



Michael C. Riley Elementary

200 Burnt Church Rd.
Bluffton, South Carolina

Grades	PK-5 Elementary School	
Enrollment	933 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 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Good
2008	Average	Good
2007	Average	Good
2006	Average	Below Average
2005	Average	Average

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.

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

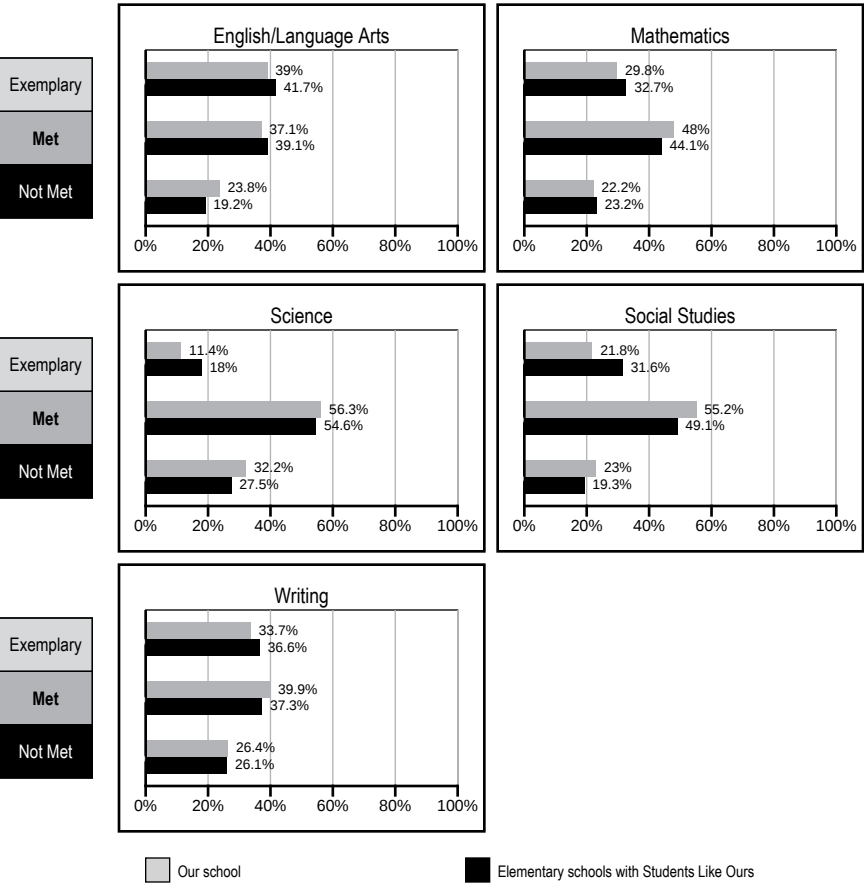
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 91%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
11	26	49	0	0

* Ratings are calculated with data available by 06/01/2010.

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=933)				
First graders who attended full-day kindergarten	95.2%	Down from 100.0%	100.0%	100.0%
Retention rate	3.5%	Up from 2.6%	1.9%	1.9%
Attendance rate	96.7%	Up from 96.1%	96.3%	96.3%
Eligible for gifted and talented	21.2%	Down from 23.9%	12.4%	10.0%
With disabilities other than speech	5.8%	Down from 5.9%	7.8%	7.7%
Older than usual for grade	0.7%	Up from 0.1%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=64)				
Teachers with advanced degrees	53.1%	Up from 52.5%	57.9%	59.4%
Continuing contract teachers	67.2%	Down from 72.1%	82.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 2.0%	0.0%	0.0%
Teachers returning from previous year	85.1%	Down from 88.2%	87.4%	85.9%
Teacher attendance rate	94.0%	Down from 94.8%	95.3%	95.1%
Average teacher salary*	\$45,860	Down 0.4%	\$46,714	\$47,149
Professional development days/teacher	9.6 days	Down from 10.6 days	10.5 days	11.1 days
School				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 20.6 to 1	19.1 to 1	18.8 to 1
Prime instructional time	89.4%	Down from 90.1%	90.5%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	No	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**	\$6,860	Down 2.1%	\$6,860	\$7,458
Percent of expenditures for instruction**	77.3%	Up from 75.1%	69.9%	68.8%
Percent of expenditures for teacher salaries**	60.1%	Down from 73.4%	64.6%	63.2%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2008-09 was an exciting and rewarding time for Michael C. Riley Elementary. After years of planning, we watched the construction begin on our new Early Childhood Center. When completed, the new facility will provide classrooms for approximately 280 to 300 students. With an anticipated late fall or early winter of 2009 "grand opening", we will move 6 kindergarten classrooms, seven first grade classrooms and two special needs classrooms into the new building. This will free up classroom space inside the school to move 13 classrooms of second and third graders out of the portable classrooms. Eventually, the mobiles will be taken away which will allow for the next phase of our playground improvement plan to begin.

While thrilled with all the campus improvements, the teachers continue to focus on our main objective: providing all students with an exemplary education. Michael C. Riley Elementary School received the South Carolina Palmetto Silver Award for outstanding student achievement. This is the second consecutive year we have won Palmetto Silver! Additionally, we were recognized for closing the achievement gap for historically underachieving students. Along with the recognition, the school receives a cash award of \$6,466.00. The SIC will collaborate with the School Planning and Management Team to make sure these funds are used to enhance academic achievement for all students.

The Michael C. Riley School Improvement Council had a busy year working on a variety of issues. We monitored food selections in the school cafeteria and provided suggestions for improvement to Beaufort County Food Services. The School Climate Committee was applauded for their efforts to create a cafeteria atmosphere more conducive to pleasant dining. Members of the SIC participated in a school district initiative to develop guidelines for attendance zones and student transfers. With the opening of the fourth elementary school in Bluffton this fall and the rezoning of University Park students to Okatie Elementary, Michael C. Riley opened in August 2009 with 65 less students. This will help reduce our need for portable classrooms. Finally, the SIC has provided feedback to the Early Childhood Center architect on colors, floor tile patterns, and some minor room alterations.

