

## A C MOORE ELEMENTARY

333 Etiwan Dr.  
Columbia, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	401 Students	
<b>Principal</b>	Dr. Chantelle Baker-Parnell	803-343-2910
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Dwayne Smiling	803-231-7556

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Below Average
2009	Average	Average
2008	Average	Average
2007	Average	Good

## 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**

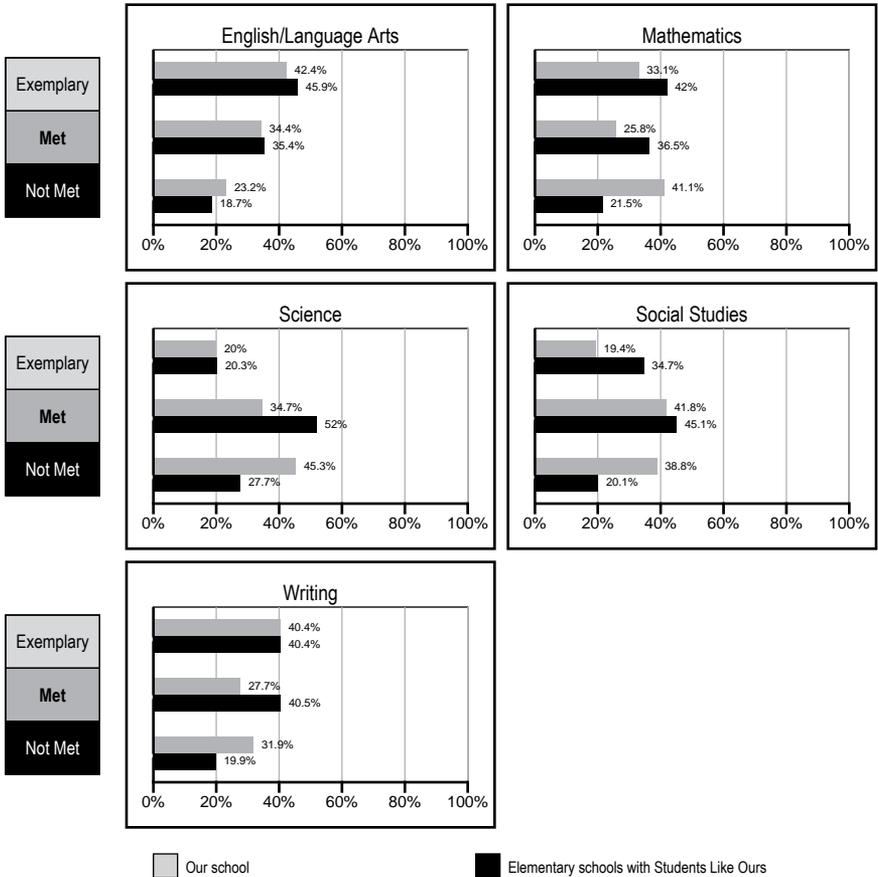
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.6%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
28	38	31	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
<b>Students (n=401)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 96.8%	100.0%	100.0%
Retention rate	2.2%	Up from 2.0%	1.1%	1.1%
Attendance rate	96.4%	Up from 95.8%	96.2%	96.2%
Served by gifted and talented program	22.6%	Up from 19.6%	17.5%	13.4%
With disabilities other than speech	5.7%	Down from 9.8%	4.3%	4.1%
Older than usual for grade	0.0%	Down from 0.4%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
<b>Teachers (n=32)</b>				
Teachers with advanced degrees	56.3%	Down from 62.1%	62.9%	62.5%
Continuing contract teachers	78.1%	Down from 82.8%	90.3%	88.2%
Teachers returning from previous year	94.3%	Down from 94.6%	89.3%	87.8%
Teacher attendance rate	95.2%	Down from 95.5%	95.4%	95.2%
Average teacher salary*	\$50,937	Down 5.5%	\$47,825	\$46,773
Professional development days/teacher	13.1 days	Down from 14.1 days	10.8 days	10.5 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Down from 19.3 to 1	20.6 to 1	19.9 to 1
Prime instructional time	89.2%	Down from 89.8%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.1%	Down from 98.7%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,556	Down 6.0%	\$6,922	\$7,447
Percent of expenditures for instruction**	78.7%	Down from 79.1%	68.6%	68.4%
Percent of expenditures for teacher salaries**	74.6%	Up from 73.2%	66.1%	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

A.C. Moore Elementary is located in the heart of Columbia, just minutes away from the State House and the University of South Carolina (USC). We are an award-winning school with a diverse population. Students from 17 countries who speak 14 languages attend our school and receive support through the English Speakers of Other Languages Program (ESOL). We are a Red Carpet School, Arts in the Basic Curriculum (ABC) site and a Green Steps School. We have two grants to support arts integration at AC Moore Elementary School: Arts in the Basic Curriculum Grant and the Distinguished Arts Program Grant.

