



MOORE INTERMEDIATE

1101 Cheraw Drive
Florence, SC 29501

Grades	5-6 Elementary School	
Enrollment	740 Students	
Principal	Barbara Hood	843-664-8171
Superintendent	Allie E. Brooks	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

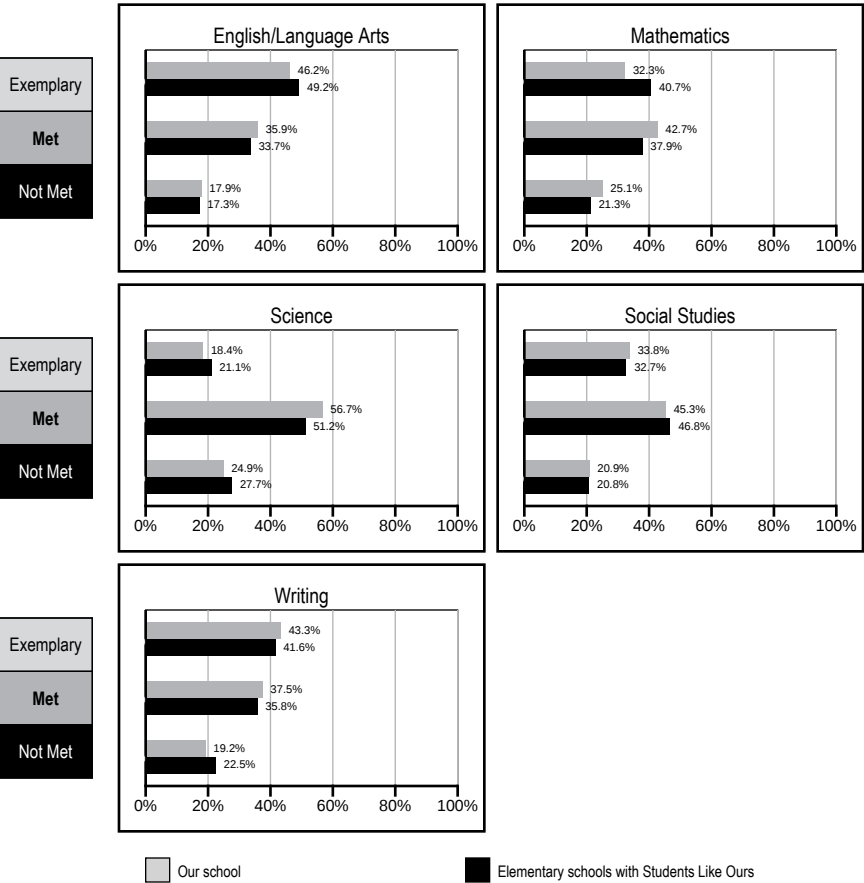
96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
31	33	27	0	0

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

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=740)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.4%	Down from 0.8%	1.1%	1.2%
Attendance rate	95.2%	Down from 95.4%	96.4%	96.1%
Eligible for gifted and talented	17.6%	Up from 15.6%	17.1%	11.7%
With disabilities other than speech	14.6%	Up from 13.5%	7.2%	8.0%
Older than usual for grade	1.4%	Down from 3.1%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	52.5%	Up from 48.8%	62.5%	60.5%
Continuing contract teachers	82.5%	Up from 75.6%	86.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.8%	Up from 85.1%	90.2%	87.0%
Teacher attendance rate	97.2%	No Change	95.7%	95.4%
Average teacher salary*	\$44,614	Down 0.9%	\$48,360	\$47,288
Professional development days/teacher	8.9 days	No Change	10.9 days	10.5 days
School				
Principal's years at school	10.5	No Change	5.0	4.0
Student-teacher ratio in core subjects	23.0 to 1	Up from 22.3 to 1	20.0 to 1	19.2 to 1
Prime instructional time	92.0%	Down from 92.2%	91.8%	90.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.8%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$5,766	Down 11.3%	\$7,202	\$7,548
Percent of expenditures for instruction**	63.9%	Down from 64.5%	69.2%	68.7%
Percent of expenditures for teacher salaries**	62.5%	Down from 62.6%	66.2%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Moore Intermediate School has experienced a successful and very rewarding year. We have achieved AYP for the first time and the Palmetto Silver Award for the second time. Our Absolute Rating has risen from "Average" to "Good" and our Growth Rating has improved from "Below Average" to "Good." We are establishing a well-deserved reputation for educational excellence. We once again have won the district Superintendent's Essay Contest. Our school won first place in the South Carolina for the NFL's Fuel Up To Play program. We are definitely a school on the move - upward!

We continue to explore innovative strategies to improve our PASS scores. In addition to Measure of Academic Progress benchmarking, our Science and Computer Labs continue to be important elements in our curriculum as well. Our after school program provides an extended day for students who need supplementary activities. Other accomplishments this year include student participation in quarterly service learning projects for the Earth Foundation, Manna House, and Christmas for Kids. We have a strong Performing Arts program that includes a large auditioned chorus. Our character program includes Good News Phone Calls, the Students Against Violence Everywhere Club, Character Awards, Character Month, Positive Referrals, Manners of the Week, Character Word for the Week, and Character Moment of the Day. Laptops, smart boards in every room, classroom performance systems, digital overhead projectors, and a wireless network all promote our vision for the success of every child.

It's obvious to all who enter that we love our students and we embrace the challenges of the "tweens"!

Together Everyone Achieves Moore!

