



## DOBY'S MILL ELEMENTARY

1964 Fort Jackson Road  
Lugoff, SC 29078

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	832 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 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Good	Average
2008	Good	Average
2007	Average	Average
2006	Good	Below 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 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

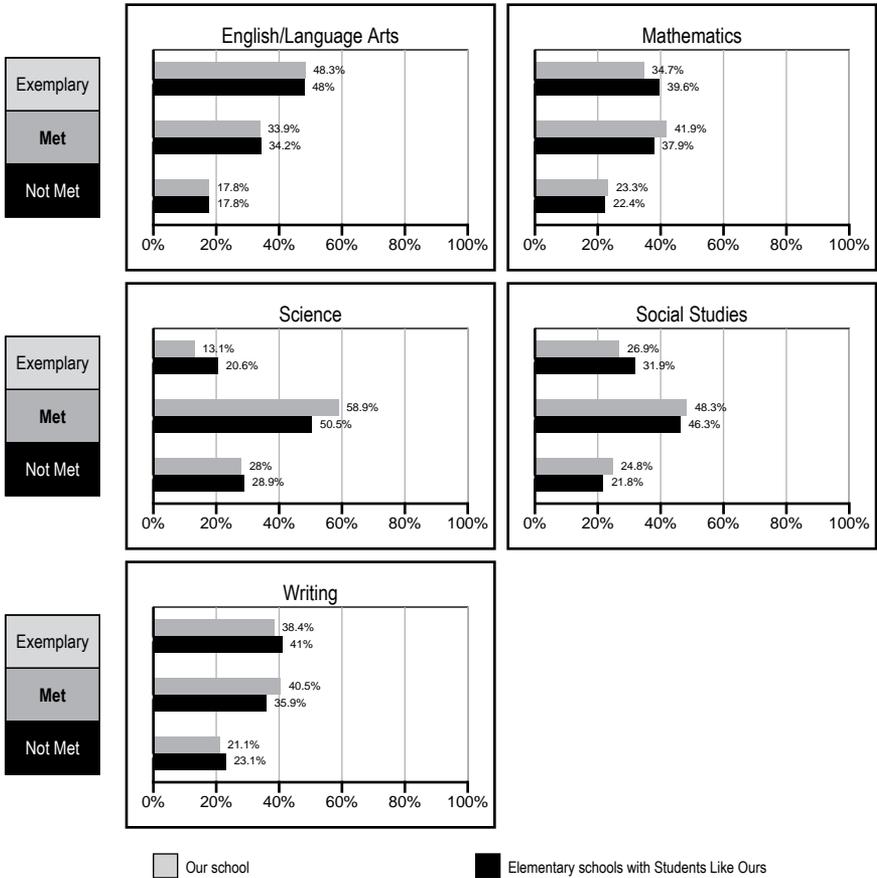
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
23	38	30	0	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
<b>Students (n=832)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.4%	Up from 1.6%	1.2%	1.2%
Attendance rate	95.5%	Up from 95.1%	96.2%	96.1%
Eligible for gifted and talented	26.0%	Down from 30.6%	16.0%	11.7%
With disabilities other than speech	5.7%	Up from 5.6%	7.6%	8.0%
Older than usual for grade	0.3%	Up from 0.2%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=49)</b>				
Teachers with advanced degrees	83.7%	Up from 79.2%	61.5%	60.5%
Continuing contract teachers	91.8%	Up from 85.4%	86.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	95.8%	Down from 96.3%	89.2%	87.0%
Teacher attendance rate	96.1%	Down from 96.6%	95.5%	95.4%
Average teacher salary*	\$48,021	Down 0.5%	\$48,008	\$47,288
Professional development days/teacher	14.2 days	Down from 15.3 days	10.9 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Down from 21.6 to 1	19.9 to 1	19.2 to 1
Prime instructional time	90.9%	Down from 91.0%	90.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,865	Up 1.7%	\$7,072	\$7,548
Percent of expenditures for instruction**	73.9%	Up from 72.3%	69.2%	68.7%
Percent of expenditures for teacher salaries**	71.3%	Up from 67.9%	65.9%	65.1%

