

MOSSY OAKS ELEMENTARY

2510 Mossy Oaks Road
Beaufort, South Carolina

Grades	PK-5 Elementary School	
Enrollment	485 Students	
Principal	Donald A. Gruel	843-322-2900
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	**Good**	**Excellent***
2009	Good	Excellent
2008	Good	Good
2007	Good	Good
2006	Good	Good

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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.

http://ed.sc.gov
http://www.eoc.sc.gov

MOSSY OAKS ELEMENTARY 03/09/11-0701015

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

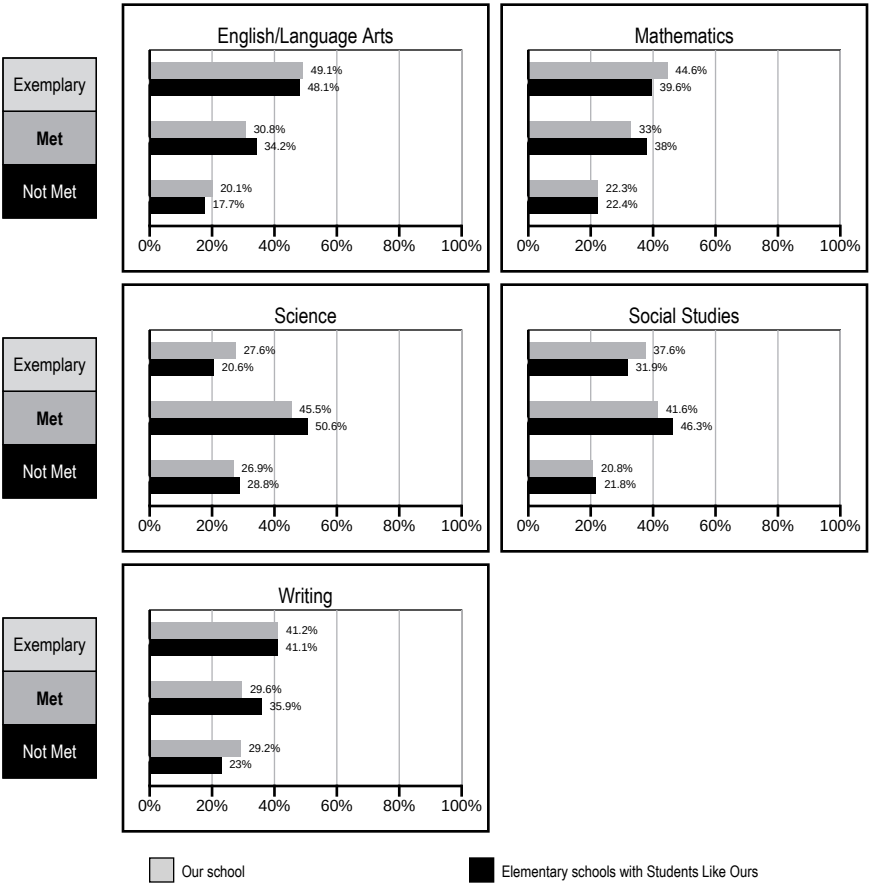
Percent of students tested in 2009-10 whose 2008-09 test scores were located	94.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	38	30	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=485)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Down from 3.9%	1.2%	1.2%
Attendance rate	96.7%	Down from 97.1%	96.2%	96.1%
Eligible for gifted and talented	16.9%	Down from 21.5%	16.1%	11.7%
With disabilities other than speech	6.6%	Down from 7.2%	7.6%	8.0%
Older than usual for grade	0.8%	No Change	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=34)				
Teachers with advanced degrees	58.8%	Down from 67.7%	61.3%	60.5%
Continuing contract teachers	85.3%	Down from 90.3%	86.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.9%	Up from 91.3%	89.1%	87.0%
Teacher attendance rate	95.7%	Down from 96.5%	95.5%	95.4%
Average teacher salary*	$51,633	Down 3.6%	$48,008	$47,288
Professional development days/teacher	14.5 days	Up from 11.5 days	10.8 days	10.5 days
School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 19.1 to 1	19.9 to 1	19.2 to 1
Prime instructional time	90.3%	Down from 92.4%	90.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	$8,491	Down 0.4%	$7,124	$7,548
Percent of expenditures for instruction**	70.7%	Up from 68.5%	69.1%	68.7%
Percent of expenditures for teacher salaries**	69.2%	Up from 56.0%	65.8%	65.1%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2009-2010 school year was an exciting time to be at Mossy Oaks Elementary School. We were recognized by the State Board of Education and the South Carolina Department of Education for outstanding student academic performance and were declared a Gold Award Recipient in the Palmetto Gold and Silver Awards Program. We were also recognized with a Palmetto Silver Award for our excellent results in closing the achievement gaps among our students. We made Adequate Yearly Progress (AYP) as determined by No Child Left Behind legislation. The staff continued to spend time analyzing student achievement data and worked closely with our instructional coaches to provide environments within their classroom to promote effective teaching and learning. Through the use of these best practices and effective planning we saw positive gains by our students in their "Celebration of Knowledge" on MAP throughout the school year.

