



MOORE INTERMEDIATE

1101 Cheraw Drive
Florence, SC 29501

Grades	5-6 Elementary School	
Enrollment	801 Students	
Principal	Barbara Hood	843-664-8171
Superintendent	Dr. Allie E. Brooks	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good
2010	Good	Good
2009	Good	Good
2008	Average	Below Average
2007	Average	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 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://eoc.sc.gov>

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

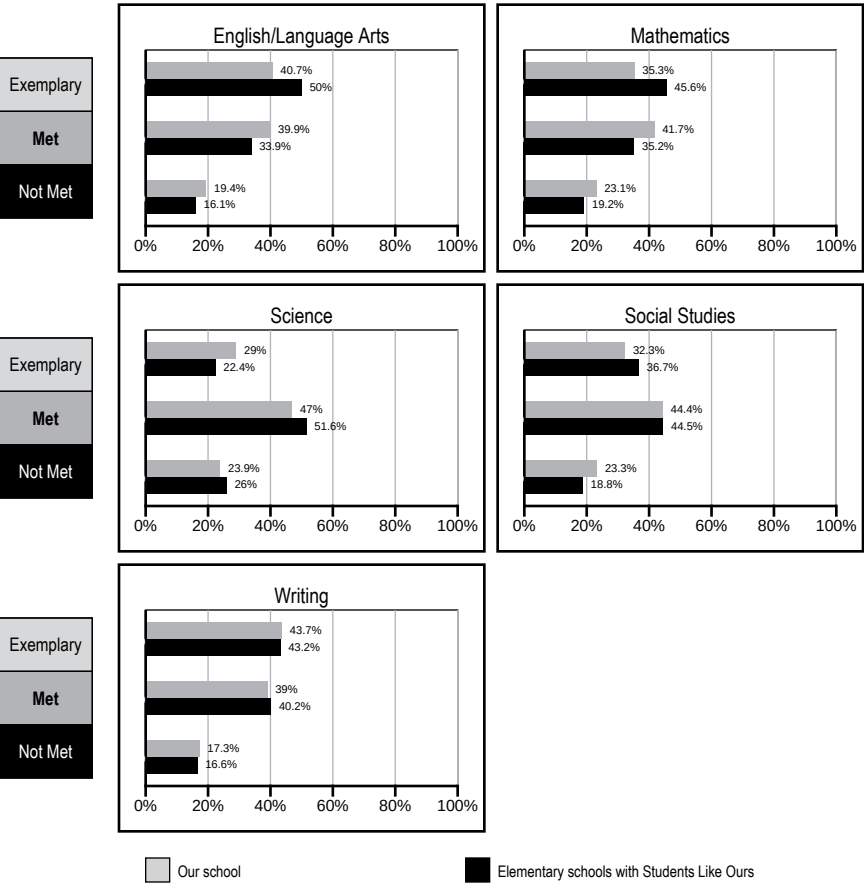
95.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	31	9	0	0

* Ratings are calculated with data available by 11/09/2011.

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=801)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.3%	Down from 0.4%	0.9%	1.1%
Attendance rate	95.8%	Up from 95.2%	96.3%	96.2%
Served by gifted and talented program	19.2%	Up from 17.6%	20.1%	13.4%
With disabilities other than speech	9.9%	Down from 14.6%	3.3%	4.1%
Older than usual for grade	1.0%	Down from 1.4%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	56.1%	Up from 52.5%	65.4%	62.5%
Continuing contract teachers	87.8%	Up from 82.5%	89.7%	88.2%
Teachers returning from previous year	93.9%	Up from 93.8%	90.3%	87.8%
Teacher attendance rate	96.3%	Down from 97.2%	95.0%	95.2%
Average teacher salary*	\$44,738	Up 0.3%	\$48,492	\$46,773
Professional development days/teacher	8.1 days	Down from 8.9 days	11.0 days	10.5 days
School				
Principal's years at school	12.0	Up from 10.5	5.0	4.0
Student-teacher ratio in core subjects	23.0 to 1	No Change	20.6 to 1	19.9 to 1
Prime instructional time	90.9%	Down from 92.0%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.3%	Up from 94.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,032	Up 4.6%	\$6,890	\$7,447
Percent of expenditures for instruction**	65.0%	Up from 63.9%	69.4%	68.4%
Percent of expenditures for teacher salaries**	62.8%	Up from 62.5%	67.0%	65.8%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Moore Intermediate School is unique in our district. We are the only school for fifth and sixth graders. The faculty and staff at Moore are experienced in and dedicated to the development and success of pre-teen students while assisting families in the challenges of the "tweens." We continue to explore innovative strategies to improve our standardized test scores. Some of these include:

- *Palmetto Silver Awards for three years for improving achievement scores
- *Technology-SMARTboards, digital projectors, scanners, digital cameras, CPS systems, airliner slates, laptops, wireless network, and portable laptop labs throughout the school;
- *MAP benchmarking and COMPASS lab;
- *Science and research labs;
- *ELA and SCIENCE/TECHNOLOGY Coaches;
- *Francis Marion University interns and student teachers;
- *Character-Word for the Week, Moment of the Day, Manners of the Week, coupons, awards, Good News Phone Calls, and Awards Day;
- *Clubs-Art, Chorus, Lego, Robotics, Cross, Extended Day, and SAVE;
- *Service Learning-Earth Foundation, Manna House, Adopt-A-Child, Pennies for Patients, and Hoops/Jump Rope for Heart.

Moore benefits from our supportive and active parents. We continue to attract students from private schools and tuition-paying families from other districts for our hard-working, happy environment! The entire team of Moore students, staff, teachers, parents, and community are committed to making the Moore years the best years!

