

## Delmae Elementary

1211 S. Cashua Drive  
Florence, South carolina

<b>Grades</b>	K-4 Elementary School	
<b>Enrollment</b>	814 Students	
<b>Principal</b>	Roy Ann Jolley	843-664-8448
<b>Superintendent</b>	Larry Jackson	843-669-4141
<b>Board Chair</b>	Porter Stewart	843-669-6395

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Good</b>
2008	Average	Average
2007	Good	Excellent
2006	Average	Good
2005	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 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**

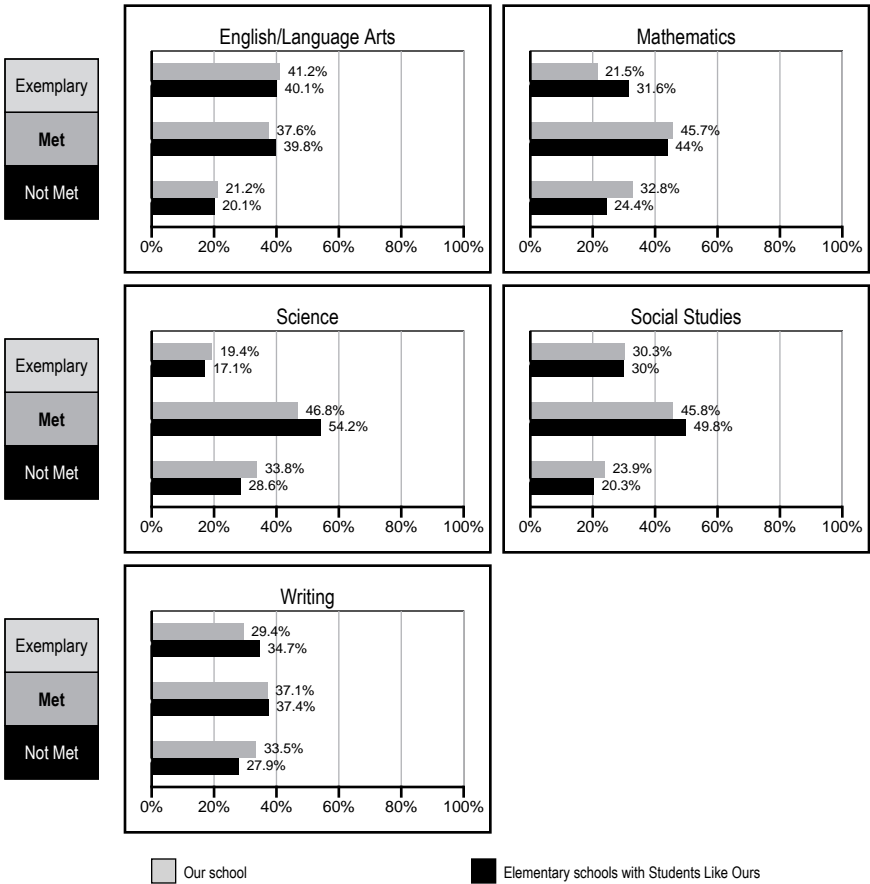
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.6%

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

Excellent	Good	Average	Below Average	At-Risk
10	25	49	2	0

\* Ratings are calculated with data available by 06/01/2010.

**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=814)</b>				
First graders who attended full-day kindergarten	86.4%	Down from 100.0%	100.0%	100.0%
Retention rate	3.3%	Down from 3.6%	2.0%	1.9%
Attendance rate	95.7%	Down from 96.3%	96.2%	96.3%
Eligible for gifted and talented	6.7%	Down from 7.6%	11.8%	10.0%
With disabilities other than speech	8.5%	Up from 7.1%	8.2%	7.7%
Older than usual for grade	1.2%	Down from 1.6%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=52)</b>				
Teachers with advanced degrees	48.1%	Up from 47.2%	59.0%	59.4%
Continuing contract teachers	78.8%	Down from 79.2%	84.4%	80.0%
Teachers with emergency or provisional certificates	6.0%	Up from 4.7%	0.0%	0.0%
Teachers returning from previous year	84.2%	Down from 86.3%	87.3%	85.9%
Teacher attendance rate	97.2%	Up from 97.1%	95.3%	95.1%
Average teacher salary*	\$43,537	Up 4.2%	\$46,773	\$47,149
Professional development days/teacher	14.2 days	Down from 15.5 days	11.6 days	11.1 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 18.9 to 1	19.1 to 1	18.8 to 1
Prime instructional time	92.1%	Down from 92.3%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	83.7%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,416	Up 10.4%	\$7,061	\$7,458
Percent of expenditures for instruction**	69.5%	Up from 69.1%	69.3%	68.8%
Percent of expenditures for teacher salaries**	66.6%	Up from 65.4%	64.3%	63.2%

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

\*\* 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. Delmae is a recipient of the Red carpet Award and the Plametto Silver and Gold Awards.

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, four of our teachers are National Board certified and we have had four finalists 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 (National Network of Partnership Schools).

