



MOSSY CREEK ELEMENTARY

421 West Five Notch Road
North Augusta, SC 29841

Grades	PK-5 Elementary School	
Enrollment	654 Students	
Principal	Stephanie L. Hammond	803-442-6090
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

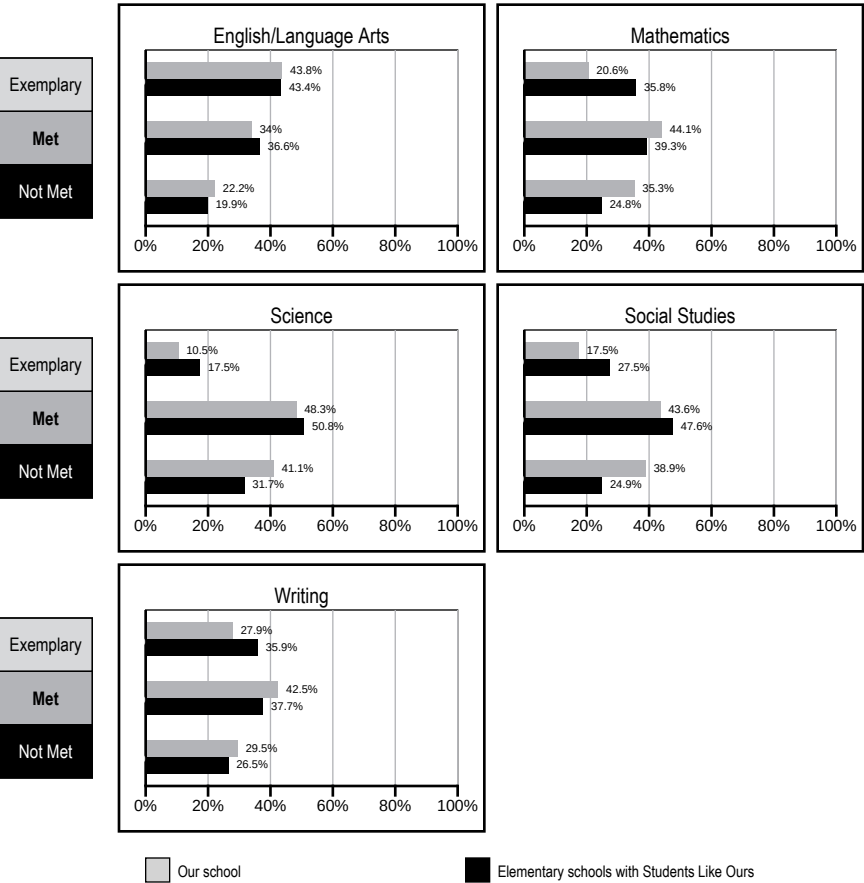
Percent of students tested in 2009-10 whose 2008-09 test scores were located 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	34	51	1	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=654)				
First graders who attended full-day kindergarten	100.0%	Up from 95.2%	100.0%	100.0%
Retention rate	1.9%	Down from 2.7%	1.2%	1.2%
Attendance rate	95.4%	Down from 96.0%	96.1%	96.1%
Eligible for gifted and talented	9.9%	Down from 10.5%	13.5%	11.7%
With disabilities other than speech	10.1%	Up from 7.8%	8.4%	8.0%
Older than usual for grade	0.4%	Down from 1.0%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	60.0%	Up from 53.3%	58.1%	60.5%
Continuing contract teachers	95.0%	Up from 80.0%	84.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.4%	Down from 90.6%	87.0%	87.0%
Teacher attendance rate	95.7%	Up from 95.0%	95.5%	95.4%
Average teacher salary*	\$44,844	Down 4.0%	\$47,223	\$47,288
Professional development days/teacher	7.0 days	Down from 7.8 days	10.1 days	10.5 days
School				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	22.7 to 1	Up from 19.8 to 1	19.6 to 1	19.2 to 1
Prime instructional time	90.0%	Down from 90.2%	91.0%	90.8%
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**	\$6,420	Down 0.3%	\$7,089	\$7,548
Percent of expenditures for instruction**	72.5%	Down from 73.7%	68.7%	68.7%
Percent of expenditures for teacher salaries**	68.7%	Up from 56.5%	65.1%	65.1%

