



SC Annual School Report Card Summary

Michael C. Riley Elementary and Early Childhood C
BEAUFORT COUNTY
 Grades: PK-5 Enrollment: 773
 Principal: Adrienne D. Sutton
 Superintendent: Dr. Jeffrey Moss
 Board Chair: Bill Evans

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
2014	Good	Average	TBD	TBD	B	Focus
2013	Good	Average	N/A	N/A	B	N/A
2012	Good	Good	SILVER	N/A	B	N/A

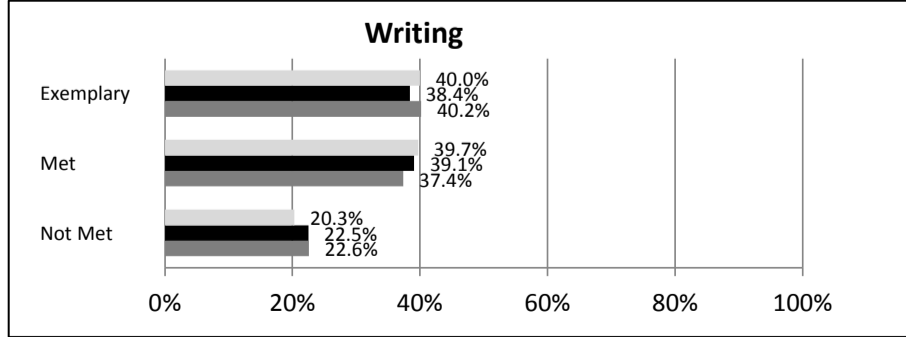
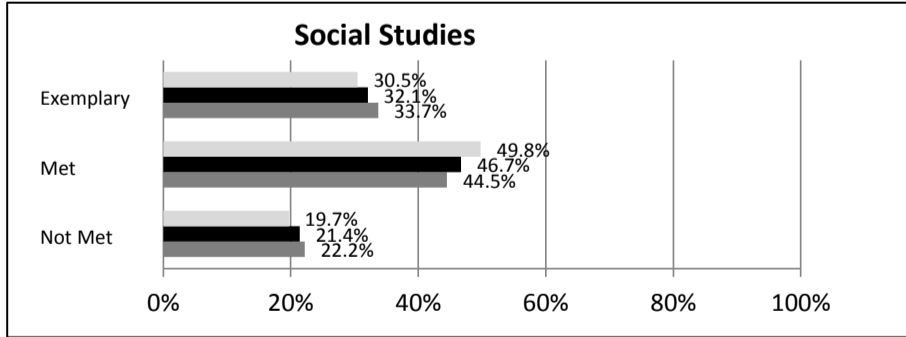
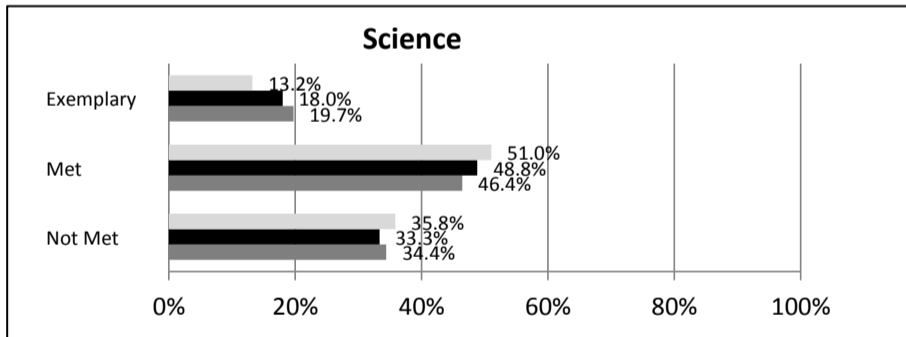
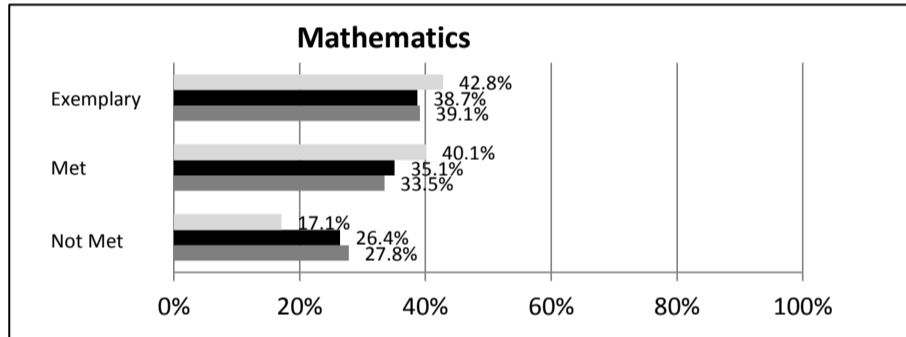
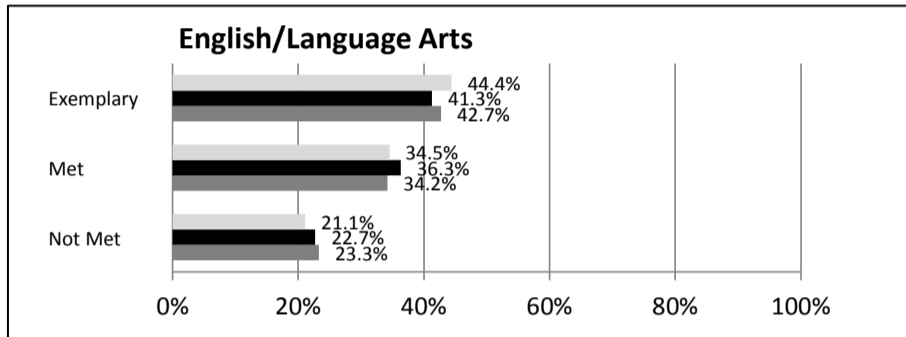
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
27	45	59	3	1

