



Loris Middle

5209 Highway 66
Loris, South Carolina

Grades	6-8 Middle School	
Enrollment	657 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 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	Below Average

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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

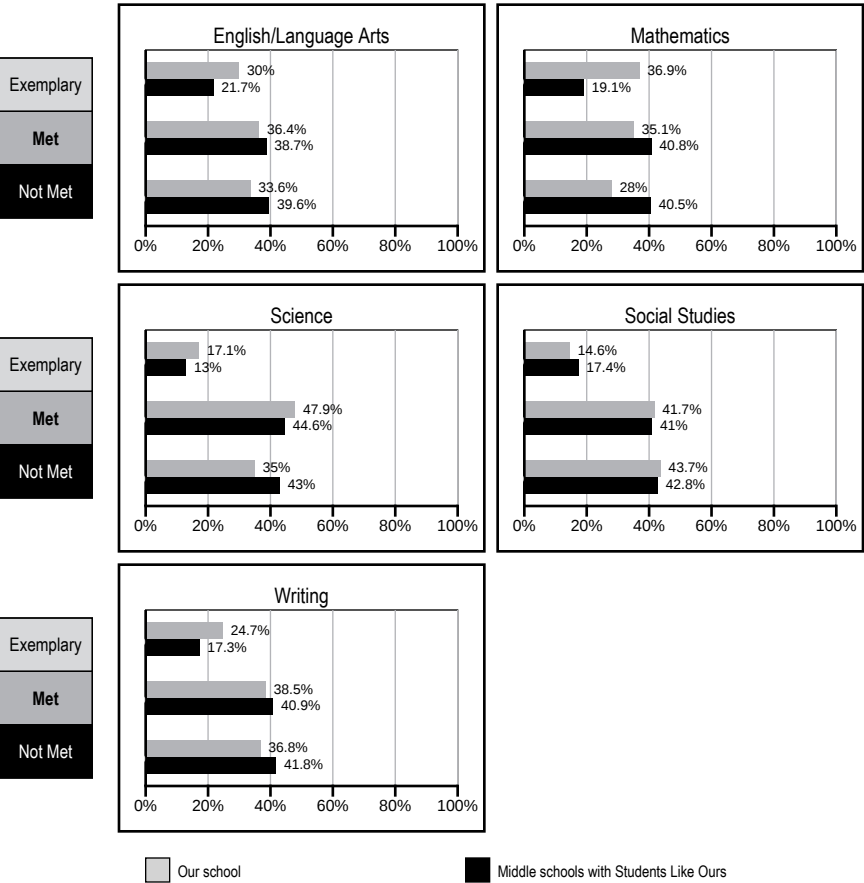
93.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	24	17	4

* Ratings are calculated with data available by 06/01/2010.

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%	91.7%
English 1	100.0%	90.2%
Physical Science	N/A	92.2%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	91.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=657)				
Students enrolled in high school credit courses (grades 7 & 8)	26.0%	Down from 55.2%	17.3%	21.6%
Retention rate	0.3%	Down from 0.5%	1.8%	1.2%
Attendance rate	96.2%	No Change	95.4%	95.9%
Eligible for gifted and talented	22.3%	Down from 23.4%	10.3%	14.8%
With disabilities other than speech	20.4%	Up from 20.2%	15.4%	12.6%
Older than usual for grade	2.1%	Up from 1.4%	4.2%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 1.6%	0.8%	0.6%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	60.0%	Up from 50.0%	56.2%	56.9%
Continuing contract teachers	76.0%	Up from 74.0%	68.2%	72.7%
Teachers with emergency or provisional certificates	6.5%	Down from 7.0%	9.4%	5.3%
Teachers returning from previous year	78.1%	Up from 76.2%	80.7%	82.9%
Teacher attendance rate	98.7%	Up from 93.7%	95.3%	95.2%
Average teacher salary*	\$49,446	Up 4.9%	\$45,958	\$46,599
Professional development days/teacher	19.7 days	Down from 20.4 days	10.7 days	10.8 days
School				
Principal's years at school	4.5	Up from 3.5	3.0	3.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 19.2 to 1	18.7 to 1	20.1 to 1
Prime instructional time	93.8%	Up from 89.1%	89.9%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Up from 99.0%	97.7%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$10,691	Up 8.8%	\$8,142	\$7,645
Percent of expenditures for instruction**	64.8%	Down from 66.0%	62.7%	63.4%
Percent of expenditures for teacher salaries**	45.4%	Down from 60.9%	55.2%	57.0%

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

** Prior year audited financial data are reported.

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 skills across the curriculum. Students at Loris Middle School were recognized for many accomplishments during the past year. Three students were recognized as Duke TIP Scholars, 21 students were recognized as SC Junior Scholars, 11 students were recognized as EXPLORE Scholars, and two students were selected as John Hopkins Scholars. Our theater department produced two successful productions while our chorus, orchestra, and band programs continued to grow and excel, winning many awards and recognitions. Our teachers continued to grow professionally by participating in continuous staff development and graduate coursework. Bruce Maggi was selected as Teacher of the Year, and June Brown, Teresa Burns, and Shannan Hall gained National Board Certification. Thanks to the generous support of our PTO, parents, and the community, we were able to purchase agendas for all students as well as a new sign for our school entrance. We were also able to provide recognition items for our students at quarterly award programs through the generous support of our community business partners. Our staff, PTO School Improvement Council, and administration will remain dedicated to our goal of achieving excellence. Judy Beard, Principal; James Edwards, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	169	77
Percent satisfied with learning environment	96.2%	84.5%	85.3%
Percent satisfied with social and physical environment	96.2%	78.1%	80.3%
Percent satisfied with school-home relations	83.0%	88.1%	76.0%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 18 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

