

A C MOORE ELEMENTARY

333 Etiwan Dr.
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	380 Students	
Principal	Dr. Chantelle Baker-Parnell	803-343-2910
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Below Average
2009	Average	Average
2008	Average	Average
2007	Average	Good
2006	Average	Below 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 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

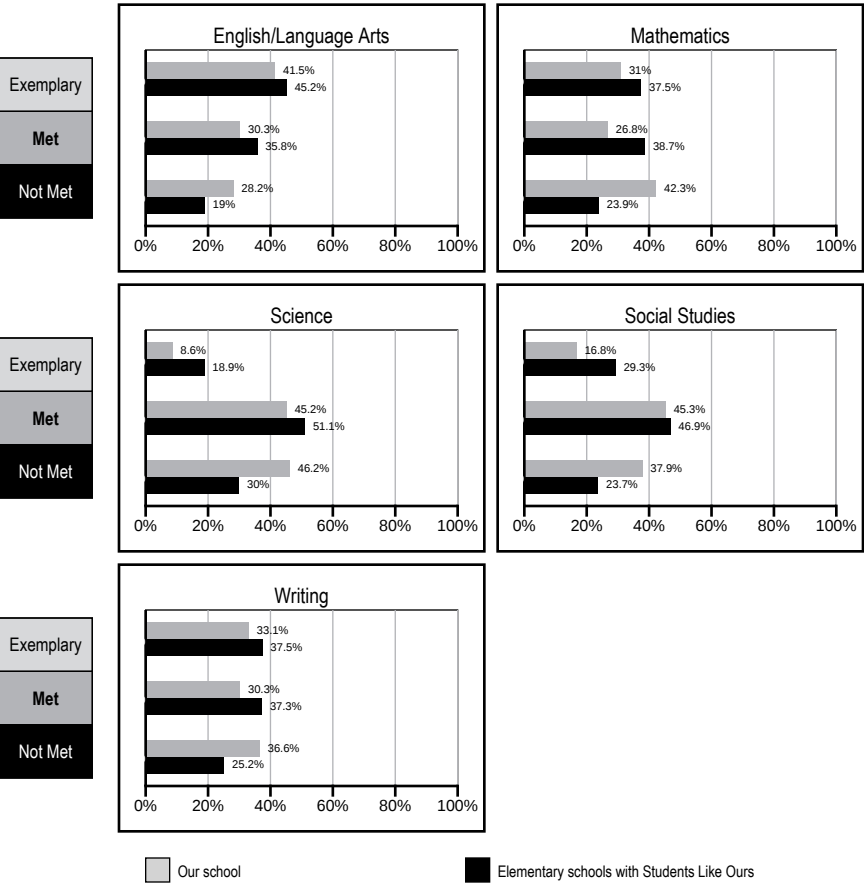
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
15	38	41	0	0

* Ratings are calculated with data available by 03/09/2011.

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
Students (n=380)				
First graders who attended full-day kindergarten	96.8%	Down from 100.0%	100.0%	100.0%
Retention rate	2.0%	Up from 1.9%	1.2%	1.2%
Attendance rate	95.8%	No Change	96.1%	96.1%
Eligible for gifted and talented	19.6%	Down from 22.0%	14.8%	11.7%
With disabilities other than speech	9.8%	Down from 10.0%	8.3%	8.0%
Older than usual for grade	0.4%	No Change	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	62.1%	Down from 66.7%	59.3%	60.5%
Continuing contract teachers	82.8%	Down from 85.2%	85.9%	84.6%
Teachers with emergency or provisional certificates	3.8%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	94.6%	Up from 89.9%	86.7%	87.0%
Teacher attendance rate	95.5%	Up from 95.1%	95.5%	95.4%
Average teacher salary*	\$53,927	Up 3.1%	\$47,490	\$47,288
Professional development days/teacher	14.1 days	Up from 13.2 days	10.3 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.8	4.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 20.4 to 1	20.0 to 1	19.2 to 1
Prime instructional time	89.8%	Up from 88.8%	90.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.7%	Up from 92.5%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,099	Down 4.6%	\$6,883	\$7,548
Percent of expenditures for instruction**	79.1%	Down from 79.2%	68.9%	68.7%
Percent of expenditures for teacher salaries**	73.2%	Down from 75.3%	65.8%	65.1%

* Includes current year teachers contracted for 185 or more days.

** 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

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 18 countries who speak 14 different languages attend our school and receive support through the English Speakers of Other Languages program. 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 AC 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 of increasing student achievement continued this year with our focus on integrating arts and technology into the curriculum. Arts integration and arts enhancements were done with special-area teachers, grade level performances, artists-in-residence programs, and performances throughout the year. All third through fifth grade teachers, and the music and art classrooms, have electronic whiteboards. Our goal is to expand this technology to have 100% of classrooms equipped with electronic whiteboards.

A.C. Moore Elementary School continued its partnership with the University of South Carolina. The "Ripples of Hope" project was the result of a grant written by an assistant professor of art at the University of South Carolina. The grant allowed our focus of arts enhancement and integration to expand. Under the guidance of our art teacher, students transformed the front entrance to the school with a Mosaic Poetry Garden. "Ripples of Hope" includes a fountain, seating, shade trees, and individual stepping stones created by each student which features a symbol of something that is important to them. A USC assistant professor of education provided professional development training to teachers and worked with students monthly on Writers Workshop and creating poems for the Mosaic Poetry Garden.

