



DELMAE ELEMENTARY

1211 S. Cashua Drive
Florence, South Carolina

Grades	K-4 Elementary School	
Enrollment	835 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	Average	Good
2008	Average	Average
2007	Good	Excellent
2006	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 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 2009-10 whose 2008-09 test scores were located

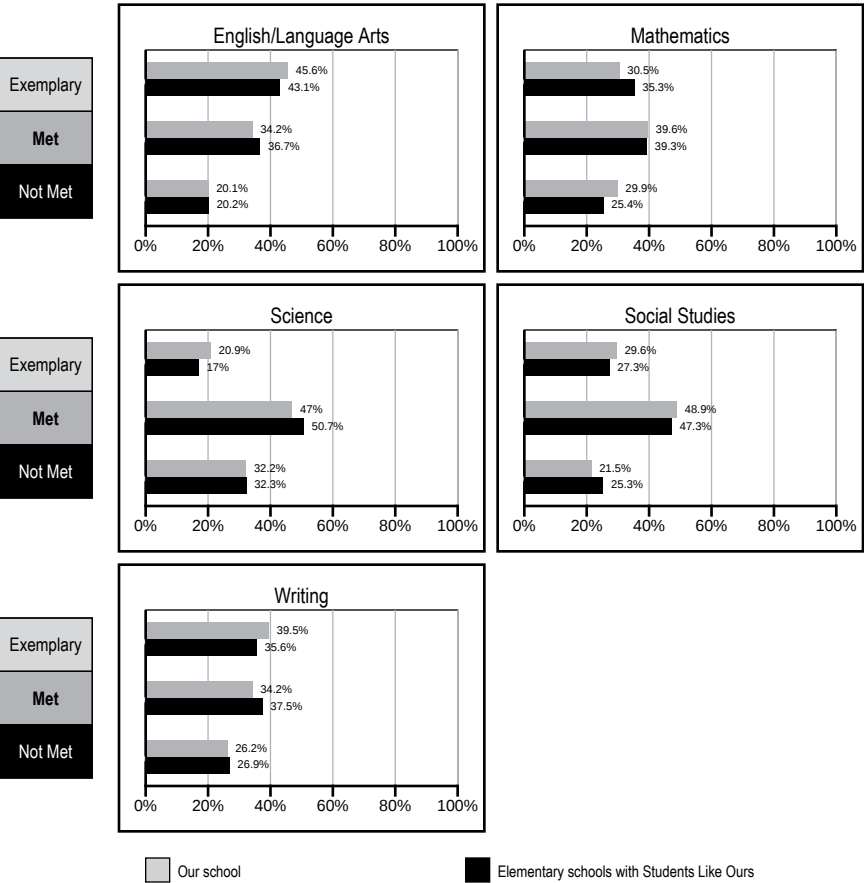
94.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	30	53	1	0

* Ratings are calculated with data available by 03/09/2011.

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=835)				
First graders who attended full-day kindergarten	100.0%	Up from 86.4%	100.0%	100.0%
Retention rate	2.4%	Down from 3.3%	1.2%	1.2%
Attendance rate	96.0%	Up from 95.7%	96.1%	96.1%
Eligible for gifted and talented	6.9%	Up from 6.7%	13.1%	11.7%
With disabilities other than speech	8.3%	Down from 8.5%	8.5%	8.0%
Older than usual for grade	0.8%	Down from 1.2%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	47.2%	Down from 48.1%	58.1%	60.5%
Continuing contract teachers	86.8%	Up from 78.8%	84.6%	84.6%
Teachers with emergency or provisional certificates	4.2%	Down from 6.0%	0.0%	0.0%
Teachers returning from previous year	89.1%	Up from 84.2%	86.4%	87.0%
Teacher attendance rate	97.2%	No Change	95.5%	95.4%
Average teacher salary*	\$43,364	Down 0.4%	\$47,204	\$47,288
Professional development days/teacher	15.3 days	Up from 14.2 days	9.9 days	10.5 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 19.6 to 1	19.5 to 1	19.2 to 1
Prime instructional time	92.4%	Up from 92.1%	91.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 83.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,276	Down 2.2%	\$7,106	\$7,548
Percent of expenditures for instruction**	69.4%	Down from 69.5%	68.7%	68.7%
Percent of expenditures for teacher salaries**	65.8%	Down from 66.6%	65.1%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Delmae Heights Elementary continues to provide a learning environment that centers around discovery, innovation, collaboration and excellence. Our emphasis on data-driven, standards based differentiated instruction enables us to meet the needs of all of our students. In addition to this, the faculty and staff continue their commitment to the development of the whole child by educating the head (the pursuit of academic excellence), the heart (character education and service projects) and the hand (activity-based learning).

