



Mossy Creek Elementary

421 West Five Notch Road

North Augusta, SC 29841

Grades	PK-5 Elementary School	
Enrollment	664 Students	
Principal	Stephanie Hammond	803-442-6090
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Below Average
2007	Average	Below Average
2006	Average	Good
2005	N/A	N/A

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 2008-09 whose 2007-08 test scores were located

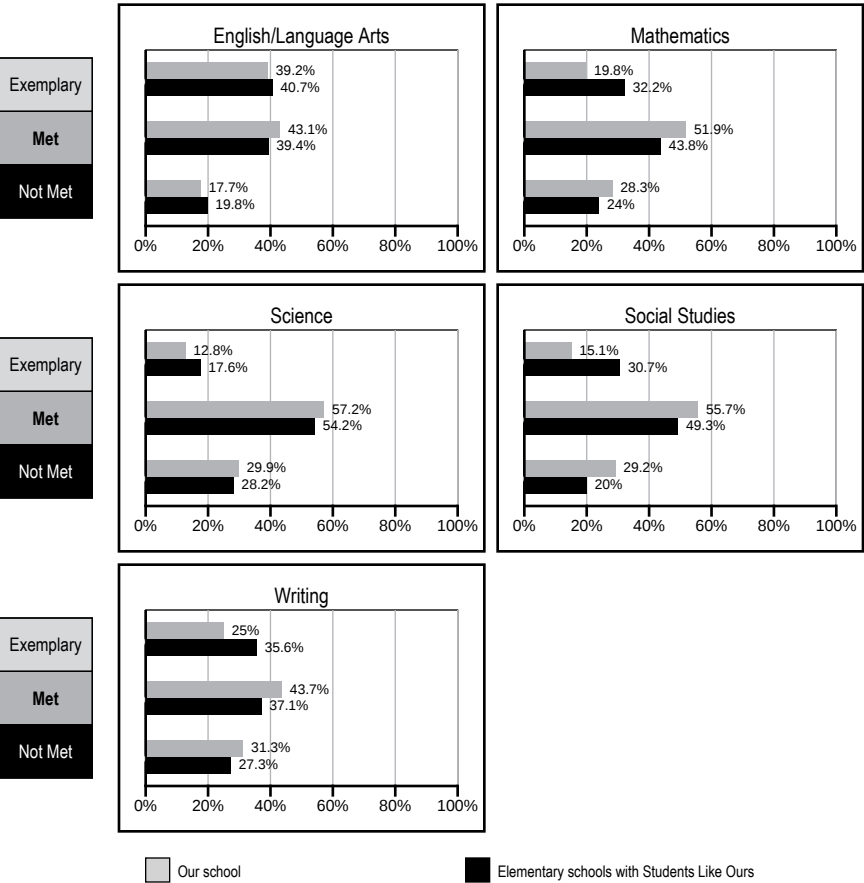
93.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
11	27	49	2	0

* Ratings are calculated with data available by 06/01/2010.

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=664)				
First graders who attended full-day kindergarten	95.2%	Up from 76.9%	100.0%	100.0%
Retention rate	2.7%	Down from 4.9%	1.9%	1.9%
Attendance rate	96.0%	Up from 95.9%	96.2%	96.3%
Eligible for gifted and talented	10.5%	Up from 10.1%	11.9%	10.0%
With disabilities other than speech	7.8%	Up from 5.9%	7.9%	7.7%
Older than usual for grade	1.0%	Down from 1.1%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	53.3%	Down from 56.0%	58.6%	59.4%
Continuing contract teachers	80.0%	Up from 70.0%	83.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.6%	N/A	87.4%	85.9%
Teacher attendance rate	95.0%	Up from 93.5%	95.3%	95.1%
Average teacher salary*	\$46,721	Up 1.8%	\$46,824	\$47,149
Professional development days/teacher	7.8 days	Up from 6.2 days	11.6 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 14.6 to 1	19.3 to 1	18.8 to 1
Prime instructional time	90.2%	Up from 88.4%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,442	Up 21.8%	\$6,940	\$7,458
Percent of expenditures for instruction**	73.7%	Down from 74.3%	69.7%	68.8%
Percent of expenditures for teacher salaries**	56.5%	Down from 68.5%	64.1%	63.2%

* 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

When Mossy Creek Elementary opened its doors in August 2005, with 675 students from diverse socio-economic and ethnic backgrounds, we did not imagine that for 2006-2007, we would have an average enrollment of 760 students. This increased enrollment resulted in an addition of four portable classrooms and three additional teachers. The greatest growth occurred in our kindergarten and first grade. Parents, faculty, and staff worked together to continue the programs started in 2005 to achieve academic success, stability and a positive learning environment.

As of today in June 2009, teachers at Mossy Creek have received over \$10,000 in grant money to help in providing additional support for our educational programs already in place. PACT scores for 2005-2006 won Mossy Creek Elementary a Palmetto Silver Award from the State Department. Highlight scores include 85% of third graders scoring basic or above in ELA, 82% of fourth graders scoring basic or above in ELA, and 80% of fifth graders scoring basic or above in Math. Programs enhancing academic achievement included parent workshops for Kindergarten and First Grade, After School Tutoring for grades 2-5, Reading Intervention, CEC Lab, Computer Lab, Accelerated Reader, Science Day, Math Day, Write Night, Read Across America and visiting authors, Prime Time, Mossy Mail Service, and Literary Club. Programs that enhanced character and personal development included DARE, Service Learning, Student Council, Diversity Day, Career Day, Character Education, Red Ribbon Week, Field Day, Spirit Nights, Jump Rope Team, Chorus, Pep Squad, Art Club, Creative Arts Club, Jump Rope for Heart, School Carnival, and Safety Patrol. The culmination this year was the winning to the South Carolina Red Carpet Award in May.