\* 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

At Doby's Mill Elementary, our learning environment is safe and encouraging. We are a 2002-2003, 2006-2007 and 2009-2010 Red Carpet School, a 2007 Carolina First Palmetto's Finest Award winning school, and a 2007 Blue Ribbon Lighthouse School of Excellence. Our teachers and staff are motivated and determined. We congratulate Wendy Todd for being our Reading Teacher of the Year as well as the Kershaw County Reading Teacher of the Year! We also applaud Mary Catoe for representing Doby's Mill as our school Teacher of the Year. Our principal, Virginia Catoe, was selected as the district's Principal of the Year for 2009-2010. Our students are your children, and they want to succeed just as much as we aspire them to. Our common care and desire for them to grow makes a partnership that works well.

Everyone knows that every school in our district and across the entire nation has many difficult challenges in the light of the current economic downturn but at Doby's Mill we are proud of the creative ways that our Dolphins have pulled together to ensure that these cuts and reductions have not diminished our students' opportunities, achievements, or performance. As is evidenced by our Beacon Points of Pride and test scores, our 842 students in PreK to grade five are certainly not "cutting back" with the budget or merely standing still and holding their ground. Rather, they are thriving despite the current economic climate. At our school, our continued success despite these current times is a direct and tangible result of the pooling of efforts and resources of our school employees, parents, PTA, SIC, community and business partners, and most importantly, our students. Our students are bright and eager.

We invite you to visit our school family and to participate in all the exciting activities that we have to share with you. Thank you for your continued belief in and support of both our school and public education. Without you, we would not have been able to accomplish the achievements that we have or set our sights on an incredible future! Please stop by and "Catch the Wave" with Winning Attitudes and Visions of Excellence and experience what makes Doby's Mill Elementary so "fin-tastic," or visit us on our Website at <http://dme.kcsdschools.com>.

Virginia K. Catoe, Principal  
Vinson Rivers, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	112	106
Percent satisfied with learning environment	100.0%	94.6%	98.1%
Percent satisfied with social and physical environment	100.0%	91.0%	100.0%
Percent satisfied with school-home relations	97.8%	94.6%	98.1%

\* 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 20 out of 21 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	4.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	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 = 58.8% (Met or Exemplary)

All Students	386	100	17.7	33.8	48.5	91.1	85.9	83.5	Yes	Yes
<b>Gender</b>										
Male	205	100	18.3	32.3	49.5	91.4	83.5	80.1	N/A	N/A
Female	181	100	17.1	35.4	47.4	90.9	88.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	271	100	14.1	33.7	52.2	92.9	89.7	89.6	Yes	Yes
African American	83	100	28.8	32.5	38.8	87.5	77	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.1	92.7	I/S	I/S
Hispanic	22	100	22.2	27.8	50	83.3	86	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	50	100	59.6	19.1	21.3	61.7	52.9	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	17	100	26.7	33.3	40	80	84.1	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	197	100	23.4	35.3	41.3	88	79.5	76.9	Yes	Yes

