



Marion Intermediate

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

Grades	3-5 Elementary School	
Enrollment	614 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 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

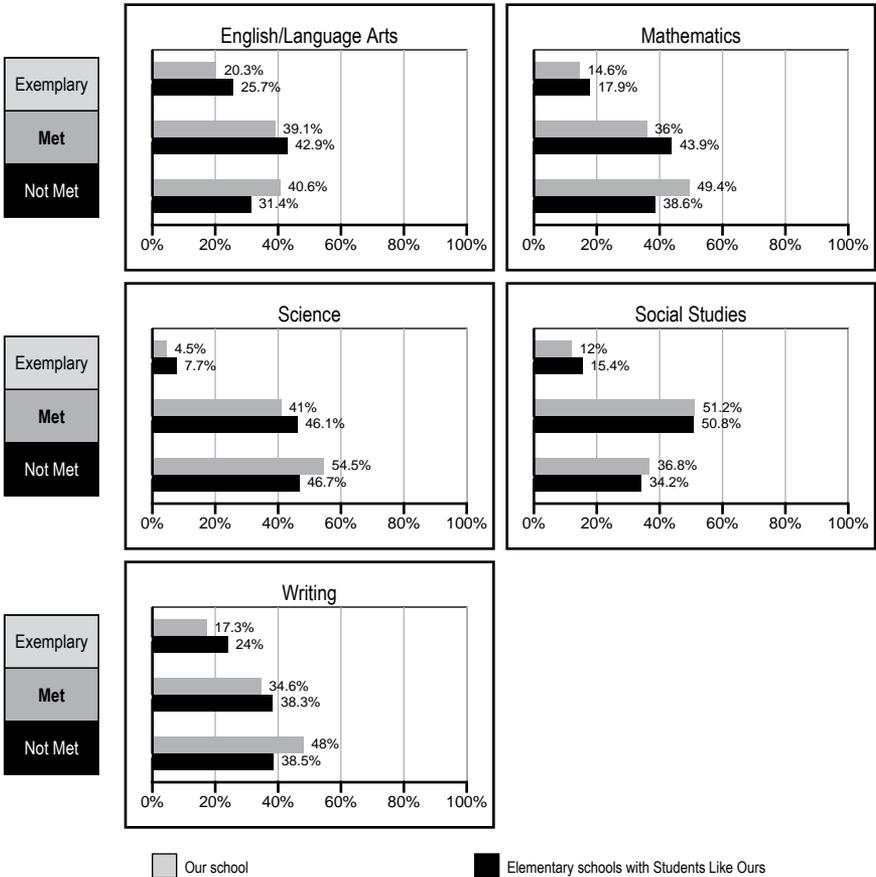
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	5	91	45	13

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

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=614)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.5%	Down from 2.6%	2.4%	1.9%
Attendance rate	96.3%	Down from 96.6%	96.1%	96.3%
Eligible for gifted and talented	6.5%	Up from 5.9%	5.4%	10.0%
With disabilities other than speech	14.5%	No Change	8.7%	7.7%
Older than usual for grade	1.8%	Down from 3.1%	0.8%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.1%	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	56.8%	Up from 51.2%	56.8%	59.4%
Continuing contract teachers	70.5%	Down from 72.1%	73.9%	80.0%
Teachers with emergency or provisional certificates	2.7%	Down from 2.9%	0.0%	0.0%
Teachers returning from previous year	82.0%	Down from 84.9%	84.0%	85.9%
Teacher attendance rate	95.7%	Up from 95.3%	95.2%	95.1%
Average teacher salary*	\$39,684	Up 1.2%	\$45,669	\$47,149
Professional development days/teacher	11.0 days	Down from 11.7 days	11.0 days	11.1 days
School				
Principal's years at school	1.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	15.4 to 1	Down from 18.8 to 1	17.7 to 1	18.8 to 1
Prime instructional time	91.4%	Up from 90.8%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Up from 98.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,103	Up 1.0%	\$8,087	\$7,458
Percent of expenditures for instruction**	62.1%	Down from 63.2%	68.5%	68.8%
Percent of expenditures for teacher salaries**	54.4%	Down from 58.7%	62.3%	63.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

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 2008-2009 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, being a recipient of the Red Carpet Schools Award, and winning the "All Health Team Award" for October 2008 are among our top honors. The students at Marion Intermediate School are deeply involved in service learning and contributed over \$13,000 to charities, including the American Cancer Society, the American Heart Association, Relay for Life, 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, Patriotism Essay, the Wall of Fame for Black History Month, the Veteran's Day Recognition Ceremony, a district-wide Technology Fair, and a district-wide Health Fair.

