



A. C. Moore Elementary

333 Etiwan Avenue
Columbia, SC 29205

Grades	PK-5 Elementary School	
Enrollment	378 Students	
Principal	L. Chantelle Baker	803-343-2910
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Jamie Devine	803-231-7556

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Average
2012	Average	Average
2011	Average	Average
2010	Average	Below Average
2009	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://www.eoc.sc.gov>

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

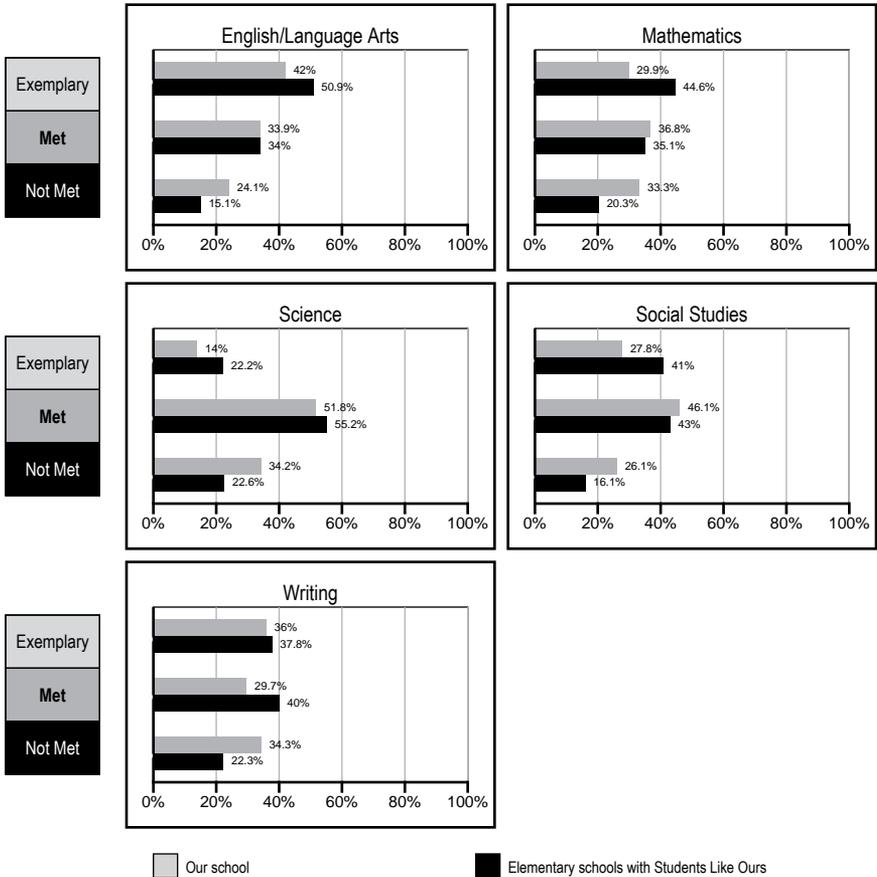
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 95.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
40	38	13	0	1

* Ratings are calculated with data available by 12/14/2013.

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=378)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.5%	Down from 0.8%	0.8%	0.9%
Attendance rate	96.6%	Down from 96.9%	96.4%	96.3%
Served by gifted and talented program	9.0%	N/A	9.7%	7.2%
With disabilities	15.2%	N/A	12.0%	12.4%
Older than usual for grade	2.1%	N/A	1.5%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	57.6%	Down from 59.4%	63.9%	62.5%
Continuing contract teachers	72.7%	Down from 78.1%	86.8%	83.3%
Teachers returning from previous year	88.0%	Down from 91.5%	89.8%	88.3%
Teacher attendance rate	93.3%	Down from 94.2%	95.0%	95.0%
Average teacher salary*	\$51,261	Down 4.1%	\$49,282	\$48,193
Professional development days/teacher	12.9 days	Up from 12.8 days	12.2 days	11.0 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	16.0 to 1	Down from 18.4 to 1	20.7 to 1	20.1 to 1
Prime instructional time	89.0%	Down from 89.7%	90.3%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Up from 98.0%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,317	Down 1.2%	\$7,113	\$7,364
Percent of expenditures for instruction**	78.0%	Up from 77.8%	68.0%	68.0%
Percent of expenditures for teacher salaries**	75.0%	Down from 75.4%	66.0%	66.0%

