



## Doby's Mill Elementary

1964 Fort Jackson Road  
Lugoff, SC 29078

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	734 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 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Average</b>
2007	Average	Average
2006	Good	Below Average
2005	Good	Below Average
2004	Good	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

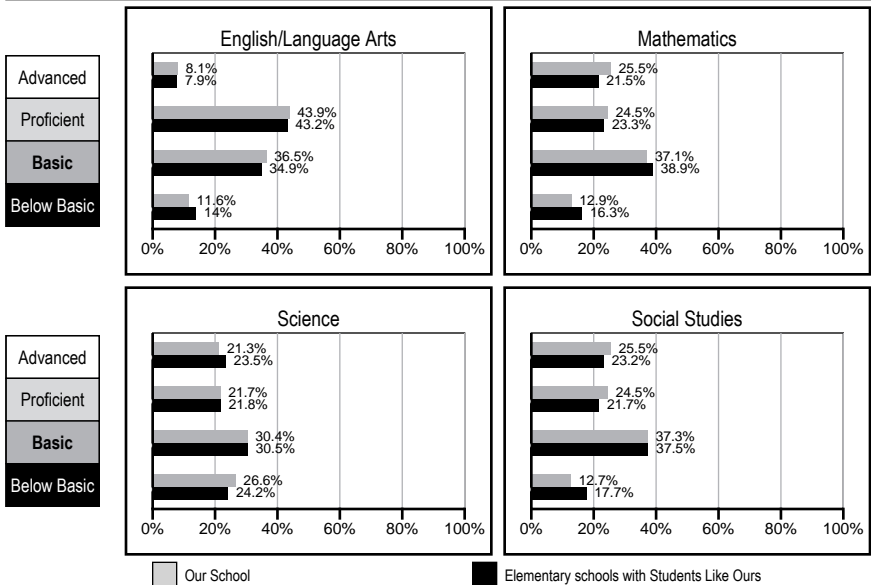
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.9%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
2	33	54	3	0

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=734)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Up from 1.8%	2.1%	2.3%
Attendance rate	95.0%	Down from 96.6%	96.4%	96.3%
Eligible for gifted and talented	31.4%	Down from 31.7%	14.6%	10.4%
With disabilities other than speech	4.7%	Down from 4.9%	7.0%	7.5%
Older than usual for grade	0.4%	Up from 0.2%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	75.0%	Up from 73.2%	57.1%	56.7%
Continuing contract teachers	79.5%	Up from 73.2%	79.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	96.3%	Up from 85.4%	89.2%	86.4%
Teacher attendance rate	95.4%	Up from 94.8%	94.9%	94.9%
Average teacher salary	\$47,003	Up 12.4%	\$46,138	\$45,345
Professional development days/teacher	16.8 days	Down from 20.6 days	12.3 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 5.0	5.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Down from 22.0 to 1	19.3 to 1	18.5 to 1
Prime instructional time	87.0%	Down from 88.2%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,317	Down 5.7%	\$6,412	\$7,052
Percent of expenditures for instruction*	71.2%	Up from 70.6%	69.6%	69.1%
Percent of expenditures for teacher salaries*	67.9%	Up from 67.3%	65.7%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

As a Palmetto's Finest School, it is clear we are "Anchored in Excellence." In the fall of 2007, we were a recipient of the Blue Ribbon Lighthouse School of Excellence Award. Betsy Long was awarded the South Carolina Media Specialist of the Year by SCASL. Our DME Chorus received a "Superior" rating at the Carowind's State and National Choral Festival. Our Techno Dolphins were winners of the Lego Robotic State "Champion Award" and earned 2nd place in "Robot Design" at the First Lego League State Competition at Clemson University. They traveled to Minnesota and won the "Team Spirit" award. Twenty-eight teachers received grants for innovative programs, and eleven teachers hold National Board certification. Angela Fomby was selected Teacher of the Year, and Wynde Clark was named Reading Teacher of the Year.

More than 760 students and 75 staff members call DME home. Innovative academic programs, such as the DIVE Club, Academy, various technology clubs, and the Yamaha Keyboard lab have offered students unique learning opportunities. All children have benefited from classes in art, music, library, and physical education. Our veteran staff is highly qualified under NCLB regulations; most have advanced degrees. Our faculty's intrinsic work ethic and professionalism is evidenced by students' high standardized test scores and high academic achievement, and 100% of our staff involved themselves in professional development this year. An on-site after school care program, PEP, provides a vital service to children of working parents. Our child-centered school enables us to become closely acquainted with our students and their families.

Our PTA has coordinated volunteer and fundraising efforts to meet and enhance yearly instructional goals. Our award-winning SIC communicated with administrators to set benchmarks and advocate for local, state, and national educational reform efforts in an effort to ensure that our school meets state and district goals. DME prides itself in diverse student performances, service projects, SCUBA, iPod Buds, Jr. Beta Club, I Love Science Days, Hooray for History Days, Family Reading/Walking Nights, SWIM Club, and the first annual Health and Fitness Fair. Nineteen students participated in local and state Special Olympics. A beautiful koi pond, gazebo, and music garden enhance the beauty of our school and add a peaceful setting for reading, reflection, and research. Truly, it is evident that DME is an educational treasure chest!

DME, Home of the Dolphins, is a school that prides itself on meeting the needs of all its students. Stop in to "Catch the Wave" as we continue our "Journey to Success!"

