



LORIS MIDDLE

5209 Highway 66
Loris, South Carolina

Grades	6-8 Middle School	
Enrollment	625 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	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 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 2009-10 whose 2008-09 test scores were located

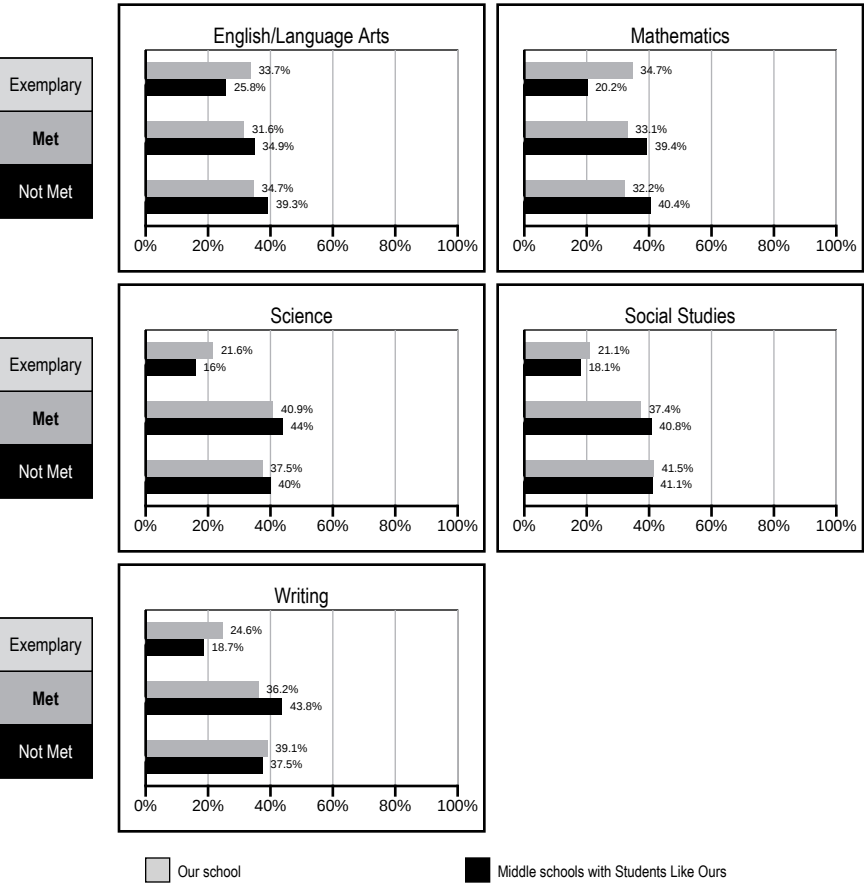
97.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	29	16	1

* Ratings are calculated with data available by 03/09/2011.

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%	94.1%
English 1	100.0%	96.8%
Physical Science	N/A	73.7%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	94.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=625)				
Students enrolled in high school credit courses (grades 7 & 8)	18.6%	Down from 26.0%	18.9%	24.2%
Retention rate	0.3%	No Change	0.8%	0.7%
Attendance rate	96.1%	Down from 96.2%	95.4%	95.9%
Eligible for gifted and talented	22.7%	Up from 22.3%	12.7%	16.4%
With disabilities other than speech	20.2%	Down from 20.4%	14.4%	12.0%
Older than usual for grade	1.9%	Down from 2.1%	3.5%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.3%	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	65.3%	Up from 60.0%	57.4%	58.5%
Continuing contract teachers	81.6%	Up from 76.0%	75.0%	80.0%
Teachers with emergency or provisional certificates	2.2%	Down from 6.5%	5.0%	4.0%
Teachers returning from previous year	83.1%	Up from 78.1%	82.3%	84.6%
Teacher attendance rate	94.0%	Down from 98.7%	95.0%	95.4%
Average teacher salary*	\$47,327	Down 4.3%	\$45,613	\$46,561
Professional development days/teacher	21.7 days	Up from 19.7 days	10.9 days	10.2 days
School				
Principal's years at school	5.5	Up from 4.5	3.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Down from 20.6 to 1	20.0 to 1	21.1 to 1
Prime instructional time	88.6%	Down from 93.8%	89.7%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Down from 99.7%	96.6%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$10,432	Down 2.4%	\$8,618	\$7,802
Percent of expenditures for instruction**	63.3%	Down from 64.8%	62.2%	63.8%
Percent of expenditures for teacher salaries**	58.6%	Up from 45.4%	58.2%	60.0%

* 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 emphasis on improving literacy levels across the curriculum.

Students at Loris Middle School were recognized for many accomplishments during the past year. Five students were recognized as Duke TIP Scholars and one student was recognized as a Johns Hopkins Scholar. Thirteen students were recognized as South Carolina Junior Scholars and eleven students were recognized as EXPLORE 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. The Palmetto Room, The Cypress Room, and The Waccamaw Gallery, provided our students and the community with an additional avenue to experience learning. Our school received an Exemplar Award from the SC State Department of Education for our Positive Behavior Program and we were named a Finalist for the Carolina First Palmetto's Finest Awards. Our students and staff participated in a record number of service learning projects that assisted organizations representing our community, our state, our nation, and our world.

