



## DELMAE ELEMENTARY

1211 S. Cashua Drive  
Florence, South carolina

<b>Grades</b>	K-4 Elementary School	
<b>Enrollment</b>	815 Students	
<b>Principal</b>	Roy Ann Jolley	843-664-8448
<b>Superintendent</b>	Dr. Allie E. Brooks	843-669-4141
<b>Board Chair</b>	Porter Stewart	843-669-6395

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Good
2009	Average	Good
2008	Average	Average
2007	Good	Excellent

## 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

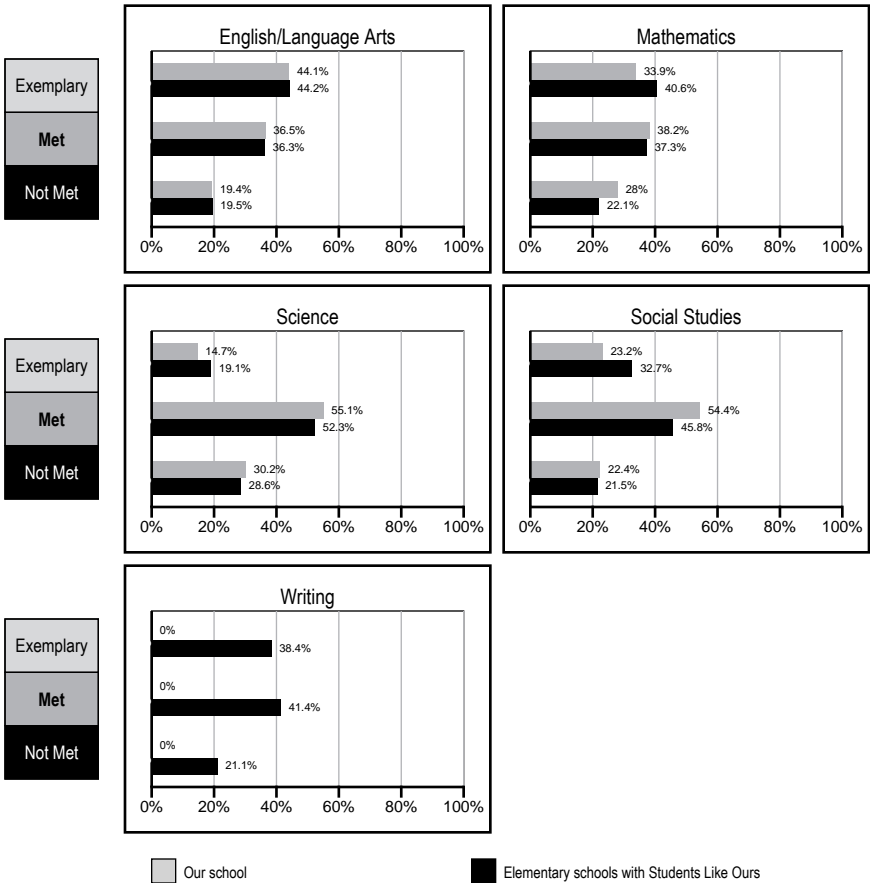
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
25	38	37	0	0

\* 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
<b>Students (n=815)</b>				
First graders who attended full-day kindergarten	92.5%	Down from 100.0%	100.0%	100.0%
Retention rate	2.4%	No Change	1.1%	1.1%
Attendance rate	95.7%	Down from 96.0%	96.1%	96.2%
Served by gifted and talented program	10.9%	Up from 6.9%	16.5%	13.4%
With disabilities other than speech	3.9%	Down from 8.3%	4.5%	4.1%
Older than usual for grade	0.3%	Down from 0.8%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=53)</b>				
Teachers with advanced degrees	47.2%	No Change	60.8%	62.5%
Continuing contract teachers	79.2%	Down from 86.8%	89.8%	88.2%
Teachers returning from previous year	90.3%	Up from 89.1%	88.4%	87.8%
Teacher attendance rate	96.4%	Down from 97.2%	95.3%	95.2%
Average teacher salary*	\$43,809	Up 1.0%	\$46,395	\$46,773
Professional development days/teacher	18.7 days	Up from 15.3 days	10.7 days	10.5 days
<b>School</b>				
Principal's years at school	11.0	Up from 10.0	5.0	4.0
Student-teacher ratio in core subjects	15.7 to 1	Down from 21.4 to 1	20.5 to 1	19.9 to 1
Prime instructional time	91.7%	Down from 92.4%	90.4%	90.4%
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**	\$6,099	Down 2.8%	\$6,810	\$7,447
Percent of expenditures for instruction**	69.6%	Up from 69.4%	68.4%	68.4%
Percent of expenditures for teacher salaries**	65.8%	No Change	65.9%	65.8%

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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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 have many opportunities for extra-curricular activities including field trips, Drama Club, Chorus, Delmae Morning Page Show, Techno Kids Club, Science Club, Robotics Team, Earth Patrol 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, differentiated instruction and flexible grouping based on data, inclusion of supplemental instructional programs to include Reading Renaissance, Accelerated Math, Math Out of the Box, Science Foss Kits, Literacy Workstations and an increase use of technology to enhance instruction.

Character truly does count at Delmae! Our school-wide 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 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. In addition, our students benefit from our community sponsored Faith-based Mentoring program, Good News Club and Taekwondo Daredevils.

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!”

