



## Moore Intermediate

1101 Cheraw Drive  
Florence, SC 29501

<b>Grades</b>	5-6 Elementary School	
<b>Enrollment</b>	603 Students	
<b>Principal</b>	Barbara Hood	843-664-8171
<b>Superintendent</b>	Larry Jackson	843-669-4141
<b>Board Chair</b>	Porter Stewart	843-669-6395



# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	Average
2006	Average	Below Average
2005	Average	Below Average
2004	Average	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

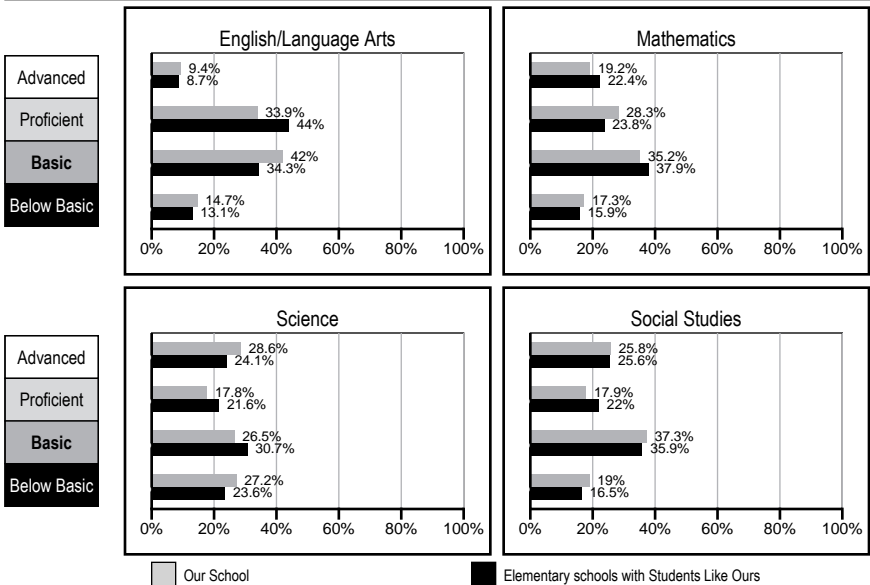
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.6%

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

Excellent	Good	Average	Below Average	At-Risk
4	26	43	1	0

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=603)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.5%	Down from 1.3%	1.7%	2.3%
Attendance rate	95.8%	No Change	96.6%	96.3%
Eligible for gifted and talented	15.3%	Down from 17.0%	18.3%	10.4%
With disabilities other than speech	10.9%	Up from 9.5%	6.4%	7.5%
Older than usual for grade	2.0%	Up from 1.3%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	44.7%	Up from 43.6%	60.6%	56.7%
Continuing contract teachers	81.6%	Up from 76.9%	78.9%	77.3%
Teachers with emergency or provisional certificates	3.1%	Down from 8.6%	0.0%	0.0%
Teachers returning from previous year	76.9%	Up from 76.7%	87.6%	86.4%
Teacher attendance rate	96.6%	Up from 95.5%	95.2%	94.9%
Average teacher salary	\$43,948	Up 7.4%	\$46,382	\$45,345
Professional development days/teacher	12.1 days	Down from 12.3 days	12.3 days	12.6 days
<b>School</b>				
Principal's years at school	9.5	Up from 8.5	3.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 18.9 to 1	19.8 to 1	18.5 to 1
Prime instructional time	91.4%	Up from 90.0%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Up from 98.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,469	Up 8.5%	\$6,479	\$7,052
Percent of expenditures for instruction*	66.0%	Down from 69.2%	70.4%	69.1%
Percent of expenditures for teacher salaries*	62.8%	Down from 65.9%	66.9%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## Report of Principal and School Improvement Council

Moore Intermediate School is the only intermediate school in Florence School District One. This makes us unique in many ways. Our student body is comprised of only fifth and sixth graders. The faculty and staff at Moore are experienced in and dedicated to the development and success of preteen students while assisting families in the challenges of the "tweens".

Last year we achieved 20 of our 21 objectives for AYP. The only objective not met was attendance in one subgroup who missed by one tenth of a point. For this accomplishment, we earned the Palmetto Silver Award for academic achievement and significant improvement. We continue to explore innovative strategies to improve PACT scores. Some of these include:

Lt. Governor's Essay Award District Winner eight of eleven years;  
 SMART boards, laptops, digital projectors, airliner slates, scanners, digital cameras, CPS systems for each grade level, portable computer lab, and wireless network;  
 Students Against Violence Everywhere (SAVE) – National Chapter of the year;  
 MAP benchmark tests, PACT/MAP focus groups, COMPASS lab;  
 Orbital Studies Enrichment Program;  
 Business partnerships;  
 Full time ELA coach, Science/Technology coach, and part time Math coach;  
 Francis Marion University student teachers and interns;  
 Character Word for the Week, Moment of the Day, Character Month of March, Character Coupons, Good Citizenship Awards, Character Awards, Good News Phone Calls, and Manners of the Week;  
 Chorus, Art Club, Cross Club, and Extended Day;  
 Service Learning Projects: Earth Foundation, Manna House, Adopt-a-Child, Pennies for Patients, and Hoops/Jump Rope for Heart.

Moore benefits from our supportive and active parents. The APT is instrumental in providing additional materials, books, equipment, and countless volunteer hours. Our School Improvement Council is an integral part of our team working to improve programs and monitor school goals. The entire Moore Team of students, parents, faculty, and staff continue to work toward our mission of providing a quality education through team teaching, cooperative learning, character education, and innovative teaching methods.

