

## LORIS MIDDLE

5209 Highway 66  
Loris, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	622 Students	
<b>Principal</b>	Judy Beard	843-756-2181
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	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
<b>2011</b>	<b>Average</b>	<b>Good</b>
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Below 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 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**

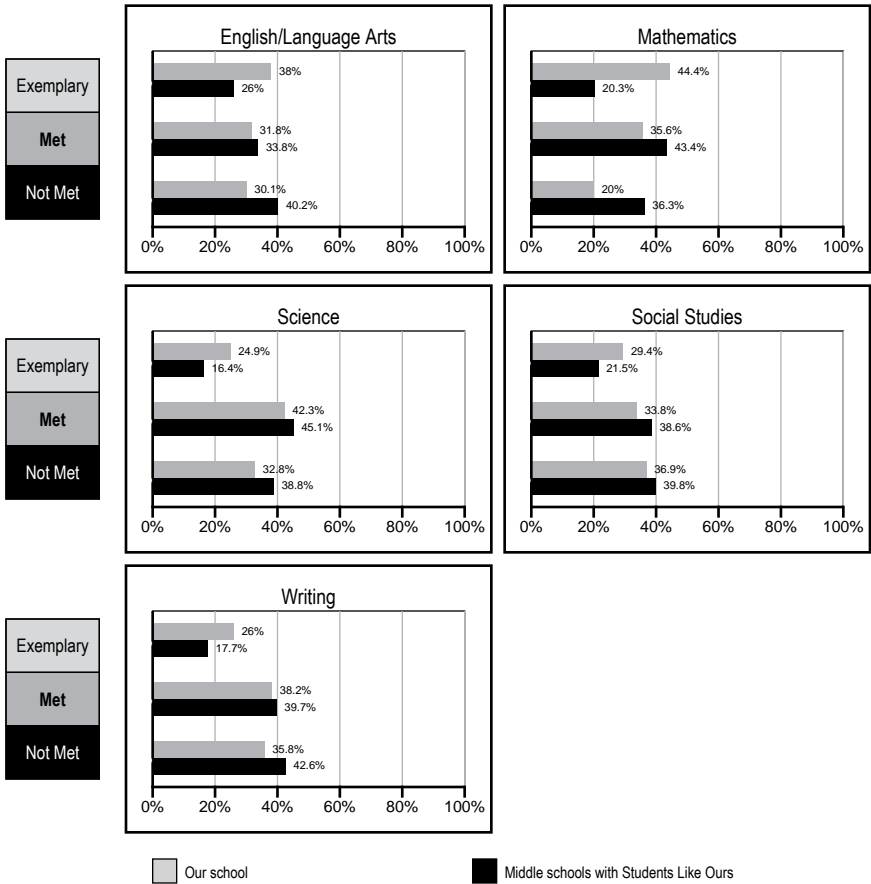
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.8%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	1	37	10	2

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

**Palmetto Assessment of State Standards (PASS)**



\* 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**

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

## 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%	97.1%
English 1	100.0%	91.7%
Biology 1/Applied Biology 2	N/A	98.2%
Physical Science	N/A	46.2%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	95.4%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=622)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	26.6%	Up from 18.6%	17.5%	24.5%
Retention rate	0.0%	Down from 0.3%	0.6%	0.7%
Attendance rate	96.3%	Up from 96.1%	95.7%	95.9%
Served by gifted and talented program	23.3%	Up from 22.7%	13.1%	17.8%
With disabilities other than speech	14.6%	Down from 20.2%	10.2%	9.2%
Older than usual for grade	0.5%	Down from 1.9%	2.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	No Change	0.6%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	70.2%	Up from 65.3%	56.1%	60.0%
Continuing contract teachers	87.2%	Up from 81.6%	82.6%	82.6%
Teachers returning from previous year	89.2%	Up from 83.1%	82.9%	85.6%
Teacher attendance rate	95.8%	Up from 94.0%	95.3%	95.3%
Average teacher salary*	\$52,184	Up 10.3%	\$45,123	\$46,300
Professional development days/teacher	24.2 days	Up from 21.7 days	10.7 days	9.9 days
<b>School</b>				
Principal's years at school	6.5	Up from 5.5	4.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 19.6 to 1	20.8 to 1	21.5 to 1
Prime instructional time	90.7%	Up from 88.6%	90.4%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Up from 99.6%	96.7%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$11,163	Up 7.0%	\$8,184	\$7,634
Percent of expenditures for instruction**	64.1%	Up from 63.3%	63.5%	64.0%
Percent of expenditures for teacher salaries**	58.4%	Down from 58.6%	60.2%	61.2%

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Loris Middle School enjoyed a very successful year in 2011 and we have much to celebrate! Our school was named SC Palmetto's Finest Middle School, a SC Exemplary PBIS Middle School, the SC Social Studies Exemplary Program School and the Superintendent's Service Learning Middle School all in one year! These awards would not be possible without the continuous dedication of our students, staff and community to Dream, Believe and Succeed.

