



## MOSSY OAKS ELEMENTARY

2510 Mossy Oaks Road  
Beaufort, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	496 Students	
<b>Principal</b>	Donald A. Gruel	843-322-2900
<b>Superintendent</b>	Dr. Valerie Truesdale	843-322-2300
<b>Board Chair</b>	Fred Washington	843-322-2356

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Good</b>
2010	Good	Excellent
2009	Good	Excellent
2008	Good	Good
2007	Good	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 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://eoc.sc.gov>

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

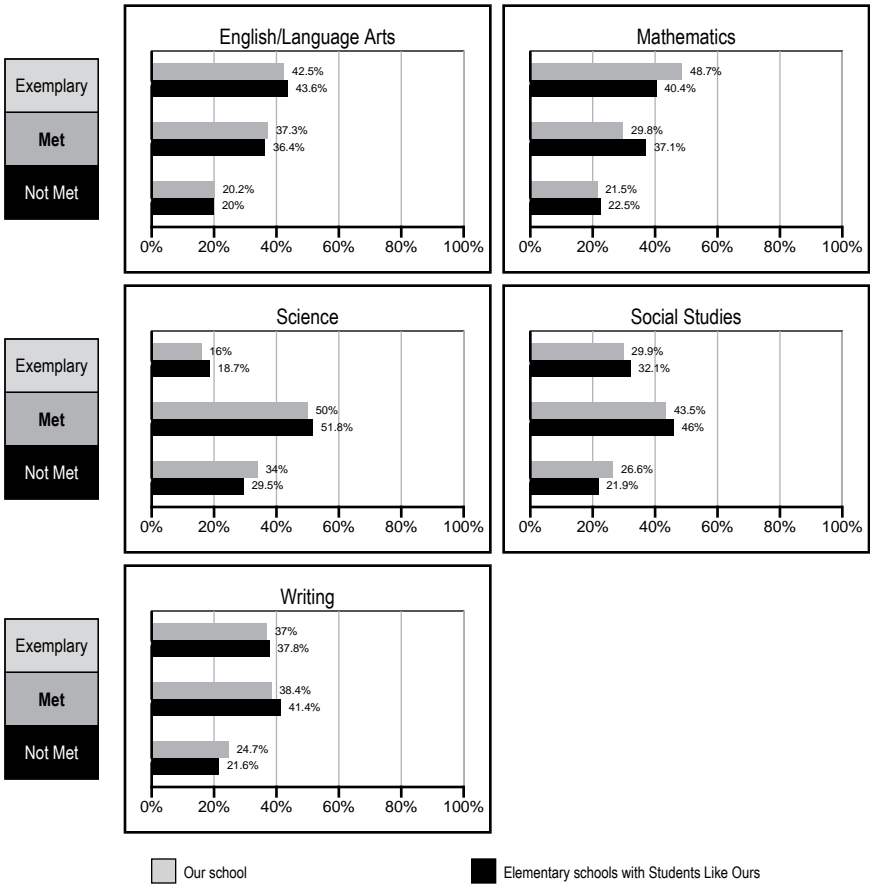
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 91.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
26	41	44	0	0

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=496)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 1.6%	1.1%	1.1%
Attendance rate	96.7%	No Change	96.1%	96.2%
Served by gifted and talented program	16.5%	Down from 16.9%	15.4%	13.4%
With disabilities other than speech	3.1%	Down from 6.6%	4.5%	4.1%
Older than usual for grade	0.2%	Down from 0.8%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	62.9%	Up from 58.8%	60.7%	62.5%
Continuing contract teachers	80.0%	Down from 85.3%	90.3%	88.2%
Teachers returning from previous year	89.0%	Down from 91.9%	88.2%	87.8%
Teacher attendance rate	94.7%	Down from 95.7%	95.3%	95.2%
Average teacher salary*	\$51,534	Down 0.2%	\$46,534	\$46,773
Professional development days/teacher	13.9 days	Down from 14.5 days	10.2 days	10.5 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 19.5 to 1	20.3 to 1	19.9 to 1
Prime instructional time	90.0%	Down from 90.3%	90.4%	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**	\$8,349	Down 1.7%	\$6,864	\$7,447
Percent of expenditures for instruction**	68.4%	Down from 70.7%	68.6%	68.4%
Percent of expenditures for teacher salaries**	66.6%	Down from 69.2%	66.1%	65.8%

\* 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 2010-2011 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. We received a Palmetto Gold Award for closing the achievement gap and a Palmetto Silver Award for school-wide academic achievement. We made Adequate Yearly Progress (AYP) as determined by No Child Left Behind legislation. Our students met or exceeded the national average in all grade levels for the 2011 mathematics Measures of Academic Performance (MAP) and 4 of 6 grade levels in the reading portion of MAP. We had 428 students participate in World Math Day with 76,342 mathematics problems solved correctly. In addition to our academic success, we were also pleased to have 5 students qualify for the State Honors Chorus.

Character education continued 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 mindset and caring attitude was evident as we raised over \$9,000 for several organizations including The United Way, American Cancer Society, and St. Jude’s Children’s Hospital. Through these efforts and our continued emphasis on character, we are moving forward in our quest to build responsible citizens who are learning to 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”, provided opportunities for students to shop in Candy Cane Lane, sponsored our “Field Day” and held several family activities throughout the year. They provided assistance, when needed, to our students, staff, and parents. Through the efforts of our PTO and School Management Team we continue to build a school environment that will help our students to be successful, both now and in the future.