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	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	3.5%	0.0%	No
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	657	99.9	34.8	37.2	28	73.7	86.5	82.8	Yes	Yes
Gender										
Male	318	100	40.2	35.5	24.3	68.6	83.4	79.3	N/A	N/A
Female	339	99.7	29.8	38.9	31.3	78.4	89.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	340	100	19.9	42.7	37.3	87	91	89.5	Yes	Yes
African American	279	99.6	53.6	30.6	15.8	57	74.8	73.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87	92.3	I/S	I/S
Hispanic	33	100	27.6	44.8	27.6	75.9	78.4	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87.5	82.5	I/S	I/S
Disability Status										
Disabled	138	99.3	72.4	18.9	8.7	35.4	63.1	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	38.5	34.6	26.9	65.4	74.2	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	516	99.8	41.4	37.9	20.7	68.2	81.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	657	99.9	31.5	37.7	30.7	78.5	83.7	78.9	Yes	Yes
Gender										
Male	318	100	34.5	34.5	31.1	75	81.9	77	N/A	N/A
Female	339	99.7	28.8	40.8	30.4	81.8	85.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	340	100	19	37.7	43.4	88.3	89.2	87.2	Yes	Yes
African American	279	99.6	47.9	38.5	13.6	66	68	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	33	100	20.7	31	48.3	86.2	78.1	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.9	79.5	I/S	I/S
Disability Status										
Disabled	138	99.3	63	30.7	6.3	48	53.2	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	26.9	30.8	42.3	80.8	76	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	516	99.8	36.6	40.4	23	74.7	77.3	70.2	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
Science								
All Students	435	99.8	34.6	48.1	17.3	65.4	73.1	67.5
Gender								
Male	215	99.5	33.5	48.2	18.3	66.5	72.2	67
Female	220	100	35.6	48.1	16.3	64.4	73.9	68
Racial/Ethnic Group								
White	232	100	18.2	56.1	25.7	81.8	80.8	79.5
African American	176	99.4	56.3	38.3	5.4	43.7	51.8	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.1	84.3
Hispanic	23	100	35	40	25	65	60.9	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.9	71.2
Disability Status								
Disabled	93	98.9	63.5	31.8	4.7	36.5	40.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	15	100	35.3	47.1	17.6	64.7	57.3	59.6
Socio-Economic Status								
Subsided meals	336	99.7	41.7	47.2	11.1	58.3	64.3	55.1

Social Studies

All Students	436	99.5	43.3	41.6	15	56.7	76.4	72.3
Gender								
Male	214	99.1	44.2	38.2	17.6	55.8	75.6	71.5
Female	222	100	42.5	44.9	12.6	57.5	77.3	73.2
Racial/Ethnic Group								
White	222	100	25.7	52.4	21.8	74.3	82.4	80.7
African American	193	99	64.3	29.1	6.6	35.7	59.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	88.5
Hispanic	18	100	26.7	46.7	26.7	73.3	71.4	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.5	72.2
Disability Status								
Disabled	97	99	73	21.3	5.6	27	47.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	13	100	30.8	46.2	23.1	69.2	68.3	67.9
Socio-Economic Status								
Subsided meals	347	99.4	49.5	38.3	12.1	50.5	68.7	62.1

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
Writing										
All Students	658	98.6	36.6	38.7	24.8	63.4	76.3	70.2	96.2	96
Gender										
Male	319	97.8	44.2	36.1	19.7	55.8	69.4	63.2	96.1	96
Female	339	99.4	29.6	41	29.3	70.4	83.3	77.5	96.3	96.1
Racial/Ethnic Group										
White	340	99.4	21.3	41.4	37.3	78.7	82.4	79.1	95.7	95.7
African American	278	97.8	55.7	34.5	9.8	44.3	59.4	57.6	96.8	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	83.1	86.2	98.6	97.2
Hispanic	34	97.1	34.5	48.3	17.2	65.5	67.7	62.6	97.3	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	77.3	68.7	98.7	95.4
Disability Status										
Disabled	135	96.3	79.8	16.1	4	20.2	34.2	26.1	95	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.6
English Proficiency										
Limited English Proficient	25	96	50	34.6	15.4	50	64.6	61.2	98.1	97.1
Socio-Economic Status										
Subsidized meals	517	98.7	42.8	39.5	17.7	57.2	68.2	58.9	96.2	95.7

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	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	223	100	35.5	37.9	26.6	64.5
	7	214	100	37.6	34.5	27.9	62.4
	8	220	99.6	31.4	39.2	29.4	68.6
Mathematics							
2009	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	223	100	25.7	45.8	28.5	74.3
	7	214	100	36	32.5	31.5	64
	8	220	99.6	33.3	34.3	32.4	66.7
Science							
2009	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	111	100	40	47.6	12.4	60
	7	214	99.5	32.1	50.5	17.3	67.9
	8	110	100	33.7	44.2	22.1	66.3
Social Studies							
2009	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	113	100	23.6	59.1	17.3	76.4
	7	214	99.1	59.7	29.6	10.7	40.3
	8	109	100	33	46	21	67
Writing							
2009	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	223	98.7	35.7	38.5	25.8	64.3
	7	217	98.2	43.3	37.3	19.4	56.7
	8	218	99.1	30.9	40.2	28.9	69.1

Abbreviations for Missing Data

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