Our Curriculum focus for the 2008-2009 school year was in the areas of literacy and math. Approximately 100 students experiencing difficulty in reading were placed in small groups that utilized SRA Corrective Reading strategies. Another 60 students were placed in our afterschool program which utilized Larson's Math and basic skills repetition. 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	41	152	85
Percent satisfied with learning environment	87.8%	89.4%	84.5%
Percent satisfied with social and physical environment	92.7%	88.7%	89.4%
Percent satisfied with school-home relations	61.0%	85.5%	83.5%

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

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School Adequate Yearly Progress

NO

This school met 19 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

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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.1%	0.0%	No
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

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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	614	100	40.3	39.4	20.3	73.5	68.5	82.8	Yes	Yes
Gender										
Male	308	100	48.6	34.5	16.9	64.9	62.1	79.3	N/A	N/A
Female	306	100	31.7	44.5	23.8	82.4	75.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	158	100	19.9	39.7	40.4	87.4	84.3	89.5	Yes	Yes
African American	435	100	47.7	39.6	12.6	68.3	63.2	73.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	14	100	38.5	30.8	30.8	76.9	57.1	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	113	100	65.1	22.9	11.9	44	36.6	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	38.5	38.5	23.1	76.9	57.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	498	100	45.2	40.3	14.5	69.5	64.1	75.5	Yes	Yes

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

All Students	614	100	49	36.3	14.7	65	64.8	78.9	Yes	Yes
Gender										
Male	308	100	54.4	32.4	13.2	62.8	61.8	77	N/A	N/A
Female	306	100	43.4	40.3	16.2	67.2	68.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	158	100	27.8	43.7	28.5	79.5	79.9	87.2	Yes	Yes
African American	435	100	57.3	33.4	9.3	59.2	59.5	66.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	14	100	38.5	46.2	15.4	76.9	61.9	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	113	100	71.6	21.1	7.3	45.9	41.2	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	N/AV	N/AV	N/AV	69.2	63.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	498	100	56.3	34	9.7	59.9	60	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	423	100	53.9	41.1	4.9	46.1	50.5	67.5
Gender								
Male	212	100	54.6	39.5	5.9	45.4	50.2	67
Female	211	100	53.2	42.8	4	46.8	50.8	68
Racial/Ethnic Group								
White	105	100	31.4	56.9	11.8	68.6	71.8	79.5
African American	303	100	62.7	34.6	2.7	37.3	43	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	50	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	80	100	68.8	26	5.2	31.2	28.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	40	59.6
Socio-Economic Status								
Subsided meals	343	100	61.3	36.3	2.4	38.7	44.2	55.1
Social Studies								
All Students	414	100	36.5	51.1	12.4	63.5	60.9	72.3
Gender								
Male	205	100	42.9	42.9	14.1	57.1	58.1	71.5
Female	209	100	29.9	59.4	10.7	70.1	63.8	73.2
Racial/Ethnic Group								
White	111	100	20.2	58.7	21.2	79.8	77.3	80.7
African American	287	100	43.2	48.9	7.9	56.8	54.5	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	68.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	68	100	55.2	38.8	6	44.8	39.8	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	71.4	67.9
Socio-Economic Status								
Subsided meals	332	100	41.2	50.3	8.5	58.8	56	62.1

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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	616	99.2	48	34.6	17.3	52	53.9	70.2	96.3	95.6
Gender										
Male	310	98.7	60.4	27.6	11.9	39.6	44.1	63.2	96.1	95.3
Female	306	99.7	35.5	41.7	22.8	64.5	64.3	77.5	96.5	95.8
Racial/Ethnic Group										
White	159	99.4	32	34	34	68	69.7	79.1	95.9	95.7
African American	437	99.1	53.7	35.3	11	46.3	48.9	57.6	96.5	95.5
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	86.2	97.8	98.3
Hispanic	14	100	61.5	15.4	23.1	38.5	33.3	62.6	96.6	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	45.5
Disability Status										
Disabled	107	96.3	84	10	6	16	14.3	26.1	94.9	94
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	79.4
English Proficiency										
Limited English Proficient	13	100	N/AV	N/AV	N/AV	27.3	23.5	61.2	97.9	97.5
Socio-Economic Status										
Subsidized meals	499	99.2	53.7	34.4	11.9	46.3	48.5	58.9	96.2	95.3

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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	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
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
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
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
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

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