Character education continues to be an important part of the daily school routine as we work to build good citizens who are caring, responsible, and trustworthy. This citizenship and caring attitude was evident as we raised $1,262 in our "Hearts for Haiti" campaign, $4,125 in our "Math-a-Thon for St. Jude's," $2,003 in our "Pennies for Patients" campaign, and $584 for Relay for Life. Through these efforts and our continued emphasis on character, we are moving forward in our quest to build a responsible citizen who will go out each day and make the right choices.

Mossy Oaks Elementary continues to benefit from a strong base of parental and community support. Our PTO held a successful "Back to School Luau," coordinated the grand opening of our "Gallery Art Wall," provided opportunities for students to shop in Candy Cane Lane, and held a successful "Spring Fling." They provided assistance, when needed, to our students, staff, and parents. Through the efforts of our PTO and School Management Team, we continue to provide opportunities for all to become involved in providing a school environment that will help our students to be successful.

During the 2009-2010 school year, we continued in our mission to promote academic growth and character development that will provide a safe environment where every member is in the right place at the right time, doing the right thing, preparing children for their unique roles in the world. Our students know that each day they can make it a great day or not, the choice is theirs.

Donald Gruel, Principal
Walt Gnann, School Management Team Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	82	69
Percent satisfied with learning environment	100.0%	92.7%	94.2%
Percent satisfied with social and physical environment	100.0%	91.5%	91.2%
Percent satisfied with school-home relations	100.0%	95.1%	92.5%

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

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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	4.9%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	12.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	234	100	20.1	30.8	49.1	89.7	83.6	83.5	Yes	Yes
Gender										
Male	116	100	23.9	32.1	44	87.2	80.3	80.1	N/A	N/A
Female	118	100	16.5	29.6	53.9	92.2	87	87	N/A	N/A
Racial/Ethnic Group										
White	128	100	11.3	29	59.7	95.2	92.8	89.6	Yes	Yes
African American	79	100	37	28.8	34.2	80.8	73.5	74.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.7	92.7	I/S	I/S
Hispanic	18	100	11.1	44.4	44.4	94.4	78.3	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.9	85.1	I/S	I/S
Disability Status										
Disabled	39	100	67.6	18.9	13.5	54.1	44.9	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	54.5	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	26.7	53.3	20	80	76.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	122	100	33.9	31.3	34.8	82.6	76.5	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	234	100	22.3	33	44.6	86.2	80.4	80.4	Yes	Yes
Gender										
Male	116	100	22.9	30.3	46.8	84.4	78.9	78.4	N/A	N/A
Female	118	100	21.7	35.7	42.6	87.8	82	82.5	N/A	N/A
Racial/Ethnic Group										
White	128	100	16.1	29	54.8	91.9	91.4	87.8	Yes	Yes
African American	79	100	38.4	35.6	26	74	66.5	69.3	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	90	93.5	I/S	I/S
Hispanic	18	100	5.6	44.4	50	94.4	77.6	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.8	83.2	I/S	I/S
Disability Status										
Disabled	39	100	70.3	16.2	13.5	43.2	41.5	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	63.6	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	13.3	60	26.7	86.7	75.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	122	100	34.8	37.4	27.8	76.5	72.4	72.8	Yes	Yes

