



## REDCLIFFE ELEMENTARY

22 Double Springs Road  
Aiken, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	817 Students	
<b>Principal</b>	Julie A. Revelle	803-827-3350
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Ms. Rosemary B. English	803-648-1126

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Below Average
2009	Average	Below Average
2008	Below Average	At-Risk
2007	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 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

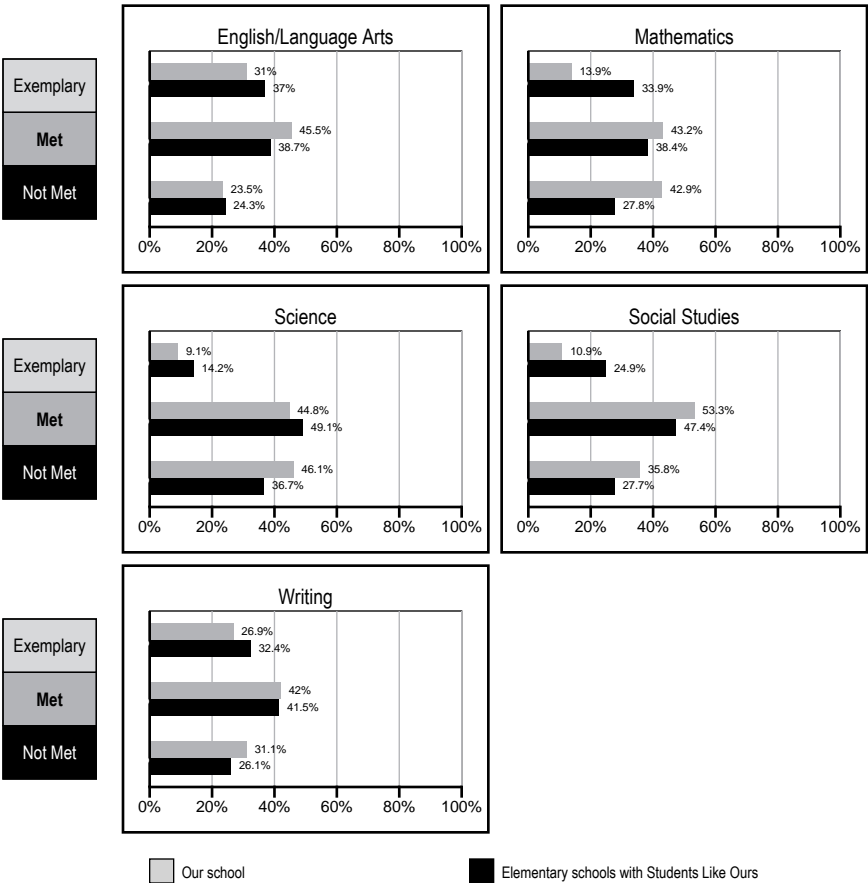
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
9	24	83	9	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
<b>Students (n=817)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Up from 1.2%	1.3%	1.1%
Attendance rate	95.8%	Up from 95.7%	96.0%	96.2%
Served by gifted and talented program	8.2%	Up from 7.2%	11.6%	13.4%
With disabilities other than speech	2.0%	Down from 5.1%	5.1%	4.1%
Older than usual for grade	0.4%	Down from 0.5%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=51)</b>				
Teachers with advanced degrees	52.9%	Down from 54.7%	60.5%	62.5%
Continuing contract teachers	86.3%	Up from 84.9%	90.0%	88.2%
Teachers returning from previous year	88.1%	Up from 84.5%	88.1%	87.8%
Teacher attendance rate	95.0%	Up from 93.5%	95.1%	95.2%
Average teacher salary*	\$48,085	Up 3.3%	\$46,617	\$46,773
Professional development days/teacher	7.9 days	Up from 7.0 days	11.3 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Up from 20.6 to 1	19.6 to 1	19.9 to 1
Prime instructional time	89.7%	Up from 87.6%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.3%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,350	Down 1.2%	\$7,425	\$7,447
Percent of expenditures for instruction**	73.7%	Up from 71.9%	67.6%	68.4%
Percent of expenditures for teacher salaries**	70.6%	Up from 68.6%	64.7%	65.8%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## Report of Principal and School Improvement Council

Redcliffe Elementary strives to be a school of excellence. We recognize that it takes a team effort to accomplish our rigorous goals. Parents, faculty, staff, students, and other local partners of Redcliffe Elementary witnessed positive changes throughout the 2010-2011 school year.

Our administrative staff and faculty took part in continuous professional development throughout the year. This year we focused on improving instruction for ALL students through the implementation of each component of the Aiken County Literacy Initiative; through the analysis of MAP, PASS and teacher collected data to drive small group instruction in each classroom; and through strategic planning with an emphasis on vertical and horizontal teaming. Each opportunity provided our faculty with ways to increase the overall student achievement.

All students were able to attend our Writing Lab each week. Students focused on the different components of writing and integrating technology and writing.

A part-time math interventionist was added to provide small group, intensive instruction to students who were performing below grade level. These students were monitored and the instruction provided was adjusted based on data. Before school started each morning targeted students participated in SuccessMaker, a computer-assisted instructional program designed to increase both reading and math skills. Third through Fifth grade students were also able to participate in Math Clubs to increase their automaticity of basic math facts.

With the continued help and support of our PTO, we were able to provide many opportunities for parents, students, and teachers to come together. We had wonderful participation for the following events: Family Fall Festival, Daddy/Daughter Dance, Mother/Son Dance, Daddy and Dudes Building Workshop, Art Fair, Book Fair, Grade Level Performances, Redcliffe's Night of Music, Kindergarten Parent Workshops, and our Fifth Grade Information Night. Our Guidance Department offered several guest speakers during the year for parents and students to encourage good character and healthy habits. Students were recognized throughout the year for academic success, academic improvement, perfect attendance, and good character.

