



Delmae Heights Elementary School

1211 South cashua Drive
Florence, SC 29501

Grades	K-4 Elementary School	
Enrollment	615 Students	
Principal	Roy Ann Jolley	843-664-8448
Superintendent	Allie E. Brooks	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Average
2012	Good	Average
2011	Average	Average
2010	Average	Good
2009	Average	Good

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://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

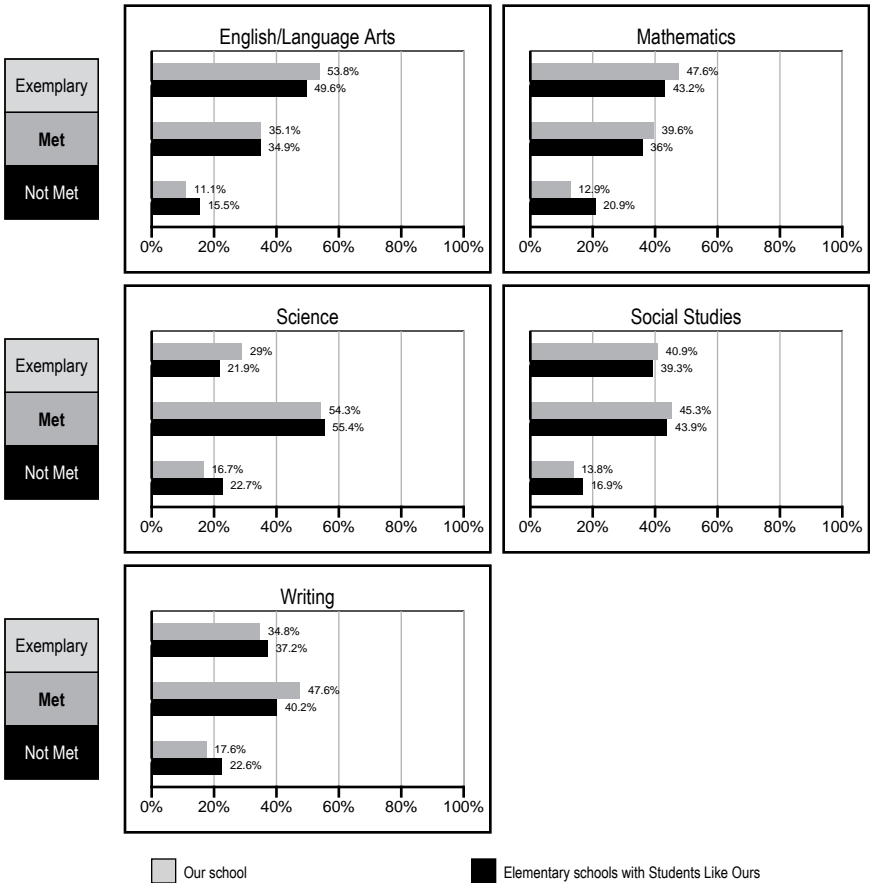
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 94.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
43	39	23	0	1

* Ratings are calculated with data available by 12/14/2013.

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=615)				
First graders who attended full-day kindergarten	100.0%	Up from 98.0%	100.0%	100.0%
Retention rate	0.8%	Down from 0.9%	1.1%	0.9%
Attendance rate	95.9%	Down from 96.1%	96.3%	96.3%
Served by gifted and talented program	4.2%	N/A	9.5%	7.2%
With disabilities	11.2%	N/A	12.3%	12.4%
Older than usual for grade	1.3%	N/A	1.9%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	51.2%	Up from 48.0%	63.6%	62.5%
Continuing contract teachers	90.2%	Up from 82.0%	86.3%	83.3%
Teachers returning from previous year	87.4%	Down from 92.1%	89.7%	88.3%
Teacher attendance rate	96.8%	Down from 99.5%	95.0%	95.0%
Average teacher salary*	\$45,129	Up 5.2%	\$49,228	\$48,193
Professional development days/teacher	21.3 days	Up from 19.2 days	11.7 days	11.0 days
School				
Principal's years at school	13.0	Up from 12.0	6.0	4.0
Student-teacher ratio in core subjects	16.5 to 1	Up from 15.4 to 1	20.7 to 1	20.1 to 1
Prime instructional time	91.9%	Down from 95.1%	90.2%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,116	Up 0.0%	\$6,973	\$7,364
Percent of expenditures for instruction**	67.0%	Down from 70.7%	68.5%	68.0%
Percent of expenditures for teacher salaries**	65.0%	Down from 68.6%	66.0%	66.0%

* 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

Parents, Community, and All Delmae Stakeholders,

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 for students.

