



MARION INTERMEDIATE

2320 Hwy.41-A
Marion, S.C. 29571

Grades	3-5 Elementary School	
Enrollment	595 Students	
Principal	Tim Felder	843-423-8345
Superintendent	Mr. Michael D. Lupo	843-423-1811
Board Chair	James Smith	843-423-2876

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Average
2009	Below Average	Average
2008	At-Risk	At-Risk
2007	At-Risk	Below Average
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

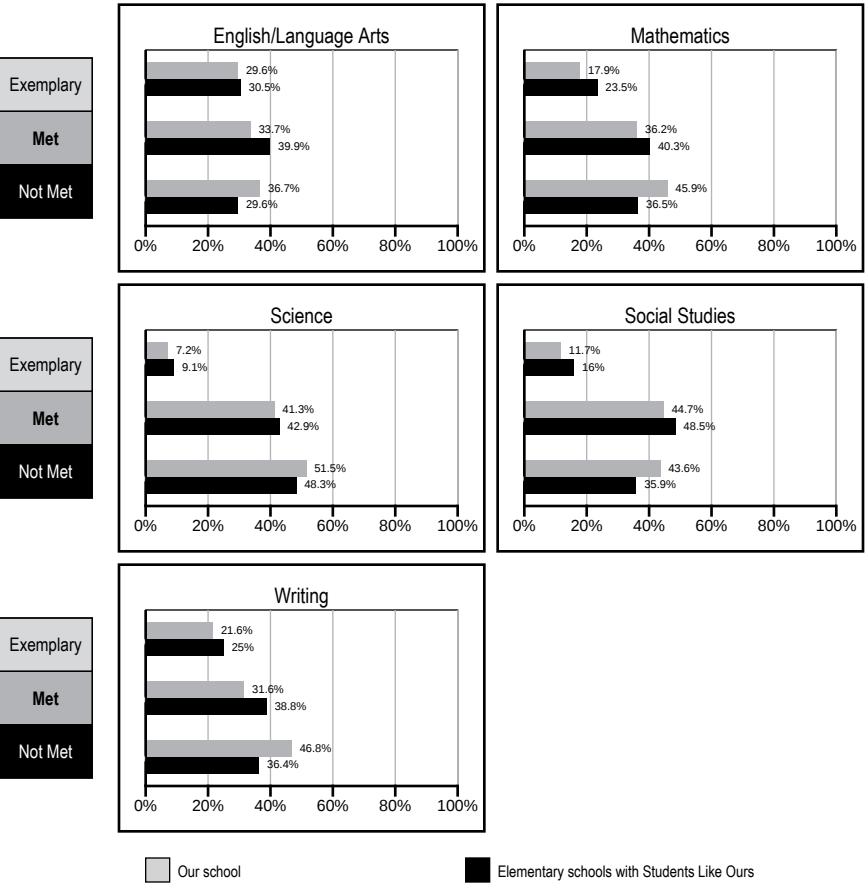
98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	7	97	29	7

* 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=595)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.9%	Up from 1.5%	1.6%	1.2%
Attendance rate	96.1%	Down from 96.3%	95.8%	96.1%
Eligible for gifted and talented	8.1%	Up from 6.5%	6.9%	11.7%
With disabilities other than speech	13.1%	Down from 14.5%	8.8%	8.0%
Older than usual for grade	1.2%	Down from 1.8%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.5%	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	56.1%	Down from 56.8%	58.0%	60.5%
Continuing contract teachers	82.9%	Up from 70.5%	82.6%	84.6%
Teachers with emergency or provisional certificates	2.6%	Down from 2.7%	0.0%	0.0%
Teachers returning from previous year	78.6%	Down from 82.0%	85.0%	87.0%
Teacher attendance rate	95.7%	No Change	95.2%	95.4%
Average teacher salary*	\$41,030	Up 3.4%	\$46,050	\$47,288
Professional development days/teacher	11.1 days	Up from 11.0 days	10.6 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 15.4 to 1	18.5 to 1	19.2 to 1
Prime instructional time	91.4%	No Change	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$4,314	Down 39.3%	\$7,870	\$7,548
Percent of expenditures for instruction**	64.5%	Up from 62.1%	68.0%	68.7%
Percent of expenditures for teacher salaries**	56.6%	Up from 54.4%	64.1%	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

The students and staff at Marion Intermediate School have aspired to create a safe, challenging, and nurturing environment where everyone can reach his/her full potential. During the 2009-2010 school year, our students were challenged to fulfill their duties as motivated, inspired and successful students. Our goal was to provide our students with tools of integrity, a strong work ethic, and the ability to work with others in a positive way in order to bring successful results.