Mary Neal Fowler, SIC Chairperson  
 Roy Ann Jolley, Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	34	146	82
Percent satisfied with learning environment	91.2%	83.4%	81.3%
Percent satisfied with social and physical environment	88.2%	80.1%	77.8%
Percent satisfied with school-home relations	87.5%	83.4%	83.5%

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 17 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

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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	6.5%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.6%	0.0%	No
Student attendance rate	95.7%	94.0%**	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	329	98.5	18.4	36.5	45.1	89.1	84.3	82.4	Yes	Yes
<b>Gender</b>										
Male	171	97.1	21.6	38.6	39.9	84.3	81.6	78.7	N/A	N/A
Female	158	100	15.2	34.4	50.3	94	87	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	139	98.6	8.5	32.6	58.9	96.1	90.6	88.9	Yes	Yes
African American	161	98.1	26.8	40.9	32.2	83.2	78.2	72.9	Yes	Yes
Asian/Pacific Islander	16	100	20	33.3	46.7	93.3	95.5	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	85.6	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	96	83	I/S	I/S
<b>Disability Status</b>										
Disabled	40	95	44.1	41.2	14.7	58.8	54.6	48.1	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	23	100	30	25	45	80	85.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	188	98.9	25.4	41.2	33.3	84.7	78.5	75.4	Yes	Yes

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

All Students	329	99.7	27.7	38.1	34.2	80.5	81.6	81.9	Yes	Yes
<b>Gender</b>										
Male	171	99.4	30.8	36.5	32.7	76.3	79.2	79.9	N/A	N/A
Female	158	100	24.5	39.7	35.8	84.8	84.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	139	100	16.8	35.1	48.1	90.1	90.1	88.9	Yes	Yes
African American	161	99.4	40.7	41.3	18	70	73.3	71.4	No	Yes
Asian/Pacific Islander	16	100	6.7	40	53.3	93.3	97	94.6	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	85.6	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	96	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	40	100	54.3	34.3	11.4	62.9	49.2	47.3	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	23	100	10	50	40	90	89.5	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	188	99.5	37.6	42.1	20.2	72.5	74.9	74.9	No	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	244	99.6	29.6	54.9	15.5	70.4	69.7	68.6
<b>Gender</b>								
Male	122	100	38.4	46.4	15.2	61.6	70	68.3
Female	122	99.2	21.1	63.2	15.8	78.9	69.4	68.9
<b>Racial/Ethnic Group</b>								
White	105	100	14.1	63.6	22.2	85.9	83.9	80.7
African American	115	99.1	44.8	50.5	4.8	55.2	56.4	51.4
Asian/Pacific Islander	15	100	35.7	21.4	42.9	64.3	87.1	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	69.7	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	89.5	70.8
<b>Disability Status</b>								
Disabled	32	100	57.1	28.6	14.3	42.9	42.3	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	20	100	38.9	33.3	27.8	61.1	72.7	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	138	99.3	37.7	57.7	4.6	62.3	58.7	57.3
<b>Social Studies</b>								
All Students	243	99.2	21.9	54.4	23.7	78.1	72.8	72.5
<b>Gender</b>								
Male	124	99.2	27	47	26.1	73	72.3	72
Female	119	99.2	16.8	61.9	21.2	83.2	73.4	73.1
<b>Racial/Ethnic Group</b>								
White	100	99	12.6	60	27.4	87.4	81.2	81
African American	121	99.2	33	50	17	67	64.4	60
Asian/Pacific Islander	12	100	8.3	58.3	33.3	91.7	94.5	89
Hispanic	7	I/S	I/S	I/S	I/S	I/S	74.1	69.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	100	73.5
<b>Disability Status</b>								
Disabled	28	96.4	56	36	8	44	45.1	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	15	100	7.1	64.3	28.6	92.9	81.6	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	138	98.6	29.8	57.3	13	70.2	64.6	62.9

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	N/A	N/AV	N/A	N/A	N/A	N/A	73.8	73.2	95.7	95.9
<b>Gender</b>										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	67.8	67.2	95.7	95.8
Female	N/A	N/AV	N/A	N/A	N/A	N/A	79.8	79.4	95.7	96.1
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	82	81.5	95.9	95.7
African American	N/A	N/AV	N/A	N/A	N/A	N/A	66	61.3	95.6	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	80	87	95.7	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	66.7	94.8	95.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	96.5	95.3
<b>Disability Status</b>										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	28	26	94.9	95
<b>Migrant Status</b>										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	65.5	65.7	95.5	96
<b>Socio-Economic Status</b>										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	65.2	63.2	95.2	95.5

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>2010</b>	3	157	96.8	17.6	30.3	52.1	82.4
	4	164	100	21.3	38.1	40.6	78.7
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	168	98.2	22.1	26.6	51.3	77.9
	4	160	98.8	14.8	47	38.3	85.2
	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	N/A
<b>Mathematics</b>							
<b>2010</b>	3	157	98.1	28.2	31.7	40.1	71.8
	4	164	100	30.3	47.7	21.9	69.7
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	168	99.4	32.7	28.8	38.5	67.3
	4	160	100	22.7	47.3	30	77.3
	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	N/A
<b>Science</b>							
<b>2010</b>	3	80	98.8	44.6	35.1	20.3	55.4
	4	164	100	25.2	52.9	21.9	74.8
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	84	100	44.2	39	16.9	55.8
	4	160	99.4	22.1	63.1	14.8	77.9
	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	N/A

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>Social Studies</b>							
<b>2010</b>	3	76	100	26.1	42	31.9	73.9
	4	164	100	19.4	52.3	28.4	80.6
	5	0	N/A	N/A	N/A	N/A	N/A
	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
<b>2011</b>	3	83	100	22.8	38	39.2	77.2
	4	159	98.7	21.6	63.5	14.9	78.4
	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>2010</b>	3	157	97.5	28.2	30.3	41.5	71.8
	4	163	100	23.1	38.5	38.5	76.9
	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>2011</b>	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
	8	N/A	N/A	N/A	N/A	N/A	N/A

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N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample