



Michael C. Riley Elementary

200 Burnt Church Rd.
Bluffton, South Carolina

Grades	PK-5 Elementary School	
Enrollment	882 Students	
Principal	Joshua Parks	843-706-8300
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Good*
2007	Average	Good
2006	Average	Below Average
2005	Average	Average
2004	Good	Below Average

* The School's 2008 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 DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

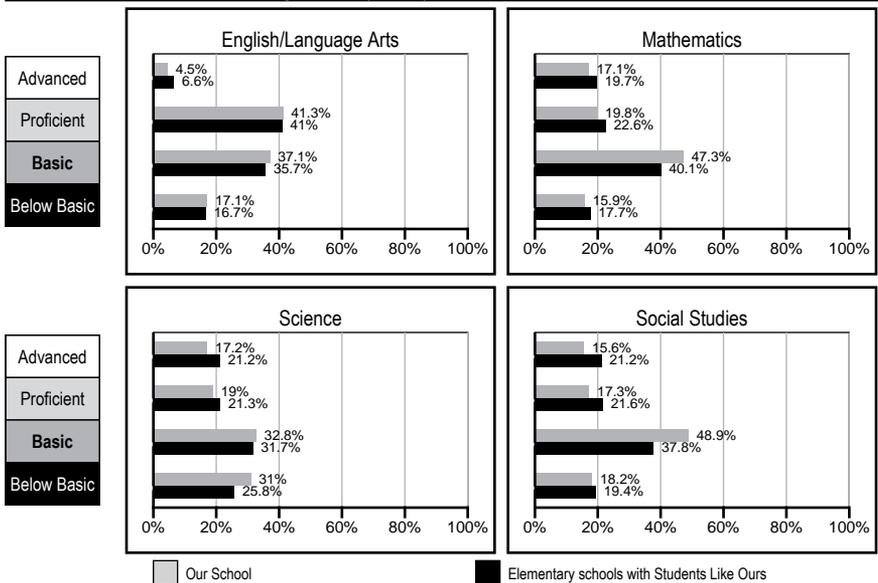
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	21	61	4	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=882)				
First graders who attended full-day kindergarten	100.0%	Up from 96.6%	100.0%	100.0%
Retention rate	2.6%	Up from 2.5%	2.2%	2.3%
Attendance rate	96.1%	No Change	96.3%	96.3%
Eligible for gifted and talented	23.9%	Down from 25.8%	12.3%	10.4%
With disabilities other than speech	5.9%	Down from 7.7%	7.8%	7.5%
Older than usual for grade	0.1%	Down from 0.9%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n=61)				
Teachers with advanced degrees	52.5%	Down from 52.7%	56.0%	56.7%
Continuing contract teachers	72.1%	Up from 70.9%	77.8%	77.3%
Teachers with emergency or provisional certificates	2.0%	Down from 2.2%	0.0%	0.0%
Teachers returning from previous year	88.2%	Up from 86.0%	88.2%	86.4%
Teacher attendance rate	94.8%	Down from 95.3%	95.0%	94.9%
Average teacher salary	\$46,064	Up 1.7%	\$45,236	\$45,345
Professional development days/teacher	10.6 days	Down from 11.0 days	12.1 days	12.6 days
School				
Principal's years at school	11.0	Up from 10.0	3.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 15.3 to 1	19.0 to 1	18.5 to 1
Prime instructional time	90.1%	Up from 89.7%	90.4%	89.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.5%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,001	Down 3.8%	\$6,424	\$7,052
Percent of expenditures for instruction*	75.1%	Up from 74.4%	69.9%	69.1%
Percent of expenditures for teacher salaries*	73.4%	Up from 72.5%	65.4%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

In January of 2008, the South Carolina Department of Education announced M.C. Riley Elementary School was recognized for outstanding student performance. As a recipient of a Palmetto Silver Award, the school received a stipend of \$9,687.00. With the guidance of the School Improvement Council, the funds were spent to enhance our instructional program. More importantly, the Palmetto Silver Award demonstrates students in our school are making significant academic improvement.