The staff, parents, and community have helped to provide an academic environment that is conducive to learning. The vision of A.C. Moore Elementary School, in collaboration with an engaged community, is committed to ensuring each learner achieves his/her potential in a safe, caring, creative, academically and diverse learning environment that will develop citizens for a changing world.

Our pursuit on increasing student achievement continued this year with our focus on integrating arts and technology into the curriculum as well as pursuing a self study and accreditation through the National Association for the Education of Young Children (NAEYC). Arts integration and arts enhancements were done with special area teachers, grade level performances, artists in residence programs, and performances throughout the year. We reached our technology goal by having all classrooms with Smartboards for the 2011-2012 school year, creation of the Creative Arts Technology Lab, and incorporating video conferencing in academic lessons. Our national accreditation process was completed in May of this year.

A.C. Moore Elementary School continued its partnership with the University of South Carolina. We served as a student teacher placement site. Additionally, two classes were taught on site this year and provided additional experiences for our students to receive assistance from the practicum students and providing additional opportunities for future teachers to work with students at school. AC Moore's "Ripple of Hope Project" received the 2010 Champions of Literacy Award. The grant was written by two USC Professors, Dr. Karen Heid and Dr. Tasha Laman, who continue to seek funding for collaboration between the University of South Carolina and AC Moore Elementary School. The money will be used this fall to support another literacy/art project for the students at A.C. Moore Elementary School.

Students at A.C. Moore have access to a number of afterschool activities and programs including the Afterschool Comprehensive Remediation Program, dance, drama, art club, and chorus. Additional activities include the Bobcat Morning News Program, Safety Patrol, and Student Council.

In the future, A.C. Moore Elementary School will continue to focus on increasing student achievement in all academic areas and increasing participation in the performing arts for all students. With the continued support and participation from our staff, parents, and community, we can address these opportunities for improvement. This will help ensure that our students will become lifelong learners and responsible, productive members of society.

L. Chantelle Baker-Parnell, Ph.D, Principal  
Lee Rambo, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	43	28
Percent satisfied with learning environment	77.4%	88.1%	85.7%
Percent satisfied with social and physical environment	96.8%	86.0%	92.9%
Percent satisfied with school-home relations	96.8%	88.4%	67.9%

\* 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 15 out of 17 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

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%**	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	162	100	22.9	34	43.1	81.7	78.3	82.4	Yes	Yes
<b>Gender</b>										
Male	73	100	27.1	27.1	45.7	75.7	74.3	78.7	N/A	N/A
Female	89	100	19.3	39.8	41	86.7	82.3	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	65	100	11.1	28.6	60.3	90.5	92.8	88.9	Yes	Yes
African American	60	100	36.8	36.8	26.3	70.2	74.2	72.9	Yes	Yes
Asian/Pacific Islander	12	100	I/S	I/S	I/S	I/S	89.4	93	I/S	I/S
Hispanic	25	100	30.4	39.1	30.4	78.3	83.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	83	I/S	I/S
<b>Disability Status</b>										
Disabled	35	100	59.4	25	15.6	43.8	45.7	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	31	100	30.8	38.5	30.8	76.9	79.5	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	91	100	32.5	41	26.5	74.7	73.5	75.4	Yes	Yes

