



RED CEDAR ELEMENTARY

10 Box Elder Street
Bluffton, SC 29910

Grades	PK-5 Elementary School	
Enrollment	726 Students	
Principal	Kathleen K. Corley	843-707-0600
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	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
2011	Average	Good
2010	Average	Good
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A

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

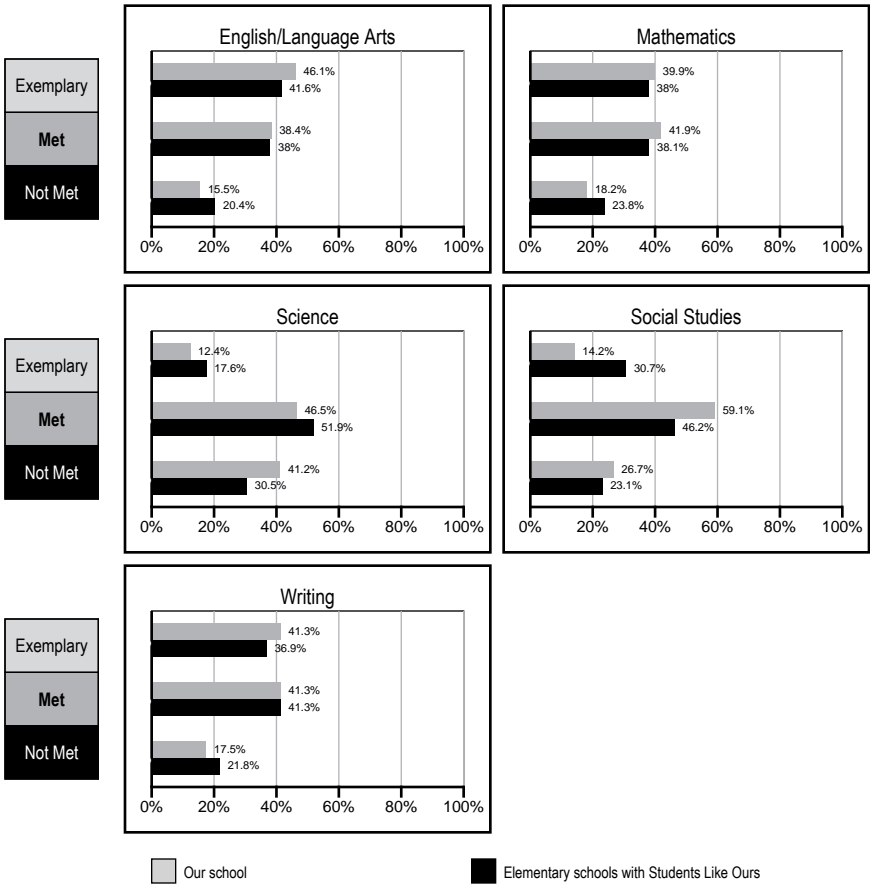
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	35	57	1	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
Students (n=726)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.4%	Up from 0.0%	1.3%	1.1%
Attendance rate	97.0%	Up from 96.5%	96.1%	96.2%
Served by gifted and talented program	17.6%	Up from 8.9%	14.3%	13.4%
With disabilities other than speech	2.2%	Down from 4.1%	4.8%	4.1%
Older than usual for grade	0.0%	Down from 0.2%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	46.9%	Down from 50.9%	61.1%	62.5%
Continuing contract teachers	67.3%	Down from 67.9%	90.1%	88.2%
Teachers returning from previous year	N/A	N/A	88.3%	87.8%
Teacher attendance rate	95.5%	Up from 95.3%	95.2%	95.2%
Average teacher salary*	\$44,284	Down 0.1%	\$46,521	\$46,773
Professional development days/teacher	9.9 days	Down from 11.4 days	10.5 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.5	4.0
Student-teacher ratio in core subjects	23.7 to 1	Up from 23.4 to 1	20.1 to 1	19.9 to 1
Prime instructional time	91.0%	Up from 90.2%	90.4%	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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,642	N/A	\$7,094	\$7,447
Percent of expenditures for instruction**	76.5%	N/A	68.4%	68.4%
Percent of expenditures for teacher salaries**	71.4%	N/A	65.4%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Red Cedar Elementary School completed its second year quite successfully. We achieved AYO and were a Palmetto Silver Award recipient in 2010.

Students participated in community service events, donating 230 pounds of candy to send to our troops (and kept from eating by us), jumped rope for the Heart Association, raised funds for Extreme Makeover, Home Edition, sent school supplies to a girls' school in Afghanistan, and much more.

Students MAP scores are on the rise. Over two hundred of our students take part in our many clubs and activities before and after school (art, robotics, soccer, running, dance, drum and dance, drama, Honors Choir, Student Council). Seventeen students were identified as Duke TIP Scholars.

Our partnership with the Neighborhood Outreach Connection at Bluffton House became formalized. We became a Title One school.

Our WIT volunteers were, again, ever present to assist students in "whatever it takes" to help them succeed.

Our PTO provided financial and moral support to the teachers and students of Red Cedar. Our SIC "took care of business" (and both groups would welcome more help in doing so).

Thanks to a fabulous teaching staff, supportive parents, enthusiastic students, and a talented group of volunteers and community members, Red Cedar had a great year two, and look forward to even more success in 2011-2012.

