



Loris Elementary

901 Hwy. 9 Business E.

Loris, SC 29569

Grades	PK-5 Elementary School	
Enrollment	737 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 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Good	Good
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	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://www.eoc.sc.gov>

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

Percent of students tested in 2011-12 whose 2010-11 test scores were located

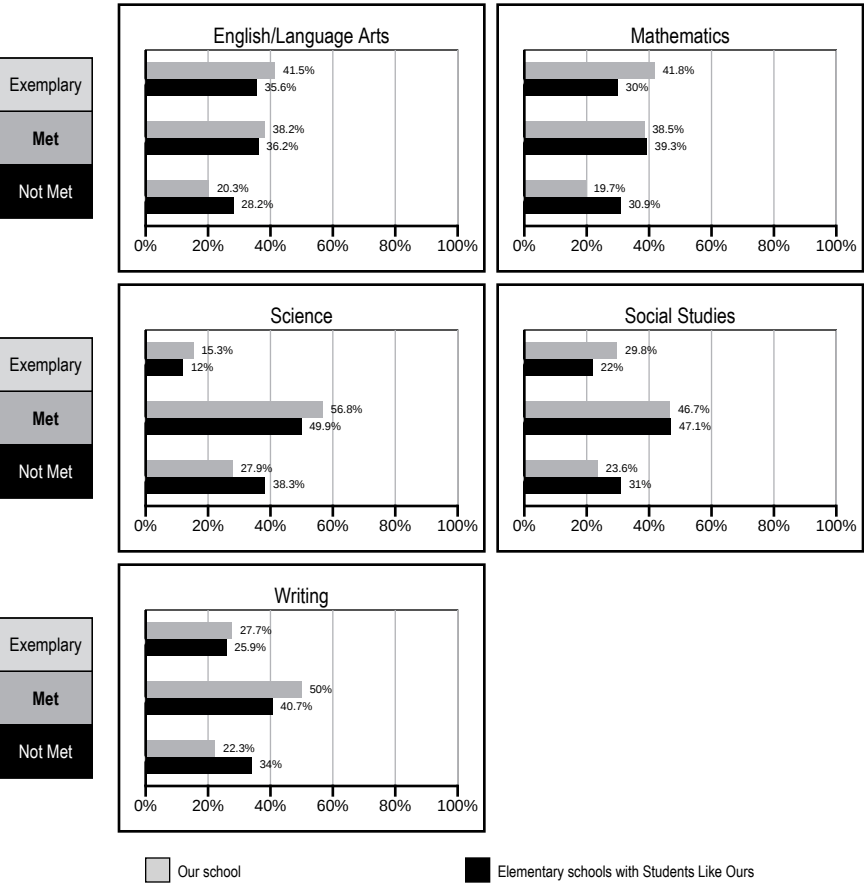
96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
9	20	90	11	3

* Ratings are calculated with data available by 11/07/2012.

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=737)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	Down from 0.8%	1.4%	1.0%
Attendance rate	96.0%	Up from 95.8%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.9%	Up from 0.5%	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	53.7%	Up from 43.6%	61.4%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	91.5%	Down from 93.2%	88.3%	88.7%
Teacher attendance rate	94.9%	Up from 93.5%	94.9%	95.1%
Average teacher salary*	\$48,685	Down 1.6%	\$46,518	\$47,210
Professional development days/teacher	21.0 days	Down from 21.2 days	10.8 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Down from 26.2 to 1	19.4 to 1	20.0 to 1
Prime instructional time	89.0%	Up from 85.8%	89.9%	90.5%
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**	\$9,935	Down 3.7%	\$7,559	\$7,247
Percent of expenditures for instruction**	68.6%	Up from 68.4%	68.1%	68.2%
Percent of expenditures for teacher salaries**	62.2%	Up from 60.3%	64.7%	65.7%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

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

At Loris Elementary effective data analysis is critical when developing programs and training teachers to improve student achievement. This year we began a new partnership with the Leadership and Learning Center whereby we received training and coaching in effective data analysis. Effective literacy instruction continues to be paramount at Loris Elementary. We continued our work with the CORE Reading Consortium whereby all teachers received ongoing staff development in effective literacy instruction. CORE training included model lessons, observations by consultants, coaching, constructive feedback, progress monitoring, and effective data analysis. Students in child development through fifth grade received systematic reading instruction through the Imagine It! reading program. Loris Elementary experienced unprecedented growth this year on MAP testing. Another major literacy initiative was the focus on providing differentiated, intensive small group reading intervention to struggling readers - more than 250 students were successfully served. Reading Recovery teachers served 42 first grade students through individualized instruction.

Technology is a critical component of instruction. All students participate in Compass Odyssey which is an online program that is differentiated for every student based on individual MAP results. Second grade students participated in BrainWare Safari which comprehensively develops 41 cognitive skills through online games of logic and cognitive reasoning. All students in fourth and fifth grades have laptops that are used throughout the instructional day for online access, research and word processing. We had six teams participate in this year's Henry County Schools Technology Fair.

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 positive behavior intervention supports rewards students for modeling appropriate behaviors. Students were rewarded through daily incentives, celebrations, and assemblies. We also implement a Lifeskill Leaders Program as well as partner with St. Stephens Episcopal Church and Kids Hope USA which provide over 40 mentors for at-risk students.

We were very proud of our participation in local charities and service learning projects including, but not limited to United Way, March of Dimes, The American Heart Association, The Salvation Army, Helping Hand, canned food drives and the Solid Waste Authority's Talking Trash Program. Over 400 students received weekend food supplies through the Caring for Kids Program.

2011-2012 has been outstanding and we invite you to join us for an exciting and successful 2012-2013 school year.

Mark Porter, Principal

Laura Powers, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	72	40
Percent satisfied with learning environment	100.0%	84.7%	92.5%
Percent satisfied with social and physical environment	100.0%	81.9%	92.5%
Percent satisfied with school-home relations	91.2%	91.5%	87.5%

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

Abbreviations for Missing Data

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	94.0
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Loris Elementary school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☒ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	3.0%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	663.5	662.8	626.5	639.6	100.0	100.0
Male	662.1	662.4	629.7	639.1	100.0	100.0
Female	665.0	663.1	623.1	640.1	100.0	100.0
White	683.1	683.0	643.1	653.0	100.0	100.0
African American	643.6	641.9	610.7	627.2	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	619.6	618.2	585.5	598.4	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	655.3	654.1	620.0	634.1	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

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
2012	3	111	100	16.3	25	58.7	83.7
	4	126	100	27.9	36.9	35.2	72.1
	5	116	100	18	51.4	30.6	82
	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

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
2012	3	111	100	16.3	29.8	53.8	83.7
	4	126	100	24.6	39.3	36.1	75.4
	5	116	100	19.8	45.9	34.2	80.2
	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

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
2012	3	55	100	36.5	40.4	23.1	63.5
	4	126	100	24.6	63.1	12.3	75.4
	5	59	100	30.9	54.5	14.5	69.1
	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							
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
2012	3	57	100	18.9	39.6	41.5	81.1
	4	126	100	19.7	50	30.3	80.3
	5	57	100	41.1	42.9	16.1	58.9
	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
Writing							
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
2012	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	117	100	22.3	50	27.7	77.7
	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

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