The M.C. Riley School Improvement Council was once again actively involved in the latest Beaufort County School Referendum. With the passing of the 2008 referendum, new school facilities will reduce the overcrowding in our school. We are anxiously awaiting the start of construction on the M. C. Riley Early Childhood Center on our campus. Additionally, referendum funding will be used to provide the school with interactive white boards in all classrooms and 65 more computers. With the new facility and additional technology resources, the future is bright for our students.

Using data to guide instruction continues to be a key for improvement in student achievement. M. C. Riley teachers regularly use the results from the adaptive assessment, Measure of Academic Progress, to differentiate instruction to meet the needs of all students. We are pleased our end-of-year results indicate students are making significant and often extraordinary gains in reading and mathematics.

To increase parent involvement is a major school goal. To accomplish this goal, we offered more opportunities for parents to become active partners in their child's education. We provided a before-school open house, a "Back to School Night" and a Parent Visitation Day. We had many evening activities such as ESOL Family Nights, Project Reach Family Nights, Math is not Scary Night, and Kids Club. We served Thanksgiving lunch to over 350 parents. M. C. Riley is a two-time South Carolina Red Carpet School and maintaining a positive working relationship with our parents is key to our student's success.

We are grateful for the commitment the M.C. Riley staff and community are making to the children and the school. Community volunteers contributed over 1300 hours in school working with the children. We have built lasting business partner relationships with many local businesses and civic organizations. It is this spirit of community that truly makes our school a special place for children to grow and learn.

Jay Parks, Principal
Susan Hundley, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	55	98	70
Percent satisfied with learning environment	92.7%	88.8%	91.3%
Percent satisfied with social and physical environment	94.5%	87.6%	90.0%
Percent satisfied with school-home relations	87.3%	95.9%	90.0%

* 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 21 out of 25 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. Sanction: Implement the restructuring plan.
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	6.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	11.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.0%	0.0%	No
Student attendance rate	96.1%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	359	100	17.6	36.9	41.1	4.5	57.4	47.3	48.2	Yes	Yes
Gender											
Male	189	100	19.7	36.5	39.3	4.5	55.1	40.8	41.7	N/A	N/A
Female	170	100	15.2	37.3	43	4.4	60.1	54.2	55	N/A	N/A
Racial/Ethnic Group											
White	161	100	5.9	31.6	55.3	7.2	75.7	65.1	60	Yes	Yes
African American	73	100	18.6	45.7	31.4	4.3	45.7	30.2	31.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	70.1	70.4	I/S	I/S
Hispanic	121	100	33.6	48.2	27.3	0.9	39.1	34.3	38.4	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	47	I/S	I/S
Disability Status											
Disabled	32	100	50	26.7	23.3	0	30	12.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	107	100	37.1	40.2	21.6	1	35.1	30.2	36.9	Yes	Yes
Socio-Economic Status											
Subsided meals	184	100	27.3	39	32	1.7	44.2	32.3	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	359	100	16.1	47.3	19.6	17	50.3	41.7	45.8	Yes	Yes
Gender											
Male	189	100	14	44.4	20.2	21.3	56.7	42.3	45.6	N/A	N/A
Female	170	100	18.4	50.6	19	12	43	41	45.9	N/A	N/A
Racial/Ethnic Group											
White	161	100	6.6	36.2	28.3	28.9	72.4	60.6	59	Yes	Yes
African American	73	100	27.1	52.9	10	10	31.4	22.7	26.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	64.4	71.3	I/S	I/S
Hispanic	121	100	22.7	58.2	13.6	5.5	32.7	30	38.1	No	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	46.2	I/S	I/S
Disability Status											
Disabled	32	100	40	40	10	10	30	14.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	107	100	25.8	57.7	11.3	5.2	27.8	26.2	38.7	No	Yes
Socio-Economic Status											
Subsided meals	184	100	22.7	52.3	16.9	8.1	35.5	26.1	31.4	No	Yes