Dr. Kathleen Corley, principal

Ms. Chavon Coleman, assistant principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	82	75
Percent satisfied with learning environment	93.9%	91.5%	93.2%
Percent satisfied with social and physical environment	93.9%	93.9%	90.4%
Percent satisfied with school-home relations	93.9%	93.9%	93.2%

* 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

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	4.6%	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	1.7%	0.0%	No
Student attendance rate	97.0%	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
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	282	100	15.5	38.4	46.1	92.6	83.3	82.4	Yes	Yes
Gender										
Male	138	100	11.2	39.2	49.6	96	80.1	78.7	N/A	N/A
Female	144	100	19.5	37.6	42.9	89.5	86.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	95	100	4.4	20	75.6	97.8	93.3	88.9	Yes	Yes
African American	55	100	18.8	43.8	37.5	95.8	72.2	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.7	93	I/S	I/S
Hispanic	130	100	22.9	50	27.1	87.3	78.4	79.3	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	95.2	83	I/S	I/S
Disability Status										
Disabled	29	100	43.5	30.4	26.1	73.9	44.1	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	75	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	108	100	26	48	26	86	76.2	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	167	100	19.7	41.4	38.8	91.4	75.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	282	100	18.2	41.9	39.9	89.1	83.2	81.9	Yes	Yes
Gender										
Male	138	100	11.2	37.6	51.2	92.8	81.6	79.9	N/A	N/A
Female	144	100	24.8	45.9	29.3	85.7	84.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	95	100	3.3	28.9	67.8	98.9	93.2	88.9	Yes	Yes
African American	55	100	27.1	52.1	20.8	79.2	70.6	71.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.3	94.6	I/S	I/S
Hispanic	130	100	26.3	48.3	25.4	85.6	81.2	81.1	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.5	84.4	I/S	I/S
Disability Status										
Disabled	29	100	34.8	43.5	21.7	65.2	46.7	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	75	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	108	100	30	50	20	84	80	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	167	100	23.7	46.7	29.6	86.8	75.6	74.9	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	186	100	41.2	46.5	12.4	58.8	67.8	68.6
Gender								
Male	90	100	31.3	52.5	16.3	68.8	68.4	68.3
Female	96	100	50	41.1	8.9	50	67.3	68.9
Racial/Ethnic Group								
White	59	100	7	63.2	29.8	93	85.5	80.7
African American	36	100	53.3	43.3	3.3	46.7	49.5	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89	85.3
Hispanic	90	100	61	36.6	2.4	39	56.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	70.8
Disability Status								
Disabled	23	100	52.6	36.8	10.5	47.4	31.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	74	100	67.6	30.9	1.5	32.4	53.8	60.7
Socio-Economic Status								
Subsidized meals	109	100	52	40	8	48	55.2	57.3
Social Studies								
All Students	194	100	26.7	59.1	14.2	73.3	71.9	72.5
Gender								
Male	98	100	21.3	52.8	25.8	78.7	72	72
Female	96	100	32.2	65.5	2.3	67.8	71.8	73.1
Racial/Ethnic Group								
White	64	100	6.7	68.3	25	93.3	85	81
African American	38	100	29.4	61.8	8.8	70.6	57.1	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.5	89
Hispanic	90	100	41.3	50	8.8	58.8	65.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	73.5
Disability Status								
Disabled	16	100	63.6	18.2	18.2	36.4	37.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	30.8	53.8
English Proficiency								
Limited English Proficient	74	100	44.1	50	5.9	55.9	62.4	69.7
Socio-Economic Status								
Subsidized meals	115	100	32	57.3	10.7	68	61.7	62.9

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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	87	100	17.5	41.3	41.3	82.5	73.8	73.2	97	96.5
Gender										
Male	35	100	12.9	35.5	51.6	87.1	67.9	67.2	97.3	96.5
Female	52	100	20.4	44.9	34.7	79.6	79.9	79.4	96.8	96.6
Racial/Ethnic Group										
White	28	100	3.7	22.2	74.1	96.3	87.4	81.5	96.7	96.3
African American	15	100	38.5	46.2	15.4	61.5	59.1	61.3	96.9	96.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.5	87	98.6	96.9
Hispanic	43	100	20.5	53.8	25.6	79.5	65	66.7	97.2	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.6
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	23.5	26	96.7	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.9
English Proficiency										
Limited English Proficient	35	100	24.2	51.5	24.2	75.8	63.1	65.7	97.3	96.7
Socio-Economic Status										
Subsidized meals	53	100	21.3	46.8	31.9	78.7	62.7	63.2	96.9	96.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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
2011	3	95	100	15.6	17.8	66.7	84.4
	4	98	100	11.4	53.4	35.2	88.6
	5	89	100	20	45	35	80
	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
Mathematics							
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
2011	3	95	100	22.2	37.8	40	77.8
	4	98	100	14.8	39.8	45.5	85.2
	5	89	100	17.5	48.8	33.8	82.5
	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
Science							
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
2011	3	46	100	50	34.1	15.9	50
	4	98	100	37.5	55.7	6.8	62.5
	5	42	100	39.5	39.5	21.1	60.5
	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

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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							
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
2011	3	49	100	15.2	58.7	26.1	84.8
	4	98	100	19.3	69.3	11.4	80.7
	5	47	100	54.8	38.1	7.1	45.2
	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
Writing							
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
2011	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	87	100	17.5	41.3	41.3	82.5
	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

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