

MICHAEL C. RILEY ELEMENTARY

200 Burnt Church Rd.
Bluffton, South Carolina

Grades	PK-5 Elementary School	
Enrollment	920 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
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* 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

MICHAEL C. RILEY ELEMENTARY 03/09/11-0701017

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

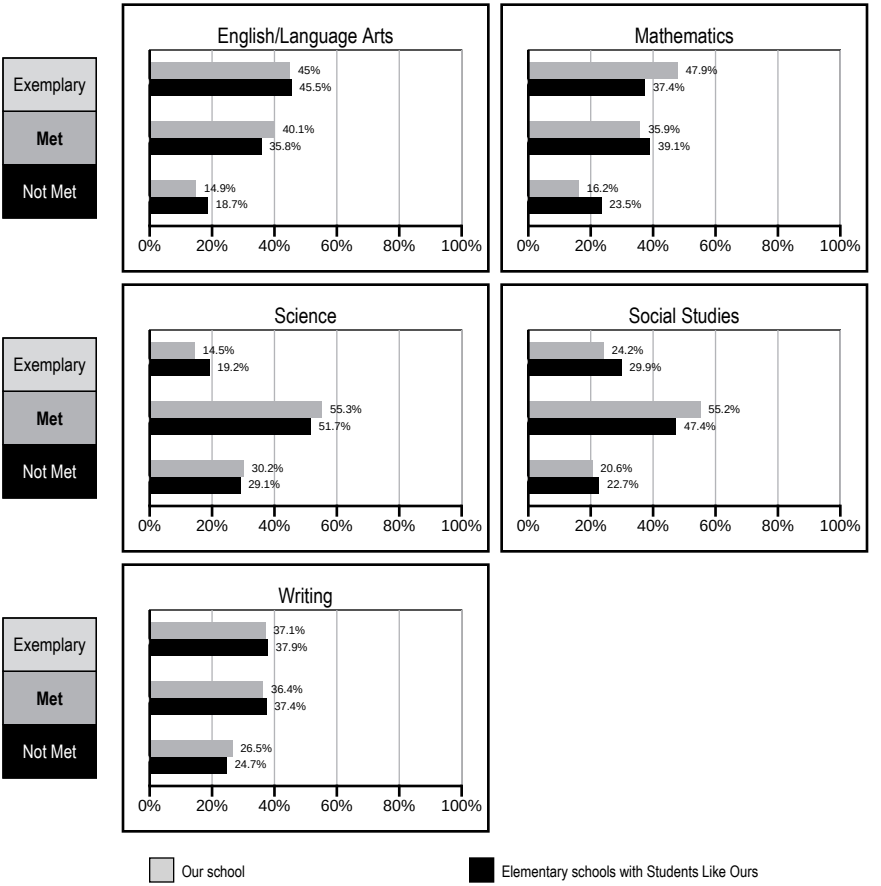
Percent of students tested in 2009-10 whose 2008-09 test scores were located	92.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	37	39	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=920)				
First graders who attended full-day kindergarten	98.6%	Up from 95.2%	100.0%	100.0%
Retention rate	2.9%	Down from 3.5%	1.3%	1.2%
Attendance rate	96.1%	Down from 96.7%	96.1%	96.1%
Eligible for gifted and talented	20.1%	Down from 21.2%	15.1%	11.7%
With disabilities other than speech	8.3%	Up from 5.8%	8.1%	8.0%
Older than usual for grade	0.6%	Down from 0.7%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=64)				
Teachers with advanced degrees	59.4%	Up from 53.1%	59.3%	60.5%
Continuing contract teachers	73.4%	Up from 67.2%	87.5%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.7%	Up from 85.1%	87.7%	87.0%
Teacher attendance rate	94.2%	Up from 94.0%	95.5%	95.4%
Average teacher salary*	$47,479	Up 3.5%	$47,524	$47,288
Professional development days/teacher	12.8 days	Up from 9.6 days	10.0 days	10.5 days
School				
Principal's years at school	13.0	Up from 12.0	5.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 19.5 to 1	20.0 to 1	19.2 to 1
Prime instructional time	88.5%	Down from 89.4%	90.8%	90.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	$7,010	Up 2.2%	$6,883	$7,548
Percent of expenditures for instruction**	74.4%	Down from 77.3%	69.1%	68.7%
Percent of expenditures for teacher salaries**	72.7%	Up from 60.1%	66.3%	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

