



## Mossy Creek Elementary

421 W. Five Notch Rd  
North Augusta, SC 29841

|                       |                         |              |
|-----------------------|-------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School  |              |
| <b>Enrollment</b>     | 698 Students            |              |
| <b>Principal</b>      | Stephanie Hammond       | 803-442-6090 |
| <b>Superintendent</b> | Dr. Elizabeth Everitt   | 803-641-2428 |
| <b>Board Chair</b>    | Ms. Rosemary B. English | 803-648-1128 |

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2012</b> | <b>Average</b>  | <b>Average</b> |
| 2011        | Average         | Below Average  |
| 2010        | Average         | Average        |
| 2009        | Average         | Average        |
| 2008        | 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 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**

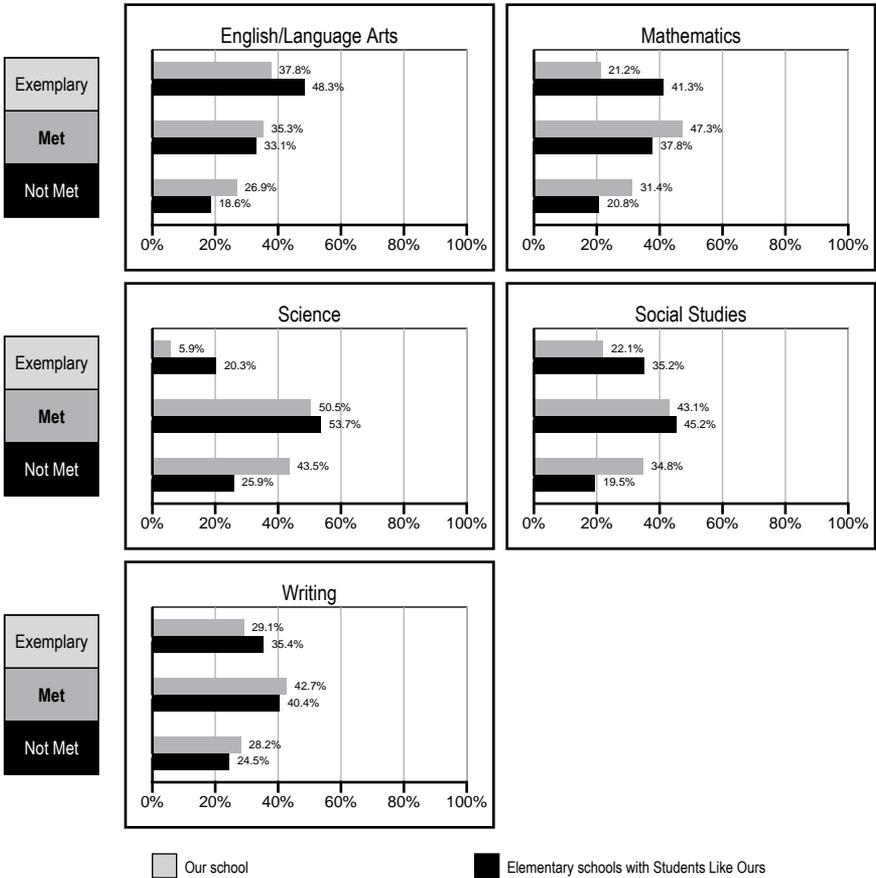
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 93.9%

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

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 39        | 39   | 26      | 0             | 0       |

\* Ratings are calculated with data available by 11/07/2012.

