



## F. J. DELAINE ELEMENTARY

5355 Cane Savannah  
Wedgfield, SC 29168

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	131 Students	
<b>Principal</b>	Roosevelt O. Miott	803-494-2661
<b>Superintendent</b>	Randolph D. Bynum, Sr.	803-469-6900
<b>Board Chair</b>	Mr. Larry Addison	803-499-1181

# 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	Good
2009	Average	Average
2008	Below Average	Good
2007	Average	Below 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 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**

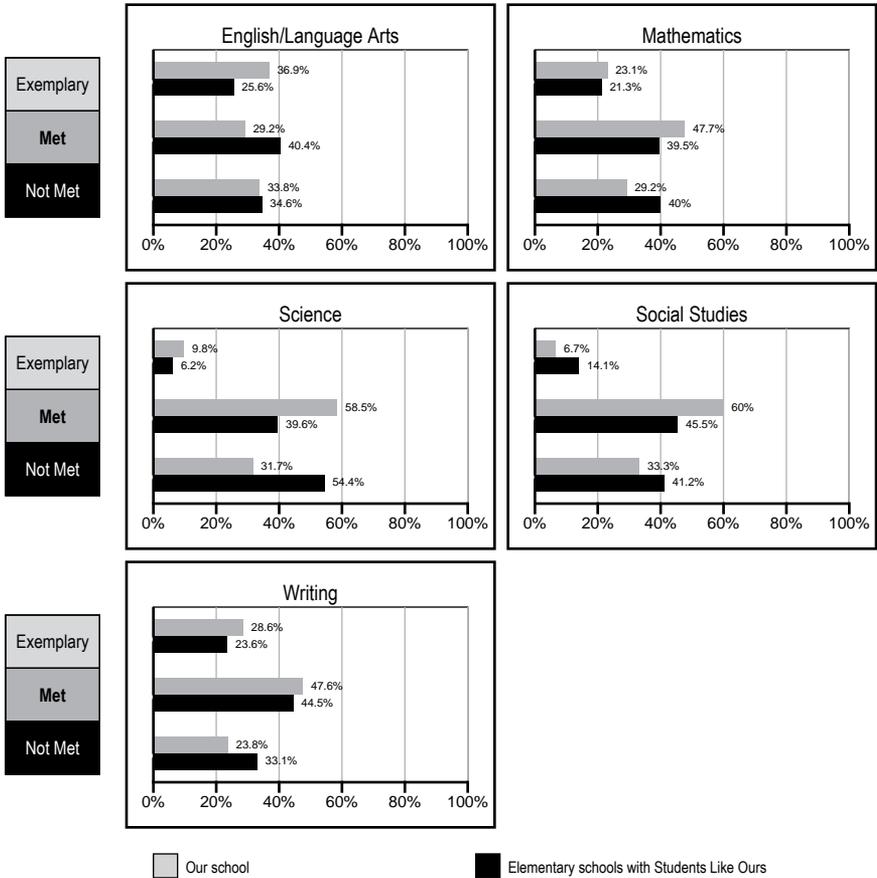
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.4%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	4	63	43	19

\* 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=131)</b>				
First graders who attended full-day kindergarten	94.1%	Down from 100.0%	100.0%	100.0%
Retention rate	4.7%	Up from 3.1%	1.5%	1.1%
Attendance rate	96.4%	Down from 97.8%	96.0%	96.2%
Served by gifted and talented program	2.8%	Down from 4.3%	5.1%	13.4%
With disabilities other than speech	6.5%	Down from 13.4%	4.3%	4.1%
Older than usual for grade	3.1%	Down from 3.6%	0.5%	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=10)</b>				
Teachers with advanced degrees	75.0%	No Change	61.5%	62.5%
Continuing contract teachers	87.5%	No Change	81.8%	88.2%
Teachers returning from previous year	77.3%	Up from 70.4%	84.5%	87.8%
Teacher attendance rate	96.9%	Up from 95.1%	95.2%	95.2%
Average teacher salary*	\$48,112	Up 3.1%	\$45,168	\$46,773
Professional development days/teacher	10.0 days	Down from 14.0 days	10.8 days	10.5 days
<b>School</b>				
Principal's years at school	19.0	Up from 18.0	3.0	4.0
Student-teacher ratio in core subjects	13.4 to 1	Down from 16.9 to 1	17.5 to 1	19.9 to 1
Prime instructional time	93.1%	Up from 92.6%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	77.8%	Up from 52.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,378	No Change	\$8,611	\$7,447
Percent of expenditures for instruction**	48.6%	Down from 59.3%	67.6%	68.4%
Percent of expenditures for teacher salaries**	46.2%	Down from 58.5%	63.9%	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