Student achievement as measured on MAP and PASS testing showed significant growth. LMS students exceeded the District average in meeting MAP growth targets. 100% of our students passed the end of course exams for English I and Algebra I. Sixteen students were named SC Junior Scholars, 18 students were named EXPLORE scholars and a record number of students earned membership to the National Junior Beta Club. Three of our students competed in the National History Day Project in Baltimore, MD. Our theater department produced two successful productions while our chorus, orchestra and band programs continued to grow and excel, winning many awards and recognitions. Students also excelled in our first Academic Fair, the HCS Technology Fair and the Principal's Reading Leaders Program.

Our staff members continued to grow professionally by participating in professional development at the local, state and national level. Our focus on alignment, frequent assessment and technology integration produced favorable results as teachers worked together to plan instruction. Teachers also worked on District and State Curriculum Committees to design meaningful learning experiences for our students. Teresa Burns was named our Teacher of the Year and Michelle Scott, Leanne Hagen, Marge LaPorte and Jean Mintz gained National Board Certification bringing our total to 16. Several staff members also completed graduate coursework to advance their credentials.

Our students and staff gave back to the community by participating in service learning throughout the year. As a result of these projects, we were able to participate in food drives, make donations to charities, send appreciation cards, make lap quilts and pre-school books and build a Carolina Fence Project and a greenhouse for our campus. Thanks to the generous support of our community, PTO and parents, we were able to upgrade our sound system in the auditorium and provide mini-grants to our teachers. Through the support of our business partners, students received recognition items at our quarterly awards programs. Our Back to School Carnival, Holiday Roar and Multicultural Fair were very successful in engaging community support, and our volunteer program continued to grow.

Our staff, PTO, School Improvement Council, community and administration remain dedicated to our goal of achieving excellence as we Dream, Believe and Succeed.

Judy Beard, Principal  
James Edwards, School Improvement Council Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	179	129
Percent satisfied with learning environment	100.0%	97.2%	89.8%
Percent satisfied with social and physical environment	100.0%	96.1%	79.8%
Percent satisfied with school-home relations	100.0%	94.4%	77.2%

\* 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 20 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

R-HOLD

## School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	96.3%	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	629	99.8	29.8	31.6	38.6	78.5	85.5	82.4	Yes	Yes
<b>Gender</b>										
Male	309	100	33.3	29.5	37.2	76.4	82.5	78.7	N/A	N/A
Female	320	99.7	26.4	33.7	39.9	80.5	88.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	322	99.7	15.9	29.5	54.6	88.4	90.1	88.9	Yes	Yes
African American	266	100	44.6	35.3	20.1	67.9	73.6	72.9	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.2	93	I/S	I/S
Hispanic	34	100	44.1	26.5	29.4	70.6	81.3	79.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	86.2	83	I/S	I/S
<b>Disability Status</b>										
Disabled	110	100	70.4	16.3	13.3	46.9	55.8	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	22	100	39.1	34.8	26.1	73.9	80.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	497	99.8	36.9	34.1	29.1	73.3	80.6	75.4	Yes	Yes

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

All Students	629	99.8	19.6	35.5	44.8	88.7	86	81.9	Yes	Yes
<b>Gender</b>										
Male	309	100	20.5	33.3	46.2	87.2	84.1	79.9	N/A	N/A
Female	320	99.7	18.8	37.6	43.6	90.1	88.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	322	99.7	10.9	30.1	58.9	92.7	90.8	88.9	Yes	Yes
African American	266	100	29.7	42.2	28.1	83.9	73.1	71.4	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	34	100	26.5	35.3	38.2	85.3	83.2	81.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	87	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	110	100	50	37.8	12.2	67.3	55.6	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	22	100	21.7	43.5	34.8	95.7	82.9	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	497	99.8	24.5	38.6	36.9	85.9	81.4	74.9	Yes	Yes

