



Dover Elementary

1411 Bedford Avenue
North, SC 29112

Grades	PK-5 Elementary School	
Enrollment	294 Students	
Principal	Cynthia Exum Strozier	803-247-2184
Superintendent	Mr. Melvin Smoak	803-534-5454
Board Chair	Mr. Julius Page	803-534-5454

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Good
2006	Below Average	Good
2005	Below Average	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 2008-09 whose 2007-08 test scores were located

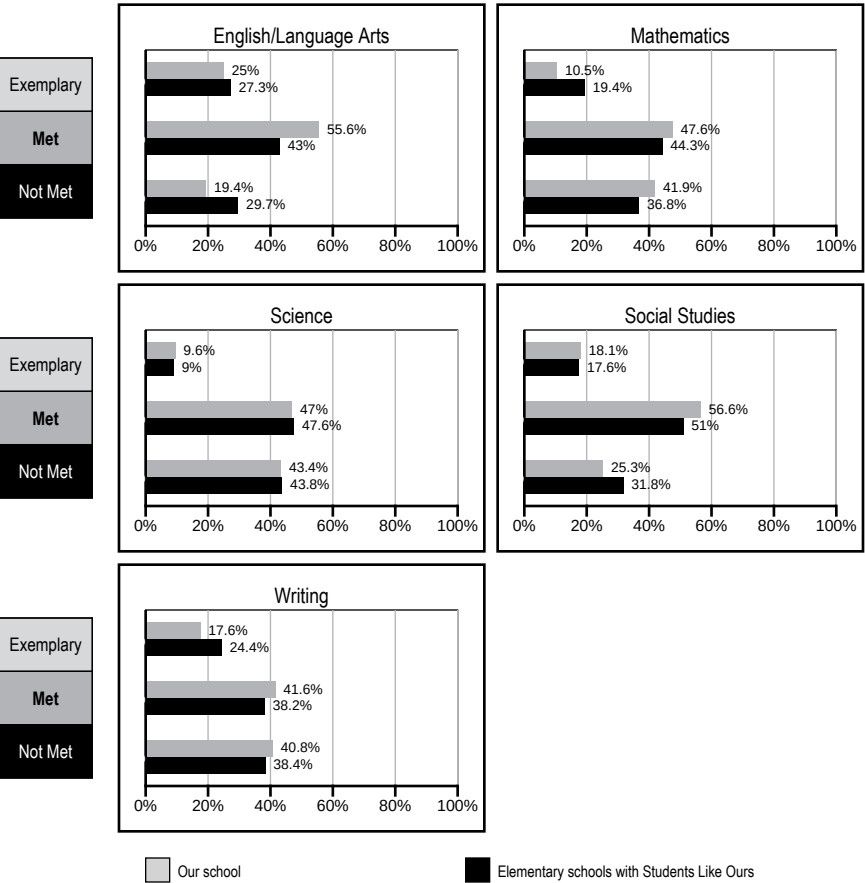
95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	85	30	5

* Ratings are calculated with data available by 06/01/2010.

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=294)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.2%	Down from 5.5%	2.5%	1.9%
Attendance rate	96.3%	Up from 95.8%	96.0%	96.3%
Eligible for gifted and talented	1.5%	Down from 2.6%	6.1%	10.0%
With disabilities other than speech	9.2%	Down from 10.6%	9.0%	7.7%
Older than usual for grade	3.2%	No Change	0.8%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=19)				
Teachers with advanced degrees	68.4%	Up from 65.2%	57.0%	59.4%
Continuing contract teachers	94.7%	Up from 87.0%	76.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.2%	Up from 77.7%	84.9%	85.9%
Teacher attendance rate	94.7%	Down from 94.8%	95.0%	95.1%
Average teacher salary*	\$46,875	Up 5.3%	\$46,058	\$47,149
Professional development days/teacher	12.3 days	Up from 8.0 days	11.7 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	12.2 to 1	N/R	17.9 to 1	18.8 to 1
Prime instructional time	90.0%	Up from 88.2%	89.9%	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**	\$8,805	Up 7.0%	\$7,756	\$7,458
Percent of expenditures for instruction**	63.7%	Up from 63.6%	68.1%	68.8%
Percent of expenditures for teacher salaries**	57.6%	Up from 44.7%	62.1%	63.2%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Dover's students, faculty, staff, and parents work together to accomplish the school's mission: to ensure students achieve the highest state and national standards in a positive, harmonious atmosphere through collaborative efforts of staff, parents, and the community. The "First Tuesday" night programs keep parents abreast of school programs and give families opportunities to come together for social and learning opportunities at the school.

Academic excellence is supported in a variety of ways. The Science Coach brings daily support to teachers helping students to excel. Science scores at Dover exceeded "schools like ours" across the state after the first year with a science coach. Further growth is expected this year. The elementary band program which fifth graders can participate in also supports math achievement. Four Frames Math and Calendar Math support curriculum spiraling. Individualized reading tutorials through CAI with "My Reading Coach" (MRC), Headsprout, and Academy of Reading are utilized before, during, and after school. "Save The Children" (STC) is a foundational school partner.

Dover's STC program continues to serve students with an on-site literacy coordinator and four volunteer grandparents from the local community. They read individually with our students. Motivational reading medals, classroom award banners, and new classroom libraries also support student reading interests, practice and improvement. Acquisitions exceed \$40K from STC in the media center, adding excitement to reading. Students with strong characters and self-discipline maximize learning opportunities. Positive recognitions of student character begun in 05-06 were expanded this year with the SDE initiative of Positive Behavior Intervention Supports (PBIS) and the implementation of the STAR program. SWIS, the third party, on-line, data analysis shows that discipline referrals decreased from 07-08 to 08-09 by nearly 50%, attesting to the positive impact of the character development program.