We are proud of our school and accomplishments. Accreditation by the Southern Association of Colleges and Schools, winning the National Bronze award for the Alliance for a Healthier Generation, and showing improvement on our 2009 School report card rating are among our top honors. The students at Marion Intermediate School are deeply involved in service learning and contributed over \$6,500 to charities, including the American Cancer Society, Relay for Life, March of Dimes, sponsoring families at Christmas, collecting canned goods for the homeless and sending care packages to veterans. Other events sponsored by Marion Intermediate School include the Arbor Day poster contest, the Patriotism Essay contest, the Veteran's Day Recognition Ceremony, Box Tops for Education, Terracycle Program, Francis Marion Day, the Community Christmas Tree Lighting, the Beneteau Buddies mentoring program, Technology Night, Rock and Read, and the Good News Club.

Our Curriculum focus for the 2009-2010 school year was in the areas of literacy and math. Approximately 150 students experiencing difficulty in reading were placed in small groups that utilized SRA Corrective Reading and SRA Corrective math strategies. Following Spring MAP testing, gains were noted at all grade levels in both areas.

Marion Intermediate School will continue to strive for excellence and address the challenges we face daily. With an eye towards success, the stakeholders of MIS pledge to provide a safe and nurturing environment, a cutting-edge curriculum, quality instruction, encouragement, and support for the children in Marion School District One.

Tim Felder, Principal
Chip Scruggs, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	177	121
Percent satisfied with learning environment	97.7%	89.8%	87.5%
Percent satisfied with social and physical environment	97.7%	87.4%	87.6%
Percent satisfied with school-home relations	56.8%	88.6%	90.8%

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

School Adequate Yearly Progress

YES

This school met 21 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

RP-DELAY

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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
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	593	98.8	36.4	34.1	29.5	79.1	71.4	83.5	Yes	Yes
Gender										
Male	299	98.3	42.7	32.2	25.2	74.8	65.4	80.1	N/A	N/A
Female	293	99.3	30	36	33.9	83.4	77.9	87	N/A	N/A
Racial/Ethnic Group										
White	155	100	20.1	31.5	48.3	89.3	86.3	89.6	Yes	Yes
African American	417	98.3	43.3	34.8	22	75.3	66.5	74.6	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	13	100	30.8	30.8	38.5	69.2	60	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	101	94.1	67.7	17.7	14.6	55.2	41.1	51.7	Yes	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	16	93.8	35.7	42.9	21.4	71.4	63.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	497	98.6	41.1	34.6	24.3	76.4	67.9	76.9	Yes	Yes

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

All Students	593	99.7	45.5	36.7	17.8	71.7	66	80.4	Yes	Yes
Gender										
Male	299	99.7	49.3	35.3	15.4	68.5	61.3	78.4	N/A	N/A
Female	293	99.7	41.7	38.2	20.1	74.9	71	82.5	N/A	N/A
Racial/Ethnic Group										
White	155	100	28.2	38.3	33.6	83.9	79.9	87.8	Yes	Yes
African American	417	99.5	52.8	36.8	10.5	66.5	60.8	69.3	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	13	100	46.2	15.4	38.5	76.9	65	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	101	100	69.8	21.9	8.3	52.1	37.3	46.1	Yes	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	42.9	28.6	28.6	71.4	73.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	497	99.6	50.4	36.5	13.1	68.1	61.9	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	382	99.7	51	41.1	7.9	49	50.1	67.3
Gender								
Male	186	99.5	48.6	42.9	8.5	51.4	48.9	66.9
Female	195	100	53.2	39.5	7.4	46.8	51.3	67.7
Racial/Ethnic Group								
White	94	100	34.4	53.3	12.2	65.6	71	79.6
African American	270	99.6	58.5	35.8	5.8	41.5	43	49.7
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	12	100	33.3	50	16.7	66.7	56.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	64	98.4	61.7	28.3	10	38.3	28.7	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	13	100	45.5	45.5	9.1	54.5	46.7	58.6
Socio-Economic Status								
Subsidized meals	325	99.7	57.4	36.8	5.8	42.6	44.6	55.4

