



## MICHAEL C. RILEY ELEMENTARY

200 Burnt Church Rd.  
Bluffton, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	766 Students	
<b>Principal</b>	Adrienne Sutton	843-706-8300
<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>Excellent</b>
2010	Good	Excellent
2009	Average	Good
2008	Average	Good
2007	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 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

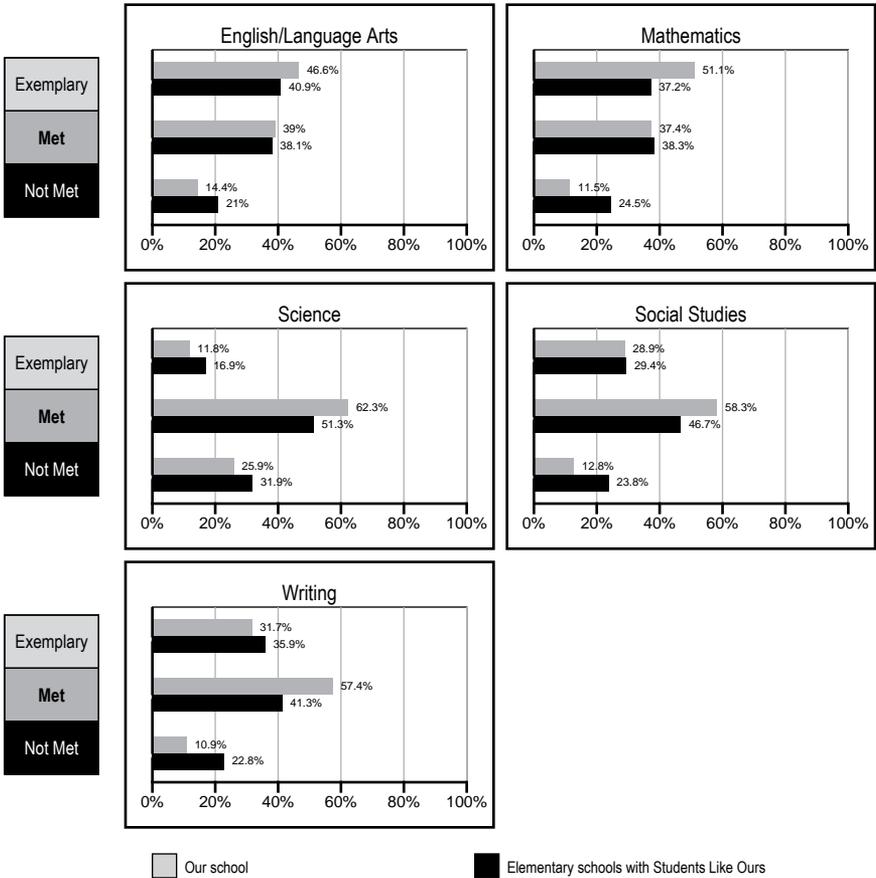
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
17	38	62	3	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=766)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 98.6%	100.0%	100.0%
Retention rate	2.4%	Down from 2.9%	1.2%	1.1%
Attendance rate	96.2%	Up from 96.1%	96.1%	96.2%
Served by gifted and talented program	20.7%	Up from 20.1%	14.2%	13.4%
With disabilities other than speech	4.2%	Down from 8.3%	5.2%	4.1%
Older than usual for grade	0.9%	Up from 0.6%	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=60)</b>				
Teachers with advanced degrees	60.0%	Up from 59.4%	61.2%	62.5%
Continuing contract teachers	83.3%	Up from 73.4%	90.0%	88.2%
Teachers returning from previous year	85.5%	Down from 85.7%	88.6%	87.8%
Teacher attendance rate	95.1%	Up from 94.2%	95.1%	95.2%
Average teacher salary*	\$49,415	Up 4.1%	\$46,690	\$46,773
Professional development days/teacher	18.0 days	Up from 12.8 days	10.5 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 13.0	4.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 21.3 to 1	20.0 to 1	19.9 to 1
Prime instructional time	89.2%	Up from 88.5%	90.2%	90.4%
Opportunities in the arts	Excellent	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**	\$7,403	Up 5.6%	\$7,307	\$7,447
Percent of expenditures for instruction**	74.6%	Up from 74.4%	68.1%	68.4%
Percent of expenditures for teacher salaries**	72.6%	Down from 72.7%	65.9%	65.8%