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

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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
Science								
All Students	153	99.4	26.9	45.5	27.6	73.1	65.1	67.3
Gender								
Male	75	100	26.1	46.4	27.5	73.9	64.8	66.9
Female	78	98.7	27.6	44.7	27.6	72.4	65.4	67.7
Racial/Ethnic Group								
White	83	100	16.3	46.3	37.5	83.8	83.8	79.6
African American	54	98.2	40.8	46.9	12.2	59.2	45.5	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	79.5	84.4
Hispanic	11	100	27.3	45.5	27.3	72.7	54	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	66.7	69.5
Disability Status								
Disabled	24	95.8	63.6	27.3	9.1	36.4	29.8	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	8	I/S	I/S	I/S	I/S	I/S	49.5	58.6
Socio-Economic Status								
Subsidized meals	82	98.8	41.6	48.1	10.4	58.4	51.4	55.4
Social Studies								
All Students	156	98.7	20.8	41.6	37.6	79.2	69.4	70.9
Gender								
Male	79	98.7	23	37.8	39.2	77	69.2	70.1
Female	77	98.7	18.7	45.3	36	81.3	69.5	71.7
Racial/Ethnic Group								
White	88	98.9	16.5	34.1	49.4	83.5	83.1	79.2
African American	49	98	31.1	48.9	20	68.9	53	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.1	86.8
Hispanic	13	100	7.7	69.2	23.1	92.3	62.7	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75	71.2
Disability Status								
Disabled	30	100	51.7	34.5	13.8	48.3	36	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	11	100	36.4	45.5	18.2	63.6	59.3	68
Socio-Economic Status								
Subsidized meals	79	97.5	27	54.1	18.9	73	57.6	60.8

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	235	99.6	28.9	29.8	41.3	71.1	70.5	72.1	96.7	96.7
Gender										
Male	116	100	36.7	29.4	33.9	63.3	63.9	65.2	96.8	96.7
Female	119	99.2	21.6	30.2	48.3	78.4	77.1	79.2	96.6	96.8
Racial/Ethnic Group										
White	129	99.2	17.1	28.5	54.5	82.9	84.8	80.8	96.6	96.5
African American	77	100	46.6	31.5	21.9	53.4	55.6	59.7	96.8	97.1
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	85.3	87	97.6	97.1
Hispanic	18	100	27.8	44.4	27.8	72.2	60.8	64.6	96.8	96.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	68.4	73.4	98.9	96
Disability Status										
Disabled	40	97.5	83.8	13.5	2.7	16.2	22.1	27.7	96.5	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	93.9	97.7
English Proficiency										
Limited English Proficient	15	100	40	26.7	33.3	60	56.2	63.7	97.5	96.8
Socio-Economic Status										
Subsidized meals	121	99.2	42.6	32.2	25.2	57.4	58.7	61.9	96.7	96.6

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	69	98.6	25.4	27	47.6	74.6
	4	80	100	26	37.7	36.4	74
	5	70	100	14.7	41.2	44.1	85.3
	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	76	100	20.8	22.2	56.9	79.2
	4	75	100	20	38.6	41.4	80
	5	83	100	19.5	31.7	48.8	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	69	98.6	47.6	22.2	30.2	52.4
	4	80	100	13	48.1	39	87
	5	70	100	14.7	50	35.3	85.3
	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	76	100	29.2	16.7	54.2	70.8
	4	75	100	22.9	37.1	40	77.1
	5	83	100	15.9	43.9	40.2	84.1
	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	36	100	39.4	39.4	21.2	60.6
	4	80	100	20.8	54.5	24.7	79.2
	5	34	100	14.7	64.7	20.6	85.3
	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	37	97.3	48.6	34.3	17.1	51.4
	4	75	100	18.6	52.9	28.6	81.4
	5	41	100	22.5	42.5	35	77.5
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	31	100	24.1	58.6	17.2	75.9
	4	80	100	11.7	53.2	35.1	88.3
	5	36	100	20.6	35.3	44.1	79.4
	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
2010	3	39	94.9	27	40.5	32.4	73
	4	75	100	21.4	42.9	35.7	78.6
	5	42	100	14.3	40.5	45.2	85.7
	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
Writing							
2009	3	68	95.6	37.1	30.6	32.3	62.9
	4	81	100	24.4	30.8	44.9	75.6
	5	70	98.6	16.2	39.7	44.1	83.8
	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
2010	3	78	100	35.6	37	27.4	64.4
	4	74	100	31.4	30	38.6	68.6
	5	83	98.8	20.7	23.2	56.1	79.3
	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

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