December 14, 2009 was an eventful date for Michael C. Riley Elementary School. It was on this date we had school for the first time in our new Early Childhood Center. This wonderful new facility provides 16 large classrooms for kindergarten, first grade, and two special needs classes. The move to the Early Childhood Center involved the entire school and allowed for a smooth transition of all students. Simultaneously, as kindergarten and first grade classes moved to the ECC, second and third grade teachers moved from the portables to the now empty classrooms inside the school. All teachers and staff are complimented for the many long hours of planning, packing, and moving. Over the summer of 2010, all portable classrooms will be moved off campus and the next phase of our playground improvement plan will begin.

While campus improvements created a climate of excitement, the teachers continued to focus on our main objective: providing all students with an exemplary education. Michael C. Riley Elementary School earned AYP Met Status by meeting 29 of 29 student achievement objectives. Additionally, for the third consecutive year the school received the South Carolina Palmetto Silver Award for outstanding student achievement. The school was also recognized for closing the achievement gap of historically underachieving students.

The Michael C. Riley School Improvement Council had a busy year working on a variety of issues designed to improve student achievement, school climate, and student welfare. Most importantly, the School Improvement Council, in collaboration with the school district and the School Planning and Management Team, completed the school accreditation process. We are pleased to report Beaufort County is an Accredited School District and Michael C. Riley Elementary is an Accredited School. The SIC, to support the school uniform needs of many parents, participated in two uniform swap events. This resulted in families being able to exchange gently used uniforms. The plan for next year is to continue to help parents provide inexpensive school clothing for their children.

An essential component of any successful school is to increase parent involvement while building a family-friendly school culture. At Michael C. Riley Elementary School, parents have many opportunities to become active, involved partners in their child's education. We will provide a before school open house, a "Back to School Night," and a Parent Visitation Day. We are planning many evening activities, such as Kid's Club, Family Math Night, Project REACH Programs, ESOL Family Nights, Gifted and Talented Parent Nights, Science Fair Night, and Technology Nights. We know establishing and maintaining a positive working collaboration with our parents is important to our students' success. We are grateful for the commitment the Michael C. Riley Elementary School faculty, staff, and community are making to the children and the school.

Finally, I wish to add a short personal note. It has been my great pleasure to have been the principal of Michael C. Riley Elementary School for the past 13 years. While I have been the principal at four different schools, I have gained the greatest professional and personal satisfaction at Michael C. Riley. This is an extraordinary school with a hardworking and dedicated faculty and staff. Thank you for a challenging and fulfilling 13 years.

Jay Parks, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	122	77
Percent satisfied with learning environment	96.9%	85.8%	92.2%
Percent satisfied with social and physical environment	93.8%	87.6%	82.7%
Percent satisfied with school-home relations	96.9%	95.0%	87.0%

* 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 29 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

