



Jennie Moore Elementary

1256 Hamlin Road
Mt. Pleasant, SC 29466

Grades	PK-5 Elementary School	
Enrollment	682 Students	
Principal	Karen Felder	843-849-2815
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	Below Average
2007	Excellent	Good
2006	Excellent	Excellent
2005	Excellent	Excellent

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

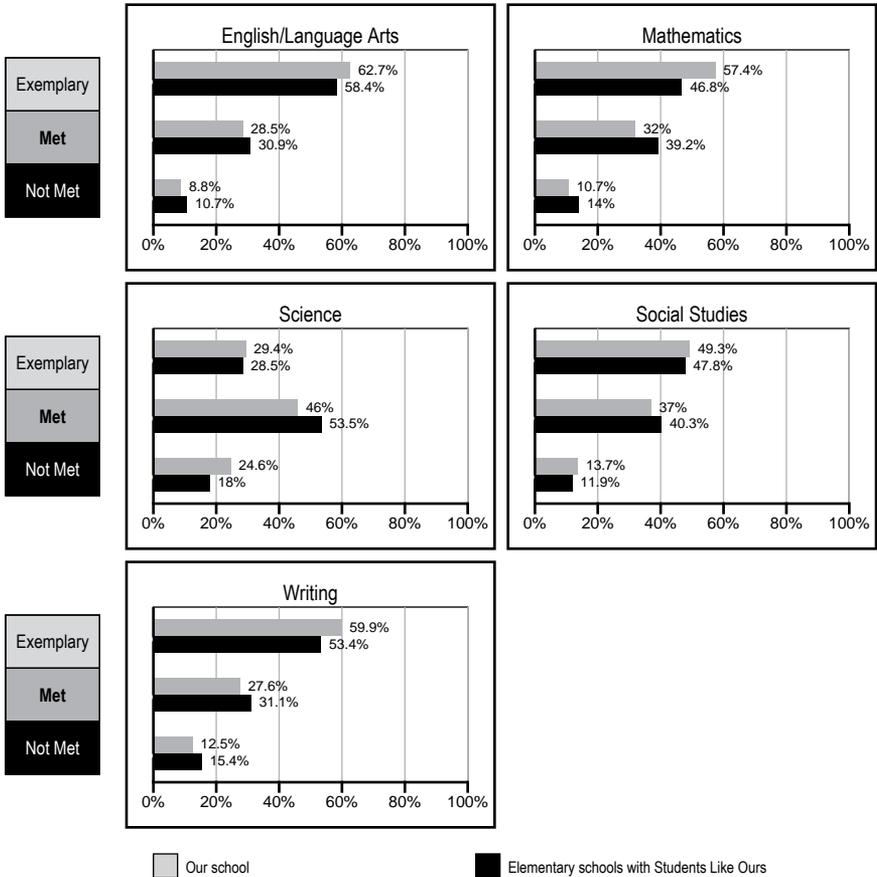
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 92.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
23	1	2	0	0

* 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=682)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 1.8%	1.1%	1.9%
Attendance rate	96.1%	Down from 96.4%	96.7%	96.3%
Eligible for gifted and talented	27.3%	Up from 24.1%	25.2%	10.0%
With disabilities other than speech	3.0%	Down from 4.0%	5.8%	7.7%
Older than usual for grade	0.7%	Down from 1.4%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	81.3%	Up from 78.3%	65.7%	59.4%
Continuing contract teachers	93.8%	Up from 87.0%	83.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 4.5%	0.0%	0.0%
Teachers returning from previous year	91.3%	Up from 88.8%	87.6%	85.9%
Teacher attendance rate	94.7%	Up from 94.6%	95.0%	95.1%
Average teacher salary*	\$51,400	Up 6.5%	\$48,502	\$47,149
Professional development days/teacher	10.1 days	Down from 12.3 days	10.6 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	Up from 20.0 to 1	19.3 to 1	18.8 to 1
Prime instructional time	90.4%	Down from 90.5%	90.5%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,568	Up 1.2%	\$6,914	\$7,458
Percent of expenditures for instruction**	75.3%	Up from 75.2%	73.2%	68.8%
Percent of expenditures for teacher salaries**	70.8%	Up from 58.3%	68.7%	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

Jennie Moore Elementary School is an arts-infused magnet school that serves the East Cooper District. Our mission is to actively engage students to become creative life-long learners. The comprehensive fine arts program at Jennie Moore is integrated across a strong academic curriculum. All of our students have the opportunity to learn and to develop their creative skills through Art, Music, PE, Drama, Spanish and Technology with instruction based on the South Carolina State Standards. The administration, faculty, and staff are committed to continuing our tradition of providing a strong foundation in the basic skills for all students through a coherent curriculum, diverse learning experiences and special programs meeting the needs of all learners.

Jennie Moore students continue to demonstrate high academic performance achieving a score of 3.846 on state assessments. Based on the 2008 PACT assessment data, and reflecting the raised level for achievement, Jennie Moore received an overall rating of "Good" and an improvement rating of "Below Average". Consistently achieving at a high level, Jennie Moore administration, faculty and staff continue to seek ways to challenge students in their academics. The results of the MAP assessments and other data are continuously analyzed so that our instruction can meet the needs of our learners and foster growth in our students.

