



A C Moore Elementary

333 Etiwan Dr.
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	313 Students	
Principal	Dr. Chantelle Baker-Parnell	803-343-2910
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	Wendy Brawley	803-231-7556

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Average
2007	Average	Good
2006	Average	Below Average
2005	Average	At-Risk
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

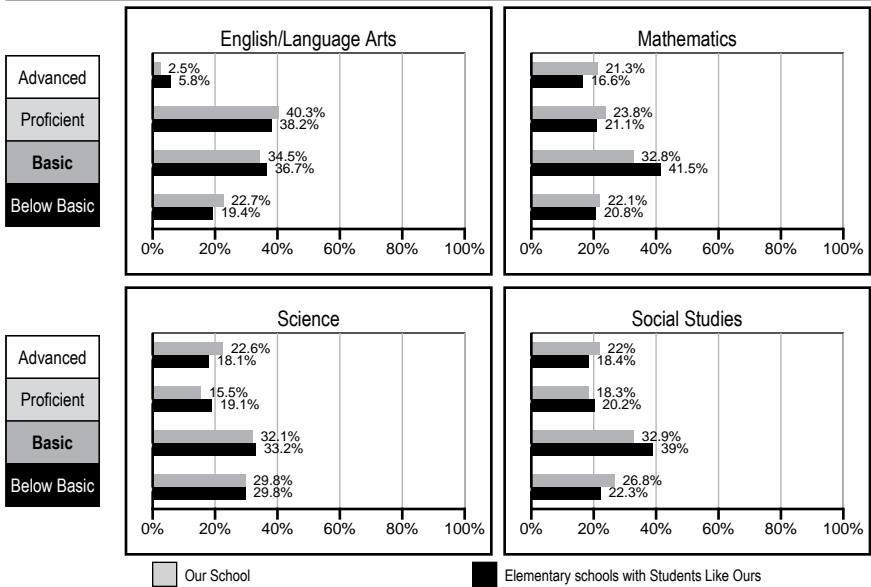
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 89.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	10	64	13	1

* 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
Students (n=313)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.6%	Up from 2.5%	2.3%	2.3%
Attendance rate	96.4%	Up from 96.3%	96.3%	96.3%
Eligible for gifted and talented	32.6%	Down from 34.7%	12.1%	10.4%
With disabilities other than speech	11.3%	Up from 8.3%	8.3%	7.5%
Older than usual for grade	0.9%	Up from 0.4%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	58.6%	No Change	56.4%	56.7%
Continuing contract teachers	65.5%	No Change	79.3%	77.3%
Teachers with emergency or provisional certificates	4.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.4%	Up from 86.1%	87.7%	86.4%
Teacher attendance rate	94.8%	No Change	95.2%	94.9%
Average teacher salary	\$48,540	Up 8.2%	\$45,292	\$45,345
Professional development days/teacher	11.7 days	Up from 11.6 days	12.2 days	12.6 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	16.0 to 1	Up from 9.2 to 1	18.8 to 1	18.5 to 1
Prime instructional time	89.0%	Up from 87.9%	90.1%	89.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.5%	Down from 97.3%	100.0%	100.0%
Character development program	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$8,727	Up 4.2%	\$6,606	\$7,052
Percent of expenditures for instruction*	81.1%	Down from 81.9%	68.9%	69.1%
Percent of expenditures for teacher salaries*	76.5%	Down from 77.3%	65.3%	64.2%

* 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 University of South Carolina (USC). We are an award winning school with a diverse population. Students from over 13 countries who speak over 12 different languages attend our school and receive support through the English Speakers of Other Languages program.

In 2007, student achievement continued to increase. Substantial improvement was achieved in historically underachieving groups of students. As a result, the school's improvement rating rose from Below Average to Good for the 2007 Annual School Report Card, and A.C. Moore was recognized as a Palmetto Silver Award School for increased student achievement on the Palmetto Achievement Challenge Test.

Our pursuit of increasing student achievement continued this year with integrating arts into the curriculum. Professional development opportunities were provided to support teachers in integrating the arts within the classroom. Students were also given many opportunities to experience the arts through integrated activities with special area teachers, artists-in-residence and performances throughout the year. The integration of technology also continued as a focus for the school. Additional electronic whiteboards were installed in classrooms to expand and increase academic performance through technology. Professional development classes were conducted by a technology coach to support, expand and enhance teachers' use of electronic whiteboards.

Parent involvement is a key to the school's success. Over 50% of parents serve as volunteers in the school to support the arts curriculum emphasis, academic interventions and extracurricular activities.

A. C. Moore's continued success can be attributed to an exceptional faculty and staff. Every opportunity is used to learn new and innovative ways to educate all students. Twenty-three percent of the faculty is National Board Certified and many teachers hold advanced degrees. Teachers lead staff development activities within the school and in the district. This year, several teachers, through the Diverse Pathways Grant, presented at a national conference. Grants for programs such as arts integration, after-school arts programs and social studies curriculum were written by teachers to support enhanced learning in the classroom. Through a partnership with USC, teachers participated in on-site classes and professional study groups.

A.C. Moore Elementary School will use every resource available to ensure continued academic success for all students. We are confident that with the support of parents, community, and staff, we will see great strides in student learning and growth.

