



Delmae Elementary

1211 S. Cashua Drive
Florence, South carolina

Grades	K-4 Elementary School	
Enrollment	788 Students	
Principal	Roy Ann Jolley	843-664-8448
Superintendent	Larry Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

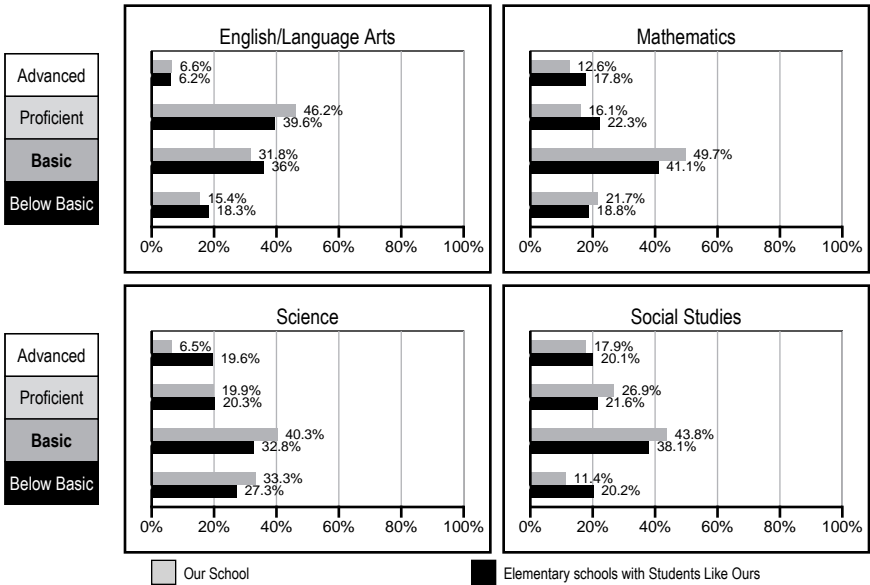
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	15	61	6	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=788)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.6%	Up from 3.5%	2.3%	2.3%
Attendance rate	96.3%	Up from 95.7%	96.3%	96.3%
Eligible for gifted and talented	7.6%	Up from 5.9%	12.3%	10.4%
With disabilities other than speech	7.1%	Up from 7.0%	8.3%	7.5%
Older than usual for grade	1.6%	Up from 1.0%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	47.2%	Up from 43.4%	56.0%	56.7%
Continuing contract teachers	79.2%	Up from 71.7%	78.2%	77.3%
Teachers with emergency or provisional certificates	4.7%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	86.3%	Up from 85.4%	87.1%	86.4%
Teacher attendance rate	97.1%	Down from 97.4%	95.3%	94.9%
Average teacher salary	\$41,772	Up 4.7%	\$45,386	\$45,345
Professional development days/teacher	15.5 days	Down from 16.5 days	12.1 days	12.6 days
School				
Principal's years at school	8.0	Up from 7.0	3.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 19.8 to 1	18.9 to 1	18.5 to 1
Prime instructional time	92.3%	Up from 91.8%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,812	Up 7.4%	\$6,499	\$7,052
Percent of expenditures for instruction*	69.1%	Down from 72.6%	69.5%	69.1%
Percent of expenditures for teacher salaries*	65.4%	Down from 68.3%	65.7%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Delmae Heights Elementary School prides itself on being a school where “Kids and Character Count!” Our staff strives for academic excellence for all students through a program of instructional excellence which includes both staff development for teachers, and classroom instruction in the areas of ELA, Math, Science, Social Studies, and the related arts. In addition, our students receive instruction from certified teachers in both our science and computer labs as well as in the Media Center.

Students at Delmae also have many opportunities for enrichment including field trips, Drama Club, Chorus, Delmae Morning Page Show, Techno Kids Club, Science Club, Robotics Team, and Extended Day Programs. These activities along with the district’s gifted and talented programs, REACH and Horizons, provide additional opportunities for our students to excel in a variety of areas.,

Our school wide instructional emphasis includes data driven instruction, differentiated instruction based on data, and an increased use of technology to enhance instruction. A MSUI Coaching Initiative grant from the state has made provisions for a Math Coach. This coach provides training and support for our teachers as we continue to improve instruction in math. Several other staff members were also recipients of grants from EIA, PDIRA, and our own APT. In addition, three of our teachers are National Board certified and we have had four finalist in the district’s Teacher of the Year Program.

Character truly does count at Delmae! Our school-side character emphasis includes Character Counts Spotlights, Be Cool program, Terrific Kids program, Principal's Pals recognition, Terrific Tuesday and Thoughtful Thursday. Students are also involved in many service projects throughout the year. These include Harvest Hope Food Drive, Relay for Life, Pennies for Patients, Jump Rope for Heart, and Operation Christmas Child.

Parent involvement is another important aspect of our school; our SIC and APT parent groups plan and carry out meetings, fundraisers, and other school events which build a sense of family and raise monies for educational, recreational, and beautification projects at our school. We are also a member of NNPS. This past school year, our annual SMART Night was featured in their Promising Practices Publication.

