



REDCLIFFE ELEMENTARY

6741 Atomic Road
Aiken, South Carolina

Grades	PK-5 Elementary School	
Enrollment	819 Students	
Principal	Julie A. Revelle	803-827-3350
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Below Average
2009	Average	Below Average
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk

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

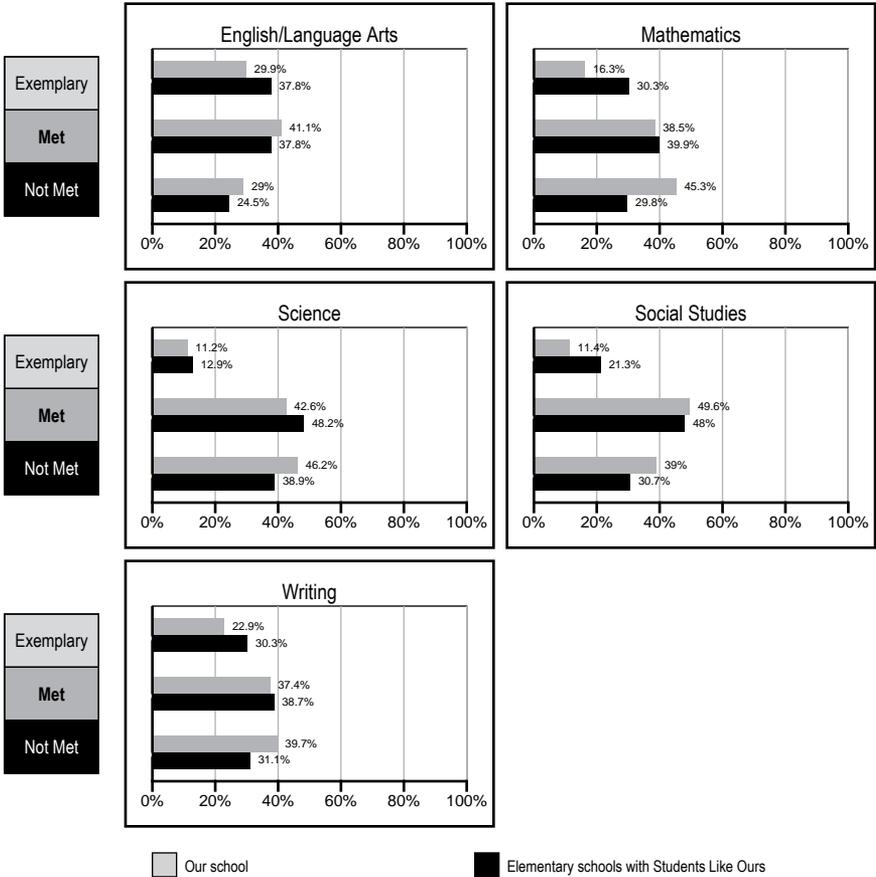
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	21	91	6	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=819)				
First graders who attended full-day kindergarten	100.0%	Up from 95.3%	100.0%	100.0%
Retention rate	1.2%	Down from 2.4%	1.2%	1.2%
Attendance rate	95.7%	Up from 95.6%	95.8%	96.1%
Eligible for gifted and talented	7.2%	Down from 7.3%	10.6%	11.7%
With disabilities other than speech	5.1%	Down from 5.9%	8.7%	8.0%
Older than usual for grade	0.5%	Down from 0.8%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	54.7%	No Change	60.6%	60.5%
Continuing contract teachers	84.9%	Up from 83.0%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.5%	Down from 88.7%	87.7%	87.0%
Teacher attendance rate	93.5%	Down from 94.7%	95.1%	95.4%
Average teacher salary*	\$46,569	Down 5.2%	\$47,104	\$47,288
Professional development days/teacher	7.0 days	Down from 11.6 days	10.1 days	10.5 days
School				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 20.5 to 1	19.1 to 1	19.2 to 1
Prime instructional time	87.6%	No Change	90.0%	90.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 99.8%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,424	Down 0.7%	\$7,512	\$7,548
Percent of expenditures for instruction**	71.9%	Down from 72.6%	68.2%	68.7%
Percent of expenditures for teacher salaries**	68.6%	Up from 57.4%	64.7%	65.1%

* 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

The overall goal for Redcliffe Elementary is to improve student achievement. The School Improvement Council (SIC) believes that parent involvement, character education for students, and professional development for teachers are essential components to improving student achievement.

Parent involvement has been supported through a variety of workshops, PTO volunteers, and guest speakers. Parent and school communication are supported regularly through a mass-call system, monthly newsletters, and daily communication through student agendas.

Character education is woven into the academic program at Redcliffe in many ways. Character is taught through classroom guidance lessons that focus on responsibility, bullies, safety, conflict resolution, goal setting, decision making, and a host of other topics that encourage outstanding character. Our students participate in a good citizen program each month. The guidance department also hosts Guidance Café, in which students who have demonstrated good character or improved their behavior significantly are highlighted.

The teachers have embraced the district literacy model which has served as a foundation for much professional development. Teachers have attended professional development conferences and been involved in an assortment of other professional development activities including topics such as, reading, writing, technology, differentiated instruction, and data-driven instruction.

The friendly dedicated staff, supportive involved parents, and academically engaged students working together at Redcliffe Elementary are achieving success!