Patrick Rayfield, SIC Chairperson

Dr. Chantelle Baker-Parnell, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	37	17
Percent satisfied with learning environment	100.0%	86.5%	94.1%
Percent satisfied with social and physical environment	100.0%	78.4%	100.0%
Percent satisfied with school-home relations	100.0%	86.5%	94.1%

* 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 14 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. Sanction: Implement the restructuring plan.
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	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

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

All Students	130	100	22.7	34.5	40.3	2.5	52.9	41.2	48.2	Yes	Yes
Gender											
Male	71	100	28.1	37.5	34.4	0	43.8	35	41.7	N/A	N/A
Female	59	100	16.4	30.9	47.3	5.5	63.6	47.5	55	N/A	N/A
Racial/Ethnic Group											
White	62	100	15.8	31.6	50.9	1.8	63.2	73	60	Yes	Yes
African American	48	100	35.6	35.6	26.7	2.2	37.8	33.3	31.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	13	100	18.2	45.5	36.4	0	45.5	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	27	100	69.6	21.7	8.7	0	8.7	14.1	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	22	100	16.7	38.9	44.4	0	55.6	42.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	67	100	36.2	41.4	20.7	1.7	32.8	31.2	34	No	Yes

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

All Students	130	100	22.7	31.9	24.4	21	54.6	34.9	45.8	Yes	Yes
Gender											
Male	71	100	21.9	37.5	20.3	20.3	51.6	33.8	45.6	N/A	N/A
Female	59	100	23.6	25.5	29.1	21.8	58.2	35.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	62	100	14	26.3	33.3	26.3	73.7	71.2	59	Yes	Yes
African American	48	100	37.8	35.6	15.6	11.1	31.1	25.8	26.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	13	100	18.2	45.5	18.2	18.2	36.4	37.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	27	100	60.9	30.4	8.7	0	17.4	12.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	22	100	16.7	38.9	16.7	27.8	50	36.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	67	100	34.5	37.9	17.2	10.3	34.5	24.6	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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
Science											
All Students	89	98.9	27.5	33.8	15	23.8	38.8	25.3	35.7	96.4	96.1
Gender											
Male	47	100	31	35.7	16.7	16.7	33.3	26	37.4	96.2	95.8
Female	42	97.6	23.7	31.6	13.2	31.6	44.7	24.6	33.8	96.7	96.3
Racial/Ethnic Group											
White	39	100	13.9	36.1	22.2	27.8	50	61.9	49.2	96.2	96.3
African American	34	97.1	45.2	29	9.7	16.1	25.8	16.4	17	96.2	96
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	96.6	96
Hispanic	11	100	33.3	33.3	11.1	22.2	33.3	25.7	24.9	97.6	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
Disability Status											
Disabled	18	100	57.1	28.6	7.1	7.1	14.3	8.9	14	96.1	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
English Proficiency											
Limited English Proficient	17	100	28.6	35.7	7.1	28.6	35.7	25.2	24.4	97.3	96.7
Socio-Economic Status											
Subsided meals	44	97.7	43.2	37.8	8.1	10.8	18.9	15.1	21.1	96.3	95.8
Social Studies											
All Students	91	100	26.8	32.9	18.3	22	40.2	27.2	34	96.4	96.1
Gender											
Male	52	100	34.8	28.3	13	23.9	37	28.1	36.6	96.2	95.8
Female	39	100	16.7	38.9	25	19.4	44.4	26.2	31.3	96.7	96.3
Racial/Ethnic Group											
White	49	100	15.9	34.1	22.7	27.3	50	60.9	44.5	96.2	96.3
African American	30	100	50	28.6	10.7	10.7	21.4	18.2	19.1	96.2	96
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	96.6	96
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	97.6	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
Disability Status											
Disabled	21	100	66.7	22.2	11.1	0	11.1	9.7	14.4	96.1	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
English Proficiency											
Limited English Proficient	14	100	18.2	36.4	18.2	27.3	45.5	36.4	27.3	97.3	96.7
Socio-Economic Status											
Subsided meals	48	100	39	39	12.2	9.8	22	16.8	21	96.3	95.8

* 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*
English/Language Arts								
2007	3	48	97.9	36.4	20.5	31.8	11.4	43.2
	4	47	100	13.6	34.1	38.6	13.6	52.3
	5	45	100	17.1	53.7	17.1	12.2	29.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	3	37	100	19.4	38.9	38.9	2.8	41.7
	4	50	100	20.5	36.4	38.6	4.5	43.2
	5	43	100	28.2	28.2	43.6	0	43.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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
Mathematics								
2007	3	48	100	35.6	33.3	17.8	13.3	31.1
	4	47	100	13.6	22.7	22.7	40.9	63.6
	5	45	100	24.4	29.3	14.6	31.7	46.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	3	37	100	25	41.7	25	8.3	33.3
	4	50	100	20.5	25	27.3	27.3	54.5
	5	43	100	23.1	30.8	20.5	25.6	46.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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
Science								
2007	3	25	100	30.4	30.4	30.4	8.7	39.1
	4	47	100	22.7	38.6	18.2	20.5	38.6
	5	22	100	45	15	15	25	40
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	3	18	94.4	29.4	52.9	17.6	0	17.6
	4	50	100	27.3	29.5	15.9	27.3	43.2
	5	21	100	26.3	26.3	10.5	36.8	47.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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
Social Studies								
2007	3	23	100	36.4	36.4	22.7	4.5	27.3
	4	47	100	18.2	36.4	31.8	13.6	45.5
	5	23	100	28.6	38.1	14.3	19	33.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	3	19	100	16.7	50	27.8	5.6	33.3
	4	50	100	22.7	34.1	13.6	29.5	43.2
	5	22	100	45	15	20	20	40
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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

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