Researched based instructional programs are an integral part of daily classroom instruction. These programs include Reading Recovery, Accelerated Reading, Accelerated Math, Math Out of the Box, and FOSS Kits in science instruction. These programs combined with South Carolina Standards for core subject areas and the FSD1 Curriculum Alignment Document (CAD) insure that students are engaged daily in learning that is relevant and emphasizes rigor. Daily instruction is driven by data which is collected through both formal and informal assessment of student learning.

Professional Learning Communities are the norm for collaboration at Delmae. Our administrative team, school wide subject area vertical teams and grade level teams have all contributed to on-going staff development and training for instructional staff. Our staff has engaged in staff development aimed at increasing instructional effectiveness. The focus for professional development has been using data to drive our instruction, implementing best practice and differentiating instruction. Book studies, attending conferences, district level trainings and the use of in house experts have all been aspects of our staff development program for this year.

Our parents and the community are an integral part of what makes Delmae “a great place to learn”. Under the umbrella of our NNPS (National Network of Partnership Schools) membership, our SIC (School Improvement Council), APT (Association of Parents and Teachers), and Title One Team both parents and community have been actively involved in the decision making process at Delmae. In addition, our students have benefited from our Faith-Based Mentoring Program, Good News Club, Terrific Kids, Delmae Daredevils (Taekwondo), and After School Spanish Program – all community sponsored programs. First Reliance Bank continues to be our primary business partner along with several local restaurants that provide academic and behavioral incentives for students.

Special Events and Family Nights are a common occurrence and are observed and celebrated throughout the year. We are extremely proud of our Picture Parade, located on our school's webpage which gives a pictorial documentation of all of these monthly occurrences from our Beach Blast at the beginning of school, to our Spring Fling, which is our culminating Family Activity for the year. Other events included Grandparents Week, Muffins for Moms and Donuts for Dad.

We participated in two collaborative events involving other FSD1 schools – the annual Spelling Bee and the first Math Masters of the Pee Dee. Service Projects are examples of “educating the heart.” Our students and staff participated in Jump rope for the American Heart Association, a Blood Drive in support of the American Red Cross and a fundraiser to benefit the Cystic Fibrosis Foundation.

Students are at the core of everything we do at Delmae. Extra-curricular activities include our Robotics Team, Techno Kids, Science and Art Clubs, Chorus, Safety Patrol, Earth Patrol and our BMW Club. Our school wide

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	127	85
Percent satisfied with learning environment	92.3%	78.7%	87.1%
Percent satisfied with social and physical environment	92.3%	81.6%	85.7%
Percent satisfied with school-home relations	100.0%	82.4%	74.1%

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

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 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	
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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	2.9%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

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	321	98.4	19.5	34.3	46.1	88.2	84.6	83.5	Yes	Yes
Gender										
Male	158	96.8	23.8	36.7	39.5	84.4	82.1	80.1	N/A	N/A
Female	162	100	15.3	32	52.7	92	87.3	87	N/A	N/A
Racial/Ethnic Group										
White	141	98.6	10.6	31.8	57.6	93.2	90.9	89.6	Yes	Yes
African American	152	98	28.8	38.1	33.1	83.5	78.5	74.6	Yes	Yes
Asian/Pacific Islander	15	100	13.3	20	66.7	93.3	95.3	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	85.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.8	85.1	I/S	I/S
Disability Status										
Disabled	39	92.3	48.5	27.3	24.2	60.6	56.1	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	28.6	42.9	28.6	78.6	84.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	174	98.3	26.2	36	37.8	83.5	79.2	76.9	Yes	Yes