Julie Revelle, Principal
 Tracie Ranew, SIC Co-Chairperson
 Kim Monroe, SIC Co-Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	114	74
Percent satisfied with learning environment	98.0%	70.8%	75.3%
Percent satisfied with social and physical environment	95.9%	71.7%	81.1%
Percent satisfied with school-home relations	72.9%	78.1%	72.6%

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 16 out of 17 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

CSI

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	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	363	100	29	41.1	29.9	85.2	85.1	83.5	Yes	Yes
Gender										
Male	198	100	33.3	36.6	30.1	82.8	82.1	80.1	N/A	N/A
Female	165	100	23.7	46.7	29.6	88.2	88.2	87	N/A	N/A
Racial/Ethnic Group										
White	173	100	21.6	36.4	42	90.7	89.8	89.6	Yes	Yes
African American	177	100	36.8	44.8	18.4	79.1	77.6	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	95.1	92.7	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	81.9	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.3	85.1	I/S	I/S
Disability Status										
Disabled	31	100	80	13.3	6.7	46.7	50.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	81.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	262	100	34.4	42.2	23.4	81.6	79.4	76.9	Yes	Yes

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

All Students	363	99.7	45.1	38.6	16.3	68	79.8	80.4	Yes	Yes
Gender										
Male	198	100	43	34.9	22	67.7	78.1	78.4	N/A	N/A
Female	165	99.4	47.7	43	9.3	68.2	81.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	173	100	30.9	43.8	25.3	79.6	86.1	87.8	Yes	Yes
African American	177	99.4	59.3	32.1	8.6	56.2	70	69.3	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91.4	93.5	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	83.2	I/S	I/S
Disability Status										
Disabled	31	100	86.7	6.7	6.7	30	43.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	76.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	262	99.6	53.5	33.7	12.8	60.9	72.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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
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Science

All Students	241	100	46.2	42.6	11.2	53.8	65.3	67.3
Gender								
Male	133	100	44	41.6	14.4	56	65.8	66.9
Female	108	100	49	43.9	7.1	51	64.8	67.7
Racial/Ethnic Group								
White	107	100	28	53	19	72	76.4	79.6
African American	126	100	62.6	33	4.3	37.4	48.8	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	87.2	84.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	53.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	70.6	69.5
Disability Status								
Disabled	19	100	N/A	N/A	N/A	11.1	29.9	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	6	I/S	I/S	I/S	I/S	I/S	53.7	58.6
Socio-Economic Status								
Subsidized meals	177	100	54.9	38.4	6.7	45.1	53	55.4

Social Studies

All Students	244	100	39	49.6	11.4	61	66.2	70.9
Gender								
Male	134	100	33.3	50.8	15.9	66.7	66.5	70.1
Female	110	100	46.1	48	5.9	53.9	66	71.7
Racial/Ethnic Group								
White	119	100	30.9	50.9	18.2	69.1	73.7	79.2
African American	115	100	49.1	45.4	5.6	50.9	53.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	80.3	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	65.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	71.2
Disability Status								
Disabled	20	100	70	20	10	30	31.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	65.1	68
Socio-Economic Status								
Subsidized meals	174	100	49.1	44.8	6.1	50.9	55.5	60.8

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	364	98.9	39.2	37.7	23.1	60.8	73.1	72.1	95.7	95.9
Gender										
Male	198	99.5	43.5	36.6	19.9	56.5	66.6	65.2	95.7	95.8
Female	166	98.2	33.8	39.1	27.2	66.2	80	79.2	95.8	96
Racial/Ethnic Group										
White	173	98.3	29.4	39.4	31.3	70.6	79.8	80.8	95.3	95.7
African American	178	99.4	48.2	36	15.9	51.8	62.9	59.7	96.3	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	87	91.1	97.6
Hispanic	9	I/S	I/S	I/S	I/S	I/S	66.1	64.6	95.2	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80.6	73.4	95.8	96.4
Disability Status										
Disabled	37	100	82.9	14.3	2.9	17.1	24.3	27.7	94.7	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	95.6
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	65.3	63.7	95.1	96.5
Socio-Economic Status										
Subsidized meals	262	99.2	45.5	36.1	18.4	54.5	63.6	61.9	95.4	95.3

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	125	99.2	21.2	34.7	44.1	78.8
	4	121	100	35.4	38.9	25.7	64.6
	5	119	100	24.8	54	21.2	75.2
	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
2010	3	124	100	24.8	34.2	41	75.2
	4	122	100	31.9	42.5	25.7	68.1
	5	117	100	30.6	47.2	22.2	69.4
	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	125	99.2	39.8	33.1	27.1	60.2
	4	121	100	38.9	36.3	24.8	61.1
	5	119	100	32.7	60.2	7.1	67.3
	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
2010	3	124	100	47.9	35	17.1	52.1
	4	122	99.2	41.1	42.9	16.1	58.9
	5	117	100	46.3	38	15.7	53.7
	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	63	100	40	40	20	60
	4	121	100	44.2	46.9	8.8	55.8
	5	60	100	25	67.9	7.1	75
	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
2010	3	61	100	54.4	38.6	7	45.6
	4	122	100	42.5	47.8	9.7	57.5
	5	58	100	45.3	35.8	18.9	54.7
	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

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N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	61	100	24.1	51.7	24.1	75.9
	4	121	100	38.9	42.5	18.6	61.1
	5	59	100	57.9	31.6	10.5	42.1
	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	N/A
2010	3	63	100	38.3	55	6.7	61.7
	4	122	100	35.4	54	10.6	64.6
	5	59	100	47.3	34.5	18.2	52.7
	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	N/A
Writing							
2009	3	125	100	35	39.2	25.8	65
	4	118	99.2	47.4	39.5	13.2	52.6
	5	123	97.6	45.2	33.9	20.9	54.8
	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	N/A
2010	3	125	98.4	41.9	34.2	23.9	58.1
	4	122	98.4	41.1	42	17	58.9
	5	117	100	34.3	37	28.7	65.7
	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	N/A

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