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

All Students	386	100	23.3	42.1	34.6	87.8	82.5	80.4	Yes	Yes
<b>Gender</b>										
Male	205	100	25.3	38.7	36	87.1	80.5	78.4	N/A	N/A
Female	181	100	21.1	45.7	33.1	88.6	84.7	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	271	100	18.4	41.6	40	90.2	87.2	87.8	Yes	Yes
African American	83	100	36.3	41.3	22.5	80	71.4	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	96.6	93.5	I/S	I/S
Hispanic	22	100	38.9	44.4	16.7	88.9	81.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	50	100	70.2	21.3	8.5	55.3	48.3	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	17	100	46.7	26.7	26.7	86.7	77.8	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	197	100	30.4	44.6	25	85.9	75.3	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
<b>Science</b>								
All Students	252	100	28	58.9	13.1	72	69.5	67.3
<b>Gender</b>								
Male	134	100	24.4	60.2	15.4	75.6	69.4	66.9
Female	118	100	31.9	57.5	10.6	68.1	69.6	67.7
<b>Racial/Ethnic Group</b>								
White	177	100	20.4	62.9	16.8	79.6	78.1	79.6
African American	54	100	51	45.1	3.9	49	50.9	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85	84.4
Hispanic	14	100	N/A	N/A	N/A	58.3	57.6	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
<b>Disability Status</b>								
Disabled	32	100	N/A	N/A	N/A	30	34.6	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	13	100	41.7	50	8.3	58.3	50.5	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	132	100	35.5	55.6	8.9	64.5	57.6	55.4
<b>Social Studies</b>								
All Students	251	100	24.7	48.5	26.8	75.3	73.9	70.9
<b>Gender</b>								
Male	137	100	21.1	48	30.9	78.9	74.2	70.1
Female	114	100	28.6	49.1	22.3	71.4	73.6	71.7
<b>Racial/Ethnic Group</b>								
White	173	100	21.1	47.8	31.1	78.9	79.3	79.2
African American	52	100	36.5	46.2	17.3	63.5	61.2	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.8	86.8
Hispanic	18	100	26.7	53.3	20	73.3	70.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	33	100	48.4	48.4	3.2	51.6	40	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	12	100	27.3	63.6	9.1	72.7	66.7	68
<b>Socio-Economic Status</b>								
Subsidized meals	120	100	30.4	50	19.6	69.6	64.2	60.8

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
<b>Writing</b>										
All Students	389	99.2	20.7	40.8	38.6	79.3	76.2	72.1	95.5	95.5
<b>Gender</b>										
Male	203	98.5	25.7	45.4	29	74.3	69.6	65.2	95.6	95.4
Female	186	100	15.6	36.1	48.3	84.4	83.2	79.2	95.4	95.6
<b>Racial/Ethnic Group</b>										
White	271	99.6	19.5	37.9	42.6	80.5	81	80.8	95.5	95.2
African American	85	98.8	26.8	42.7	30.5	73.2	65	59.7	95.7	96
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.1	87	97	96.4
Hispanic	24	95.8	11.8	58.8	29.4	88.2	72.8	64.6	95.1	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	98.9	88.6
<b>Disability Status</b>										
Disabled	54	98.2	62.7	21.6	15.7	37.3	28.9	27.7	94.9	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	17	94.1	14.3	64.3	21.4	85.7	67.5	63.7	95.3	96.5
<b>Socio-Economic Status</b>										
Subsidized meals	201	99	26.3	43.5	30.1	73.7	66.9	61.9	94.7	95

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>2009</b>	3	118	100	17.3	32.7	50	82.7
	4	132	100	15.1	38.1	46.8	84.9
	5	122	100	13.2	41.2	45.6	86.8
	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>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>Mathematics</b>							
<b>2009</b>	3	118	100	28.2	37.3	34.5	71.8
	4	132	100	14.3	46.8	38.9	85.7
	5	122	100	16.7	45.6	37.7	83.3
	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
<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>Science</b>							
<b>2009</b>	3	57	100	41.5	37.7	20.8	58.5
	4	132	100	26.2	63.5	10.3	73.8
	5	61	100	25.9	56.9	17.2	74.1
	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>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

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>2009</b>	3	61	100	15.8	56.1	28.1	84.2
	4	132	99.2	12	55.2	32.8	88
	5	61	100	25	37.5	37.5	75
	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>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>Writing</b>							
<b>2009</b>	3	121	99.2	24.1	30.4	45.5	75.9
	4	131	100	18.4	40	41.6	81.6
	5	122	100	15.8	38.6	45.6	84.2
	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>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

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