



## DOBY'S MILL ELEMENTARY

1964 Fort Jackson Road  
Lugoff, SC 29078

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	632 Students	
<b>Principal</b>	Virginia K. Catoe	803-438-4055
<b>Superintendent</b>	Dr. Frank E. Morgan	803-432-8416
<b>Board Chair</b>	Joseph Dorton, Jr.	803-408-2433

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



### RATINGS OVER 5-YEAR PERIOD

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

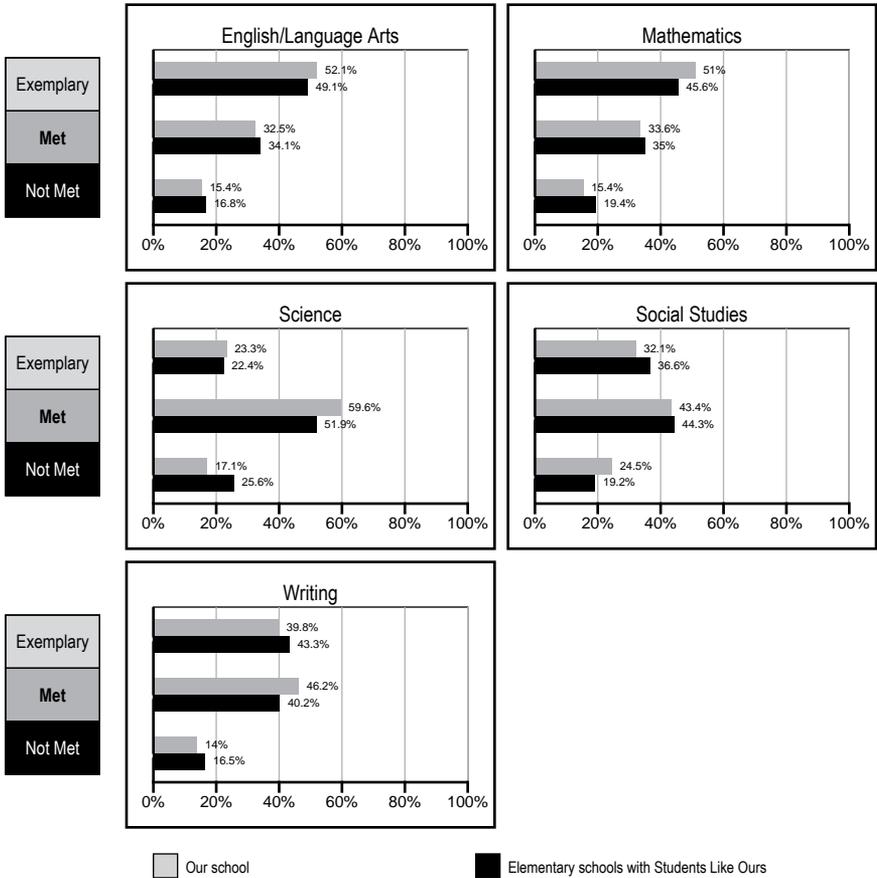
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
33	37	15	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=632)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Down from 2.4%	0.9%	1.1%
Attendance rate	96.4%	Up from 95.5%	96.3%	96.2%
Served by gifted and talented program	29.5%	Up from 26.0%	19.9%	13.4%
With disabilities other than speech	2.9%	Down from 5.7%	3.5%	4.1%
Older than usual for grade	0.3%	No Change	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=42)</b>				
Teachers with advanced degrees	85.7%	Up from 83.7%	65.4%	62.5%
Continuing contract teachers	92.9%	Up from 91.8%	90.6%	88.2%
Teachers returning from previous year	90.2%	Down from 95.8%	90.0%	87.8%
Teacher attendance rate	94.2%	Down from 96.1%	95.1%	95.2%
Average teacher salary*	\$50,037	Up 4.2%	\$48,067	\$46,773
Professional development days/teacher	13.6 days	Down from 14.2 days	11.0 days	10.5 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Down from 21.4 to 1	20.8 to 1	19.9 to 1
Prime instructional time	90.2%	Down from 90.9%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,603	Down 4.5%	\$7,175	\$7,447
Percent of expenditures for instruction**	74.8%	Up from 73.9%	68.8%	68.4%
Percent of expenditures for teacher salaries**	73.4%	Up from 71.3%	66.6%	65.8%

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

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

## Abbreviations for Missing Data

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

## Report of Principal and School Improvement Council

A wonderful community school with rich heritage of parental and community support, 630 students call Doby's Mill Elementary their home! 2010-2011 was yet another banner year as our school continued to meet the academic, social, emotional, and physical needs of our students on a daily basis. We assessed student progress through careful data analysis and made instructional changes, such as intensive professional development on writing instruction, a continued focus on mathematics instruction, small group intensive reading intervention for at-risk students, integration of literacy in the content areas, and the use of the Measures of Academic Progress (MAP) data to differentiate reading and math instruction for our students.