Gay Wells, SIC Chairperson

Barbara Hood, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	263	125
Percent satisfied with learning environment	100.0%	77.2%	87.1%
Percent satisfied with social and physical environment	100.0%	72.6%	78.0%
Percent satisfied with school-home relations	97.6%	88.0%	80.6%

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

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 Adequate Yearly Progress

NO

This school met 16 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

Restructure

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. Sanction: Implement the restructuring plan.
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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.3%	0.0%	No
Student attendance rate	95.8%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	610	99.8	14.4	41.8	33.7	10.2	59.8	49.1	48.2	Yes	Yes
<b>Gender</b>											
Male	290	99.7	18.8	44.3	28.4	8.5	52.4	43.1	41.7	N/A	N/A
Female	320	100	10.4	39.5	38.5	11.7	66.6	55.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	329	100	7.3	39.1	39.4	14.2	71.3	61.8	60	Yes	Yes
African American	249	99.6	24.7	46.7	24.7	4	41.9	35.7	31.7	Yes	Yes
Asian/Pacific Islander	20	100	12.5	18.8	43.8	25	81.3	80.2	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	53.3	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
<b>Disability Status</b>											
Disabled	80	100	59.2	31.6	2.6	6.6	10.5	19	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	51.6	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	265	99.6	27.6	45.7	21	5.8	40.7	36.9	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	610	100	17.2	34.9	28	20	57.4	43.8	45.8	Yes	Yes
<b>Gender</b>											
Male	290	100	21.7	27.9	27.6	22.8	58.1	44	45.6	N/A	N/A
Female	320	100	13	41.1	28.4	17.4	56.9	43.5	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	329	100	7.6	33.4	30.9	28.1	70.7	58.1	59	Yes	Yes
African American	249	100	30.7	39.5	24.1	5.7	37.3	28.9	26.9	No	Yes
Asian/Pacific Islander	20	100	6.3	6.3	25	62.5	87.5	79.3	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	50	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	80	100	56.6	30.3	3.9	9.2	15.8	18.4	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	50	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	265	100	31.6	39.8	20.5	8.2	35.2	30.8	31.4	No	Yes

\* Adj - 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

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	311	99.7	26.9	26.2	17.6	29.3	46.9	33.1	35.7	95.8	95.8
<b>Gender</b>											
Male	141	99.3	25.8	18.9	18.9	36.4	55.3	36.6	37.4	95.5	95.6
Female	170	100	27.8	32.3	16.5	23.4	39.9	29.6	33.8	96.1	96
<b>Racial/Ethnic Group</b>											
White	166	99.4	15.7	23.3	19.5	41.5	61	47.8	49.2	95.9	95.7
African American	129	100	42.4	29.7	16.1	11.9	28	18.4	17	95.6	95.8
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58	98.5	97.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	29.4	24.9	95.2	95.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	94.2	95.9
<b>Disability Status</b>											
Disabled	43	97.7	65	17.5	5	12.5	17.5	20.3	14	94	94.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	23.8	24.4	98.4	97.1
<b>Socio-Economic Status</b>											
Subsided meals	137	100	44.8	29.6	13.6	12	25.6	19.6	21.1	94.9	95.2
<b>Social Studies</b>											
All Students	300	100	18.9	37	17.8	26.3	44.1	29.3	34	95.8	95.8
<b>Gender</b>											
Male	150	100	16.4	36.4	20.7	26.4	47.1	33.7	36.6	95.5	95.6
Female	150	100	21.3	37.6	14.9	26.2	41.1	24.9	31.3	96.1	96
<b>Racial/Ethnic Group</b>											
White	163	100	13.3	31	19.6	36.1	55.7	40.4	44.5	95.9	95.7
African American	121	100	29.1	48.2	13.6	9.1	22.7	17.1	19.1	95.6	95.8
Asian/Pacific Islander	11	100	0	11.1	33.3	55.6	88.9	63.4	58.9	98.5	97.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.5	95.2	95.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	94.2	95.9
<b>Disability Status</b>											
Disabled	38	100	47.2	33.3	8.3	11.1	19.4	16.4	14.4	94	94.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.3	98.4	97.1
<b>Socio-Economic Status</b>											
Subsided meals	129	100	28.6	43.7	12.6	15.1	27.7	17.4	21	94.9	95.2

\* Adj - 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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	284	99.3	11.6	38.6	44.2	5.6	49.8
	6	326	99.7	18.9	40.4	25.2	15.6	40.7
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	313	99.7	14.1	47.1	33	5.7	38.7
	6	297	100	14.7	35.9	34.4	15	49.5
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	284	99.3	11.6	47.6	21	19.9	40.8
	6	326	99.7	15.2	37.7	22.2	24.8	47
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	313	100	15.1	35.2	30.2	19.5	49.7
	6	297	100	19.4	34.4	25.6	20.5	46.2
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	144	99.3	31.6	30.8	15.8	21.8	37.6
	6	170	100	24.7	28	26.7	20.7	47.3
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	159	100	32	26	18	24	42
	6	152	99.3	21.4	26.4	17.1	35	52.1
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	143	100	23.7	42.7	11.5	22.1	33.6
	6	168	99.4	20.6	38.3	24.8	16.3	41.1
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	154	100	20.9	35.8	20.3	23	43.2
	6	146	100	16.5	38.3	15	30.1	45.1
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample