



MARION INTERMEDIATE

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

Grades	3-5 Elementary School	
Enrollment	602 Students	
Principal	Tim Felder	843-423-8345
Superintendent	Dr. Dan Strickland	843-423-1811
Board Chair	James Smith	843-423-2876

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Average
2010	Below Average	Average
2009	Below Average	Average
2008	At-Risk	At-Risk
2007	At-Risk	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 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

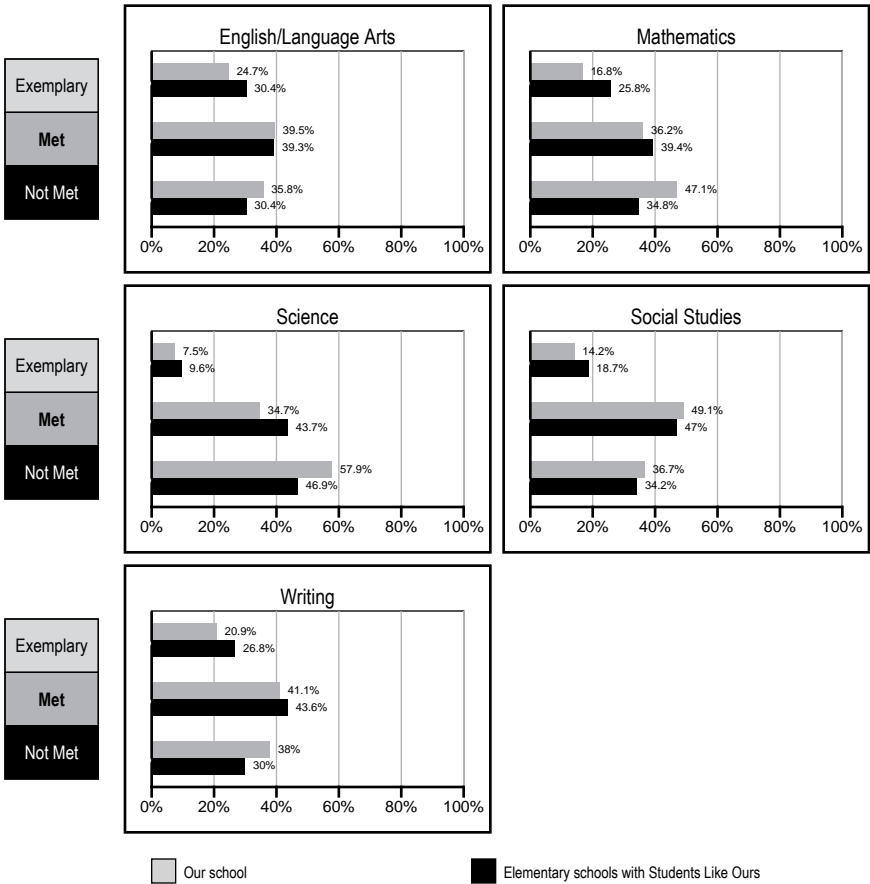
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	12	96	31	7

* 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=602)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.5%	Down from 1.9%	1.4%	1.1%
Attendance rate	96.8%	Up from 96.1%	95.9%	96.2%
Served by gifted and talented program	7.8%	Down from 8.1%	8.0%	13.4%
With disabilities other than speech	7.8%	Down from 13.1%	4.5%	4.1%
Older than usual for grade	0.6%	Down from 1.2%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	62.2%	Up from 56.1%	61.4%	62.5%
Continuing contract teachers	91.9%	Up from 82.9%	85.4%	88.2%
Teachers returning from previous year	86.3%	Up from 78.6%	86.3%	87.8%
Teacher attendance rate	95.1%	Down from 95.7%	95.1%	95.2%
Average teacher salary*	\$40,866	Down 0.4%	\$45,801	\$46,773
Professional development days/teacher	5.3 days	Down from 11.1 days	10.5 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	21.3 to 1	Up from 19.8 to 1	18.3 to 1	19.9 to 1
Prime instructional time	91.5%	Up from 91.4%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Up from 99.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,374	Up 94.1%	\$7,843	\$7,447
Percent of expenditures for instruction**	63.1%	Down from 64.5%	68.0%	68.4%
Percent of expenditures for teacher salaries**	56.0%	Down from 56.6%	64.9%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Marion Intermediate

Report of Principal and School Improvement Council

The students and staff at Marion Intermediate School are proud of our school and accomplishments during the 2010-2011 School Year. Making AYP on the 2010 school report card was our biggest accomplishment. Marion Intermediate students met 21 of 21 objectives as required by "No Child Left Behind Legislation" in order to accomplish this very difficult goal. Marion Intermediate School also went through the SACS-CASI process of accreditation during the school year and was fully accredited. During the process, MIS stakeholders crafted a 5-year plan of school improvement that when implemented will hopefully lead to academic excellence for our school. MIS was also awarded the National Bronze Award for the Alliance for a Healthier Generation in recognition for constantly implementing initiatives to promote healthy lifestyles for our students and faculty.

