

RED CEDAR ELEMENTARY

10 Box Elder Street
Bluffton, SC 29910

Grades	PK-5 Elementary School	
Enrollment	754 Students	
Principal	Dr. Kathleen Corley	843-707-0600
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	**Average**	**Good***
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A

* 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

RED CEDAR ELEMENTARY 03/09/11-0701034

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

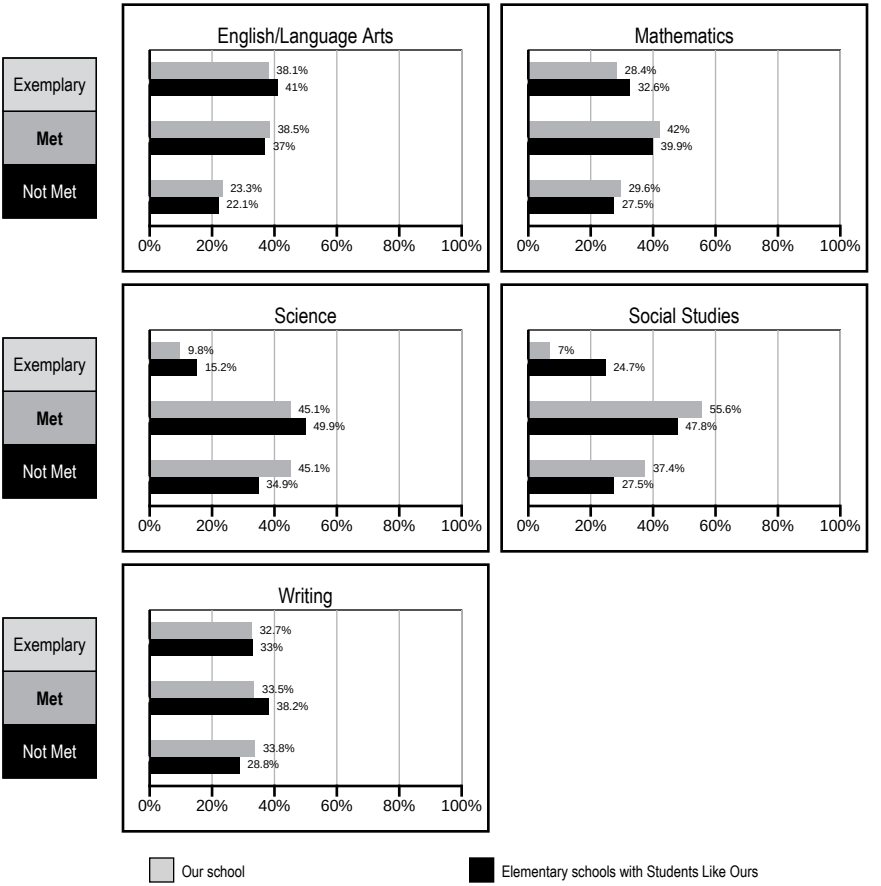
Percent of students tested in 2009-10 whose 2008-09 test scores were located	92.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	30	78	2	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=754)				
First graders who attended full-day kindergarten	100.0%	N/R	100.0%	100.0%
Retention rate	0.0%	N/A	1.1%	1.2%
Attendance rate	96.5%	N/A	96.0%	96.1%
Eligible for gifted and talented	8.9%	N/A	12.0%	11.7%
With disabilities other than speech	4.1%	N/A	8.5%	8.0%
Older than usual for grade	0.2%	N/A	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	50.9%	N/A	59.5%	60.5%
Continuing contract teachers	67.9%	N/A	86.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.7%	87.0%
Teacher attendance rate	95.3%	N/R	95.3%	95.4%
Average teacher salary*	$44,313	I/S	$47,021	$47,288
Professional development days/teacher	11.4 days	N/R	10.1 days	10.5 days
School				
Principal's years at school	1.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	23.4 to 1	N/R	19.4 to 1	19.2 to 1
Prime instructional time	90.2%	N/R	90.2%	90.8%
Opportunities in the arts	Excellent	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	Good	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	$7,288	$7,548
Percent of expenditures for instruction**	N/A	N/A	67.8%	68.7%
Percent of expenditures for teacher salaries**	N/A	N/A	64.4%	65.1%

* 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

It was a great start for a brand new school. Students and parents came together from our three "feeder" schools, along with staff members from all over the district. We established our mission and vision statements, along with our School Improvement Plan, together during the summer and into the first part of the school year, thereby setting our course for success.

Our PTO (with the financial support of the PTO's from Okatie, Michael C. Riley, and Bluffton Elementary schools) got off to a great start as well. The board and its members have worked hard to establish a solid support system for the school, and are off to a great start.

Red Cedar prides itself on our RESPECT program. Students are encouraged to show that they are responsible, empathetic, self-disciplined, positive, show their best effort, are cooperative, and trust-worthy. It's working. We see these attributes displayed daily by nearly all of our students. We will continue to work on these areas of our students' development as people as much as we work on our students' academic needs.

Attendance was a challenge this year. We will continue to help families understand the need for their children to be in school every day unless they are ill.

We had great success with the Whatever It Takes (WIT) program, which is designed to deliver "just-in-time" instruction to students on a daily basis. We could not have done it without the unparalleled assistance from our WIT volunteers, parents, and especially our community members.

We look forward to a great "sophomore" year.