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

All Students	162	100	40.5	26.1	33.3	71.2	75.1	81.9	No	Yes
<b>Gender</b>										
Male	73	100	37.1	25.7	37.1	72.9	73.5	79.9	N/A	N/A
Female	89	100	43.4	26.5	30.1	69.9	76.8	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	65	100	28.6	22.2	49.2	81	92.1	88.9	Yes	Yes
African American	60	100	52.6	31.6	15.8	61.4	70.3	71.4	Yes	Yes
Asian/Pacific Islander	12	100	I/S	I/S	I/S	I/S	93.3	94.6	I/S	I/S
Hispanic	25	100	52.2	21.7	26.1	56.5	82.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	35	100	75	15.6	9.4	28.1	40.4	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	31	100	50	26.9	23.1	61.5	84	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	91	100	53	27.7	19.3	60.2	69.8	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
<b>Science</b>								
All Students	104	99	44.3	34	21.6	55.7	58.7	68.6
<b>Gender</b>								
Male	45	100	46.5	30.2	23.3	53.5	58.2	68.3
Female	59	98.3	42.6	37	20.4	57.4	59.2	68.9
<b>Racial/Ethnic Group</b>								
White	39	97.4	32.4	32.4	35.1	67.6	87.8	80.7
African American	38	100	58.3	33.3	8.3	41.7	51	51.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	70.1	85.3
Hispanic	19	100	52.9	35.3	11.8	47.1	63.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	70.8
<b>Disability Status</b>								
Disabled	23	100	65	15	20	35	29.7	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	22	100	47.4	36.8	15.8	52.6	54.3	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	58	100	58.5	32.1	9.4	41.5	50.1	57.3
<b>Social Studies</b>								
All Students	103	99	38.1	42.3	19.6	61.9	64.7	72.5
<b>Gender</b>								
Male	46	97.8	36.4	40.9	22.7	63.6	63.6	72
Female	57	100	39.6	43.4	17	60.4	65.8	73.1
<b>Racial/Ethnic Group</b>								
White	43	100	23.8	42.9	33.3	76.2	88.4	81
African American	38	97.4	61.1	36.1	2.8	38.9	58.3	60
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	73.3	89
Hispanic	13	100	41.7	50	8.3	58.3	71	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	73.5
<b>Disability Status</b>								
Disabled	18	94.4	68.8	25	6.3	31.3	33.1	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	20	100	35.3	52.9	11.8	64.7	65.7	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	57	98.3	53.8	36.5	9.6	46.2	56.8	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
<b>Writing</b>										
All Students	50	98	31.9	27.7	40.4	68.1	66.5	73.2	96.4	96.1
<b>Gender</b>										
Male	23	95.7	33.3	28.6	38.1	66.7	62	67.2	96.1	95.9
Female	27	100	30.8	26.9	42.3	69.2	71.2	79.4	96.6	96.3
<b>Racial/Ethnic Group</b>										
White	25	96	8.7	34.8	56.5	91.3	87.8	81.5	96.2	96.2
African American	21	100	55	25	20	45	60.7	61.3	96.1	96.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	83.3	87	96.4	96.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	74.8	66.7	97.1	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	96.3	94.5
<b>Disability Status</b>										
Disabled	12	91.7	N/AV	N/AV	N/AV	18.2	23.7	26	95.7	95.1
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	66.2	65.7	96.9	95.9
<b>Socio-Economic Status</b>										
Subsidized meals	29	100	51.9	25.9	22.2	48.1	59.1	63.2	95.9	95.9

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	62	95.2	24.6	28.1	47.4	75.4
	4	51	92.2	40	22.2	37.8	60
	5	44	100	17.9	43.6	38.5	82.1
	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
<b>2011</b>	3	67	100	23.8	22.2	54	76.2
	4	45	100	14.3	50	35.7	85.7
	5	50	100	29.2	35.4	35.4	70.8
	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
<b>Mathematics</b>							
<b>2010</b>	3	62	100	40.4	28.1	31.6	59.6
	4	51	98	46.7	15.6	37.8	53.3
	5	44	100	38.5	38.5	23.1	61.5
	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
<b>2011</b>	3	67	100	44.4	22.2	33.3	55.6
	4	45	100	31	38.1	31	69
	5	50	100	43.8	20.8	35.4	56.3
	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
<b>Science</b>							
<b>2010</b>	3	31	100	51.7	41.4	6.9	48.3
	4	50	100	42.2	46.7	11.1	57.8
	5	21	100	45	50	5	55
	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
<b>2011</b>	3	34	100	35.5	35.5	29	64.5
	4	45	100	45.2	42.9	11.9	54.8
	5	25	96	54.2	16.7	29.2	45.8
	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

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
<b>Social Studies</b>							
<b>2010</b>	3	31	100	43.3	43.3	13.3	56.7
	4	50	100	37.8	44.4	17.8	62.2
	5	23	100	30	50	20	70
	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
<b>2011</b>	3	33	97	25.8	41.9	32.3	74.2
	4	45	100	42.9	50	7.1	57.1
	5	25	100	45.8	29.2	25	54.2
	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
<b>Writing</b>							
<b>2010</b>	3	63	100	29.8	35.1	35.1	70.2
	4	50	100	46.7	17.8	35.6	53.3
	5	43	97.7	31.6	39.5	28.9	68.4
	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
<b>2011</b>	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	50	98	31.9	27.7	40.4	68.1
	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

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