Virginia K. Catoe, Principal  
Vinson Rivers, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	89	74
Percent satisfied with learning environment	97.7%	91.0%	97.3%
Percent satisfied with social and physical environment	100.0%	87.6%	98.6%
Percent satisfied with school-home relations	100.0%	93.3%	98.6%

\* 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

YES

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

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. Sanction: Implement the restructuring plan.
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	3.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.2%	0.0%	No
Student attendance rate	95.0%	94.0%	Yes

\* Or greater than last year

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)</b>											
All Students	329	100	11.6	36.5	43.9	8.1	62.9	53	48.2	Yes	Yes
<b>Gender</b>											
Male	167	100	16.4	39.6	39.6	4.4	56.6	46.4	41.7	N/A	N/A
Female	162	100	6.6	33.1	48.3	11.9	69.5	59.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	252	100	9.7	36	44.9	9.3	66.5	61	60	Yes	Yes
African American	54	100	15.7	43.1	35.3	5.9	51	35.3	31.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	88.9	70.4	I/S	I/S
Hispanic	20	100	25	30	45	0	45	40.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	32	100	50	26.7	20	3.3	26.7	19.4	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	29.8	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	144	100	19.1	44.3	33.6	3.1	48.1	37.9	34	Yes	Yes
<b>Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)</b>											
All Students	329	100	12.9	37.1	24.5	25.5	62.6	50.4	45.8	Yes	Yes
<b>Gender</b>											
Male	167	100	13.2	39.6	22.6	24.5	61	50.6	45.6	N/A	N/A
Female	162	100	12.6	34.4	26.5	26.5	64.2	50.2	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	252	100	9.7	38.6	24.2	27.5	65.3	59	59	Yes	Yes
African American	54	100	23.5	33.3	33.3	9.8	52.9	31.3	26.9	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	66.7	71.3	I/S	I/S
Hispanic	20	100	25	35	10	30	50	39.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	32	100	46.7	30	10	13.3	26.7	21.2	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	32.7	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	144	100	22.1	38.2	20.6	19.1	47.3	35.8	31.4	Yes	Yes

\* Adj - 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

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	219	100	26.6	30.4	21.7	21.3	43	41.7	35.7	95	95.8
<b>Gender</b>											
Male	115	100	28.2	26.4	25.5	20	45.5	45	37.4	95.1	95.6
Female	104	100	24.7	35.1	17.5	22.7	40.2	38.2	33.8	94.9	95.9
<b>Racial/Ethnic Group</b>											
White	167	100	22.9	29.3	22.9	24.8	47.8	50.7	49.2	94.7	95.5
African American	35	100	42.4	33.3	15.2	9.1	24.2	22.7	17	96.4	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	64.3	58	96.9	96.8
Hispanic	15	100	33.3	40	13.3	13.3	26.7	23.5	24.9	94.4	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	91.2
<b>Disability Status</b>											
Disabled	21	100	50	25	15	10	25	19.5	14	92.2	94.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	15.5	24.4	93.8	96.7
<b>Socio-Economic Status</b>											
Subsized meals	92	100	40.5	31	17.9	10.7	28.6	26.8	21.1	94.2	95.2
<b>Social Studies</b>											
All Students	223	100	12.7	37.3	24.5	25.5	50	34.5	34	95	95.8
<b>Gender</b>											
Male	112	100	13	38	19.4	29.6	49.1	38.2	36.6	95.1	95.6
Female	111	100	12.5	36.5	29.8	21.2	51	30.6	31.3	94.9	95.9
<b>Racial/Ethnic Group</b>											
White	171	100	10.6	36	24.8	28.6	53.4	41.4	44.5	94.7	95.5
African American	38	100	13.5	54.1	21.6	10.8	32.4	19.8	19.1	96.4	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	96.9	96.8
Hispanic	12	100	41.7	8.3	25	25	50	21.1	27.5	94.4	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	91.2
<b>Disability Status</b>											
Disabled	24	100	54.5	27.3	4.5	13.6	18.2	13.1	14.4	92.2	94.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	12.9	27.3	93.8	96.7
<b>Socio-Economic Status</b>											
Subsized meals	95	100	21.8	47.1	14.9	16.1	31	20.4	21	94.2	95.2

\* Adj - 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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	109	100	12	23	57	8	65	
	4	93	100	16.9	42.7	37.1	3.4	40.4	
	5	108	99.1	11.4	42.9	41	4.8	45.7	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	123	100	9.6	29.6	53	7.8	60.9	
	4	113	100	10.1	27.5	51.4	11	62.4	
	5	93	100	16.3	57	22.1	4.7	26.7	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>									
<b>2007</b>	3	109	100	5	50	28	17	45	
	4	93	100	22.5	38.2	22.5	16.9	39.3	
	5	108	99.1	7.6	42.9	27.6	21.9	49.5	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	123	100	13	36.5	23.5	27	50.4	
	4	113	100	11.9	36.7	21.1	30.3	51.4	
	5	93	100	14	38.4	30.2	17.4	47.7	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>									
<b>2007</b>	3	54	98.2	35.4	22.9	29.2	12.5	41.7	
	4	93	98.9	39.8	38.6	15.9	5.7	21.6	
	5	54	100	18.9	35.8	18.9	26.4	45.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	60	100	25.5	27.3	32.7	14.5	47.3	
	4	113	100	24.8	31.2	16.5	27.5	44	
	5	46	100	32.6	32.6	20.9	14	34.9	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>									
<b>2007</b>	3	55	100	7.8	29.4	39.2	23.5	62.7	
	4	93	98.9	26.1	42	19.3	12.5	31.8	
	5	54	98.2	23.1	30.8	17.3	28.8	46.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	63	100	11.7	43.3	33.3	11.7	45	
	4	113	100	7.3	34.9	24.8	33	57.8	
	5	47	100	27.9	34.9	11.6	25.6	37.2	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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