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

** Prior year audited financial data are reported.

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 schoolwide discipline plan incorporates teaching character traits and educating students about what behaviors are expected to create an environment focused on learning. Having teachers present classroom lessons about each attribute (Safety, Thoughtful, Accountable, and Respectful) has enabled us to create a more positive learning environment.

Our goal is to help each child reach his/her maximum potential through high expectations and the development of critical thinking skills. At Mossy Creek we provide programs including Early Literacy Intervention, afterschool tutoring for grades three through five, Gifted and Talented Program, Accelerated Reader Program, Six Flags Reading Program, Science and Math Days, Family Reading Night, visiting authors focused on the writing process and storytelling, the Mossy Mail service, and technology labs. Programs and events that enhance character and personal development include DARE, Service Learning, Student Council, Diversity Day, Career Day, Character Education, Red Ribbon Week, Field Day, Spirit Nights, Chorus, Pep Squad, Art Club, Jump Rope for Heart, Cup Stacking Club, Running Club, Star Student of the Week, and Safety Patrol. Mossy Creek also has afterschool care and a summer camp program for enrichment in character and personal development and all academic areas.

Our students performed well on the PASS in the spring of 2009, allowing us to meet Adequate Yearly Progress (AYP). The addition of a Reading Recovery Teacher and the restructuring of our Student Support Team to a schoolwide intervention team have allowed our teachers to examine our strengths and weaknesses to improve instruction. Our teachers have received over \$5,000.00 in grant money to help in providing support for our educational programs already in place.

At Mossy Creek, we strive for excellence! With high expectations, innovative instructional strategies, and a caring environment for the MC faculty, staff, students, and families, Mossy Creek will "Believe and Achieve"

Stephanie Hammond, Principal
Mel Bradley, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	45	91	57
Percent satisfied with learning environment	95.6%	90.1%	82.5%
Percent satisfied with social and physical environment	95.6%	85.7%	85.7%
Percent satisfied with school-home relations	95.6%	90.1%	78.9%

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

No Child Left Behind

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 19 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	
---------------------------	--

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	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	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	331	99.7	22	33.9	44.1	85.9	85.1	83.5	Yes	Yes
Gender										
Male	178	99.4	22.8	34.7	42.5	83.8	82.1	80.1	N/A	N/A
Female	153	100	21.2	32.9	45.9	88.4	88.2	87	N/A	N/A
Racial/Ethnic Group										
White	173	100	14.5	27.7	57.8	91	89.8	89.6	Yes	Yes
African American	136	99.3	28	40	32	80.8	77.6	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.1	92.7	I/S	I/S
Hispanic	17	100	N/A	N/A	N/A	76.5	81.9	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.3	85.1	I/S	I/S
Disability Status										
Disabled	46	97.8	72.1	16.3	11.6	48.8	50.3	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	N/A	N/A	N/A	72.2	81.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	207	99.5	29.4	37.6	33	82	79.4	76.9	Yes	Yes

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

All Students	331	100	35.1	44.7	20.1	77.3	79.8	80.4	Yes	Yes
Gender										
Male	178	100	33.5	41.3	25.1	77.8	78.1	78.4	N/A	N/A
Female	153	100	37	48.6	14.4	76.7	81.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	173	100	24.7	45.2	30.1	86.1	86.1	87.8	Yes	Yes
African American	136	100	46.4	44	9.6	68	70	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.4	93.5	I/S	I/S
Hispanic	17	100	N/A	N/A	N/A	58.8	76.9	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	83.2	I/S	I/S
Disability Status										
Disabled	46	100	N/A	N/A	N/A	37.2	43.1	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	N/A	N/A	N/A	55.6	76.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	207	100	48.5	39.7	11.9	67	72.1	72.8	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