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elem Schools Statewide



NAEP*

*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 PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 773)				
Retention rate	1.8%	Up from 0.6%	1.1%	1.0%
Attendance rate	97.1%	Up from 96.5%	96.4%	96.5%
Served by gifted and talented program	8.9%	Down from 11.8%	7.2%	7.3%
With disabilities	16.0%	Up from 14.1%	13.6%	12.5%
Older than usual for grade	2.5%	Up from 1.9%	2.1%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n = 61)				
Teachers with advanced degrees	54.1%	Down from 58.3%	60.6%	62.3%
Continuing contract teachers	68.9%	Down from 80.0%	83.7%	81.2%
Teachers returning from previous year	89.0%	Up from 88.0%	89.1%	88.4%
Teacher attendance rate	93.3%	Down from 93.8%	95.3%	95.3%
Average teacher salary*	\$49,087	Up 0.8%	\$48,603	\$47,902
Classes not taught by highly qualified teachers	0.0%	No change	0.0%	0.0%
Professional development days/teacher	15.8 days	Up from 11.2 days	10.6 days	10.9 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 19.0 to 1	20.1 to 1	19.9 to 1
Prime instructional time	88.1%	Up from 87.2%	90.2%	90.7%
Opportunities in the arts	Excellent	No change	Good	Good
SACS accreditation	No	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**	\$7,892	Down 6.6%	\$7,598	\$7,680
Percent of expenditures for instruction**	71.5%	Down from 72.0%	66.3%	66.8%
Percent of expenditures for teacher salaries**	70.9%	Up from 70.0%	65.7%	66.0%
ESEA composite index score	84.8	Down from 88.1	85.3	85.7

* Length of contract = 185+ days.

**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	36	77	72
Percent satisfied with learning environment	63.9%	92.2%	94.4%
Percent satisfied with social and physical environment	77.8%	84.6%	88.8%
Percent satisfied with school-home relations	63.9%	90.9%	81.9%

*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

School year 2013 – 2014 was a year of self-examination and determination of strategic goals for the next five years. We believe that it is our collective responsibility to establish a strong instructional program as a foundation for your child’s development as a student, and a self-directed learner. In review of our school and district data to state and national goals, we have established targets for academic growth, staff development, and parent education. Results of a parent survey indicated high levels of satisfaction with our morning enrichment program, and suggestions for the development of additional opportunities in the area of second language instruction for our students in the years to come. As a faculty we have reviewed school data to identify areas of strength, and needed growth.

Longitudinal data on our school’s PASS scores indicates steady growth in the area of English Language Arts in grades, 3, 4 and 5. In Math students demonstrate continued growth in grades 3 and 5. Science scores indicate growth in all grades. Students’ scores in social studies have declined. We are reviewing our content strands and levels of difficulty across all content areas. Our state report card rating, growth rating and report card designation are in the good range, a strong B rating of 88.1.

Our school has developed a strong focus in Science, Leadership, Arts, Technology, and Engineering (SLATE), a program that guides students through academic standards (language arts, math, science, social studies, physical education and the arts), while engaging in increased STEM rigor, depth and application of content, and integrated learning. Our curriculum is enhanced by engineering units, specialty classes, field studies, and project-based learning activities. Our inquiry-based pedagogy is designed for diverse elementary students to thrive in new and exciting ways, all with the goal of engaging, inspiring and empowering them to become the leaders of tomorrow.

Over the past two years, the vision for SLATE education at Michael C. Riley has been to afford students the opportunity to develop problem-solving skills and strategies that will help them to adapt and succeed not only in STEM-related professions, but in their everyday lives. By integrating STEM activities, fine arts, and leadership skills into our curriculum, we are challenging children to imagine, create, and communicate in new and valuable ways. Such tasks encourage the development of abstract and divergent thinking, meaningful questioning, and collaboration.

In the area of leadership, our fifth grade boys and girls participated in focus groups during their lunch and recess once a week to examine and implement characteristics of G.R.E.A.T. Girls and the Riley Gentleman’s Club. These groups were supported by author Rhonda Mincey, for our girls, and behavior management specialist Mr. Bryant Kitty. Both groups were met with enthusiasm by students.

We find that students need assistance in developing good work habits to complete homework assignments and projects on time. Not doing so can adversely affect their grades. We have provided an early morning homework support program, and continue to evaluate ways we can link home and school. As we revise our Title One Plan for next year, we plan to include a component for parents to participate in an afternoon homework center with their child. Side by side learning helps all of us deepen understanding.

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