During the 2010-2011 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  
 Nichelle Tyson, School Management Team Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	39	75	58
Percent satisfied with learning environment	100.0%	89.3%	87.5%
Percent satisfied with social and physical environment	97.4%	94.7%	93.0%
Percent satisfied with school-home relations	100.0%	90.7%	86.0%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 17 out of 19 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	10.4%	4.4%

	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
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	246	100	20.2	37.3	42.5	86.8	83.3	82.4	Yes	Yes
<b>Gender</b>										
Male	118	100	17.7	37.2	45.1	88.5	80.1	78.7	N/A	N/A
Female	128	100	22.6	37.4	40	85.2	86.5	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	128	100	10.8	34.2	55	92.5	93.3	88.9	Yes	Yes
African American	90	100	31.3	42.2	26.5	80.7	72.2	72.9	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	92.7	93	I/S	I/S
Hispanic	21	100	21.1	42.1	36.8	78.9	78.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	95.2	83	I/S	I/S
<b>Disability Status</b>										
Disabled	42	100	63.2	18.4	18.4	52.6	44.1	48.1	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	75	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	13	100	41.7	25	33.3	66.7	76.2	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	152	100	28.8	43.2	28.1	81.3	75.6	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	246	100	21.5	29.8	48.7	84.2	83.2	81.9	Yes	Yes
<b>Gender</b>										
Male	118	100	21.2	27.4	51.3	84.1	81.6	79.9	N/A	N/A
Female	128	100	21.7	32.2	46.1	84.3	84.9	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	128	100	10	29.2	60.8	94.2	93.2	88.9	Yes	Yes
African American	90	100	38.6	31.3	30.1	68.7	70.6	71.4	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.3	94.6	I/S	I/S
Hispanic	21	100	21.1	31.6	47.4	84.2	81.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.5	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	42	100	60.5	18.4	21.1	55.3	46.7	47.3	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	75	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	13	100	25	33.3	41.7	83.3	80	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	152	100	32.4	32.4	35.3	76.3	75.6	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	162	100	34	50	16	66	67.8	68.6
<b>Gender</b>								
Male	75	100	27.8	52.8	19.4	72.2	68.4	68.3
Female	87	100	39.7	47.4	12.8	60.3	67.3	68.9
<b>Racial/Ethnic Group</b>								
White	84	100	16	59.3	24.7	84	85.5	80.7
African American	61	100	60	34.5	5.5	40	49.5	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89	85.3
Hispanic	13	100	N/AV	N/AV	N/AV	54.5	56.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	70.8
<b>Disability Status</b>								
Disabled	28	100	64	20	16	36	31.8	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	53.8	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	98	100	50	40.9	9.1	50	55.2	57.3
<b>Social Studies</b>								
All Students	165	98.8	26.6	43.5	29.9	73.4	71.9	72.5
<b>Gender</b>								
Male	74	98.7	25	41.7	33.3	75	72	72
Female	91	98.9	28	45.1	26.8	72	71.8	73.1
<b>Racial/Ethnic Group</b>								
White	82	97.6	21.1	42.1	36.8	78.9	85	81
African American	61	100	36.2	41.4	22.4	63.8	57.1	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	91.5	89
Hispanic	15	100	21.4	57.1	21.4	78.6	65.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	73.5
<b>Disability Status</b>								
Disabled	30	100	59.3	22.2	18.5	40.7	37.1	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	30.8	53.8
<b>English Proficiency</b>								
Limited English Proficient	11	100	36.4	45.5	18.2	63.6	62.4	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	103	98.1	34.4	43.8	21.9	65.6	61.7	62.9

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
<b>Writing</b>										
All Students	80	100	24.7	38.4	37	75.3	73.8	73.2	96.7	96.5
<b>Gender</b>										
Male	44	100	35	35	30	65	67.9	67.2	96.9	96.5
Female	36	100	12.1	42.4	45.5	87.9	79.9	79.4	96.5	96.6
<b>Racial/Ethnic Group</b>										
White	44	100	19.5	24.4	56.1	80.5	87.4	81.5	96.6	96.3
African American	26	100	34.8	52.2	13	65.2	59.1	61.3	96.7	96.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.5	87	97.6	96.9
Hispanic	9	I/S	I/S	I/S	I/S	I/S	65	66.7	97.3	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.6
<b>Disability Status</b>										
Disabled	13	100	N/AV	N/AV	N/AV	8.3	23.5	26	96.2	96
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.9
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	63.1	65.7	97.3	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	44	100	41	41	17.9	59	62.7	63.2	96.7	96.4

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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>2010</b>	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
<b>2011</b>	3	84	100	20.3	21.5	58.2	79.7
	4	81	100	25	43.4	31.6	75
	5	81	100	15.1	47.9	37	84.9
	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
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	3	84	100	27.8	24.1	48.1	72.2
	4	81	100	18.4	30.3	51.3	81.6
	5	81	100	17.8	35.6	46.6	82.2
	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>Science</b>							
<b>2010</b>	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
<b>2011</b>	3	41	100	48.7	28.2	23.1	51.3
	4	81	100	30.3	57.9	11.8	69.7
	5	40	100	25.7	57.1	17.1	74.3
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	3	43	97.7	27.5	45	27.5	72.5
	4	81	100	25	47.4	27.6	75
	5	41	97.6	28.9	34.2	36.8	71.1
	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>Writing</b>							
<b>2010</b>	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
<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	80	100	24.7	38.4	37	75.3
	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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