



Redcliffe Elementary

6741 Atomic Road
Aiken, South Carolina

Grades	PK-5 Elementary School	
Enrollment	833 Students	
Principal	Salvatore A. Minolfo	803-827-3350
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Sanders	803-663-1703

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

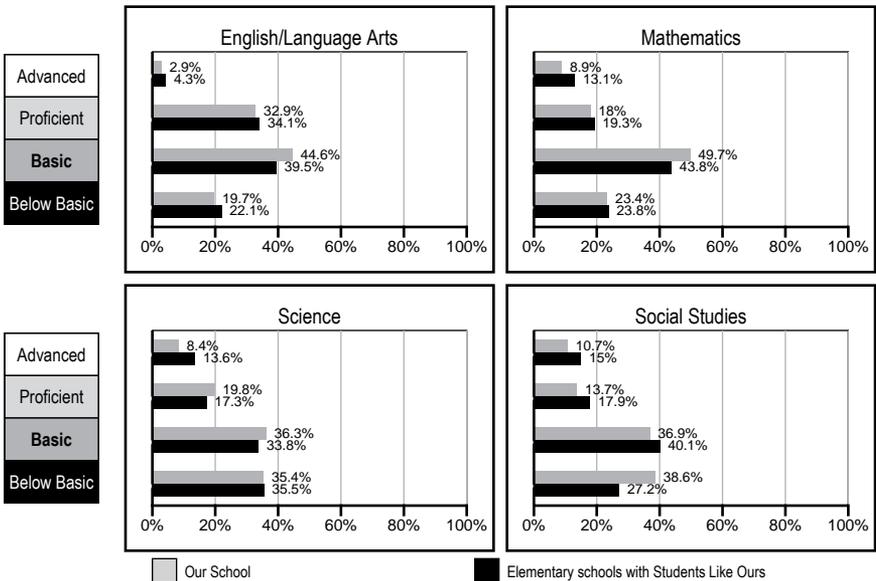
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	44	40	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=833)				
First graders who attended full-day kindergarten	97.7%	Up from 96.9%	100.0%	100.0%
Retention rate	4.0%	Down from 4.6%	2.9%	2.3%
Attendance rate	95.8%	Down from 95.9%	96.1%	96.3%
Eligible for gifted and talented	8.0%	Down from 9.7%	9.2%	10.4%
With disabilities other than speech	4.8%	Up from 3.7%	8.8%	7.5%
Older than usual for grade	2.0%	Up from 1.1%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=56)				
Teachers with advanced degrees	51.8%	Up from 46.4%	57.4%	56.7%
Continuing contract teachers	66.1%	Down from 78.6%	80.0%	77.3%
Teachers with emergency or provisional certificates	2.0%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	85.9%	Down from 87.8%	86.9%	86.4%
Teacher attendance rate	95.5%	Up from 94.1%	94.7%	94.9%
Average teacher salary	\$46,638	Up 2.0%	\$45,391	\$45,345
Professional development days/teacher	9.2 days	Down from 9.4 days	12.9 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 19.5 to 1	18.5 to 1	18.5 to 1
Prime instructional time	88.8%	Up from 87.6%	89.4%	89.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.9%	Down from 98.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$6,166	Up 7.3%	\$6,959	\$7,052
Percent of expenditures for instruction*	75.3%	Up from 62.6%	68.7%	69.1%
Percent of expenditures for teacher salaries*	72.2%	Up from 69.5%	64.3%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

As the School Improvement Council prepared for this school year, we determined several areas to target for significant improvement from the previous school year. The three areas were the following: the professional development of the faculty and staff; improved community involvement and support; and more opportunities for our students to experience the visual and performing arts.

The professional development of the faculty and staff focused on the development of our grade levels into professional learning teams. Each grade level concluded the school year by revisiting their four subject area standards, revising their essential standards, and designing common assessments in each subject area. The grade level teachers also were trained on the different types of data, how to obtain the data, and how to read the data to determine the strengths and weaknesses of grade levels, classes, or individual students. Next school year, we will focus our professional development efforts on utilizing the data to "drive" our reading instruction using differentiated instruction.

The PTO did a wonderful job this year of initiating and cultivating more parent and community involvement. Several local community members donated funds to purchase picnic tables for our playground. Funds raised by our PTO paid for a surfacing project for our playgrounds. One basketball court was resurfaced; another basketball court was paved; and a concrete slab was installed. The concrete slab was then covered, turning it into a picnic area for our students recess time, as well as an outdoor classroom. A new laminator was purchased through a grant from a local donor and smaller projects were completed. We also had many parents and grandparents volunteer their time for our two book fairs.

Our final area noted for improvement was increased opportunities for our students to experience the visual and performing arts. This year, every grade level had the opportunity to perform through a choral performance at one of our many events – Parents and Pastries, Winter or Spring Celebration of the Arts, Fifth Grade Production, Winter Wonderland, or Celebration of Life. Many of our students' visual arts pieces were displayed during the Winter and Spring Celebration of the Arts as well as in the hallways of our school throughout the year. In addition, our kindergarten and first grade classes went to see local theatrical productions; our fourth and fifth grade students were treated to a string quartet, a symphonic performance, and a mini opera performance; and all of our students were visited by Poetry Alive! Finally, kindergarten, first grade, third grade, and fourth grade had week-long artists-in-residence.

We know that when our faculty and staff continue their learning, parents and community members become more involved, and our students experience the visual and performing arts, then our students' opportunities for success academically and socially increase significantly. For these reasons, we believe our students truly benefited from the SIC's focus on these three areas this year.