New, this year, at Dover are single-gender classes in grade five, Keeping Learning on Track (KLT) teacher training grant from the SDE, National Bridges/OWLS Literacy pilot in the 4K program, a funded EIA grant in grade four, and a Tribes book study for teacher professional development.

Dover Elementary was recognized in 2007-2008 as both a second consecutive year Palmetto Silver Award Winning School and also for meeting the Adequate Yearly Progress (AYP) standards of the "No Child Left Behind" act. Although those particular honors were not earned for 2008-2009, Dover achieved National US Healthier School Gold status and teachers led students to remarkable progress. Students who scored in the "below basic" category (now referred to as "not met" with the new PASS test) were reduced by an average across subject areas of 12.7% in grade three and 25.5% in grade five. Dover received Red Carpet status from the SDE in the spring of 2009.

Cynthia Strozier, Principal
Frances Morant, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	39	30
Percent satisfied with learning environment	91.7%	94.9%	63.3%
Percent satisfied with social and physical environment	87.5%	94.9%	63.3%
Percent satisfied with school-home relations	91.7%	97.4%	70.0%

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

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 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. 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	4.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	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	127	100	19.2	55.2	25.6	85.6	75.6	82.8	Yes	Yes
Gender										
Male	61	100	31.1	45.9	23	77	70.3	79.3	N/A	N/A
Female	66	100	7.8	64.1	28.1	93.8	81.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	52	100	8	58	34	92	82.8	89.5	Yes	Yes
African American	74	100	27	52.7	20.3	81.1	74.9	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	54.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	37	100	22.2	63.9	13.9	83.3	52.3	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	96	100	22.3	57.4	20.2	83	73	75.5	Yes	Yes

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

All Students	127	100	41.6	47.2	11.2	70.4	66.3	78.9	Yes	Yes
Gender										
Male	61	100	49.2	42.6	8.2	63.9	62.5	77	N/A	N/A
Female	66	100	34.4	51.6	14.1	76.6	70.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	52	100	28	56	16	82	77.3	87.2	Yes	Yes
African American	74	100	50	41.9	8.1	63.5	65.1	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.7	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	37	100	55.6	33.3	11.1	55.6	37.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	96	100	45.7	47.9	6.4	66	62.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	86	98.8	42.2	47	10.8	57.8	52.6	67.5
Gender								
Male	40	97.5	43.6	43.6	12.8	56.4	51.1	67
Female	46	100	40.9	50	9.1	59.1	54	68
Racial/Ethnic Group								
White	38	100	38.9	41.7	19.4	61.1	64.7	79.5
African American	48	97.9	44.7	51.1	4.3	55.3	51.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	21.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	26	100	68	20	12	32	27.2	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	41.7	59.6
Socio-Economic Status								
Subsided meals	61	98.4	48.3	48.3	3.4	51.7	47.5	55.1

Social Studies

All Students	84	98.8	24.1	56.6	19.3	75.9	61.2	72.3
Gender								
Male	40	100	27.5	55	17.5	72.5	59	71.5
Female	44	97.7	20.9	58.1	20.9	79.1	63.6	73.2
Racial/Ethnic Group								
White	34	100	8.8	61.8	29.4	91.2	74.7	80.7
African American	49	98	33.3	54.2	12.5	66.7	60	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	30	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	24	100	33.3	41.7	25	66.7	39.3	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsided meals	66	98.5	27.7	55.4	16.9	72.3	56.8	62.1

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	128	99.2	40.8	41.6	17.6	59.2	61	70.2	96.3	95.8
Gender										
Male	61	98.4	53.3	33.3	13.3	46.7	54	63.2	96.2	95.5
Female	67	100	29.2	49.2	21.5	70.8	68.4	77.5	96.3	96.1
Racial/Ethnic Group										
White	52	98.1	36.7	42.9	20.4	63.3	64.8	79.1	95.9	94.4
African American	75	100	44	40	16	56	60.6	57.6	96.6	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	86.2	N/A	95.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	40	62.6	94.4	94
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96.8
Disability Status										
Disabled	36	97.2	67.6	23.5	8.8	32.4	23.4	26.1	95.8	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	95.7
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	56.3	61.2	N/A	94.8
Socio-Economic Status										
Subsidized meals	97	99	44.7	43.6	11.7	55.3	57.5	58.9	96	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
English/Language Arts							
2009	3	42	100	22.5	57.5	20	77.5
	4	43	100	20.9	53.5	25.6	79.1
	5	42	100	14.3	54.8	31	85.7
	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
Mathematics							
2009	3	42	100	62.5	22.5	15	37.5
	4	43	100	23.3	65.1	11.6	76.7
	5	42	100	40.5	52.4	7.1	59.5
	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
Science							
2009	3	22	95.5	52.6	36.8	10.5	47.4
	4	43	100	34.9	53.5	11.6	65.1
	5	21	100	47.6	42.9	9.5	52.4
	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
Social Studies							
2009	3	20	95	31.6	47.4	21.1	68.4
	4	43	100	16.3	65.1	18.6	83.7
	5	21	100	33.3	47.6	19	66.7
	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
Writing							
2009	3	42	100	35	42.5	22.5	65
	4	44	97.7	44.2	41.9	14	55.8
	5	42	100	42.9	40.5	16.7	57.1
	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

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