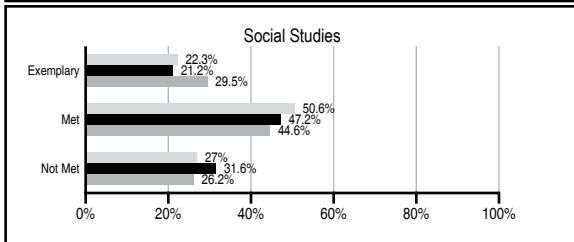
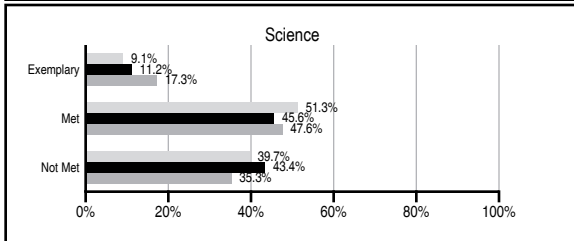
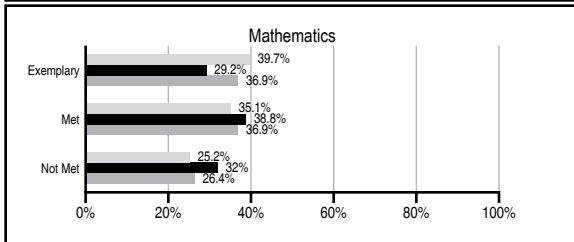
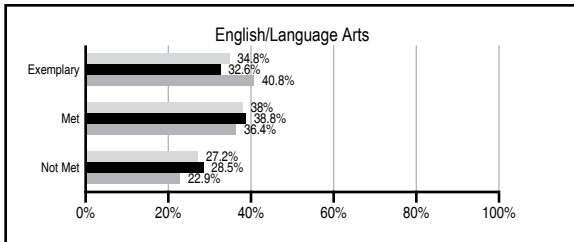
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
6	12	96	18	4

* Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

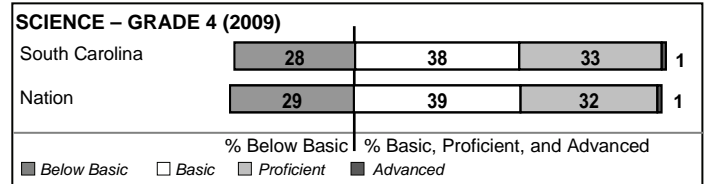
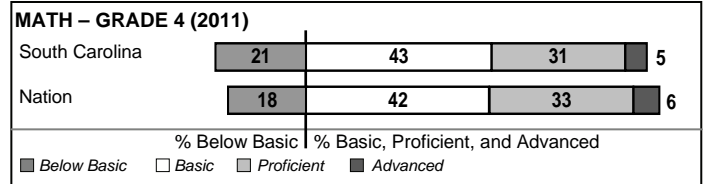
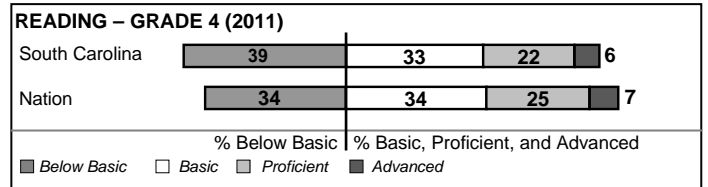
PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

LORIS ELEMENTARY [Horry]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=789)				
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
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
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%
% of AYP objectives met	90.5%	Down from 100.0%	85.7%	90.5%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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

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