Our staff members continued to grow professionally by participating in continuous professional development and graduate coursework. Sherry Whisnant was selected as Teacher of the Year and Carolyn Barnes, Shirley Hendrix, Terry Lyon and Lindy Williams gained National Board Certification.

Thanks to the generous support of our community, PTO and parents, we were able to purchase a DVD recorder to capture student productions and school events. We were also able to provide recognition items for our students at quarterly awards 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 Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	171	94
Percent satisfied with learning environment	100.0%	94.7%	90.4%
Percent satisfied with social and physical environment	100.0%	94.7%	81.5%
Percent satisfied with school-home relations	96.1%	91.8%	86.2%

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

School Adequate Yearly Progress

N

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

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	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.3%	0.0%	No
Student attendance rate	96.1%	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	619	100	36.3	31.7	32	75.6	85.4	83.5	Yes	Yes
Gender										
Male	303	100	37.1	32.2	30.8	72.4	82	80.1	N/A	N/A
Female	316	100	35.5	31.2	33.2	78.7	88.8	87	N/A	N/A
Racial/Ethnic Group										
White	315	100	19.3	31.7	49	87.7	89.5	89.6	Yes	Yes
African American	260	100	58.8	30	11.2	59.2	73.7	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.7	92.7	I/S	I/S
Hispanic	30	100	18.5	44.4	37	92.6	82.1	79.6	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	81.5	85.1	I/S	I/S
Disability Status										
Disabled	126	100	68.6	24.8	6.6	43.8	58.2	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	23.8	42.9	33.3	90.5	80.6	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	484	100	43.6	32.5	24	69.9	80.5	76.9	Yes	Yes

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

All Students	619	100	36.1	34.2	29.6	79.2	84.2	80.4	Yes	Yes
Gender										
Male	303	100	36.7	31.1	32.2	78	82.2	78.4	N/A	N/A
Female	316	100	35.5	37.2	27.2	80.4	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	315	100	22.3	35.7	42	89.3	89.5	87.8	Yes	Yes
African American	260	100	53.2	32.4	14.4	66.4	69.8	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.1	93.5	I/S	I/S
Hispanic	30	100	29.6	33.3	37	88.9	78.3	78.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	82.7	83.2	I/S	I/S
Disability Status										
Disabled	126	100	71.1	25.6	3.3	47.9	53.9	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	33.3	33.3	33.3	85.7	78.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	484	100	42.7	35.3	22	74.7	78.5	72.8	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	416	99.8	37.8	40.6	21.7	62.2	71.8	67.3
Gender								
Male	196	99.5	36.6	36.6	26.8	63.4	71.7	66.9
Female	220	100	38.8	44	17.2	61.2	71.9	67.7
Racial/Ethnic Group								
White	216	99.5	21.4	46.3	32.3	78.6	80.4	79.6
African American	173	100	58.4	34.9	6.6	41.6	48.8	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.9	84.4
Hispanic	20	100	21.1	42.1	36.8	78.9	61.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	80	69.5
Disability Status								
Disabled	76	98.7	75	19.4	5.6	25	37.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	14	100	26.7	40	33.3	73.3	59.1	58.6
Socio-Economic Status								
Subsidized meals	319	99.7	44.7	40.3	15	55.3	63	55.4

Social Studies

All Students	415	99.5	41.6	37.3	21.1	58.4	75.3	70.9
Gender								
Male	204	99	40.3	35.6	24.1	59.7	74.2	70.1
Female	211	100	42.9	38.9	18.2	57.1	76.5	71.7
Racial/Ethnic Group								
White	212	99.5	29.1	41.4	29.6	70.9	80.5	79.2
African American	171	99.4	59.1	31.7	9.1	40.9	59.7	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.9	86.8
Hispanic	22	100	25	45	30	75	74	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	66	71.2
Disability Status								
Disabled	82	98.8	77.9	20.8	1.3	22.1	43.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	17	100	23.5	52.9	23.5	76.5	72.8	68
Socio-Economic Status								
Subsidized meals	324	99.4	49.5	35.5	15	50.5	68	60.8

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	621	98.9	39	36.4	24.6	61	76.8	72.1	96.1	95.8
Gender										
Male	301	97.7	48.6	32.9	18.6	51.4	69.9	65.2	95.9	95.7
Female	320	100	30.2	39.7	30.2	69.8	83.9	79.2	96.2	95.8
Racial/Ethnic Group										
White	314	99.4	26.1	37.8	36.1	73.9	83.2	80.8	95.6	95.5
African American	264	98.5	54.4	34.4	11.2	45.6	59.2	59.7	96.8	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.2	87	98.3	96.9
Hispanic	30	96.7	34.6	42.3	23.1	65.4	69.7	64.6	97.4	96.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	70.6	73.4	96.2	94.1
Disability Status										
Disabled	126	95.2	N/AV	N/AV	N/AV	11.3	34.3	27.7	95.3	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	21	95.2	45	35	20	55	67.2	63.7	97.5	96.7
Socio-Economic Status										
Subsidized meals	485	98.8	45.7	36	18.2	54.3	68.9	61.9	96	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
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
2010	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
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
2010	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
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
2010	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

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
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
2010	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
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
2010	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

Abbreviations for Missing Data

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