Our school wide instructional emphasis includes, differentiated instruction based on data, inclusion of supplemental instructional programs to include Reading Renaissance, Accelerated Math, Math Out of the Box, Everyday Calendar Counts Math, Science Foss Kits, Literacy Workstations, Thinking Maps and an increase use of technology to enhance instruction. Four of our teachers are National Board certified and we have had five finalists in the District’s Teacher of the Year Program.

These effective instructional programs along with dedicated staff high expectations for students has resulted in Delmae

being the recipient of six Palmetto Silver Awards, a second time recipient of an FSD1 School Foundation Grant for

technology, inclusion in NNPS’s Promising Practices Publication and being the recipient of an Emerging School of Character Award.

Our school-wide character emphasis includes a school wide Character Curriculum (Character Counts).

Students are also involved in many service projects throughout the year that provide opportunities to support local and national organizations such as Harvest Hope and Operation Christmas Child.

Our SIC and APT parent groups plan and carry out meetings, address concerns and issues that affect our

school, sponsor 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) and sponsor four Title One Family Nights each year.

Community and business partnerships also play a role in our school. Our school is a part of the district’s Faith-

Based Volunteer Initiative. In addition, our APT volunteers, monthly Pro Dads Breakfast and Helping Hands

Programs provide additional opportunities for parent and community involvement.

Visit our Picture Parade (a link on our website) for a complete pictorial representation of our school activities,

programs and yearly highlights. 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 and where we are “All on the Same Team!”

Roy Ann Jolley, Principal Anne Adams , SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	97	60
Percent satisfied with learning environment	92.6%	77.4%	83.3%
Percent satisfied with social and physical environment	92.6%	81%	83.7%
Percent satisfied with school-home relations	88.5%	84.4%	85.2%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	99.8
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Delmae Heights Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	5.1%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.4%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	669.2	663.8	638.2	654.3	100.0	100.0
Male	666.7	663.8	641.4	658.0	100.0	100.0
Female	671.9	663.7	634.7	650.7	100.0	100.0
White	678.2	674.6	645.3	659.8	100.0	100.0
African American	657.7	649.2	629.4	647.7	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	654.0	646.6	625.9	643.3	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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							
2012	3	164	100	15.1	27	57.9	84.9
	4	163	98.2	24.3	39.2	36.5	75.7
	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
2013	3	139	100	7.7	25.4	66.9	92.3
	4	107	100	15.2	46.5	38.4	84.8
	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
Mathematics							
2012	3	164	100	23	33.6	43.4	77
	4	163	100	24.5	43.7	31.8	75.5
	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
2013	3	139	100	16.2	31.5	52.3	83.8
	4	107	100	8.1	49.5	42.4	91.9
	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
Science							
2012	3	85	100	46.2	33.3	20.5	53.8
	4	162	100	26.7	61.3	12	73.3
	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
2013	3	71	100	14.9	50.7	34.3	85.1
	4	107	100	17.2	54.5	28.3	82.8
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	80	100	18.7	54.7	26.7	81.3
	4	163	100	17.2	48.3	34.4	82.8
	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
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	68	100	11.1	46	42.9	88.9
	4	106	100	15.3	44.9	39.8	84.7
	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
2013	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							
2012	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
2013	8	N/A	N/A	N/A	N/A	N/A	N/A
	3	140	95	16.3	39.5	44.2	83.7
	4	108	94.4	19.4	58.2	22.4	80.6
	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
2013	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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