Community partnerships also play a role in our school. Our business partners include Lawn Dynamics, First Reliance bank, and Chic-Fil-A. Several joint activities are sponsored with these businesses during the year. Reading is Fundamental and the terrific Kids program are coordinated by two of the local Kiwanis Clubs.

All of these things– instruction, extracurricular activities, parent and community involvement, and character education– continue to educate the head, the heart, and the hands of our students while making Delmae a “Place Where Kids and Character Count!”

Roy Ann Jolley, Principal
Sandra Barfield, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	113	74
Percent satisfied with learning environment	95.3%	87.6%	89.0%
Percent satisfied with social and physical environment	90.7%	85.0%	93.2%
Percent satisfied with school-home relations	93.0%	88.4%	90.3%

* 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 17 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	5.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	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	313	100	15.4	31.8	46.2	6.6	62.6	49.1	48.2	Yes	Yes
Gender											
Male	164	100	20.4	36.1	36.7	6.8	55.1	43.1	41.7	N/A	N/A
Female	149	100	10.1	27.3	56.1	6.5	70.5	55.1	55	N/A	N/A
Racial/Ethnic Group											
White	155	100	9.6	24	58.9	7.5	74.7	61.8	60	Yes	Yes
African American	138	100	22.8	43.9	30.9	2.4	46.3	35.7	31.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	80.2	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	53.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
Disability Status											
Disabled	43	100	47.5	37.5	15	0	25	19	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	51.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	158	100	23.6	37.9	35.7	2.9	48.6	36.9	34	Yes	Yes

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

All Students	313	100	21.7	49.7	16.1	12.6	41.3	43.8	45.8	Yes	Yes
Gender											
Male	164	100	22.4	46.9	17	13.6	42.2	44	45.6	N/A	N/A
Female	149	100	20.9	52.5	15.1	11.5	40.3	43.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	155	100	13	47.3	21.9	17.8	54.8	58.1	59	Yes	Yes
African American	138	100	34.1	53.7	8.1	4.1	22.8	28.9	26.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	79.3	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	46.2	I/S	I/S
Disability Status											
Disabled	43	100	50	50	0	0	10	18.4	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	50	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	158	100	29.3	53.6	12.9	4.3	30	30.8	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	219	100	33.3	40.3	19.9	6.5	26.4	33.1	35.7	96.3	95.8
Gender											
Male	110	100	38	36	18	8	26	36.6	37.4	96.1	95.6
Female	109	100	28.7	44.6	21.8	5	26.7	29.6	33.8	96.5	96
Racial/Ethnic Group											
White	112	100	20	44.8	26.7	8.6	35.2	47.8	49.2	96.4	95.7
African American	96	100	51.1	38.6	8	2.3	10.2	18.4	17	96.2	95.8
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58	97.2	97.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	29.4	24.9	94.7	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	98.3	95.9
Disability Status											
Disabled	29	100	65.4	23.1	11.5	0	11.5	20.3	14	95.7	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	23.8	24.4	96.7	97.1
Socio-Economic Status											
Subsided meals	110	100	45.9	38.8	14.3	1	15.3	19.6	21.1	95.9	95.2
Social Studies											
All Students	221	99.6	11.4	43.8	26.9	17.9	44.8	29.3	34	96.3	95.8
Gender											
Male	120	99.2	12	43.5	26.9	17.6	44.4	33.7	36.6	96.1	95.6
Female	101	100	10.8	44.1	26.9	18.3	45.2	24.9	31.3	96.5	96
Racial/Ethnic Group											
White	109	100	3.9	40.2	32.4	23.5	55.9	40.4	44.5	96.4	95.7
African American	98	99	20.9	48.8	20.9	9.3	30.2	17.1	19.1	96.2	95.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	63.4	58.9	97.2	97.9
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.5	94.7	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	98.3	95.9
Disability Status											
Disabled	29	100	40.7	44.4	7.4	7.4	14.8	16.4	14.4	95.7	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.3	96.7	97.1
Socio-Economic Status											
Subsided meals	108	99.1	20	47.4	23.2	9.5	32.6	17.4	21	95.9	95.2

* 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	131	100	10.1	31.9	46.2	11.8	58
	4	134	100	10.2	41.4	44.5	3.9	48.4
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	186	100	14.7	31.2	46.5	7.6	54.1
	4	127	100	16.4	32.8	45.7	5.2	50.9
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	131	100	17.6	50.4	14.3	17.6	31.9
	4	134	100	17.2	38.3	28.1	16.4	44.5
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	186	100	24.7	51.8	15.9	7.6	23.5
	4	127	100	17.2	46.6	16.4	19.8	36.2
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	65	100	27.6	41.4	24.1	6.9	31
	4	134	100	20.6	33.3	23	23	46
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	92	100	28.2	42.4	25.9	3.5	29.4
	4	127	100	37.1	38.8	15.5	8.6	24.1
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	67	100	13.3	55	30	1.7	31.7
	4	134	99.3	17.6	38.4	22.4	21.6	44
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	94	98.9	14.1	51.8	25.9	8.2	34.1
	4	127	100	9.5	37.9	27.6	25	52.6
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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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