Salvatore Minolfo, Principal
Bonnie Fulghum and Sylvia Campbell, SIC Co-Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	98	74
Percent satisfied with learning environment	96.5%	76.5%	79.5%
Percent satisfied with social and physical environment	94.7%	76.5%	87.3%
Percent satisfied with school-home relations	78.9%	83.7%	91.3%

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

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School Adequate Yearly Progress

NO

This school met 16 out of 21 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. Sanction: Implement the restructuring plan.
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	0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	368	99.2	19.5	44.7	33	2.9	47	49.8	48.2	Yes	Yes
Gender											
Male	191	99	23.9	43.3	31.1	1.7	42.2	43.8	41.7	N/A	N/A
Female	177	99.4	14.8	46.2	34.9	4.1	52.1	56.3	55	N/A	N/A
Racial/Ethnic Group											
White	203	99	12.6	41.9	40.8	4.7	55.5	59.8	60	Yes	Yes
African American	150	100	29.2	47.9	22.9	0	34.7	33.8	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	13	92.3	16.7	50	25	8.3	50	39.7	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
Disability Status											
Disabled	43	100	65	30	5	0	7.5	15.2	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	11	90.9	20	50	30	0	40	43	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	252	99.2	25.1	48.5	25.5	0.9	39.6	35.8	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	368	99.7	23.4	49.7	18	8.9	38	46.9	45.8	Yes	Yes
Gender											
Male	191	100	23.8	45.9	18.2	12.2	40.3	47.9	45.6	N/A	N/A
Female	177	99.4	23.1	53.8	17.8	5.3	35.5	45.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	203	99.5	15.6	50.5	19.3	14.6	45.8	57.2	59	Yes	Yes
African American	150	100	34	48.6	16	1.4	26.4	29.7	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.3	71.3	I/S	I/S
Hispanic	13	100	25	58.3	8.3	8.3	41.7	40.1	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
Disability Status											
Disabled	43	100	60	35	0	5	5	15.8	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	32.5	N/A	N/A						
English Proficiency											
Limited English Proficient	11	100	30	60	10	0	30	42.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	252	99.6	29.8	52.3	13.6	4.3	29.4	32.8	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	247	99.6	35.2	36.4	19.9	8.5	28.4	34.1	35.7	95.8	95.9
Gender											
Male	129	100	37.9	29.8	21	11.3	32.3	36.6	37.4	95.8	95.8
Female	118	99.2	32.1	43.8	18.8	5.4	24.1	31.3	33.8	95.9	96.1
Racial/Ethnic Group											
White	138	99.3	25.8	36.4	24.2	13.6	37.9	45.2	49.2	95.5	95.9
African American	97	100	49.5	35.5	14	1.1	15.1	16.4	17	96.2	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	96.7	97.6
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	24	24.9	96.2	96.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	98	95.8
Disability Status											
Disabled	34	100	64.5	25.8	6.5	3.2	9.7	12.8	14	95.6	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	28	24.4	96.1	96.5
Socio-Economic Status											
Subsided meals	169	99.4	40.3	38.4	17	4.4	21.4	20.4	21.1	95.4	95.2
Social Studies											
All Students	248	99.6	38.4	37.1	13.8	10.8	24.6	30.3	34	95.8	95.9
Gender											
Male	134	100	32.8	36	16.8	14.4	31.2	33.8	36.6	95.8	95.8
Female	114	99.1	44.9	38.3	10.3	6.5	16.8	26.5	31.3	95.9	96.1
Racial/Ethnic Group											
White	136	100	29.4	35.7	19	15.9	34.9	38.6	44.5	95.5	95.9
African American	105	99.1	52.5	36.4	7.1	4	11.1	17	19.1	96.2	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	96.7	97.6
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	20.3	27.5	96.2	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	98	95.8
Disability Status											
Disabled	29	100	73.1	19.2	3.8	3.8	7.7	10.7	14.4	95.6	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	23.9	27.3	96.1	96.5
Socio-Economic Status											
Subsided meals	171	99.4	43.9	40.6	10.3	5.2	15.5	18.6	21	95.4	95.2

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	121	100	11.9	33.9	49.5	4.6	54.1
	4	110	100	16.8	52.5	29.7	1	30.7
	5	132	100	31.7	51.7	16.7	0	16.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	124	99.2	14.2	31.7	48.3	5.8	54.2
	4	127	100	17.6	49.6	31.1	1.7	32.8
	5	117	98.3	27.3	53.6	18.2	0.9	19.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	121	100	16.5	56.9	22	4.6	26.6
	4	109	100	17	49	19	15	34
	5	132	100	20	58.3	12.5	9.2	21.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	124	99.2	28.3	47.5	11.7	12.5	24.2
	4	127	100	20.2	52.1	21	6.7	27.7
	5	117	100	21.6	49.5	21.6	7.2	28.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	59	100	33.3	44.4	18.5	3.7	22.2
	4	109	100	42	36	12	10	22
	5	66	100	32.2	44.1	15.3	8.5	23.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	62	98.4	29.5	32.8	27.9	9.8	37.7
	4	127	100	33.6	44.5	15.1	6.7	21.8
	5	58	100	44.6	23.2	21.4	10.7	32.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	62	98.4	18.2	41.8	27.3	12.7	40
	4	109	100	21	50	19	10	29
	5	66	100	54.1	29.5	9.8	6.6	16.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	62	98.4	19	41.4	19	20.7	39.7
	4	127	100	38.7	37	14.3	10.1	24.4
	5	59	100	58.2	32.7	7.3	1.8	9.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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