



DENMARK-OLAR ELEMENTARY

1459 Solomon Blatt
Denmark, SC 29042

Grades	PK-5 Elementary School	
Enrollment	432 Students	
Principal	Tonya D. Tomas	803-793-3112
Superintendent	Dr. Thelma Sojourner	803-793-3346
Board Chair	Loretta P. Goodman	803-793-3687

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	At-Risk	Below Average
2010	Below Average	Below Average
2009	Below Average	Below Average
2008	At-Risk	Below Average
2007	At-Risk	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

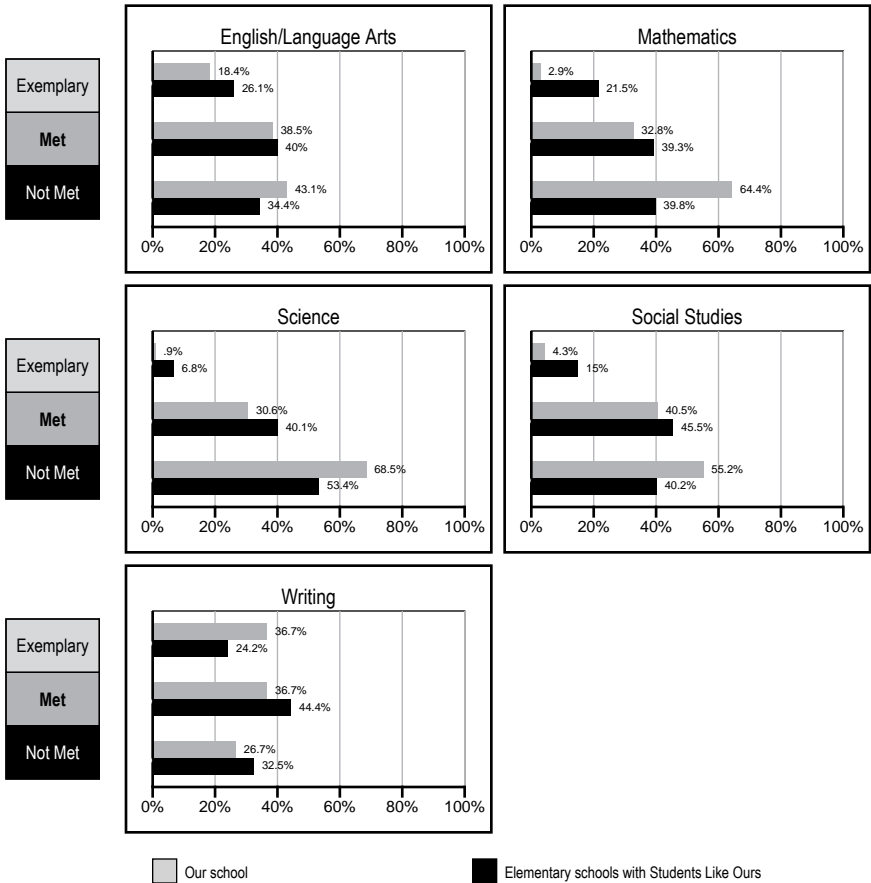
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	6	80	51	23

* 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
Students (n=432)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.1%	Down from 5.9%	1.5%	1.1%
Attendance rate	98.8%	Up from 96.9%	96.0%	96.2%
Served by gifted and talented program	2.1%	Down from 2.5%	5.3%	13.4%
With disabilities other than speech	5.4%	Down from 8.0%	4.3%	4.1%
Older than usual for grade	2.7%	Down from 2.9%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	6.0%	Up from 2.3%	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	58.1%	Down from 64.5%	61.9%	62.5%
Continuing contract teachers	51.6%	Down from 64.5%	82.1%	88.2%
Teachers returning from previous year	82.7%	Up from 81.9%	84.6%	87.8%
Teacher attendance rate	93.8%	Down from 94.4%	95.2%	95.2%
Average teacher salary*	\$41,948	Up 0.4%	\$45,155	\$46,773
Professional development days/teacher	7.7 days	Up from 7.3 days	10.6 days	10.5 days
School				
Principal's years at school	1.0	Down from 7.0	3.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 18.0 to 1	17.5 to 1	19.9 to 1
Prime instructional time	91.2%	Up from 90.0%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Below Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,787	Up 3.7%	\$8,514	\$7,447
Percent of expenditures for instruction**	65.8%	Up from 62.2%	67.6%	68.4%
Percent of expenditures for teacher salaries**	59.6%	Up from 56.6%	63.9%	65.8%

* 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

"Taking the Steps to Reach AYP," is a goal that all of our stakeholders believe in. We have several initiatives that we are using to achieve this goal. During the instructional day, our students work on the following: Accelerated Reader, SuccessMaker, AYP Math, and Breakthrough to Literacy. Our students and faculty are working very hard during the week and on Saturdays. Throughout the school year, faculty and staff volunteer some of their Saturdays to work with students in a small group. Teachers have also provided tutoring after school for students. Our students enjoy learning and to reward them for doing a wonderful job, we celebrate positive behavior at the end of each month.