Community partnerships also play a role in our school. Our business partners include Lawn Dynamics, First Reliance bank and Ultimate TaiKwando. 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**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	21	113	77
Percent satisfied with learning environment	100.0%	85.8%	90.1%
Percent satisfied with social and physical environment	95.2%	86.5%	87.5%
Percent satisfied with school-home relations	95.0%	85.7%	89.2%

\* 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

YES

This school met 19 out of 19 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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	14.0%	5.8%

	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

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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 = 58.8% (Met or Exemplary)**

All Students	338	99.7	21.2	37.6	41.2	88.1	85	82.8	Yes	Yes
<b>Gender</b>										
Male	173	99.4	23.1	37.2	39.7	86.5	82.3	79.3	N/A	N/A
Female	165	100	19.4	38.1	42.6	89.7	87.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	162	100	13.3	32	54.7	92.7	91.7	89.5	Yes	Yes
African American	150	99.3	31.2	44.9	23.9	82.6	78.3	73.7	Yes	Yes
Asian/Pacific Islander	12	100	I/S	I/S	I/S	I/S	97.4	92.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	83.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	40	97.5	65.7	17.1	17.1	54.3	58.8	52	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	84.8	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	181	100	32.3	42.1	25.6	81.7	78.6	75.5	Yes	Yes

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

All Students	338	99.7	32.8	45.7	21.5	77.2	79	78.9	Yes	Yes
<b>Gender</b>										
Male	173	99.4	34	42.3	23.7	75.6	77	77	N/A	N/A
Female	165	100	31.6	49	19.4	78.7	81	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	162	100	22.7	45.3	32	84.7	88.6	87.2	Yes	Yes
African American	150	99.3	44.2	47.8	8	68.8	69.3	66.7	Yes	Yes
Asian/Pacific Islander	12	100	I/S	I/S	I/S	I/S	97.4	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	82.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	40	97.5	71.4	25.7	2.9	42.9	47.6	45.5	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	81.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	181	100	43.9	45.7	10.4	68.3	70.6	70.2	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
<b>Science</b>								
All Students	254	100	33.8	46.8	19.4	66.2	67.8	67.5
<b>Gender</b>								
Male	129	100	34.7	43.2	22	65.3	68.2	67
Female	125	100	32.8	50.4	16.8	67.2	67.3	68
<b>Racial/Ethnic Group</b>								
White	120	100	17.9	55.4	26.8	82.1	81.5	79.5
African American	115	100	53.3	38.3	8.4	46.7	54.2	50.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	91.4	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	61.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	31	100	75	21.4	3.6	25	41.4	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	59.4	59.6
<b>Socio-Economic Status</b>								
Subsidized meals	133	100	48.4	38.5	13.1	51.6	55.3	55.1
<b>Social Studies</b>								
All Students	256	99.2	23.9	45.8	30.3	76.1	72.3	72.3
<b>Gender</b>								
Male	130	99.2	22.5	43.3	34.2	77.5	71.7	71.5
Female	126	99.2	25.4	48.3	26.3	74.6	73	73.2
<b>Racial/Ethnic Group</b>								
White	129	99.2	21.7	38.3	40	78.3	81.7	80.7
African American	106	99.1	27	57	16	73	62.4	60
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	76.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	31	100	57.1	39.3	3.6	42.9	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	71.7	67.9
<b>Socio-Economic Status</b>								
Subsidized meals	137	99.3	35.2	49.6	15.2	64.8	61.8	62.1

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	333	99.1	33.3	37.2	29.5	66.7	72.6	70.2	95.7	95.6
<b>Gender</b>										
Male	168	98.2	40.4	35.3	24.4	59.6	66	63.2	95.7	95.4
Female	165	100	26.3	39.1	34.6	73.7	79.3	77.5	95.7	95.8
<b>Racial/Ethnic Group</b>										
White	158	100	24	36.7	39.3	76	80.9	79.1	96	95.5
African American	151	98.7	43.9	38.1	18	56.1	64.1	57.6	95.4	95.7
Asian/Pacific Islander	11	90.9	I/S	I/S	I/S	I/S	89.1	86.2	97.3	97.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	71.6	62.6	94.5	95.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	68.7	N/A	95.9
<b>Disability Status</b>										
Disabled	42	97.6	66.7	25.6	7.7	33.3	30.9	26.1	94.5	94.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	20
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	66.3	61.2	96.3	96.1
<b>Socio-Economic Status</b>										
Subsided meals	169	99.4	40.5	41.8	17.7	59.5	62.9	58.9	95	95

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>2009</b>	3	165	99.4	23.8	29.9	46.3	76.2
	4	173	100	18.9	44.5	36.6	81.1
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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>2009</b>	3	165	99.4	32	43.5	24.5	68
	4	173	100	33.5	47.6	18.9	66.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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>2009</b>	3	81	100	45.2	35.6	19.2	54.8
	4	173	100	28.7	51.8	19.5	71.3
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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>Social Studies</b>							
<b>2009</b>	3	83	97.6	32.4	43.2	24.3	67.6
	4	173	100	20.1	47	32.9	79.9
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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>2009</b>	3	161	99.4	32.9	30.9	36.2	67.1
	4	172	98.8	33.7	42.9	23.3	66.3
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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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