



SC Annual School Report Card Summary

Michael C. Riley Elementary and Early Childhood Center
 Beaufort County School District
 Grades: PK-5 Enrollment: 764
 Principal: Adrienne Sutton
 Superintendent: Dr. Valerie Truesdale
 Board Chair: Fred Washington

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	Good	Good	TBD	TBD	B	N/A
2011	Good	Excellent	Gold	Silver	Not Met	N/A
2010	Good	Excellent	Gold	Silver	Met	N/A

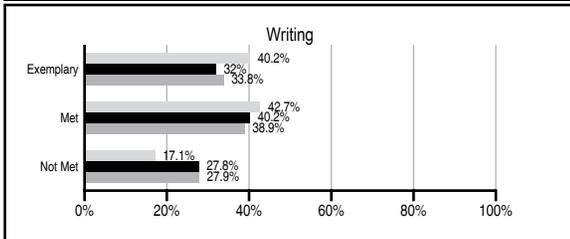
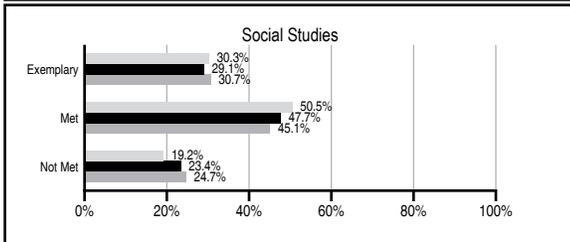
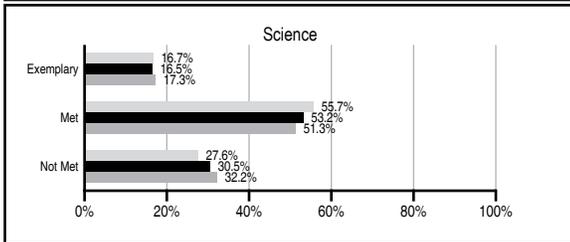
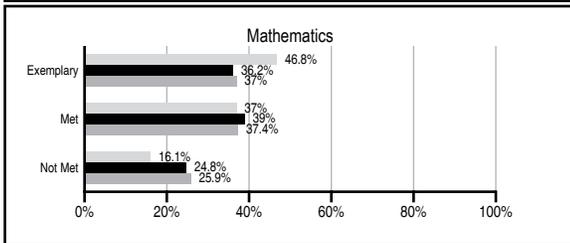
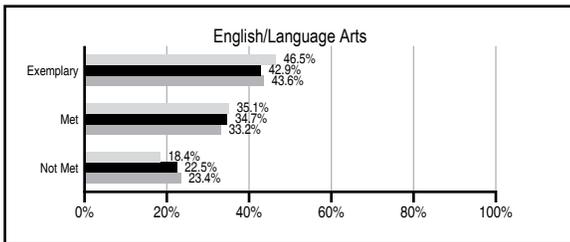
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
23	48	59	4	0

* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Michael C. Riley Elementary and Early Childhood Center [Beaufort County School District]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=764)				
Retention rate	1.0%	Down from 2.4%	1.3%	1.0%
Attendance rate	96.9%	Up from 96.2%	96.4%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=62)				
Teachers with advanced degrees	61.3%	Up from 60.0%	61.8%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	88.5%	Up from 85.5%	89.6%	88.7%
Teacher attendance rate	93.2%	Down from 95.1%	95.0%	95.1%
Average teacher salary*	\$48,165	Down 2.5%	\$47,463	\$47,210
Classes not taught by highly qualified teachers	2.8%	Up from 0.0%	0.0%	0.0%
Professional development days/teacher	12.5 days	Down from 18.0 days	10.8 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 18.8 to 1	19.9 to 1	20.0 to 1
Prime instructional time	87.7%	Down from 89.2%	90.2%	90.5%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	Down from Yes	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**	\$8,341	Up 12.7%	\$7,155	\$7,247
Percent of expenditures for instruction**	71.8%	Down from 74.6%	67.8%	68.2%
Percent of expenditures for teacher salaries**	69.3%	Down from 72.6%	65.8%	65.7%
ESEA composite index score	87.3	N/A	90.6	91.9

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	64	116	70
Percent satisfied with learning environment	84.1%	93.0%	94.0%
Percent satisfied with social and physical environment	95.3%	88.8%	89.9%
Percent satisfied with school-home relations	92.2%	88.8%	86.6%

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

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The purpose of this narrative is to share Michael C. Riley Elementary and Early Childhood Center's progress towards shared goals. Each year we have conversations with our teachers and parents to review our school's strengths, and to develop plans to promote continued school growth while addressing areas that are identified for improvement. We have been, and continue to be, a great school! Our school provides a foundation for excellence in achievement and social emotional growth. This year we identified several focus areas for improvement. We introduced a school wide Positive Behavior Intervention Support Plan, EAGLE. Students were taught and given opportunities to practice appropriate behaviors throughout our school. Our matrix helps each student apply school values: Earn respect, Act Responsibly, Go safely, Learn, and Encourage. Developing a common language with consistent expectations has improved our school climate and decreased the incidences of poor choices. We introduced early morning opportunities in the areas of the arts. Each morning students in the early childhood center and upper grades have a chance to participate in song, dance, movement, and additional academic support in the computer lab on Compass Learning. Students in 4th and 5th grade signed up to participate in Riley eagle Chorus, Joleba, Riley Dance Club, Riley Tap Club, Riley Rembrandts, Student Council and Riley Racers. We want students to be engaged in learning throughout their school day!

All instructional efforts support and promote academic excellence. This year Michael C. Riley was a "double winner" earning a Palmetto Gold Award for overall academic performance, and a Silver Award in closing the achievement gap. We are proud of our students demonstrating academic growth and success! Parents support school success in the home through promoting students' use of Compass Learning, Everyday Math, PASS push, monitoring homework and grades in PowerSchool, participating in school events and communicating with their child's teacher.

An overview of comparison data is provided below:

2010/2011 PASS Data Overview		ELA percent of students scoring		Math percent of students scoring	
Not met		Met and exemplary		Not met	
2010	2011	2010	2011	2010	2011
Grade 3					
17	13	82	87	20	23
79	77				
Grade 4					
18	18	82	82	14	5
85	95				
Grade 5					
10	16	89	84	15	12
84	88				

This year Michael C. Riley has been designated as a Title One school. Title One schools are schools with a higher percentage of students qualifying for free and reduced lunch. Funds are allocated to our school to support the growth of all students. In our Title One Plan we have been able to provide an additional prekindergarten class, a full day prekindergarten program, additional reading support through reading teachers, smaller class size, a bilingual liaison, supplementary nursing support, tutoring throughout the school year, a math interventionist, parenting programs and professional development opportunities for teachers.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status