Barbara Hood, Principal Kristen Luce, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	341	188
Percent satisfied with learning environment	97.1%	74.0%	85.5%
Percent satisfied with social and physical environment	97.1%	71.7%	85.3%
Percent satisfied with school-home relations	91.4%	84.9%	84.1%

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

Abbreviations for Missing Data

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

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	2.9%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.9%	0.0%	No
Student attendance rate	95.2%	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	745	99.9	17.3	35.1	47.6	91.3	84.6	83.5	Yes	Yes
Gender										
Male	384	99.7	18.6	35.6	45.8	89.7	82.1	80.1	N/A	N/A
Female	361	100	15.9	34.5	49.6	92.9	87.3	87	N/A	N/A
Racial/Ethnic Group										
White	389	99.7	10	27.4	62.6	96.2	90.9	89.6	Yes	Yes
African American	313	100	26.1	47.1	26.8	84.5	78.5	74.6	Yes	Yes
Asian/Pacific Islander	23	100	10	5	85	100	95.3	92.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	85.7	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	93.8	85.1	I/S	I/S
Disability Status										
Disabled	117	99.2	50.5	28.2	21.4	65	56.1	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	10	I/S	I/S	I/S	I/S	I/S	84.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	364	99.7	27.3	42.5	30.2	85.3	79.2	76.9	Yes	Yes

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

All Students	745	99.7	24.2	41.7	34.1	84.4	78.9	80.4	Yes	Yes
Gender										
Male	384	99.7	24.7	40.6	34.7	83.1	77.1	78.4	N/A	N/A
Female	361	99.7	23.7	42.9	33.4	85.8	80.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	389	99.7	12.5	40.7	46.9	92.7	88.2	87.8	Yes	Yes
African American	313	99.7	40.7	44.1	15.2	72.8	69.8	69.3	Yes	Yes
Asian/Pacific Islander	23	100	N/A	N/A	N/A	100	96.9	93.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	81.5	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	93.8	83.2	I/S	I/S
Disability Status										
Disabled	117	100	58.7	20.2	21.2	48.1	46.5	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	10	I/S	I/S	I/S	I/S	I/S	85.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	364	99.7	38.4	43.7	17.9	73.3	71.5	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	377	99.2	24.2	55.3	20.5	75.8	67.8	67.3
Gender								
Male	210	99.5	23.6	54.9	21.5	76.4	68.4	66.9
Female	167	98.8	25	55.8	19.2	75	67.2	67.7
Racial/Ethnic Group								
White	202	100	12.9	59.8	27.3	87.1	82.4	79.6
African American	153	98	39.9	50.7	9.4	60.1	53.3	49.7
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	70.9	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	76.9	69.5
Disability Status								
Disabled	59	96.6	58.5	22.6	18.9	41.5	42	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	4	I/S	I/S	I/S	I/S	I/S	70.1	58.6
Socio-Economic Status								
Subsidized meals	188	98.4	33.9	55.7	10.3	66.1	57	55.4

Social Studies								
All Students	373	98.7	20.1	44.1	35.8	79.9	71	70.9
Gender								
Male	174	97.1	17.9	42	40.1	82.1	70.6	70.1
Female	199	100	21.9	46	32.1	78.1	71.4	71.7
Racial/Ethnic Group								
White	190	98.4	10.2	42.4	47.5	89.8	80.2	79.2
African American	162	98.8	31.6	50	18.4	68.4	62.1	58.4
Asian/Pacific Islander	14	100	7.7	15.4	76.9	92.3	91.2	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	68.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	63	92.1	47.1	27.5	25.5	52.9	45.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	73.6	68
Socio-Economic Status								
Subsidized meals	179	97.2	29.5	51.8	18.7	70.5	62.2	60.8

Abbreviations for Missing Data

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	740	96.9	18.7	37.7	43.6	81.3	73	72.1	95.2	95.8
Gender										
Male	384	96.9	21.7	42	36.3	78.3	66	65.2	95.2	95.6
Female	356	96.9	15.5	33.1	51.4	84.5	80.3	79.2	95.2	95.9
Racial/Ethnic Group										
White	389	98.7	9.8	32.1	58.2	90.2	81.4	80.8	95	95.6
African American	311	94.2	30.3	48.4	21.3	69.7	64.8	59.7	95.3	95.8
Asian/Pacific Islander	21	100	5	10	85	95	90.1	87	97.4	97.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	69.7	64.6	95.2	94.9
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	76.5	73.4	98	97
Disability Status										
Disabled	114	82.5	60	32.9	7.1	40	30.8	27.7	94	94.7
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	9	I/S	I/S	I/S	I/S	I/S	66.7	63.7	95.2	96.1
Socio-Economic Status										
Subsidized meals	366	95.1	28.7	48.3	23	71.3	64.9	61.9	94.7	95.3

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 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	371	100	12.5	42.3	45.2	87.5
	6	340	100	12.9	39.9	47.2	87.1
	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
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	372	99.7	19	36	45	81
	6	373	100	15.6	34.1	50.3	84.4
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
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	371	100	17.9	47.7	34.4	82.1
	6	340	100	16	42.5	41.5	84
	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
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	372	99.5	26.9	41.6	31.5	73.1
	6	373	100	21.6	41.8	36.6	78.4
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
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	184	99.5	28.5	57	14.5	71.5
	6	169	97.6	24	53.9	22.1	76
	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
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	187	99.5	26.4	54.6	19	73.6
	6	190	99	22	55.9	22	78
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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	187	97.9	20.2	44.4	35.4	79.8
	6	171	98.8	16.4	64.2	19.5	83.6
	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
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	185	98.4	28.8	38.2	32.9	71.2
	6	188	98.9	11.7	49.7	38.5	88.3
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
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	370	97.6	16.8	36.7	46.5	83.2
	6	341	97.4	11.9	41.3	46.8	88.1
	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
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	369	97.3	23	36.6	40.4	77
	6	371	96.5	14.4	38.8	46.8	85.6
	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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