Through all of these programs and activities, we are working to achieve PASS test scores that meet or exceed district and state averages and to prepare students to become productive citizens and life long learners. All of this can only be accomplished with the commitment of parents, faculty, staff, students, and community.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	83	66
Percent satisfied with learning environment	83.3%	100.0%	81.3%
Percent satisfied with social and physical environment	92.9%	97.6%	81.5%
Percent satisfied with school-home relations	88.1%	100.0%	78.8%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 17 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	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	5.8%

	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

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

All Students	310	100	17.5	42.8	39.6	90.2	85.7	82.8	Yes	Yes
Gender										
Male	168	100	21.2	41	37.8	87.8	83.2	79.3	N/A	N/A
Female	142	100	13.2	45	41.9	93	88.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	162	100	9.6	34.6	55.8	94.9	90.8	89.5	Yes	Yes
African American	133	100	27.1	50.8	22	84.7	78.1	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.3	92.3	I/S	I/S
Hispanic	13	100	I/S	I/S	I/S	I/S	77.9	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	79.2	82.5	I/S	I/S
Disability Status										
Disabled	33	100	62.1	13.8	24.1	44.8	51.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	I/S	I/S	I/S	I/S	76.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	185	100	24.4	44.5	31.1	87.2	79.5	75.5	Yes	Yes

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

All Students	310	100	28.1	52.3	19.6	78.9	81.6	78.9	Yes	Yes
Gender										
Male	168	100	26.9	51.9	21.2	80.1	80.6	77	N/A	N/A
Female	142	100	29.5	52.7	17.8	77.5	82.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	162	100	17.9	51.3	30.8	87.8	87.6	87.2	Yes	Yes
African American	133	100	41.5	51.7	6.8	66.9	71.7	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.8	93	I/S	I/S
Hispanic	13	100	I/S	I/S	I/S	I/S	78.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	79.5	I/S	I/S
Disability Status										
Disabled	33	100	65.5	27.6	6.9	41.4	45.4	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	I/S	I/S	I/S	I/S	78.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	185	100	37.8	53.7	8.5	70.7	74.1	70.2	Yes	Yes

* 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

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
Science								
All Students	205	99.5	29.3	57.4	13.3	70.7	68.5	67.5
Gender								
Male	115	99.1	25.7	58.1	16.2	74.3	69.4	67
Female	90	100	33.7	56.6	9.6	66.3	67.6	68
Racial/Ethnic Group								
White	106	99.1	18.8	59.4	21.8	81.2	78.5	79.5
African American	86	100	42.3	53.8	3.8	57.7	52.3	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.5	84.3
Hispanic	11	100	I/S	I/S	I/S	I/S	61.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.2	71.2
Disability Status								
Disabled	22	95.5	50	44.4	5.6	50	34.9	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	61.3	59.6
Socio-Economic Status								
Subsided meals	116	99.1	35.9	59.2	4.9	64.1	56.9	55.1

Social Studies								
All Students	204	100	28.9	56.1	15	71.1	69	72.3
Gender								
Male	111	100	29.1	53.4	17.5	70.9	69.3	71.5
Female	93	100	28.6	59.5	11.9	71.4	68.8	73.2
Racial/Ethnic Group								
White	109	100	17.3	60.6	22.1	82.7	76.5	80.7
African American	85	100	44	50.7	5.3	56	56.7	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.5	88.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	62.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	72.2
Disability Status								
Disabled	23	100	N/AV	N/AV	N/AV	47.4	40.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	63.8	67.9
Socio-Economic Status								
Subsided meals	125	100	36.9	52.3	10.8	63.1	59	62.1

Abbreviations for Missing Data

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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	307	98.4	30.9	44	25.2	69.1	71.8	70.2	96	95.9
Gender										
Male	168	98.8	35.3	44.9	19.9	64.7	65.9	63.2	95.9	95.7
Female	139	97.8	25.4	42.9	31.7	74.6	78.1	77.5	96	96
Racial/Ethnic Group										
White	162	98.2	20.1	45.5	34.4	79.9	78.3	79.1	95.9	95.8
African American	131	98.5	44.4	41	14.5	55.6	61.4	57.6	96	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84	86.2	94.4	97.7
Hispanic	12	100	I/S	I/S	I/S	I/S	65.9	62.6	96.6	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60.9	68.7	96.7	96
Disability Status										
Disabled	34	91.2	72.4	24.1	3.4	27.6	23	26.1	95.3	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	95
English Proficiency										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	64.9	61.2	96.7	96.4
Socio-Economic Status										
Subsidized meals	183	98.9	43.2	42	14.8	56.8	61.4	58.9	95.3	95.2

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	121	100	22.3	32.1	45.5	77.7
	4	98	100	20	51.1	28.9	80
	5	91	100	8.4	48.2	43.4	91.6
	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
Mathematics							
2009	3	121	100	41.1	35.7	23.2	58.9
	4	98	100	24.4	62.2	13.3	75.6
	5	91	100	14.5	63.9	21.7	85.5
	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
Science							
2009	3	61	98.4	37.5	48.2	14.3	62.5
	4	98	100	30	57.8	12.2	70
	5	46	100	16.7	69	14.3	83.3
	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
Social Studies							
2009	3	61	100	32.1	53.6	14.3	67.9
	4	98	100	25.6	56.7	17.8	74.4
	5	45	100	31.7	58.5	9.8	68.3
	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
Writing							
2009	3	120	98.3	40.9	33.6	25.5	59.1
	4	98	98	28.9	50	21.1	71.1
	5	89	98.9	19.5	51.2	29.3	80.5
	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

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