To increase parent involvement, we will offer parents many opportunities to become active 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; Math is not Scary Night, Project Reach, ESOL Family Nights and Technology Nights. M. C. Riley is a two time South Carolina Red Carpet School so we know maintaining a positive working relationship with our parents is important to our students' success. We are grateful for the commitment the Michael C. Riley staff and community are making to the children and the school. Community volunteers contributed over 2000 hours to our children. We have built lasting business partner relationships with many local business and civic organizations.

Jay Parks, Principal
Doris Beishir, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	122	87
Percent satisfied with learning environment	100.0%	87.5%	87.1%
Percent satisfied with social and physical environment	95.2%	81.0%	84.9%
Percent satisfied with school-home relations	95.2%	86.8%	88.0%

* 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

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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	9.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.8%	0.0%	No
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	414	100	24	37.6	38.4	88.5	81.8	82.8	Yes	Yes
Gender										
Male	211	100	27.4	37.9	34.7	86.3	78.2	79.3	N/A	N/A
Female	203	100	20.5	37.3	42.2	90.8	85.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	183	100	11.6	35.5	52.9	97.1	92.4	89.5	Yes	Yes
African American	91	100	30.4	40.5	29.1	84.8	71.8	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.1	92.3	I/S	I/S
Hispanic	132	100	38.7	37.8	23.5	78.2	72.4	76.5	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.8	82.5	I/S	I/S
Disability Status										
Disabled	43	100	56.1	22	22	65.9	41.7	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	117	100	41.9	38.1	20	75.2	68.1	75.1	Yes	Yes
Socio-Economic Status										
Subsidized meals	224	100	36	38.5	25.5	81.5	73.3	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	414	100	22.7	48	29.3	85.1	77.3	78.9	Yes	Yes
Gender										
Male	211	100	23.7	42.1	34.2	86.3	75.8	77	N/A	N/A
Female	203	100	21.6	54.1	24.3	83.8	79	80.9	N/A	N/A
Racial/Ethnic Group										
White	183	100	8.7	46.5	44.8	94.2	89.8	87.2	Yes	Yes
African American	91	100	29.1	50.6	20.3	78.5	62.7	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.1	93	I/S	I/S
Hispanic	132	100	38.7	47.9	13.4	76.5	71	76	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.8	79.5	I/S	I/S
Disability Status										
Disabled	43	100	41.5	39	19.5	65.9	37.5	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	117	100	41.9	46.7	11.4	75.2	69.1	76.1	Yes	Yes
Socio-Economic Status										
Subsidized meals	224	100	34	47.5	18.5	77.5	66.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	272	100	32.9	55.8	11.2	67.1	66.1	67.5
Gender								
Male	144	100	30.8	59.2	10	69.2	66.1	67
Female	128	100	35.3	52.1	12.6	64.7	66.1	68
Racial/Ethnic Group								
White	121	100	20.9	59.1	20	79.1	82.9	79.5
African American	58	100	37.3	60.8	2	62.7	48.1	50.3
Asian/Pacific Islander	3	I/S	N/A	N/A	N/A	N/A	88.9	84.3
Hispanic	87	100	47.5	47.5	5	52.5	54.2	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.4	71.2
Disability Status								
Disabled	30	100	48.3	41.4	10.3	51.7	28.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	75	100	51.5	44.1	4.4	48.5	49.9	59.6
Socio-Economic Status								
Subsided meals	145	100	44.4	51.1	4.5	55.6	51.8	55.1

Social Studies

All Students	273	99.6	23.1	55.4	21.5	76.9	70.3	72.3
Gender								
Male	144	99.3	21.9	53.1	25	78.1	70	71.5
Female	129	100	24.6	57.9	17.5	75.4	70.6	73.2
Racial/Ethnic Group								
White	124	99.2	14.8	55.7	29.6	85.2	82.6	80.7
African American	61	100	28.8	59.6	11.5	71.2	58.2	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	82.5	88.5
Hispanic	81	100	33.8	50.7	15.5	66.2	60	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75	72.2
Disability Status								
Disabled	31	96.8	25	50	25	75	36.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	77	100	33.8	51.5	14.7	66.2	56.2	67.9
Socio-Economic Status								
Subsided meals	148	100	30	55.4	14.6	70	58.6	62.1

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	411	97.6	26	40.1	33.9	74	68.6	70.2	96.7	96.4
Gender										
Male	209	97.1	33	43.1	23.9	67	61.3	63.2	96.8	96.3
Female	202	98	18.8	37	44.2	81.2	76.2	77.5	96.5	96.6
Racial/Ethnic Group										
White	182	98.9	16.9	37.8	45.3	83.1	82.7	79.1	96.6	96.4
African American	89	98.9	29.9	41.6	28.6	70.1	54.5	57.6	96.7	96.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.1	86.2	98	97.1
Hispanic	132	94.7	38.3	41.7	20	61.7	57.4	62.6	96.7	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	70	68.7	96.4	96.3
Disability Status										
Disabled	40	95	59.5	21.6	18.9	40.5	23.8	26.1	95.8	95.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.8
English Proficiency										
Limited English Proficient	117	94.9	39.6	40.6	19.8	60.4	53.1	61.2	96.6	96.6
Socio-Economic Status										
Subsidized meals	223	96.9	35.7	40.8	23.5	64.3	55.9	58.9	96.5	96.1

Abbreviations for Missing Data

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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							
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
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
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
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
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

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