Dr. Kathleen Corley, principal
Ms. Chavon Coleman, assistant principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	80	57
Percent satisfied with learning environment	96.2%	94.9%	91.1%
Percent satisfied with social and physical environment	98.1%	92.5%	85.5%
Percent satisfied with school-home relations	94.3%	91.3%	92.3%

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

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 Adequate Yearly Progress	YES

This school met 25 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. 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	1.7%	0.0%	No
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

RED CEDAR ELEMENTARY										03/09/11-0701034
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	289	100	23.3	38.4	38.4	87.2	83.6	83.5	Yes	Yes
Gender										
Male	137	100	21.1	38.2	40.7	89.4	80.3	80.1	N/A	N/A
Female	152	100	25.2	38.5	36.3	85.2	87	87	N/A	N/A
Racial/Ethnic Group										
White	86	100	16.4	28.8	54.8	93.2	92.8	89.6	Yes	Yes
African American	63	100	33.9	39	27.1	79.7	73.5	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	92.7	92.7	I/S	I/S
Hispanic	137	100	22.4	44	33.6	87.2	78.3	79.6	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.9	85.1	I/S	I/S
Disability Status										
Disabled	19	100	64.7	17.6	17.6	47.1	44.9	51.7	I/S	I/S
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	115	100	26.4	48.1	25.5	84	76.1	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	162	100	27.2	42.4	30.5	86.1	76.5	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	289	100	29.8	41.9	28.3	83.3	80.4	80.4	Yes	Yes
Gender										
Male	137	100	25.2	45.5	29.3	91.1	78.9	78.4	N/A	N/A
Female	152	100	34.1	38.5	27.4	76.3	82	82.5	N/A	N/A
Racial/Ethnic Group										
White	86	100	13.7	39.7	46.6	94.5	91.4	87.8	Yes	Yes
African American	63	100	44.1	39	16.9	64.4	66.5	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	90	93.5	I/S	I/S
Hispanic	137	100	32.8	44.8	22.4	85.6	77.6	78.3	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	77.8	83.2	I/S	I/S
Disability Status										
Disabled	19	100	64.7	29.4	5.9	52.9	41.5	46.1	I/S	I/S
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	115	100	39.6	45.3	15.1	81.1	75.3	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	162	100	35.8	43	21.2	80.8	72.4	72.8	Yes	Yes

***** 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

RED CEDAR ELEMENTARY								03/09/11-0701034
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	188	100	45.5	44.8	9.7	54.5	65.1	67.3
Gender								
Male	85	100	37.8	47.3	14.9	62.2	64.8	66.9
Female	103	100	51.6	42.9	5.5	48.4	65.4	67.7
Racial/Ethnic Group								
White	59	100	27.1	54.2	18.8	72.9	83.8	79.6
African American	33	100	N/A	N/A	N/A	48.4	45.5	49.7
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	79.5	84.4
Hispanic	94	100	54.1	38.8	7.1	45.9	54	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	66.7	69.5
Disability Status								
Disabled	14	100	N/A	N/A	N/A	33.3	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	80	100	64.9	32.4	2.7	35.1	49.5	58.6
Socio-Economic Status								
Subsidized meals	103	100	57.3	37.5	5.2	42.7	51.4	55.4
Social Studies								
All Students	189	100	37.4	55.6	7	62.6	69.4	70.9
Gender								
Male	90	100	37	58	4.9	63	69.2	70.1
Female	99	100	37.8	53.3	8.9	62.2	69.5	71.7
Racial/Ethnic Group								
White	55	100	14.3	75.5	10.2	85.7	83.1	79.2
African American	44	100	47.6	47.6	4.8	52.4	53	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.1	86.8
Hispanic	89	100	46.3	47.5	6.3	53.8	62.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	75	71.2
Disability Status								
Disabled	14	100	N/A	N/A	N/A	33.3	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	72	100	56.3	39.1	4.7	43.8	59.3	68
Socio-Economic Status								
Subsidized meals	98	100	46.2	48.4	5.5	53.8	57.6	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

RED CEDAR ELEMENTARY										03/09/11-0701034
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	282	98.9	33.3	33.7	32.9	66.7	70.5	72.1	96.5	96.7
Gender										
Male	135	99.3	36	36	28	64	63.9	65.2	96.5	96.7
Female	147	98.6	30.8	31.6	37.6	69.2	77.1	79.2	96.5	96.8
Racial/Ethnic Group										
White	83	100	14.9	33.8	51.4	85.1	84.8	80.8	96.3	96.5
African American	65	98.5	51.7	18.3	30	48.3	55.6	59.7	96.5	97.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.3	87	91.7	97.1
Hispanic	132	98.5	35.8	41.5	22.8	64.2	60.8	64.6	96.6	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	68.4	73.4	N/A	96
Disability Status										
Disabled	20	95	N/AV	N/AV	N/AV	22.2	22.1	27.7	95.3	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	110	98.2	44.2	41.3	14.4	55.8	56.2	63.7	96.5	96.8
Socio-Economic Status										
Subsidized meals	161	98.1	38	35.3	26.7	62	58.7	61.9	96.3	96.6

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

RED CEDAR ELEMENTARY							03/09/11-0701034
PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	115	100	16.3	32.7	51	83.7
	4	88	100	23.1	41	35.9	76.9
	5	86	100	32.9	43.4	23.7	67.1
	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
Mathematics							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	115	100	37.5	42.3	20.2	62.5
	4	88	100	16.7	41	42.3	83.3
	5	86	100	32.9	42.1	25	67.1
	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
Science							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	56	100	63.3	24.5	12.2	36.7
	4	88	100	34.6	55.1	10.3	65.4
	5	44	100	44.7	50	5.3	55.3
	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

RED CEDAR ELEMENTARY							03/09/11-0701034
PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	59	100	47.3	45.5	7.3	52.7
	4	88	100	26.9	66.7	6.4	73.1
	5	42	100	44.7	47.4	7.9	55.3
	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	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	115	98.3	38.5	31.7	29.8	61.5
	4	86	98.8	20.8	42.9	36.4	79.2
	5	81	100	39	27.3	33.8	61
	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

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample