



F. J. Delaine Elementary

5355 Cane Savannah
Wedgefield, SC 29168

Grades	K-5 Elementary School	
Enrollment	167 Students	
Principal	Roosevelt O. Miott	803-494-2661
Superintendent	Dr. J. Frank Baker	803-469-6900
Board Chair	Mr. Larry Addison	803-499-1181

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Good*
2007	Average	Below Average
2006	Average	Below Average
2005	Good	Below Average
2004	Good	Good

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

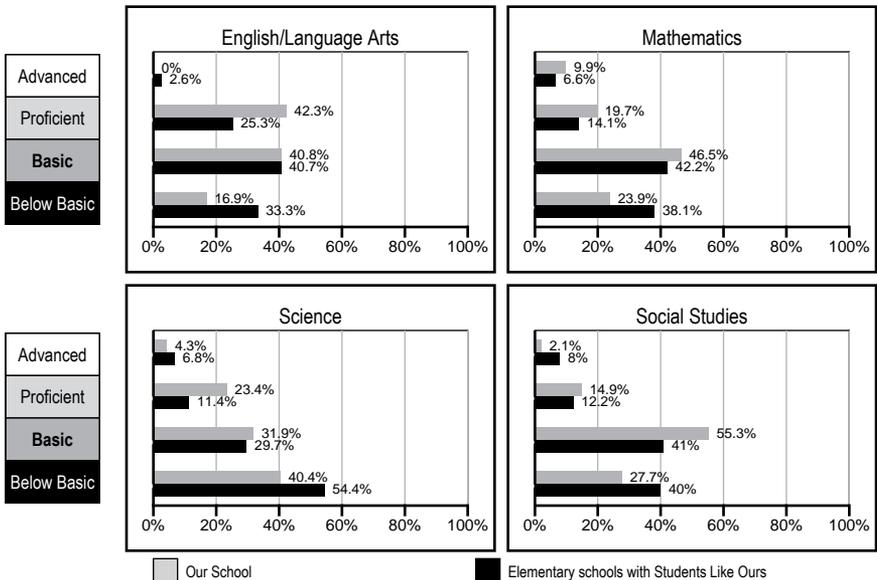
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	8	56	62

* 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=167)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.7%	Down from 4.0%	3.1%	2.3%
Attendance rate	96.7%	Down from 97.2%	96.0%	96.3%
Eligible for gifted and talented	6.5%	Down from 6.6%	2.9%	10.4%
With disabilities other than speech	8.3%	Up from 5.2%	7.8%	7.5%
Older than usual for grade	2.8%	Down from 3.1%	1.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Up from 0.0%	0.0%	0.0%
Teachers (n=11)				
Teachers with advanced degrees	81.8%	Up from 69.2%	54.5%	56.7%
Continuing contract teachers	63.6%	Down from 76.9%	69.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.6%	Down from 87.6%	82.6%	86.4%
Teacher attendance rate	95.1%	Down from 96.7%	95.0%	94.9%
Average teacher salary	\$45,171	Up 4.4%	\$43,876	\$45,345
Professional development days/teacher	12.7 days	Down from 19.5 days	13.8 days	12.6 days
School				
Principal's years at school	17.0	Up from 14.0	3.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Up from 16.7 to 1	16.6 to 1	18.5 to 1
Prime instructional time	91.5%	Down from 93.5%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.0%	Up from 93.9%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$8,559	Down 16.1%	\$8,172	\$7,052
Percent of expenditures for instruction*	62.3%	Down from 62.8%	68.5%	69.1%
Percent of expenditures for teacher salaries*	60.5%	Up from 58.5%	61.0%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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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 164 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. Moreover, teachers plan for flexible, small group instruction for those students who need assistance. All students participate in the Early Morning Tutorial which provides extra practice in reading/language arts and math. Targeted students in grades 3-5 participate in the after school tutoring program to prepare for the PACT.

Parents are welcomed and encouraged to be involved in the educational process. They are encouraged to become active members of the PTA and attend our Family Reading/Math Night activities. 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 family 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. For the past five years, we have met AYP. We have also been recognized by the EOC for closing the achievement gap for historically underperforming groups of students for the past four years. In 2007, we were the recipient of the Red Carpet Award presented by the SC Department of Education.