High behavioral and academic expectations for students are further emphasized through our implementation of Positive Behavioral Intervention and Supports (PBIS). Core value, daily schedules, and behavioral matrices are posted throughout the school so that students are reminded of the consistency of expectations, whether in class, on the playground, on the bus, in our afterschool program, or on field trips. The administration works with stakeholders to plan school-wide events to promote academic learning and emphasize outreach efforts with others, such as Family Reading and Science Nights, our Grandparent's Day activities, and Holiday Wreath Writing project. The Character Education Committee plans events that reinforce good character, such as Red Ribbon Week activities, Character Counts Week family writing projects, food drives to help needy families, and guest speakers. In March 2011, our school was named a 2011 SC School of Character!

The success of any school requires the support of an active PTA, an SIC which advocates for our students, faithful volunteers, generous business partners, and involved parents. Our PTA supports character education by providing funding for recognitions, such as the Beaming Beacon Breakfast and "Celebration Room" donations. Local churches provide our less fortunate families with backpacks filled with nutritious, child-friendly, nonperishable food that children take home on weekends through a program called Sacks of Love. Local churches, the American Legion, and the Optimist Club support our school through visits and activities with our students, such as Pastries for Pastors, Veteran's Day Celebrations, Bike Rodeo, and dictionary distributions. Weekly, community mentors come to work with students in conjunction with our Target READ program. We applaud our SIC for being named a Dick and Tunky Riley finalist for its devotion to school-wide health and fitness initiatives.

Although we continue to face many difficult challenges in light of the economic downturn, we are proud of the innovative ways that our Dolphins have pulled together to ensure that our students' opportunities, achievements, and performances have not been compromised. Our highly motivated teachers and staff are dedicated, and our students are bright and eager! We congratulate Abby Anthony for being our Reading Teacher of the Year and Helen Walker for being Kershaw County's Teacher of the Year. We are a 2010-2013 Red Carpet School and Exemplary Writing Recipient. Clearly, our school possesses a profound passion to educate, and our mission establishes the fun, challenging, and enriching school community! We invite you to visit us at <http://dme.kcsdschools.com> to "Catch the Wave" with our Winning Attitudes and Visions of Excellence and experience what makes Doby's Mill Elementary so "fin-tastic!"

Virginia Catoe, Principal Deborah Sims, SIC President

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	92	80
Percent satisfied with learning environment	100.0%	98.9%	100.0%
Percent satisfied with social and physical environment	100.0%	98.9%	100.0%
Percent satisfied with school-home relations	100.0%	96.7%	100.0%

\* 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 18 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

NI

## 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	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.6%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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	310	100	15.3	32.9	51.9	90.8	85.2	82.4	Yes	Yes
<b>Gender</b>										
Male	165	100	15.8	36.1	48.1	90.5	82.3	78.7	N/A	N/A
Female	145	100	14.6	29.2	56.2	91.2	88.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	230	100	12.1	29.1	58.7	93.7	89.1	88.9	Yes	Yes
African American	58	100	30.9	40	29.1	78.2	76.3	72.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	100	93	I/S	I/S
Hispanic	18	100	7.7	61.5	30.8	92.3	84.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	83	I/S	I/S
<b>Disability Status</b>										
Disabled	42	100	60.5	31.6	7.9	50	51.1	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	13	100	7.7	61.5	30.8	92.3	81.7	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	153	100	22.2	34	43.8	86.1	79.2	75.4	Yes	Yes