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

All Students	321	99.1	29.3	40.1	30.6	80.1	78.9	80.4	Yes	Yes
Gender										
Male	158	98.1	29.9	37.4	32.7	77.6	77.1	78.4	N/A	N/A
Female	162	100	28.7	42.7	28.7	82.7	80.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	141	99.3	18.2	37.1	44.7	88.6	88.2	87.8	Yes	Yes
African American	152	98.7	43.2	45.3	11.5	70.5	69.8	69.3	Yes	Yes
Asian/Pacific Islander	15	100	13.3	20	66.7	86.7	96.9	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	81.5	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.8	83.2	I/S	I/S
Disability Status										
Disabled	39	97.4	63.6	27.3	9.1	45.5	46.5	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	21.4	21.4	57.1	78.6	85.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	174	99.4	39	41.5	19.5	75.6	71.5	72.8	Yes	Yes

* 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

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
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Science

All Students	244	99.6	31.4	47.2	21.4	68.6	67.8	67.3
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Gender

Male	121	100	31.3	44.3	24.3	68.7	68.4	66.9
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Female	122	99.2	31.6	50	18.4	68.4	67.2	67.7
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Racial/Ethnic Group

White	114	100	18.5	49.1	32.4	81.5	82.4	79.6
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African American	110	99.1	47.6	43.7	8.7	52.4	53.3	49.7
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Asian/Pacific Islander	12	100	16.7	41.7	41.7	83.3	86.7	84.4
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	70.9	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.9	69.5
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Disability Status

Disabled	29	100	61.5	30.8	7.7	38.5	42	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	11	100	I/S	I/S	I/S	I/S	70.1	58.6
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Socio-Economic Status

Subsidized meals	134	100	39.8	48.4	11.7	60.2	57	55.4
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Social Studies

All Students	240	100	21.4	49.1	29.5	78.6	71	70.9
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Gender

Male	116	100	25.7	45	29.4	74.3	70.6	70.1
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Female	123	100	17.4	53	29.6	82.6	71.4	71.7
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Racial/Ethnic Group

White	103	100	18.6	46.4	35.1	81.4	80.2	79.2
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African American	117	100	25.7	53.2	21.1	74.3	62.1	58.4
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Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	91.2	86.8
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	68.8	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
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Disability Status

Disabled	29	100	50	45.8	4.2	50	45.8	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	73.6	68
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Socio-Economic Status

Subsidized meals	133	100	27.2	53.6	19.2	72.8	62.2	60.8
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Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

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	320	98.8	25.5	34.6	39.9	74.5	73	72.1	96	95.8
Gender										
Male	161	98.1	33.8	35.8	30.4	66.2	66	65.2	95.9	95.6
Female	159	99.4	17.3	33.3	49.3	82.7	80.3	79.2	96.2	95.9
Racial/Ethnic Group										
White	143	99.3	15.8	29.3	54.9	84.2	81.4	80.8	96.1	95.6
African American	149	98	37	39.1	23.9	63	64.8	59.7	96.1	95.8
Asian/Pacific Islander	16	100	6.3	43.8	50	93.8	90.1	87	97	97.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	69.7	64.6	94.2	94.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.5	73.4	N/A	97
Disability Status										
Disabled	40	97.5	60.6	27.3	12.1	39.4	30.8	27.7	95.7	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	28.6	35.7	35.7	71.4	66.7	63.7	95.3	96.1
Socio-Economic Status										
Subsidized meals	175	98.3	31.7	38.4	29.9	68.3	64.9	61.9	95.8	95.3

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	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
Social Studies							
2009	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
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

Abbreviations for Missing Data

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