We believe that our students, parents, faculty, and community members are very important within our school. During the school year, we have the following events planned:

- Doughnuts for Dad
- Grits for Grands
- Muffins for Moms
- Walk to School Day
- Book It Program
- American Education Week
- USC Read with the Gamecocks
- PBIS Monthly Celebrations
- Red Ribbon Week
- Subway Art Contest

Cindy Jacobs, Chairperson
Tonya Thomas, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	61	50
Percent satisfied with learning environment	56.0%	88.1%	75.0%
Percent satisfied with social and physical environment	48.0%	70.5%	60.4%
Percent satisfied with school-home relations	56.0%	95.1%	78.0%

* 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 8 out of 15 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

R

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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	9.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	98.8%	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	187	96.8	43.2	38.6	18.2	68.8	61.8	82.4	No	Yes
Gender										
Male	81	95.1	52	29.3	18.7	58.7	53.7	78.7	N/A	N/A
Female	106	98.1	36.6	45.5	17.8	76.2	68.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	I/S	88.9	I/S	I/S
African American	179	96.7	43.2	39.1	17.8	68.6	61.2	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	42	92.9	72.2	19.4	8.3	36.1	30.9	48.1	I/S	No
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	165	98.2	44.9	38	17.1	66.5	59.9	75.4	No	Yes

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

All Students	187	98.4	64.6	32.6	2.8	47.2	50.6	81.9	No	Yes
Gender										
Male	81	97.5	65.8	31.6	2.6	43.4	43.3	79.9	N/A	N/A
Female	106	99.1	63.7	33.3	2.9	50	56.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	I/S	88.9	I/S	I/S
African American	179	98.3	64.3	33.3	2.3	46.8	49.8	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	42	100	N/AV	N/AV	N/AV	18.4	14	47.3	I/S	Yes
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	165	100	66.9	30	3.1	45	48.7	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	122	97.5	68.1	31	0.9	31.9	31.4	68.6
Gender								
Male	52	96.2	76.6	21.3	2.1	23.4	23.2	68.3
Female	70	98.6	N/AV	N/AV	N/AV	37.9	37.9	68.9
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	I/S	80.7
African American	115	97.4	69.2	29.9	0.9	30.8	30.8	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	30	100	N/AV	N/AV	N/AV	11.5	8.1	35.7
Migrant Status								
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status								
Subsidized meals	108	98.2	69.3	29.7	1	30.7	30.6	57.3
Social Studies								
All Students	124	99.2	56.3	39.5	4.2	43.7	36.3	72.5
Gender								
Male	56	98.2	56.6	37.7	5.7	43.4	37.3	72
Female	68	100	56.1	40.9	3	43.9	35.5	73.1
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	I/S	81
African American	122	99.2	55.6	40.2	4.3	44.4	36.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	32	100	N/AV	N/AV	N/AV	20.7	20.9	40.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	69.7
Socio-Economic Status								
Subsidized meals	112	100	60.6	35.8	3.7	39.4	34	62.9

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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
Writing										
All Students	66	93.9	26.7	36.7	36.7	73.3	65.1	73.2	98.8	98.8
Gender										
Male	28	85.7	26.1	52.2	21.7	73.9	58.1	67.2	98.8	98.8
Female	38	100	27	27	45.9	73	69.7	79.4	98.8	98.8
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	I/S	81.5	96.3	96.3
African American	60	96.7	26.3	38.6	35.1	73.7	64.4	61.3	98.9	98.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	99.9	99.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	97.4	97.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	99.9	99.8
Disability Status										
Disabled	12	75	I/S	I/S	I/S	I/S	23.1	26	98.2	98.2
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	40.5	99.1	99.1
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	65.7	99.5	99.4
Socio-Economic Status										
Subsidized meals	57	93	29.4	37.3	33.3	70.6	61.5	63.2	98.8	98.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	61	96.7	40.4	24.6	35.1	59.6
	4	69	89.9	47.7	40	12.3	52.3
	5	64	98.4	45.2	40.3	14.5	54.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	62	98.4	49.2	31.1	19.7	50.8
	4	58	93.1	35.3	45.1	19.6	64.7
	5	66	98.5	44.4	39.7	15.9	55.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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
	Mathematics						
2010	3	61	98.4	75.4	15.8	8.8	24.6
	4	69	95.7	50.8	43.1	6.2	49.2
	5	64	100	57.1	31.7	11.1	42.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	62	98.4	82	16.4	1.6	18
	4	58	98.3	60.4	35.8	3.8	39.6
	5	66	98.5	52.4	44.4	3.2	47.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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
	Science						
2010	3	29	100	74.1	14.8	11.1	25.9
	4	68	100	52.3	44.6	3.1	47.7
	5	32	90.6	65.5	27.6	6.9	34.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	29	96.6	N/AV	N/AV	N/AV	7.1
	4	58	98.3	66	32.1	1.9	34
	5	34	97.1	N/AV	N/AV	N/AV	48.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	31	100	50	43.3	6.7	50
	4	68	100	N/A	N/A	N/A	67.7
	5	32	96.9	60	33.3	6.7	40
	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
2011	3	32	100	N/AV	N/AV	N/AV	37.5
	4	58	98.3	47.2	50.9	1.9	52.8
	5	33	100	63.6	24.2	12.1	36.4
	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
Writing							
2010	3	60	100	47.4	29.8	22.8	52.6
	4	69	98.6	40.9	40.9	18.2	59.1
	5	64	93.8	39	30.5	30.5	61
	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
2011	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	66	93.9	26.7	36.7	36.7	73.3
	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

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