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

All Students	310	100	15.3	34.2	50.5	91.2	84.2	81.9	Yes	Yes
<b>Gender</b>										
Male	165	100	15.8	32.3	51.9	89.9	82.3	79.9	N/A	N/A
Female	145	100	14.6	36.5	48.9	92.7	86.3	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	230	100	10.3	33.6	56.1	95.1	88.9	88.9	Yes	Yes
African American	58	100	32.7	40	27.3	76.4	72.9	71.4	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.7	94.6	I/S	I/S
Hispanic	18	100	23.1	23.1	53.8	92.3	87.5	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	42	100	60.5	31.6	7.9	57.9	51.2	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	13	100	23.1	23.1	53.8	92.3	85.2	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	153	100	18.8	41.7	39.6	88.9	77.8	74.9	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
<b>Science</b>								
All Students	206	100	16.9	60	23.1	83.1	72.3	68.6
<b>Gender</b>								
Male	112	100	15	59.8	25.2	85	72.5	68.3
Female	94	100	19.3	60.2	20.5	80.7	72	68.9
<b>Racial/Ethnic Group</b>								
White	154	100	9.4	63.8	26.8	90.6	81.3	80.7
African American	41	100	44.7	52.6	2.6	55.3	52.9	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.3	85.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	65.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	25	100	N/AV	N/AV	N/AV	40.9	39.5	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	5	I/S	I/S	I/S	I/S	I/S	59.6	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	103	100	22.9	57.3	19.8	77.1	61.4	57.3
<b>Social Studies</b>								
All Students	205	100	24.9	43.1	32	75.1	72.8	72.5
<b>Gender</b>								
Male	103	100	24	42	34	76	72.2	72
Female	102	100	25.8	44.3	29.9	74.2	73.5	73.1
<b>Racial/Ethnic Group</b>								
White	153	100	22.1	40.9	36.9	77.9	78	81
African American	38	100	29.7	54.1	16.2	70.3	60.3	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.1	89
Hispanic	11	100	I/S	I/S	I/S	I/S	76.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	35	100	56.3	37.5	6.3	43.8	45.5	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	10	I/S	I/S	I/S	I/S	I/S	71.4	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	104	100	33.3	45.5	21.2	66.7	63.3	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	98	98	13	46.7	40.2	87	77.8	73.2	96.4	95.9
<b>Gender</b>										
Male	58	96.6	15.1	41.5	43.4	84.9	73.2	67.2	96.3	95.8
Female	40	100	10.3	53.8	35.9	89.7	82.8	79.4	96.4	96
<b>Racial/Ethnic Group</b>										
White	70	98.6	10.4	47.8	41.8	89.6	84	81.5	96.2	95.6
African American	18	94.4	23.5	41.2	35.3	76.5	66.1	61.3	97	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	98	96.9
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	60.3	96.6	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.3
<b>Disability Status</b>										
Disabled	9	I/S	I/S	I/S	I/S	I/S	27.4	26	96.4	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	60.8	65.7	97	97
<b>Socio-Economic Status</b>										
Subsidized meals	45	97.8	19.5	46.3	34.1	80.5	67.1	63.2	95.7	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	139	100	15.6	22.7	61.7	84.4
	4	118	100	15.3	43.2	41.4	84.7
	5	129	100	22.1	36.9	41	77.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	110	100	10.5	17.1	72.4	89.5
	4	101	100	14.4	43.3	42.3	85.6
	5	99	100	21.5	39.8	38.7	78.5
	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>2010</b>	3	139	100	26.6	38.3	35.2	73.4
	4	118	100	18.9	47.7	33.3	81.1
	5	129	100	23.8	41	35.2	76.2
	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	110	100	11.4	27.6	61	88.6
	4	101	100	17.5	39.2	43.3	82.5
	5	99	100	17.2	36.6	46.2	82.8
	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>2010</b>	3	70	100	36.9	44.6	18.5	63.1
	4	117	100	20.9	68.2	10.9	79.1
	5	65	100	31.1	57.4	11.5	68.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	55	100	9.6	44.2	46.2	90.4
	4	101	100	21.6	68	10.3	78.4
	5	50	100	15.2	60.9	23.9	84.8
	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

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	69	100	22.2	47.6	30.2	77.8
	4	118	100	19.8	51.4	28.8	80.2
	5	64	100	36.1	44.3	19.7	63.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	55	100	24.5	41.5	34	75.5
	4	101	100	22.7	48.5	28.9	77.3
	5	49	100	29.8	34	36.2	70.2
	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	142	100	28	35.6	36.4	72
	4	120	99.2	11.7	45.9	42.3	88.3
	5	127	98.4	20.8	41.7	37.5	79.2
	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/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	98	98	13	46.7	40.2	87
	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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