\* 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

## 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
<b>Science</b>								
All Students	413	100	32.2	41.8	26	67.8	74.8	68.6
<b>Gender</b>								
Male	201	100	31.7	39.2	29	68.3	74.4	68.3
Female	212	100	32.7	44.1	23.3	67.3	75.2	68.9
<b>Racial/Ethnic Group</b>								
White	212	100	14.1	46.7	39.2	85.9	83	80.7
African American	173	100	51.9	38.3	9.9	48.1	53.8	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85	85.3
Hispanic	24	100	45.8	25	29.2	54.2	66.2	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	78	70.8
<b>Disability Status</b>								
Disabled	78	100	68.1	23.2	8.7	31.9	41.7	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	16	100	43.8	31.3	25	56.3	65.2	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	329	100	39.9	41.8	18.3	60.1	66.8	57.3
<b>Social Studies</b>								
All Students	417	100	36.5	33.9	29.6	63.5	77.8	72.5
<b>Gender</b>								
Male	207	100	34.4	29.2	36.5	65.6	77.5	72
Female	210	100	38.5	38.5	23	61.5	78.1	73.1
<b>Racial/Ethnic Group</b>								
White	204	100	21.1	36.1	42.8	78.9	83.7	81
African American	186	100	52.9	33.1	14	47.1	61.1	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.6	89
Hispanic	21	100	38.1	28.6	33.3	61.9	75.4	69.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	77.6	73.5
<b>Disability Status</b>								
Disabled	79	100	69.6	24.6	5.8	30.4	46	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	13	100	28.6	28.6	42.9	71.4	75.3	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	331	100	42.7	34.9	22.5	57.3	71	62.9

Abbreviations for Missing Data

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

## 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
<b>Writing</b>										
All Students	216	100	35.8	38.2	26	64.2	76.6	73.2	96.3	95.8
<b>Gender</b>										
Male	104	100	42.4	37.4	20.2	57.6	71.3	67.2	96.2	95.8
Female	112	100	29.5	39	31.4	70.5	82.2	79.4	96.4	95.8
<b>Racial/Ethnic Group</b>										
White	114	100	21.7	43.4	34.9	78.3	82.2	81.5	95.6	95.5
African American	85	100	54.3	34.6	11.1	45.7	61	61.3	97.2	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88	87	99	96.7
Hispanic	14	100	35.7	28.6	35.7	64.3	71.7	66.7	96.8	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81	72.2	90.6	94.4
<b>Disability Status</b>										
Disabled	32	100	N/AV	N/AV	N/AV	6.9	32.7	26	95.5	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.8
<b>English Proficiency</b>										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	69.4	65.7	97.8	96.6
<b>Socio-Economic Status</b>										
Subsidized meals	158	100	45.9	40.5	13.5	54.1	69.2	63.2	96.1	95.5

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	190	100	39.3	34.3	26.4	60.7
	7	213	100	33.5	31.5	35	66.5
	8	216	100	36.4	29.6	34	63.6
<b>2011</b>	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	210	100	29.6	32.7	37.7	70.4
	7	202	100	32.8	31.2	36	67.2
	8	217	99.5	27.1	31	41.9	72.9
<b>Mathematics</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	190	100	32	43.8	24.2	68
	7	213	100	35	29.1	36	65
	8	216	100	40.8	31.1	28.2	59.2
<b>2011</b>	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	210	100	18.6	38.2	43.2	81.4
	7	202	100	21.7	32.3	46	78.3
	8	217	99.5	18.7	36	45.3	81.3
<b>Science</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	95	99	43.7	49.4	6.9	56.3
	7	212	100	33.7	43.1	23.3	66.3
	8	109	100	40.8	28.2	31.1	59.2
<b>2011</b>	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	102	100	33	55.7	11.3	67
	7	202	100	34.4	38.6	27	65.6
	8	109	100	27.5	34.3	38.2	72.5

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	95	99	32.6	55.1	12.4	67.4
	7	213	100	47.8	30.5	21.7	52.2
	8	107	99.1	37.3	35.3	27.5	62.7
<b>2011</b>	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	108	100	31.4	44.1	24.5	68.6
	7	202	100	43.9	24.9	31.2	56.1
	8	107	100	27.7	40.6	31.7	72.3
<b>Writing</b>							
<b>2010</b>	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	188	98.4	41.5	35.8	22.7	58.5
	7	217	99.1	33.2	39	27.8	66.8
	8	216	99.1	42.6	34.3	23	57.4
<b>2011</b>	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	N/A	N/AV	N/A	N/A	N/A	N/A
	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	216	100	35.8	38.2	26	64.2

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