Social Studies								
All Students	382	100	43.4	45	11.7	56.6	56.9	70.9
Gender								
Male	195	100	43.3	45.5	11.2	56.7	53.2	70.1
Female	186	100	43.4	44.5	12.1	56.6	61.1	71.7
Racial/Ethnic Group								
White	108	100	24.8	54.3	21	75.2	74.1	79.2
African American	263	100	51.4	41.1	7.5	48.6	50.6	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	68	100	57.8	39.1	3.1	42.2	35.5	39.3
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	55
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	50	68
Socio-Economic Status								
Subsidized meals	314	100	48	43.4	8.6	52	52.5	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	593	99	46.8	31.6	21.6	53.2	52.5	72.1	96.1	95.8
Gender										
Male	298	98.7	56.8	28.1	15.1	43.2	43.1	65.2	96	95.7
Female	295	99.3	36.7	35.2	28.1	63.3	62.4	79.2	96.2	95.9
Racial/Ethnic Group										
White	156	100	30	33.3	36.7	70	70.4	80.8	95.8	96
African American	416	98.6	53.8	30.8	15.4	46.2	46	59.7	96.2	95.7
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	87	98.3	97.9
Hispanic	13	100	53.8	23.1	23.1	46.2	47.6	64.6	96.7	95.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	97.4
Disability Status										
Disabled	100	95	73.9	20.7	5.4	26.1	20.6	27.7	94.9	94.3
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	N/A	63.5	82.2	82.2
English Proficiency										
Limited English Proficient	16	100	50	42.9	7.1	50	45	63.7	98.3	97.4
Socio-Economic Status										
Subsidized meals	496	98.8	51.8	31.4	16.8	48.2	47.7	61.9	96	95.5

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	187	100	31.8	39.8	28.4	68.2
	4	223	100	45.3	35.5	19.2	54.7
	5	204	100	42.3	43.4	14.3	57.7
	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
2010	3	210	98.1	32.4	31.4	36.3	67.6
	4	174	98.3	38.3	32.3	29.3	61.7
	5	209	100	38.9	38.4	22.7	61.1
	6	0	N/A	N/A	N/A	N/A	N/A
	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	187	100	50	27.8	22.2	50
	4	223	100	46.3	43.5	10.3	53.7
	5	204	100	51	36.2	12.8	49
	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
2010	3	210	100	45.1	32.8	22.1	54.9
	4	174	99.4	44.9	43.1	12	55.1
	5	209	99.5	46.5	35.4	18.2	53.5
	6	0	N/A	N/A	N/A	N/A	N/A
	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	97	100	61.5	30.8	7.7	38.5
	4	223	100	46.7	49.1	4.2	53.3
	5	103	100	62.4	33.7	4	37.6
	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
2010	3	104	100	56	32	12	44
	4	173	99.4	50.9	43.7	5.4	49.1
	5	105	100	46	46	8	54
	6	0	N/A	N/A	N/A	N/A	N/A
	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	90	100	31.4	52.3	16.3	68.6
	4	223	100	35	55.1	9.8	65
	5	101	100	44.2	41.1	14.7	55.8
	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
2010	3	106	100	49	38.5	12.5	51
	4	173	100	36.5	55.1	8.4	63.5
	5	103	100	49	34.7	16.3	51
	6	0	N/A	N/A	N/A	N/A	N/A
	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	188	98.9	47.1	32.2	20.7	52.9
	4	225	99.1	46	37.1	16.9	54
	5	203	99.5	51	34.2	14.8	49
	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
2010	3	210	98.6	48.3	26.4	25.4	51.7
	4	174	98.9	45.2	33.3	21.4	54.8
	5	209	99.5	46.7	35.5	17.8	53.3
	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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