* 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

A.C. Moore Elementary School 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 16 countries who speak 14 languages attend our school and receive support through the English Speakers of Other Languages Program (ESOL). We are an Arts in Basic Curriculum (ABC) site and a Green Steps School. We have two grants to support arts integration at A.C. Moore Elementary School: Arts in the Basic Curriculum 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 in increasing student achievement was led by our 2012-2013 School Improvement Goals: to increase standardized test scores, improve health and safety, and reduce tardiness. The following strategies were implemented this year to assist in meeting our goals: partnership with the University of South Carolina to provide weekly tutors for our students, faculty buddy/mentoring program, first annual Math Night, working with a SC Department of Transportation engineer to provide a safer and more efficient carpool line, working towards Gold Level Status with the SC Safe Routes to school, initiating and becoming the first Buckle Buddies Partner School in South Carolina to improve awareness for seatbelt safety, notices and meetings with parents regarding tardiness, and initiating the first "Be on Time for School Day" in March. As a result of implementing the aforementioned strategies, we had marked student increases in MAP scores for second through fifth grades, improved safety for all our students at school, and an approximate 20% decrease in tardies for the 2012-2013 school year.

We are the only school in Richland School District One to hold the National Association for the Education of Young Children (NAEYC) Accreditation and strive to provide exemplary services to all our students at A.C. Moore Elementary School. Students continue to receive a number of before and afterschool programs and activities to include Afterschool Comprehensive Remediation Program, dance, art club, chorus, mosaics, 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 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, Ph.D, Principal Lee Rambo, 2012-2013 SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	58	20
Percent satisfied with learning environment	95.5%	87.9%	85%
Percent satisfied with social and physical environment	100%	89.9%	90%
Percent satisfied with school-home relations	100%	84.7%	80%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	66.7
Overall Grade Conversion	D

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

A. C. Moore Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.4%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	659.7	640.9	610.5	636.6	100.0	100.0
Male	653.8	639.8	605.3	638.4	100.0	100.0
Female	665.9	641.9	616.3	634.9	100.0	100.0
White	684.7	659.6	628.9	659.7	100.0	100.0
African American	644.9	626.3	600.5	624.6	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	631.4	620.9	586.2	600.4	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	606.1	591.7	553.4	607.7	100.0	100.0
Limited English Proficient	639.3	629.1	597.9	621.4	100.0	100.0
Subsidized meals	640.6	623.9	592.6	618.8	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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							
2012	3	63	100	24.2	19.4	56.5	75.8
	4	62	100	26.7	33.3	40	73.3
	5	49	100	15.2	50	34.8	84.8
	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
2013	3	64	100	25.4	27.1	47.5	74.6
	4	59	100	25	33.9	41.1	75
	5	64	100	21	40.3	38.7	79
	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							
2012	3	63	100	25.8	33.9	40.3	74.2
	4	62	100	36.7	38.3	25	63.3
	5	49	100	34.8	37	28.3	65.2
	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
2013	3	64	100	40.7	27.1	32.2	59.3
	4	59	100	17.9	50	32.1	82.1
	5	64	100	38.7	33.9	27.4	61.3
	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
Science							
2012	3	32	100	38.7	38.7	22.6	61.3
	4	61	100	33.3	61.7	5	66.7
	5	25	100	50	33.3	16.7	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
2013	3	32	100	42.9	50	7.1	57.1
	4	59	100	30.4	51.8	17.9	69.6
	5	33	100	31.3	50	18.8	68.8
	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

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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							
2012	3	31	100	25.8	41.9	32.3	74.2
	4	62	100	24.6	42.6	32.8	75.4
	5	24	100	60.9	26.1	13	39.1
	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
2013	3	32	100	29	61.3	9.7	71
	4	59	100	19.6	42.9	37.5	80.4
	5	31	100	33.3	40	26.7	66.7
	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
Writing							
2012	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	49	100	17.4	39.1	43.5	82.6
	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
2013	3	64	96.9	44.8	12.1	43.1	55.2
	4	59	98.3	29.1	43.6	27.3	70.9
	5	64	96.9	26.7	35	38.3	73.3
	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

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