F. J. DeLaine Elementary is an integral part of the Wedgefield community in Sumter County. Currently, we educate and nurture 102 children from kindergarten through fifth grade. Our mission is to promote lifelong learners while utilizing the ABC's: Academics, Behavior, and Character. Moreover, we envision building a legacy of academic excellence and social responsibility, one student at a time.

At F. J. DeLaine, our hardworking staff is highly skilled and dedicated to the success of all students. We have a continued commitment to educate and provide our students with standards-based learning experiences; therefore, various research-based and instructional "best practices" and approaches are implemented across the curriculum to broaden the students' academic performance. Promethean boards and computers, which aid in the academic experience and provide for active student learning, are utilized on a daily basis. Weekly grade level planning with the curriculum coordinator is held to fine tune classroom lesson plans. Teachers plan for flexible, small group instruction for those students who need assistance, and all students participate in the Early Morning Tutorial, which provides extra practice in Reading/Language Arts, and targeted students in grades 3-5 participate in the after school tutoring program.

Parents are welcomed and encouraged to be involved in the educational process. They are encouraged to become active members of the PTA. Workshops are scheduled through our Parent Resource Center during the school year to encourage and assist parents in preparation for helping their children at home. Continuous communication between the school and home is promoted through our student-parent handbook, monthly newsletter, weekly and/or daily progress reports, and parent-teacher conferences.

We are proud of the achievements we have made. We met AYP and for the past six years have also been recognized by the EOC for closing the achievement gap for historically underperforming groups of students. In 2007, we were the recipient of the Red Carpet Award presented by the SC Department of Education. Recent renovations have been completed with the addition of a new office complex, cafeteria, multi-purpose, and music room. The computer lab, science lab/art room, media center, and kindergarten wing have been upgraded.

Mrs. Valerie Gipson, School Improvement Council Chairperson  
Dr. Roosevelt O. Miott, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	10	16	16
Percent satisfied with learning environment	60.0%	75.0%	68.8%
Percent satisfied with social and physical environment	77.8%	87.5%	68.8%
Percent satisfied with school-home relations	55.6%	81.3%	62.5%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 10 out of 13 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

<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

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	4.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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	72	98.6	32.3	29.2	38.5	86.2	79.4	82.4	Yes	Yes
<b>Gender</b>										
Male	46	97.8	37.5	30	32.5	85	75.3	78.7	N/A	N/A
Female	26	100	24	28	48	88	83.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	4	I/S	I/S	I/S	I/S	I/S	85.3	88.9	I/S	I/S
African American	67	98.5	34.4	27.9	37.7	85.2	74.8	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	82.7	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.1	83	I/S	I/S
<b>Disability Status</b>										
Disabled	13	100	66.7	25	8.3	58.3	42.5	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	80.4	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	68	98.5	32.3	30.6	37.1	87.1	76.7	75.4	Yes	Yes