**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 |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=698)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 89.4%      | Down from 89.8%       | 100.0%                                     | 100.0%                   |
| Retention rate   | 1.7%       | Down from 2.3%        | 0.9%                                       | 1.0%                     |
| Attendance rate  | 96.0%      | Up from 95.5%         | 96.5%                                      | 96.6%                    |
| Served by gifted and talented program  | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| With disabilities other than speech  | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Older than usual for grade   | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.1%       | Up from 0.0%          | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=42)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 69.0%      | Up from 63.4%         | 63.5%                                      | 63.0%                    |
| Continuing contract teachers   | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Teachers returning from previous year  | 84.5%      | Up from 83.7%         | 89.6%                                      | 88.7%                    |
| Teacher attendance rate  | 95.3%      | Up from 93.0%         | 95.3%                                      | 95.1%                    |
| Average teacher salary*  | \$45,214   | Up 1.1%               | \$48,053                                   | \$47,210                 |
| Professional development days/teacher  | 7.2 days   | Up from 6.6 days      | 11.3 days                                  | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 3.0        | Up from 2.0           | 5.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 22.4 to 1  | Up from 22.1 to 1     | 20.3 to 1                                  | 20.0 to 1                |
| Prime instructional time   | 90.4%      | Up from 87.5%         | 90.3%                                      | 90.5%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 100.0%     | Up from 99.0%         | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$5,960    | Down 2.9%             | \$6,761                                    | \$7,247                  |
| Percent of expenditures for instruction**                                    | 72.4%      | Up from 72.2%         | 68.2%                                      | 68.2%                    |
| Percent of expenditures for teacher salaries**                               | 69.8%      | Up from 68.7%         | 66.3%                                      | 65.7%                    |

\* 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

Mossy Creek Elementary, a Red Carpet School, offers effective customer service and promotes academic success for students in a safe environment. Our school wide discipline plan and our Be a Buddy Program incorporates teaching character traits and educating students about what behaviors are expected to create an environment focused on learning. Students, faculty, and parents are working together to make sure that each student feels safe while at school. With the help our school counselor, we have learned what it takes to "Take and Stand and Lend a Hand".

At Mossy Creek we provide programs including Early Literacy Intervention, Gifted and Talented Program, Six Flags Reading Program, Science and Math Days, Family Read Night, and technology labs. Programs and events that enhance character and personal development include, DARE, Be a Buddy Program, Service Learning, Student Council, Diversity Day, Career Day, Character Education, Red Ribbon Week, Field Day, Spirit Days, Chorus, Art Club, Jump Rope for Heart, PE Club, Running Club, Star Student of the Week, Student of the Month, Safety Patrol, and our quarterly community "Dive-In" nights. Mossy Creek also had after school care and a summer camp program for enrichment in character and personal development and all academic areas.

Our goal is to help each child reach his/her maximum potential through high expectations and the development of critical thinking skills. Having two Reading Recovery Teachers, two 4K teachers, the Compass Learning Lab, and the continued diligence of our School Intervention Team, we have been able to examine our strengths and weaknesses to improve instruction. The School Support Team has also provided very specialized assistance for some students with individual needs. During our Early Release Days our teachers had the opportunity to take advantage of staff development activities, including compass learning training, Data Teams, and a time for "sharing ideas".

Our parents and community support us daily. The PTO and SIC support our school through events such as the Fall Carnival, fundraisers, school beautification day, Teacher Appreciation Week, luncheons, teacher grants, and a new swing for our playground.

At Mossy Creek, we are a family who strives for excellence! With high expectations, innovative instructional strategies, and a caring environment, your child with reach his/her highest potential.

Stephanie Hammond, Principal  
 Lisa Carroll, SIC Chair

Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 40       | 118       | 49       |
| Percent satisfied with learning environment            | 92.5%    | 85.5%     | 87.2%    |
| Percent satisfied with social and physical environment | 95.0%    | 86.2%     | 83.7%    |
| Percent satisfied with school-home relations           | 92.5%    | 90.5%     | 83.0%    |

\* 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 2012, 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.

|                                      |             |
|--------------------------------------|-------------|
| <b>Overall Weighted Points Total</b> | <b>91.2</b> |
| <b>Overall Grade Conversion</b>      | <b>A</b>    |

| 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

Mossy Creek 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  | 2.9%         | 2.6%  |
| Classes in high poverty schools not taught by highly qualified teachers | 3.5%         | 5.1%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.0%      | 94.0%*          | Yes                 |