Barbara Hood, Principal
Dan Abernathy, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	326	181
Percent satisfied with learning environment	94.3%	82.1%	85.2%
Percent satisfied with social and physical environment	94.3%	80.8%	79.2%
Percent satisfied with school-home relations	94.3%	85.8%	80.2%

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

School Adequate Yearly Progress

NO

This school met 17 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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	6.5%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	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 = 79.4% (Met or Exemplary)

All Students	796	99.4	18.8	39.3	41.9	88.1	84.3	82.4	Yes	Yes
Gender										
Male	409	99	21.4	41.1	37.5	86.7	81.6	78.7	N/A	N/A
Female	387	99.7	16.2	37.3	46.6	89.6	87	86.2	N/A	N/A
Racial/Ethnic Group										
White	395	100	12.4	34.3	53.3	93.4	90.6	88.9	Yes	Yes
African American	341	99.1	27.7	46.2	26.1	80.9	78.2	72.9	Yes	Yes
Asian/Pacific Islander	35	94.3	16.1	22.6	61.3	90.3	95.5	93	I/S	I/S
Hispanic	20	100	10	50	40	95	85.6	79.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	96	83	I/S	I/S
Disability Status										
Disabled	125	100	47.8	34.5	17.7	62.8	54.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	26.3	63.2	10.5	78.9	85.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	364	99.5	30.5	41.4	28.1	79	78.5	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	796	99.6	22.4	41	36.6	84.8	81.6	81.9	Yes	Yes
Gender										
Male	409	99.5	23.7	38.5	37.8	83.9	79.2	79.9	N/A	N/A
Female	387	99.7	21.1	43.6	35.3	85.8	84.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	395	100	14.8	37.2	48	92.1	90.1	88.9	Yes	Yes
African American	341	99.1	33.8	46.2	20.1	74.2	73.3	71.4	No	Yes
Asian/Pacific Islander	35	100	12.9	22.6	64.5	96.8	97	94.6	I/S	I/S
Hispanic	20	100	10	50	40	90	85.6	81.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	96	84.4	I/S	I/S
Disability Status										
Disabled	125	100	66.4	15.9	17.7	45.1	49.2	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	26.3	47.4	26.3	89.5	89.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	364	99.5	34.6	43.8	21.6	73.4	74.9	74.9	No	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
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Science

All Students	403	99.8	23.3	46.3	30.4	76.7	69.7	68.6
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Gender

Male	207	99.5	23	42.9	34.2	77	70	68.3
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Female	196	100	23.6	50	26.4	76.4	69.4	68.9
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Racial/Ethnic Group

White	201	99.5	15.6	41.1	43.2	84.4	83.9	80.7
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African American	171	100	34.8	53.2	12	65.2	56.4	51.4
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Asian/Pacific Islander	15	100	8.3	33.3	58.3	91.7	87.1	85.3
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Hispanic	13	100	15.4	53.8	30.8	84.6	69.7	61.6
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American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	89.5	70.8
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Disability Status

Disabled	62	100	51.8	25	23.2	48.2	42.3	35.7
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
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English Proficiency

Limited English Proficient	14	100	15.4	53.8	30.8	84.6	72.7	60.7
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Socio-Economic Status

Subsidized meals	185	100	40.2	43.1	16.7	59.8	58.7	57.3
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Social Studies

All Students	395	98.5	22	43.9	34.1	78	72.8	72.5
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Gender

Male	204	98.5	21.8	41	37.2	78.2	72.3	72
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Female	191	98.4	22.1	47	30.9	77.9	73.4	73.1
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Racial/Ethnic Group

White	194	99	16.8	41.1	42.2	83.2	81.2	81
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African American	172	97.7	30.8	50.6	18.6	69.2	64.4	60
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Asian/Pacific Islander	20	100	10.5	21.1	68.4	89.5	94.5	89
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Hispanic	7	I/S	I/S	I/S	I/S	I/S	74.1	69.6
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	100	73.5
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Disability Status

Disabled	65	98.5	50	32.8	17.2	50	45.1	40.5
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
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English Proficiency

Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	81.6	69.7
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Socio-Economic Status

Subsidized meals	181	97.8	31.7	47.6	20.7	68.3	64.6	62.9
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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	436	99.8	17.3	39	43.7	82.7	73.8	73.2	95.8	95.9
Gender										
Male	204	99.5	22.3	44	33.7	77.7	67.8	67.2	95.8	95.8
Female	232	100	12.9	34.6	52.5	87.1	79.8	79.4	95.7	96.1
Racial/Ethnic Group										
White	215	100	12.3	31.9	55.9	87.7	82	81.5	95.6	95.7
African American	190	99.5	23.2	50.3	26.6	76.8	66	61.3	95.8	96.2
Asian/Pacific Islander	18	100	18.8	12.5	68.8	81.3	80	87	97.2	96.9
Hispanic	12	100	16.7	33.3	50	83.3	73.3	66.7	96.2	95.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	98.1	95.3
Disability Status										
Disabled	59	100	57.4	37	5.6	42.6	28	26	94.7	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	33.3	50	16.7	66.7	65.5	65.7	97	96
Socio-Economic Status										
Subsidized meals	198	100	24.2	48.4	27.4	75.8	65.2	63.2	95.1	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							
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
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	433	99.8	17.7	45.9	36.4	82.3
	6	363	98.9	20.2	31.3	48.5	79.8
	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							
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
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	433	100	22.9	39.8	37.3	77.1
	6	363	99.2	21.9	42.4	35.7	78.1
	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
Science							
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
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	219	100	23.8	45.1	31.1	76.2
	6	184	99.5	22.7	47.7	29.7	77.3
	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							
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
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	214	99.1	27	41.5	31.5	73
	6	181	97.8	16	46.7	37.3	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
Writing							
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
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	436	99.8	17.3	39	43.7	82.7
	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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