Strong parental involvement and active community support have contributed to our successes. We are fortunate to have more than 300 parents, volunteers and community members participate in our school's activities. It is through the collaborative efforts of the teachers, staff, administration, parents, and community that we are able to create a positive, nurturing learning environment that fosters high expectations for all of our students.

As we celebrate our many accomplishments and achievements this past year, we are confident that we will continue to fulfill our mission and make excellent progress in the years to come.

Karen Felder, Principal
Kathryn Feinberg, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	94	66
Percent satisfied with learning environment	97.6%	88.3%	95.4%
Percent satisfied with social and physical environment	100.0%	83.0%	89.4%
Percent satisfied with school-home relations	100.0%	93.6%	95.5%

* 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

YES

This school met 17 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

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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.4%	0.0%	No
Student attendance rate	96.1%	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	327	100	8.8	28.5	62.7	95.9	84.9	82.8	Yes	Yes
Gender										
Male	168	100	7.9	29.7	62.4	97	81.8	79.3	N/A	N/A
Female	159	100	9.7	27.3	63	94.8	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	224	100	2.8	22.5	74.8	98.2	95.8	89.5	Yes	Yes
African American	86	100	23.5	47.1	29.4	89.4	74.8	73.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	76.3	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	94	82.5	I/S	I/S
Disability Status										
Disabled	24	100	37.5	25	37.5	79.2	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	84	100	24.7	48.1	27.2	90.1	74.9	75.5	Yes	Yes

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

All Students	327	100	10.7	32	57.4	94.7	81	78.9	Yes	Yes
Gender										
Male	168	100	9.7	35.8	54.5	93.9	79.3	77	N/A	N/A
Female	159	100	11.7	27.9	60.4	95.5	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	224	100	5.5	22.5	72	97.2	94.6	87.2	Yes	Yes
African American	86	100	25.9	55.3	18.8	87.1	67.9	66.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	76.7	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92	79.5	I/S	I/S
Disability Status										
Disabled	24	100	33.3	37.5	29.2	79.2	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	84	100	25.9	54.3	19.8	85.2	69.2	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	218	89.5	15.9	51.3	32.8	84.1	68.9	67.5
Gender								
Male	103	88.4	13.3	48.9	37.8	86.7	68.2	67
Female	115	90.4	18.2	53.5	28.3	81.8	69.6	68
Racial/Ethnic Group								
White	147	91.2	6.2	53.1	40.8	93.8	90.4	79.5
African American	59	84.8	40.8	53.1	6.1	59.2	48.1	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	20	100	45	30	25	55	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	58	82.8	47.8	41.3	10.9	52.2	50.2	55.1
Social Studies								
All Students	216	89.4	3.2	41.5	55.3	96.8	76.8	72.3
Gender								
Male	116	86.2	4	34.3	61.6	96	75.3	71.5
Female	100	93	2.2	49.4	48.3	97.8	78.4	73.2
Racial/Ethnic Group								
White	156	87.8	0.8	32.6	66.7	99.2	91.5	80.7
African American	53	92.5	10.2	63.3	26.5	89.8	62.7	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90.9	72.2
Disability Status								
Disabled	12	100	8.3	66.7	25	91.7	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	51	92.2	8.7	65.2	26.1	91.3	64	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	326	99.7	12.5	27.6	59.9	87.5	74.1	70.2	96.1	96
Gender										
Male	167	99.4	16.5	29.9	53.7	83.5	67.8	63.2	96	95.9
Female	159	100	8.4	25.2	66.5	91.6	80.6	77.5	96.1	96.1
Racial/Ethnic Group										
White	223	99.6	5.5	24.3	70.2	94.5	90.4	79.1	95.8	95.9
African American	86	100	30.6	40	29.4	69.4	59.2	57.6	96.8	96
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	89.9	86.2	96.5	97
Hispanic	7	I/S	I/S	I/S	I/S	I/S	61.1	62.6	95.7	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84	68.7	95	95.8
Disability Status										
Disabled	26	100	42.3	19.2	38.5	57.7	29.6	26.1	95.1	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	60.2	61.2	97.4	96.5
Socio-Economic Status										
Subsided meals	84	100	34.1	36.6	29.3	65.9	59.1	58.9	95.8	95.7

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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	116	100	11.3	17.4	71.3	88.7
	4	107	100	9.7	35.9	54.4	90.3
	5	104	100	5	33.7	61.4	95
	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	116	100	17.4	23.5	59.1	82.6
	4	107	100	8.7	32	59.2	91.3
	5	104	100	5	41.6	53.5	95
	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	59	100	22.4	43.1	34.5	77.6
	4	107	100	13.6	52.4	34	86.4
	5	52	55.8	10.7	64.3	25	89.3
	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
Social Studies							
2009	3	57	100	7	31.6	61.4	93
	4	107	100	1.9	45.6	52.4	98.1
	5	52	55.8	N/AV	N/AV	N/AV	100
	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	117	99.2	15.7	20	64.3	84.3
	4	106	100	8.7	41.7	49.5	91.3
	5	103	100	12.9	21.8	65.3	87.1
	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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