\* 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

Our comprehensive commitment to classroom instruction and parent involvement has resulted in high levels of student achievement. M.C. Riley was a Palmetto Silver Award winner in 2009 and 2010, this year we were Palmetto Gold winners!! We met Annual Yearly Progress, on our state report card. Our growth rating is "excellent" and absolute rating is "good". These awards and improvement ratings inform us as educators and parents that all socio-economic sub groups are achieving at high levels. Measures of Academic Progress; MAP, testing scores in the fall of 2010 and winter 2011 indicate we are continuing to improve individual and school wide test scores in ELA and Math. Our 2010 scores include: Students scoring at Met or Exemplary on PASS in ELA: Grade 3- 82%, Grade 4- 82%, Grade 5-89%. Students scoring at Met or Exemplary on PASS in math: Grade 3-79%, Grade 4- 85%, Grade 5-84%.

Our two building facility enjoyed renovations this year. We opened the school year with new and improved fields to support student physical education and recreation. New play equipment was added to the field. An intricate infrastructure of draining and irrigation systems supports our new play fields, and hopefully will keep them in use for years to come. The main building enjoyed updates as well. We now have an updated, secure entry area. Prior to the beginning of school our heating and air conditioning systems and plumbing facilities were updated. Three bathroom areas were renovated to include new flooring, walls, floors and fixtures. We opened the school year for the first time with the Early Childhood Center in place!

As a principal new to the M.C. Riley ECC and Elementary School I have been impressed with the breadth of opportunities parents have to participate with their student and family in school activities. Our school year begins with an Orientation and Ice Cream Social sponsored by the M.C. Riley P.T.O.. We commemorate military members and families during American Pride Ceremony. Families are invited to grow and learn through school sponsored programs including: Family Math Night, parent visitation days, Annual Food Drive, Kids Club, Project Reach, Health Fair, Arts Festival, Honor Roll Assemblies and Pep Rally, parent conferences, Career Fair, Field Day, School Spirit Week and the International Festival. Our active M.C. Riley P.T.O. plans events to include students and families. The M.C. Riley P.T.O. sponsored a well attended Riley Family Fun Festival which kicked off our Riley Run fundraiser. In December the community participated in the M.C. Riley Holiday Craft Fair. In March we collaborated with Monster Pizza on a Take and Bake Pizza fund raiser. Our parents and P.T.O. Board support us on a daily basis, the M.C. Riley teachers, parents and students live our motto, "A school where school and community come together".

Sincerely,

Adrienne Sutton Principal Sue Campion, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	74	99	72
Percent satisfied with learning environment	79.2%	90.9%	100.0%
Percent satisfied with social and physical environment	95.9%	82.5%	91.4%
Percent satisfied with school-home relations	87.7%	84.5%	89.9%

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

## Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 27 out of 29 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	96.2%	94.0%**	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	356	100	16	37.8	46.2	91.1	83.3	82.4	Yes	Yes
<b>Gender</b>										
Male	173	100	19.7	33.1	47.1	91.1	80.1	78.7	N/A	N/A
Female	183	100	12.5	42.3	45.2	91.1	86.5	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	163	100	5.3	29.3	65.3	97.3	93.3	88.9	Yes	Yes
African American	53	100	22	50	28	84	72.2	72.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.7	93	I/S	I/S
Hispanic	133	100	27.7	42.9	29.4	85.7	78.4	79.3	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	95.2	83	I/S	I/S
<b>Disability Status</b>										
Disabled	59	100	54.5	25.5	20	61.8	44.1	48.1	No	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	105	100	32	45.4	22.7	83.5	76.2	78.3	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	220	100	23.6	44.2	32.2	86.9	75.6	75.4	Yes	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	356	100	13.2	36.3	50.5	92	83.2	81.9	Yes	Yes
<b>Gender</b>										
Male	173	100	12.7	33.8	53.5	92.4	81.6	79.9	N/A	N/A
Female	183	100	13.7	38.7	47.6	91.7	84.9	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	163	100	8	24.7	67.3	95.3	93.2	88.9	Yes	Yes
African American	53	100	10	54	36	90	70.6	71.4	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.3	94.6	I/S	I/S
Hispanic	133	100	21.8	44.5	33.6	88.2	81.2	81.1	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	90.5	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	59	100	36.4	38.2	25.5	74.5	46.7	47.3	No	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	105	100	25.8	44.3	29.9	86.6	80	81.4	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	220	100	18.6	42.7	38.7	88.9	75.6	74.9	Yes	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	243	100	26.8	60	13.2	73.2	67.8	68.6
<b>Gender</b>								
Male	113	100	21	64	15	79	68.4	68.3
Female	130	100	31.7	56.7	11.7	68.3	67.3	68.9
<b>Racial/Ethnic Group</b>								
White	114	100	11.7	67	21.4	88.3	85.5	80.7
African American	38	100	44.4	47.2	8.3	55.6	49.5	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89	85.3
Hispanic	88	100	39.2	55.7	5.1	60.8	56.9	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	83.3	70.8
<b>Disability Status</b>								
Disabled	46	100	48.8	37.2	14	51.2	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	74	100	42.6	54.4	2.9	57.4	53.8	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	153	100	36	57.6	6.5	64	55.2	57.3
<b>Social Studies</b>								
All Students	239	100	14.2	56.9	28.9	85.8	71.9	72.5
<b>Gender</b>								
Male	118	100	8.3	56	35.8	91.7	72	72
Female	121	100	20.2	57.8	22	79.8	71.8	73.1
<b>Racial/Ethnic Group</b>								
White	111	100	2.9	49	48	97.1	85	81
African American	32	100	25.8	54.8	19.4	74.2	57.1	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.5	89
Hispanic	91	100	23.8	66.3	10	76.3	65.7	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.7	73.5
<b>Disability Status</b>								
Disabled	34	100	29	54.8	16.1	71	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	70	100	26.6	64.1	9.4	73.4	62.4	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	146	100	22.3	64.6	13.1	77.7	61.7	62.9