The students at Marion Intermediate School are also deeply involved in service learning and contributed over \$6000 to charities, including the American Cancer Society, Relay for Life, St. Judes, sponsoring families at Christmas, and collecting canned goods for the homeless. Other events sponsored by Marion Intermediate school included 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 Beneteau Buddies mentoring program, Technology night, Rock and Read, and the Good News Club.

Our curriculum focus for the school year was in the areas of literacy and math. Approximately 150 students experiencing difficulty in reading and math were placed in small groups which utilized SRA Corrective Reading and SRA Corrective Math strategies. Classroom teachers also utilized Compass Learning during RTI time to improve student skills in math, reading, and science.

Marion Intermediate School will continue to strive for excellence and address the challenges faced 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	21	164	102
Percent satisfied with learning environment	90.5%	95.7%	93.9%
Percent satisfied with social and physical environment	95.0%	87.1%	88.0%
Percent satisfied with school-home relations	61.9%	88.3%	91.0%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 13 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	612	100	35.7	39.7	24.7	78.5	70.3	82.4	No	Yes
Gender										
Male	322	100	42	36.7	21.3	73.7	63.5	78.7	N/A	N/A
Female	290	100	28.7	43	28.3	83.8	78.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	158	100	14.2	41.9	43.9	92.6	85.8	88.9	Yes	Yes
African American	438	100	44.3	38.4	17.4	73.1	64.6	72.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90.9	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	83.3	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	110	100	66.7	22.2	11.1	53.5	40.1	48.1	No	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	78.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	508	100	40.4	40	19.7	75.2	66.8	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	612	100	47	36.4	16.6	65.7	65.9	81.9	No	Yes
Gender										
Male	322	100	53.3	32.3	14.3	63.3	60.6	79.9	N/A	N/A
Female	290	100	40.1	40.8	19.1	68.4	72.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	158	100	23	43.9	33.1	87.2	85.4	88.9	Yes	Yes
African American	438	100	56	33	11	57.7	58.7	71.4	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	100	94.6	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	72.2	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	110	100	73.7	18.2	8.1	44.4	37.5	47.3	No	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	73.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	508	100	53.2	34	12.8	60.7	61.4	74.9	No	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	406	99	57.2	35	7.8	42.8	46.4	68.6
Gender								
Male	211	98.1	60.2	33	6.8	39.8	41.7	68.3
Female	195	100	54.1	37.2	8.7	45.9	51.7	68.9
Racial/Ethnic Group								
White	98	99	34.4	46.7	18.9	65.6	68.2	80.7
African American	296	99	66.5	29	4.4	33.5	38.2	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	75	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	75	97.3	67.7	26.2	6.2	32.3	25.2	35.7
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	42.9
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	64.3	60.7
Socio-Economic Status								
Subsidized meals	345	99.1	63.1	31.2	5.7	36.9	41.5	57.3
Social Studies								
All Students	409	100	37.3	48.7	14	62.7	58.1	72.5
Gender								
Male	213	100	38.9	49.8	11.3	61.1	54.5	72
Female	196	100	35.5	47.5	16.9	64.5	62.3	73.1
Racial/Ethnic Group								
White	112	100	18.1	57.1	24.8	81.9	76.5	81
African American	288	100	45.4	44.7	9.9	54.6	50.6	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	90.9	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	70	100	61.5	30.8	7.7	38.5	29.4	40.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	53.8
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	69.7
Socio-Economic Status								
Subsidized meals	332	100	42.1	47.6	10.4	57.9	54.1	62.9

Abbreviations for Missing Data

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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	173	98.3	38	41.1	20.9	62	56.9	73.2	96.8	97.7
Gender										
Male	87	96.6	53.2	28.6	18.2	46.8	46.8	67.2	96.8	97.7
Female	86	100	23.5	53.1	23.5	76.5	68.5	79.4	96.7	97.6
Racial/Ethnic Group										
White	41	100	5.1	48.7	46.2	94.9	81.7	81.5	96.7	97.7
African American	126	97.6	48.7	38.1	13.3	51.3	49.4	61.3	96.8	97.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	98.9	98.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	66.7	95.2	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	98.9	99.4
Disability Status										
Disabled	32	90.6	N/AV	N/AV	N/AV	25.9	21.4	26	96	97.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	87.4	87.4
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	65.7	97.9	97.6
Socio-Economic Status										
Subsidized meals	140	97.9	45.6	38.4	16	54.4	49.5	63.2	96.7	97.6

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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							
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
2011	3	235	100	36.2	38	25.8	63.8
	4	203	100	36.6	41.9	21.5	63.4
	5	174	100	33.8	39.4	26.9	66.3
	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
Mathematics							
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
2011	3	235	100	56.1	25.3	18.6	43.9
	4	203	100	40.8	45.5	13.6	59.2
	5	174	100	41.9	40.6	17.5	58.1
	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
Science							
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
2011	3	117	98.3	69.2	19.6	11.2	30.8
	4	203	100	53.4	40.8	5.8	46.6
	5	86	97.7	50	42.1	7.9	50
	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							
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
2011	3	118	100	38.1	48.7	13.3	61.9
	4	203	100	34	53.4	12.6	66
	5	88	100	43.9	37.8	18.3	56.1
	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
Writing							
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
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	173	98.3	38	41.1	20.9	62
	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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