\* Or greater than last year

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## Performance By Group

| Subgroups                         | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| <b>Grades 3-5</b>                 |          |           |              |                     |              |               |
| All Students                      | 656.4    | 635.4     | 605.2        | 626.1               | 99.1         | 100.0         |
| Male                              | 648.2    | 633.8     | 606.0        | 624.3               | 98.7         | 100.0         |
| Female                            | 663.9    | 636.9     | 604.5        | 628.0               | 99.4         | 100.0         |
| White                             | 672.6    | 649.4     | 617.7        | 644.6               | 98.8         | 100.0         |
| African American                  | 637.8    | 618.6     | 586.8        | 606.5               | 99.2         | 100.0         |
| Asian/Pacific Islander            | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Hispanic                          | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| American Indian/Alaskan           | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Disabled                          | N/A      | N/A       | N/A          | N/A                 | 90.3         | 100.0         |
| Limited English Proficient        | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Subsidized meals                  | 642.0    | 622.8     | 593.2        | 612.2               | 99.0         | 100.0         |
| Annual Measurable Objective (AMO) | 630.0    | 630.0     | 630.0        | 630.0               | 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 |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>English/Language Arts</b> |       |                               |          |           |       |             |                    |
| <b>2011</b>                  | 3     | 98                            | 100      | 20.7      | 29.3  | 50          | 79.3               |
|                              | 4     | 119                           | 100      | 26.4      | 45.3  | 28.3        | 73.6               |
|                              | 5     | 136                           | 100      | 27.9      | 46.7  | 25.4        | 72.1               |
|                              | 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                |
| <b>2012</b>                  | 3     | 100                           | 97       | 20.7      | 24.1  | 55.2        | 79.3               |
|                              | 4     | 95                            | 100      | 27.4      | 36.9  | 35.7        | 72.6               |
|                              | 5     | 120                           | 100      | 30        | 43.6  | 26.4        | 70                 |
|                              | 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                |
| <b>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2011</b>                  | 3     | 98                            | 100      | 48.9      | 26.1  | 25          | 51.1               |
|                              | 4     | 119                           | 100      | 39.6      | 46.2  | 14.2        | 60.4               |
|                              | 5     | 136                           | 100      | 39.3      | 36.1  | 24.6        | 60.7               |
|                              | 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                |
| <b>2012</b>                  | 3     | 100                           | 100      | 27        | 47.2  | 25.8        | 73                 |
|                              | 4     | 95                            | 100      | 40.5      | 42.9  | 16.7        | 59.5               |
|                              | 5     | 120                           | 100      | 28.2      | 50.9  | 20.9        | 71.8               |
|                              | 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                |
| <b>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2011</b>                  | 3     | 49                            | 100      | 43.5      | 50    | 6.5         | 56.5               |
|                              | 4     | 118                           | 100      | 45.7      | 48.6  | 5.7         | 54.3               |
|                              | 5     | 67                            | 100      | 47.5      | 44.1  | 8.5         | 52.5               |
|                              | 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                |
| <b>2012</b>                  | 3     | 53                            | 100      | 43.5      | 43.5  | 13          | 56.5               |
|                              | 4     | 95                            | 100      | 46.4      | 51.2  | 2.4         | 53.6               |
|                              | 5     | 60                            | 100      | 39.3      | 55.4  | 5.4         | 60.7               |
|                              | 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                |

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 |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>Social Studies</b> |       |                               |          |           |       |             |                    |
| <b>2011</b>           | 3     | 51                            | 100      | 53.2      | 42.6  | 4.3         | 46.8               |
|                       | 4     | 119                           | 100      | 34        | 50.9  | 15.1        | 66                 |
|                       | 5     | 69                            | 100      | 50.8      | 38.1  | 11.1        | 49.2               |
|                       | 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                |
| <b>2012</b>           | 3     | 47                            | 100      | 37.2      | 30.2  | 32.6        | 62.8               |
|                       | 4     | 95                            | 100      | 31        | 52.4  | 16.7        | 69                 |
|                       | 5     | 60                            | 100      | 38.2      | 38.2  | 23.6        | 61.8               |
|                       | 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                |
| <b>Writing</b>        |       |                               |          |           |       |             |                    |
| <b>2011</b>           | 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     | 136                           | 98.5     | 27.3      | 45.5  | 27.3        | 72.7               |
|                       | 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                |
| <b>2012</b>           | 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     | 121                           | 100      | 28.2      | 42.7  | 29.1        | 71.8               |
|                       | 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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