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

All Students	72	97.2	28.1	46.9	25	78.1	80.8	81.9	No	Yes
<b>Gender</b>										
Male	46	95.7	28.2	51.3	20.5	76.9	78	79.9	N/A	N/A
Female	26	100	28	40	32	80	83.6	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	4	I/S	I/S	I/S	I/S	I/S	86.3	88.9	I/S	I/S
African American	67	98.5	29.5	45.9	24.6	77	76.5	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	94.6	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	81.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	13	100	66.7	25	8.3	41.7	43.7	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	78.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	68	97.1	27.9	49.2	23	78.7	78.2	74.9	No	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	47	97.9	31.7	58.5	9.8	68.3	65.3	68.6
<b>Gender</b>								
Male	32	96.9	33.3	55.6	11.1	66.7	67.3	68.3
Female	15	100	28.6	64.3	7.1	71.4	63.1	68.9
<b>Racial/Ethnic Group</b>								
White	4	I/S	I/S	I/S	I/S	I/S	74.9	80.7
African American	43	97.7	34.2	57.9	7.9	65.8	58.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	85.3
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	68.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78.6	70.8
<b>Disability Status</b>								
Disabled	9	I/S	I/S	I/S	I/S	I/S	31.9	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	50	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	44	97.7	33.3	59	7.7	66.7	60.4	57.3
<b>Social Studies</b>								
All Students	48	97.9	33.3	60	6.7	66.7	68.4	72.5
<b>Gender</b>								
Male	29	96.6	38.5	50	11.5	61.5	68.3	72
Female	19	100	N/AV	N/AV	N/AV	73.7	68.6	73.1
<b>Racial/Ethnic Group</b>								
White	4	I/S	I/S	I/S	I/S	I/S	74.4	81
African American	43	97.7	34.1	61	4.9	65.9	64	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.2	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	64.4	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81	73.5
<b>Disability Status</b>								
Disabled	8	I/S	I/S	I/S	I/S	I/S	36.8	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	46.7	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	46	97.8	31.8	61.4	6.8	68.2	64.4	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	23	95.7	23.8	47.6	28.6	76.2	67.2	73.2	96.4	96.1
<b>Gender</b>										
Male	11	100	I/S	I/S	I/S	I/S	63	67.2	96.5	96
Female	12	91.7	18.2	36.4	45.5	81.8	71.7	79.4	96.4	96.3
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	81.5	96.9	95.5
African American	23	95.7	23.8	47.6	28.6	76.2	62.7	61.3	96.4	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	87	N/A	96.8
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	66.7	97	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60	72.2	N/A	94.5
<b>Disability Status</b>										
Disabled	3	I/S	I/S	I/S	I/S	I/S	17.1	26	96.1	95.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	65.7	N/A	97.1
<b>Socio-Economic Status</b>										
Subsidized meals	21	95.2	26.3	47.4	26.3	73.7	62.9	63.2	96.4	95.9

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
<b>English/Language Arts</b>							
<b>2010</b>	3	29	100	12	20	68	88
	4	21	95.2	22.2	50	27.8	77.8
	5	20	100	33.3	50	16.7	66.7
	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	26	96.2	34.8	21.7	43.5	65.2
	4	23	100	28.6	33.3	38.1	71.4
	5	23	100	33.3	33.3	33.3	66.7
	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>Mathematics</b>							
<b>2010</b>	3	29	100	36	40	24	64
	4	21	100	27.8	61.1	11.1	72.2
	5	20	100	50	38.9	11.1	50
	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	26	96.2	34.8	47.8	17.4	65.2
	4	23	95.7	10	55	35	90
	5	23	100	38.1	38.1	23.8	61.9
	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
<b>Science</b>							
<b>2010</b>	3	14	100	64.3	14.3	21.4	35.7
	4	21	100	N/A	N/A	N/A	72.2
	5	10	I/S	I/S	I/S	I/S	I/S
	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	13	92.3	36.4	54.5	9.1	63.6
	4	23	100	23.8	66.7	9.5	76.2
	5	11	100	I/S	I/S	I/S	I/S
	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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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	15	100	27.3	45.5	27.3	72.7
	4	21	100	N/A	N/A	N/A	66.7
	5	10	I/S	I/S	I/S	I/S	I/S
	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	13	92.3	N/AV	N/AV	N/AV	50
	4	23	100	28.6	57.1	14.3	71.4
	5	12	100	N/AV	N/AV	N/AV	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
<b>Writing</b>							
<b>2010</b>	3	28	100	16	48	36	84
	4	20	100	27.8	44.4	27.8	72.2
	5	20	100	22.2	33.3	44.4	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
<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	23	95.7	23.8	47.6	28.6	76.2
	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

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