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	7.1%	0.0%	No
Student attendance rate	96.1%	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	413	100	15.5	39.8	44.7	93	83.6	83.5	Yes	Yes
Gender										
Male	211	100	16.5	42	41.5	93	80.3	80.1	N/A	N/A
Female	202	100	14.4	37.4	48.1	93	87	87	N/A	N/A
Racial/Ethnic Group										
White	195	100	6.4	33	60.6	96.8	92.8	89.6	Yes	Yes
African American	74	100	22.4	47.8	29.9	94	73.5	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.7	92.7	I/S	I/S
Hispanic	134	100	25.2	47.2	27.6	87.8	78.3	79.6	Yes	Yes
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	63	100	51.7	32.8	15.5	72.4	44.9	51.7	Yes	Yes
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	112	100	27.8	51.9	20.4	87	76.1	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	220	100	20.4	47.6	32	90.8	76.5	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	413	100	17.1	35.4	47.5	91.2	80.4	80.4	Yes	Yes
Gender										
Male	211	100	17.5	32	50.5	92.5	78.9	78.4	N/A	N/A
Female	202	100	16.6	39	44.4	89.8	82	82.5	N/A	N/A
Racial/Ethnic Group										
White	195	100	8	27.1	64.9	96.8	91.4	87.8	Yes	Yes
African American	74	100	22.4	40.3	37.3	86.6	66.5	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90	93.5	I/S	I/S
Hispanic	134	100	26.8	46.3	26.8	87	77.6	78.3	Yes	Yes
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	63	100	39.7	36.2	24.1	81	41.5	46.1	Yes	Yes
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	112	100	28.7	50	21.3	85.2	75.3	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	220	100	23.8	43.7	32.5	88.8	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	274	99.6	30.4	55.3	14.4	69.6	65.1	67.3
Gender								
Male	130	99.2	27.8	50.8	21.4	72.2	64.8	66.9
Female	144	100	32.8	59.5	7.6	67.2	65.4	67.7
Racial/Ethnic Group								
White	126	99.2	12.7	65.3	22	87.3	83.8	79.6
African American	55	100	42	48	10	58	45.5	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	79.5	84.4
Hispanic	88	100	47.6	46.4	6	52.4	54	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	66.7	69.5
Disability Status								
Disabled	46	97.8	50	45	5	50	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	74	100	51.4	45.8	2.8	48.6	49.5	58.6
Socio-Economic Status								
Subsidized meals	148	100	43.6	48.6	7.9	56.4	51.4	55.4
Social Studies								
All Students	275	100	21.8	54.5	23.7	78.2	69.4	70.9
Gender								
Male	142	100	20.1	53	26.9	79.9	69.2	70.1
Female	133	100	23.6	56.1	20.3	76.4	69.5	71.7
Racial/Ethnic Group								
White	131	100	13.4	50.4	36.2	86.6	83.1	79.2
African American	46	100	33.3	54.8	11.9	66.7	53	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.1	86.8
Hispanic	92	100	28.9	61.4	9.6	71.1	62.7	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75	71.2
Disability Status								
Disabled	41	100	52.5	40	7.5	47.5	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	77	100	30.1	60.3	9.6	69.9	59.3	68
Socio-Economic Status								
Subsidized meals	146	100	29	54.3	16.7	71	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	412	98.3	26.4	36.5	37	73.6	70.5	72.1	96.1	96.7
Gender										
Male	211	97.6	31.3	41.4	27.3	68.7	63.9	65.2	96.1	96.7
Female	201	99	21.3	31.4	47.3	78.7	77.1	79.2	96.2	96.8
Racial/Ethnic Group										
White	194	98.5	16.1	31.2	52.7	83.9	84.8	80.8	95.9	96.5
African American	74	98.7	33.8	38.2	27.9	66.2	55.6	59.7	96.4	97.1
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85.3	87	96.6	97.1
Hispanic	134	97.8	37.4	43.9	18.7	62.6	60.8	64.6	96.3	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.4	73.4	94	96
Disability Status										
Disabled	58	89.7	65.3	30.6	4.1	34.7	22.1	27.7	94.8	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	112	97.3	41.1	43.9	15	58.9	56.2	63.7	96.3	96.8
Socio-Economic Status										
Subsidized meals	224	98.7	34	39.7	26.3	66	58.7	61.9	96	96.6

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MICHAEL C. RILEY ELEMENTARY 03/09/11-0701017

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	149	100	27.1	30.8	42.1	72.9
	4	130	100	25	37.1	37.9	75
	5	135	100	19.8	45.2	34.9	80.2
	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
2010	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
Mathematics							
2009	3	149	100	31.6	47.4	21.1	68.4
	4	130	100	12.9	43.1	44	87.1
	5	135	100	22.2	53.2	24.6	77.8
	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	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
Science							
2009	3	76	100	51.5	42.6	5.9	48.5
	4	130	100	24.1	60.3	15.5	75.9
	5	66	100	29.2	61.5	9.2	70.8
	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	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

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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	74	98.7	23.1	56.9	20	76.9
	4	130	100	11.2	63.8	25	88.8
	5	69	100	45.9	37.7	16.4	54.1
	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
2010	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
Writing							
2009	3	147	95.9	32.6	30.2	37.2	67.4
	4	130	98.5	24.1	44.8	31	75.9
	5	134	98.5	21	46	33.1	79
	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	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

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