Dr. Roosevelt O. Miott, Principal
Lou Ella Wilson, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	23	16
Percent satisfied with learning environment	81.8%	87.0%	80.0%
Percent satisfied with social and physical environment	90.9%	91.3%	81.3%
Percent satisfied with school-home relations	72.7%	95.7%	57.1%

* 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 12 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

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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	9.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.4%	0.0%	No
Student attendance rate	96.7%	94.0%	Yes

* Or greater than last year

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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	74	100	16.9	40.8	42.3	0	53.5	39.4	48.2	Yes	Yes
Gender											
Male	34	100	18.2	39.4	42.4	0	51.5	33.3	41.7	N/A	N/A
Female	40	100	15.8	42.1	42.1	0	55.3	45.9	55	N/A	N/A
Racial/Ethnic Group											
White	5	I/S	I/S	I/S	I/S	I/S	I/S	48.5	60	I/S	I/S
African American	69	100	15.2	40.9	43.9	0	54.5	33.3	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	54.8	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.4	47	I/S	I/S
Disability Status											
Disabled	15	100	57.1	21.4	21.4	0	21.4	16.7	16	I/S	I/S
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.4	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	67	100	18.8	39.1	42.2	0	51.6	35.3	34	Yes	Yes

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

All Students	74	100	23.9	46.5	19.7	9.9	40.8	38.2	45.8	Yes	Yes
Gender											
Male	34	100	24.2	48.5	15.2	12.1	36.4	38.6	45.6	N/A	N/A
Female	40	100	23.7	44.7	23.7	7.9	44.7	37.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	5	I/S	I/S	I/S	I/S	I/S	I/S	51.1	59	I/S	I/S
African American	69	100	24.2	45.5	19.7	10.6	42.4	29.7	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	48.4	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	46.2	I/S	I/S
Disability Status											
Disabled	15	100	42.9	50	7.1	0	7.1	17.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	48.5	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	67	100	25	46.9	17.2	10.9	37.5	33	31.4	No	Yes

* Adj - 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

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	49	100	40.4	31.9	23.4	4.3	27.7	30.8	35.7	96.7	96
Gender											
Male	24	100	43.5	30.4	21.7	4.3	26.1	33.3	37.4	97	95.8
Female	25	100	37.5	33.3	25	4.2	29.2	28.3	33.8	96.3	96.2
Racial/Ethnic Group											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	44.9	49.2	94.5	95.5
African American	46	100	40.9	31.8	25	2.3	27.3	21.4	17	96.8	96.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.2	58	N/A	97.6
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	94.4	95.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	93.9
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	13.7	14	95.5	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.5
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.8	24.4	N/A	96.2
Socio-Economic Status											
Subsided meals	43	100	43.9	26.8	26.8	2.4	29.3	24.7	21.1	96.7	95.8
Social Studies											
All Students	49	100	27.7	55.3	14.9	2.1	17	25.8	34	96.7	96
Gender											
Male	22	100	22.7	63.6	13.6	0	13.6	27	36.6	97	95.8
Female	27	100	32	48	16	4	20	24.5	31.3	96.3	96.2
Racial/Ethnic Group											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	33.9	44.5	94.5	95.5
African American	46	100	27.3	54.5	15.9	2.3	18.2	19.8	19.1	96.8	96.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	58.9	N/A	97.6
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.8	27.5	94.4	95.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.8	32.7	N/A	93.9
Disability Status											
Disabled	12	100	41.7	58.3	0	0	0	12.7	14.4	95.5	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.5
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	27.3	27.3	N/A	96.2
Socio-Economic Status											
Subsided meals	45	100	30.2	51.2	16.3	2.3	18.6	20.5	21	96.7	95.8

* Adj - 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

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	24	100	15	25	60	0	60	
	4	27	100	4.5	45.5	50	0	50	
	5	27	100	25	37.5	37.5	0	37.5	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	25	100	16.7	37.5	45.8	0	45.8	
	4	24	100	21.7	39.1	39.1	0	39.1	
	5	25	100	12.5	45.8	41.7	0	41.7	
	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	24	100	15	30	45	10	55	
	4	27	100	9.1	59.1	27.3	4.5	31.8	
	5	27	100	25	50	20.8	4.2	25	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	25	100	33.3	54.2	8.3	4.2	12.5	
	4	24	100	17.4	43.5	21.7	17.4	39.1	
	5	25	100	20.8	41.7	29.2	8.3	37.5	
	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	12	100	40	10	30	20	50	
	4	27	100	59.1	27.3	9.1	4.5	13.6	
	5	13	100	58.3	33.3	0	8.3	8.3	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	13	100	41.7	25	33.3	0	33.3	
	4	24	100	52.2	26.1	21.7	0	21.7	
	5	12	100	16.7	50	16.7	16.7	33.3	
	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	12	100	0	60	40	0	40	
	4	27	100	36.4	59.1	4.5	0	4.5	
	5	14	100	50	41.7	8.3	0	8.3	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	12	100	16.7	83.3	0	0	0	
	4	24	100	34.8	52.2	13	0	13	
	5	13	100	25	33.3	33.3	8.3	41.7	
	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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