Redcliffe Elementary School is making steady progress in meeting rigorous goals. The dedicated faculty and staff work diligently, and we are proud of the continued growth that we see in our students. We are looking forward to another exciting school year that is sure to offer new, innovative ways to reach our student population!

Julie A. Revelle, Principal  
Caroline Carter, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	107	34
Percent satisfied with learning environment	89.6%	73.6%	66.7%
Percent satisfied with social and physical environment	97.9%	67.0%	84.4%
Percent satisfied with school-home relations	76.6%	74.5%	78.8%

\* 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** YES

This school met 17 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-DELAY

**School Improvement Key**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	4.4%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
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

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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	365	100	23.4	45.7	30.9	83.8	82.9	82.4	Yes	Yes
<b>Gender</b>										
Male	205	100	27.6	43.8	28.6	79.2	79.3	78.7	N/A	N/A
Female	160	100	18.2	48.1	33.8	89.6	86.9	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	187	100	16.4	42.4	41.2	87	87.5	88.9	Yes	Yes
African American	166	100	30.4	49.4	20.3	80.4	75.5	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	81.2	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	95.7	83	I/S	I/S
<b>Disability Status</b>										
Disabled	32	100	71	22.6	6.5	32.3	43.7	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	79.5	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	271	100	27.3	48.6	24.1	81	76.8	75.4	Yes	Yes

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

All Students	365	100	42.8	43.1	14.2	72.8	80.6	81.9	Yes	Yes
<b>Gender</b>										
Male	205	100	39.6	42.7	17.7	76	79	79.9	N/A	N/A
Female	160	100	46.8	43.5	9.7	68.8	82.3	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	187	100	32.2	46.3	21.5	80.8	86	88.9	Yes	Yes
African American	166	100	54.4	38.6	7	63.9	71.7	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.5	94.6	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	78.5	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	91.5	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	32	100	74.2	22.6	3.2	35.5	41.3	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	78.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	271	100	47	42.7	10.3	67.2	73.6	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

**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
<b>Science</b>								
All Students	244	100	46.1	44.8	9.1	53.9	64.8	68.6
<b>Gender</b>								
Male	134	100	44.9	42.5	12.6	55.1	65.1	68.3
Female	110	100	47.6	47.6	4.8	52.4	64.4	68.9
<b>Racial/Ethnic Group</b>								
White	121	100	34.2	50.9	14.9	65.8	74.3	80.7
African American	113	100	57.8	38.5	3.7	42.2	49.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	85.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	59.8	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.3	70.8
<b>Disability Status</b>								
Disabled	20	100	N/AV	N/AV	N/AV	15	28.2	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	58.9	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	178	100	53.3	41.9	4.8	46.7	53.6	57.3
<b>Social Studies</b>								
All Students	243	100	35.7	53	11.3	64.3	66.7	72.5
<b>Gender</b>								
Male	139	100	39.2	45.4	15.4	60.8	67.1	72
Female	104	100	31	63	6	69	66.2	73.1
<b>Racial/Ethnic Group</b>								
White	121	100	29.6	52.2	18.3	70.4	72.6	81
African American	114	100	42.6	52.8	4.6	57.4	56.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	82.8	89
Hispanic	6	I/S	I/S	I/S	I/S	I/S	67	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	79.4	73.5
<b>Disability Status</b>								
Disabled	21	100	70	25	5	30	30.6	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	64.6	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	185	100	38.2	54.3	7.5	61.8	57.8	62.9

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
<b>Writing</b>										
All Students	123	99.2	30.5	42.4	27.1	69.5	76.1	73.2	95.8	95.9
<b>Gender</b>										
Male	69	98.6	29.7	42.2	28.1	70.3	71.4	67.2	95.7	95.9
Female	54	100	31.5	42.6	25.9	68.5	81	79.4	96	96
<b>Racial/Ethnic Group</b>										
White	59	100	21.4	44.6	33.9	78.6	82.3	81.5	95.6	95.8
African American	59	98.3	38.6	40.4	21.1	61.4	66.3	61.3	96.3	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.6	87	95.6	96.6
Hispanic	5	I/S	I/S	I/S	I/S	I/S	69.9	66.7	94.8	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	72.2	93.2	95.6
<b>Disability Status</b>										
Disabled	10	I/S	I/S	I/S	I/S	I/S	24.3	26	95	94.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	96.2
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	68.6	65.7	94.5	96.4
<b>Socio-Economic Status</b>										
Subsidized meals	91	98.9	34.9	39.5	25.6	65.1	66.2	63.2	95.5	95.4

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	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
<b>2011</b>	3	119	100	16.2	38.7	45	83.8
	4	122	100	23.3	51.7	25	76.7
	5	123	100	30.5	45.8	23.7	69.5
	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
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	3	119	100	46.8	35.1	18	53.2
	4	122	100	39.7	48.3	12.1	60.3
	5	123	100	42.4	45.8	11.9	57.6
	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
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	3	60	100	57.9	33.3	8.8	42.1
	4	122	100	41.4	51.7	6.9	58.6
	5	62	100	44.1	42.4	13.6	55.9
	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

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
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	3	59	100	31.5	59.3	9.3	68.5
	4	122	100	35.3	55.2	9.5	64.7
	5	61	100	40.7	44.1	15.3	59.3
	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
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	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	123	99.2	30.5	42.4	27.1	69.5
	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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