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
<b>Writing</b>										
All Students	110	97.3	10.9	57.4	31.7	89.1	73.8	73.2	96.2	96.5
<b>Gender</b>										
Male	51	98	8.7	58.7	32.6	91.3	67.9	67.2	96.2	96.5
Female	59	96.6	12.7	56.4	30.9	87.3	79.9	79.4	96.2	96.6
<b>Racial/Ethnic Group</b>										
White	47	100	6.4	53.2	40.4	93.6	87.4	81.5	96	96.3
African American	19	94.7	25	68.8	6.3	75	59.1	61.3	96.6	96.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.5	87	95.9	96.9
Hispanic	41	95.1	11.1	55.6	33.3	88.9	65	66.7	96.3	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	94.8	95.6
<b>Disability Status</b>										
Disabled	19	84.2	35.7	50	14.3	64.3	23.5	26	94.7	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	32	93.8	13.3	63.3	23.3	86.7	63.1	65.7	96.3	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	66	97	13.3	63.3	23.3	86.7	62.7	63.2	96.2	96.4

Abbreviations for Missing Data

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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	147	100	15.4	25.7	58.8	84.6
	4	136	100	19.8	42.1	38.1	80.2
	5	130	100	11.2	52.8	36	88.8
	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
<b>2011</b>	3	117	100	12.4	35.2	52.4	87.6
	4	124	100	18	35.1	46.8	82
	5	109	100	16.5	44.7	38.8	83.5
	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
<b>Mathematics</b>							
<b>2010</b>	3	147	100	19.1	33.8	47.1	80.9
	4	136	100	15.1	32.5	52.4	84.9
	5	130	100	16.8	40	43.2	83.2
	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	117	100	21.9	37.1	41	78.1
	4	124	100	5.4	33.3	61.3	94.6
	5	109	100	11.7	39.8	48.5	88.3
	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>Science</b>							
<b>2010</b>	3	74	98.7	36.8	39.7	23.5	63.2
	4	136	100	23.8	65.9	10.3	76.2
	5	64	100	36.5	50.8	12.7	63.5
	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	58	100	50	44.2	5.8	50
	4	123	100	12.7	72.7	14.5	87.3
	5	57	100	34	54.7	11.3	66
	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

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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	73	100	25	50	25	75
	4	136	100	16.7	59.5	23.8	83.3
	5	66	100	28.6	49.2	22.2	71.4
	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	59	100	13.2	62.3	24.5	86.8
	4	124	100	9	60.4	30.6	91
	5	53	100	25.5	45.1	29.4	74.5
	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
<b>Writing</b>							
<b>2010</b>	3	146	98	23.7	33.3	43	76.3
	4	135	99.3	31.5	33.9	34.6	68.5
	5	131	97.7	24.2	42.7	33.1	75.8
	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
<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	110	97.3	10.9	57.4	31.7	89.1
	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

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