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

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	249	100	31.6	32.5	18.8	17.1	35.9	30.8	35.7	96.1	96.3
Gender											
Male	132	100	31.5	26.6	18.5	23.4	41.9	32.8	37.4	96.2	96.2
Female	117	100	31.8	39.1	19.1	10	29.1	28.7	33.8	96	96.4
Racial/Ethnic Group											
White	109	100	12.6	28.2	25.2	34	59.2	49.4	49.2	95.8	96.2
African American	52	100	38	40	16	6	22	12.7	17	96.1	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	55.4	58	97.1	96.7
Hispanic	87	100	52.5	32.5	12.5	2.5	15	17.4	24.9	96.4	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	37.4	94.7	96.1
Disability Status											
Disabled	21	100	57.9	26.3	0	15.8	15.8	11.7	14	94.2	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.4
English Proficiency											
Limited English Proficient	75	100	59.4	30.4	8.7	1.4	10.1	14.5	24.4	96.5	96.7
Socio-Economic Status											
Subsided meals	129	100	46.3	33.1	16.5	4.1	20.7	15.9	21.1	96.1	96.1
Social Studies											
All Students	246	100	18.5	48.7	17.2	15.5	32.8	28	34	96.1	96.3
Gender											
Male	128	100	13.9	47.5	23	15.6	38.5	30	36.6	96.2	96.2
Female	118	100	23.6	50	10.9	15.5	26.4	25.8	31.3	96	96.4
Racial/Ethnic Group											
White	112	100	10.3	43.9	23.4	22.4	45.8	42.3	44.5	95.8	96.2
African American	48	100	21.7	56.5	10.9	10.9	21.7	13.4	19.1	96.1	96.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	51.6	58.9	97.1	96.7
Hispanic	82	100	28	52	12	8	20	19.4	27.5	96.4	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	94.7	96.1
Disability Status											
Disabled	22	100	47.6	33.3	9.5	9.5	19	10	14.4	94.2	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.4
English Proficiency											
Limited English Proficient	74	100	32.8	47.8	10.4	9	19.4	16.6	27.3	96.5	96.7
Socio-Economic Status											
Subsided meals	128	100	28.1	52.9	9.9	9.1	19	14.9	21	96.1	96.1

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	113	98.2	15.3	28.6	51	5.1	56.1
	4	95	100	17.4	44.2	38.4	0	38.4
	5	112	100	27.4	43.4	27.4	1.9	29.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	110	100	13.3	25.7	48.6	12.4	61
	4	135	100	20	37.7	41.5	0.8	42.3
	5	114	100	18.8	47.5	32.7	1	33.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	113	100	18.4	53.1	19.4	9.2	28.6
	4	95	100	20.9	39.5	20.9	18.6	39.5
	5	112	100	21.7	42.5	18.9	17	35.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	110	100	17.1	54.3	16.2	12.4	28.6
	4	135	100	13.8	46.9	18.5	20.8	39.2
	5	114	100	17.8	40.6	24.8	16.8	41.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	55	100	41.7	39.6	16.7	2.1	18.8
	4	95	100	41.2	36.5	11.8	10.6	22.4
	5	58	100	25	40.4	19.2	15.4	34.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	57	100	34	30.2	22.6	13.2	35.8
	4	135	100	25.4	35.4	19.2	20	39.2
	5	57	100	45.1	27.5	13.7	13.7	27.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	57	98.3	24.5	59.2	12.2	4.1	16.3
	4	95	100	22.4	45.9	21.2	10.6	31.8
	5	57	100	41.2	33.3	13.7	11.8	25.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	54	100	25	61.5	5.8	7.7	13.5
	4	135	100	15.4	46.9	20	17.7	37.7
	5	57	100	20	40	22	18	40
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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