Students at AC Moore Elementary School have access to a number of afterschool activities and programs including the Afterschool Comprehensive Remediation program, dance, drama, art club, mosaic 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

Jim Evatt, SIC Chair

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	30	36	17
Percent satisfied with learning environment	90.0%	75.0%	94.1%
Percent satisfied with social and physical environment	100.0%	80.6%	88.2%
Percent satisfied with school-home relations	96.7%	83.3%	88.2%

* 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 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	
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	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

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
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	157	95.5	27.7	30.5	41.8	80.1	78.2	83.5	Yes	Yes
Gender										
Male	72	91.7	31.7	38.1	30.2	71.4	74.7	80.1	N/A	N/A
Female	85	98.8	24.4	24.4	51.3	87.2	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	64	96.9	18.5	31.5	50	88.9	93.3	89.6	Yes	Yes
African American	67	94	42.6	32.8	24.6	65.6	74.2	74.6	Yes	Yes
Asian/Pacific Islander	11	100	N/A	N/A	N/A	100	84.2	92.7	I/S	I/S
Hispanic	15	93.3	20	33.3	46.7	93.3	80.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	30	76.7	70.8	16.7	12.5	37.5	45.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	22	95.5	13.6	27.3	59.1	95.5	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	83	92.8	39.7	32.9	27.4	68.5	73.1	76.9	Yes	Yes

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

All Students	157	99.4	41.8	27	31.2	68.8	72	80.4	Yes	Yes
Gender										
Male	72	98.6	47.6	23.8	28.6	63.5	70.3	78.4	N/A	N/A
Female	85	100	37.2	29.5	33.3	73.1	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	64	98.4	24.1	27.8	48.1	79.6	90.2	87.8	Yes	Yes
African American	67	100	63.9	23	13.1	52.5	67	69.3	No	Yes
Asian/Pacific Islander	11	100	9.1	18.2	72.7	90.9	88.4	93.5	I/S	I/S
Hispanic	15	100	40	46.7	13.3	80	77.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	30	96.7	87.5	8.3	4.2	16.7	34.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	31.8	36.4	31.8	81.8	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	83	100	60.3	26	13.7	56.2	65.9	72.8	No	Yes

* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	102	100	45.7	45.7	8.5	54.3	56.5	67.3
Gender								
Male	43	100	47.4	39.5	13.2	52.6	56.1	66.9
Female	59	100	44.6	50	5.4	55.4	56.8	67.7
Racial/Ethnic Group								
White	41	100	29.7	56.8	13.5	70.3	86.3	79.6
African American	45	100	68.3	29.3	2.4	31.7	48.2	49.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	76.2	84.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	21	100	N/A	N/A	N/A	29.4	23.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	13	100	31.3	56.3	12.5	68.8	62.7	58.6
Socio-Economic Status								
Subsidized meals	58	100	58.8	37.3	3.9	41.2	46.5	55.4

Social Studies

All Students	104	100	37.9	45.3	16.8	62.1	64	70.9
Gender								
Male	53	100	44.7	38.3	17	55.3	61.9	70.1
Female	51	100	31.3	52.1	16.7	68.8	66.1	71.7
Racial/Ethnic Group								
White	44	100	35	37.5	27.5	65	86.9	79.2
African American	44	100	51.3	43.6	5.1	48.7	57.7	58.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	82.1	86.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	20	100	N/A	N/A	N/A	29.4	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	13	100	23.1	61.5	15.4	76.9	65.2	68
Socio-Economic Status								
Subsidized meals	54	100	46.8	48.9	4.3	53.2	56.5	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	156	99.4	35.7	30.7	33.6	64.3	63.4	72.1	95.8	95.9
Gender										
Male	73	98.6	41.3	33.3	25.4	58.7	56.3	65.2	95.4	95.7
Female	83	100	31.2	28.6	40.3	68.8	70.4	79.2	96.2	96.1
Racial/Ethnic Group										
White	61	100	29.6	24.1	46.3	70.4	86.2	80.8	95.9	96
African American	66	98.5	48.3	28.3	23.3	51.7	57.3	59.7	95.1	95.9
Asian/Pacific Islander	12	100	9.1	27.3	63.6	90.9	81.1	87	96.2	96.2
Hispanic	15	100	26.7	66.7	6.7	73.3	62.9	64.6	97.3	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	29	100	87.5	8.3	4.2	12.5	21.1	27.7	94.1	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	22.7	50	27.3	77.3	60.7	63.7	97	96.3
Socio-Economic Status										
Subsidized meals	81	98.8	48.6	35.7	15.7	51.4	55.2	61.9	95.2	95.7

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	49	100	34.1	18.2	47.7	65.9
	4	39	100	31.4	37.1	31.4	68.6
	5	57	100	26.9	34.6	38.5	73.1
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	49	100	47.7	22.7	29.5	52.3
	4	39	100	20	51.4	28.6	80
	5	57	100	32.7	34.6	32.7	67.3
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	24	100	47.6	33.3	19	52.4
	4	39	100	40	57.1	2.9	60
	5	28	100	36	48	16	64
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	25	100	26.1	34.8	39.1	73.9
	4	39	100	31.4	48.6	20	68.6
	5	29	100	48.1	25.9	25.9	51.9
	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
2010	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
Writing							
2009	3	50	100	42.2	17.8	40	57.8
	4	41	97.6	31.4	45.7	22.9	68.6
	5	57	100	40.4	30.8	28.8	59.6
	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
2010	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

Abbreviations for Missing Data

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