	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	225	99.1	40.3	48.3	11.4	59.7	65.3	67.3
Gender								
Male	121	99.2	34.2	49.5	16.2	65.8	65.8	66.9
Female	104	99	47	47	6	53	64.8	67.7
Racial/Ethnic Group								
White	119	100	24.8	56.6	18.6	75.2	76.4	79.6
African American	91	98.9	58.3	38.1	3.6	41.7	48.8	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.2	84.4
Hispanic	12	91.7	N/A	N/A	N/A	36.4	53.1	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	70.6	69.5
Disability Status								
Disabled	33	93.9	72.4	20.7	6.9	27.6	29.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	12	91.7	N/A	N/A	N/A	36.4	53.7	58.6
Socio-Economic Status								
Subsidized meals	141	98.6	53.4	38.9	7.6	46.6	53	55.4

Social Studies								
All Students	226	100	39.1	43.7	17.2	60.9	66.2	70.9
Gender								
Male	121	100	33.6	46.6	19.8	66.4	66.5	70.1
Female	105	100	45.5	40.4	14.1	54.5	66	71.7
Racial/Ethnic Group								
White	115	100	26.8	45.5	27.7	73.2	73.7	79.2
African American	98	100	52.2	41.1	6.7	47.8	53.7	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	80.3	86.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	65.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	71.2
Disability Status								
Disabled	30	100	N/A	N/A	N/A	10.7	31.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	65.1	68
Socio-Economic Status								
Subsidized meals	139	100	49.6	41.2	9.2	50.4	55.5	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	327	96.9	28.6	43.1	28.3	71.4	73.1	72.1	95.4	95.9
Gender										
Male	175	96.6	34.6	41.4	24.1	65.4	66.6	65.2	95.3	95.8
Female	152	97.4	21.8	45.1	33.1	78.2	80	79.2	95.4	96
Racial/Ethnic Group										
White	171	97.7	19.9	41	39.1	80.1	79.8	80.8	95	95.7
African American	134	96.3	35.2	49.2	15.6	64.8	62.9	59.7	95.8	96
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.4	87	97.5	97.6
Hispanic	17	94.1	62.5	25	12.5	37.5	66.1	64.6	95.8	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80.6	73.4	95.4	96.4
Disability Status										
Disabled	42	83.3	N/AV	N/AV	N/AV	14.7	24.3	27.7	95.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	95.6
English Proficiency										
Limited English Proficient	18	94.4	64.7	23.5	11.8	35.3	65.3	63.7	96.3	96.5
Socio-Economic Status										
Subsidized meals	200	96.5	37.4	47.6	15	62.6	63.6	61.9	94.9	95.3

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	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
2010	3	116	100	19.3	24.8	56	80.7
	4	121	99.2	26.7	37.9	35.3	73.3
	5	93	100	19.5	39.1	41.4	80.5
	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
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
2010	3	116	100	40.4	40.4	19.3	59.6
	4	121	100	31	45.7	23.3	69
	5	93	100	33.3	49.4	17.2	66.7
	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
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
2010	3	59	96.6	39.6	45.3	15.1	60.4
	4	120	100	43.5	43.5	13	56.5
	5	45	100	33.3	64.3	2.4	66.7
	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

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	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
2010	3	58	100	49.1	29.1	21.8	50.9
	4	120	100	33	50.4	16.5	67
	5	48	100	42.2	44.4	13.3	57.8
	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	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
2010	3	115	93.9	27.9	42.3	29.8	72.1
	4	120	98.3	34.2	42.1	23.7	65.8
	5	92	98.9	22.1	45.3	32.6	77.9
	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

Abbreviations for Missing Data

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