



DOVER ELEMENTARY

1411 Bedford Avenue
North, SC 29112

Grades	PK-5 Elementary School	
Enrollment	301 Students	
Principal	Cynthia Exum Strozier	803-247-2184
Superintendent	Cynthia Wilson	803-534-5454
Board Chair	Mr. Julius Page	803-534-5454

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Good
2006	Below 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

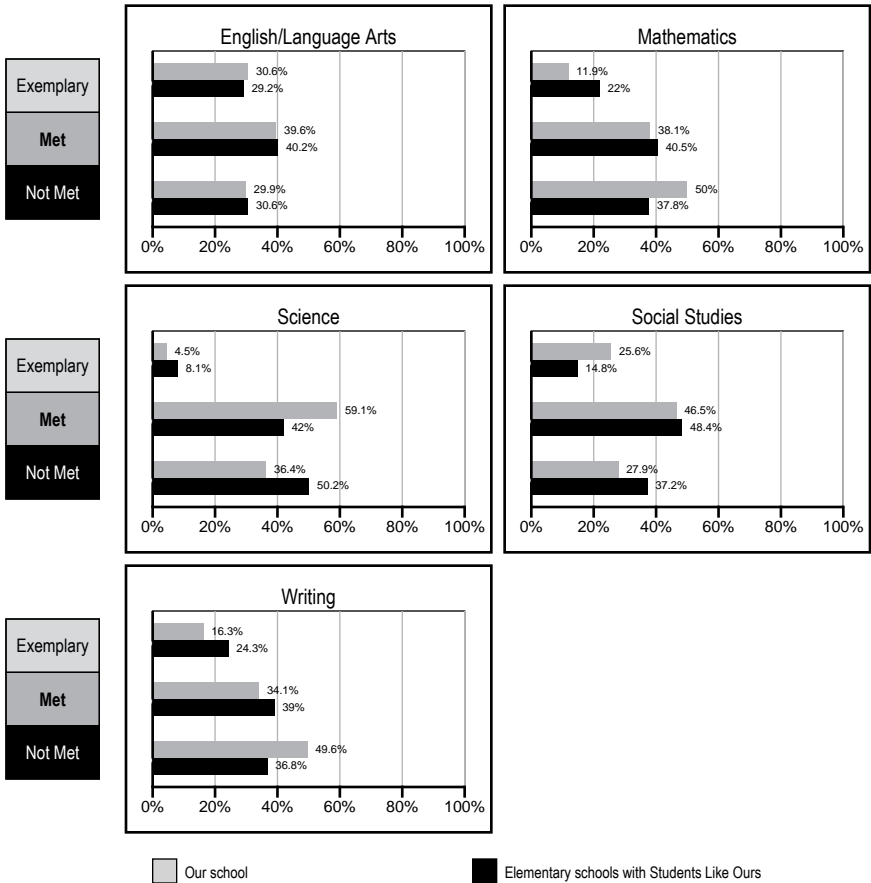
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	5	101	33	11

* 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=301)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.2%	Up from 3.2%	1.7%	1.2%
Attendance rate	95.7%	Down from 96.3%	95.8%	96.1%
Eligible for gifted and talented	2.9%	Up from 1.5%	5.6%	11.7%
With disabilities other than speech	10.4%	Up from 9.2%	8.6%	8.0%
Older than usual for grade	2.7%	Down from 3.2%	0.7%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	72.2%	Up from 68.4%	57.9%	60.5%
Continuing contract teachers	83.3%	Down from 94.7%	82.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.6%	Up from 81.2%	85.2%	87.0%
Teacher attendance rate	92.8%	Down from 94.7%	95.2%	95.4%
Average teacher salary*	\$47,557	Up 1.5%	\$46,022	\$47,288
Professional development days/teacher	13.5 days	Up from 12.3 days	11.1 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 12.2 to 1	17.9 to 1	19.2 to 1
Prime instructional time	86.5%	Down from 90.0%	90.1%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,599	Down 2.3%	\$8,293	\$7,548
Percent of expenditures for instruction**	58.2%	Down from 63.7%	67.7%	68.7%
Percent of expenditures for teacher salaries**	55.6%	Down from 57.6%	62.5%	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

Dover Elementary was recognized in 2007-2008 and again in 2009-2010 for meeting the Adequate Yearly Progress (AYP) standards of the "No Child Left Behind" Act and also as a Red Carpet School in 2009 for a three year cycle.

Dover's students, faculty, staff, and parents work together to accomplish the school's mission: to ensure that 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 gives families opportunities to come together at the school.

Academic excellence is supported in a variety of ways. The Science Coach, completing her third year, 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 expected this year. Supporting math achievement, this year an i-Coach in mathematics was added. Fifth graders have the option of taking instrumental band. 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 an outside foundational school partner.

Dover's STC program continues to serve students with an on-site literacy coordinator and three volunteer grandparents from the local community who read individually with our students. This year the early childhood "Emergent Reader" component was funded in the fall, and the Literacy Development for ages 0-5 was added in late spring of 2010 by STC. Acquisitions exceeded \$40K from STC in the media center, adding excitement to reading with new books. Further supporting our readers are motivational medals, quarterly recognitions, and classroom award banners through Dover's 100 Book Reading Challenge Initiative.

Students with strong characters and self-discipline maximize learning opportunities. Positive recognitions of student character began in 05-06 and exist on the school and county levels. The Positive Behavior Intervention Supports (PBIS) with the addition of the STAR program provide incentives for making good behavior and character choices. SWIS, a third party, on-line, behavior data analysis provider is utilized for spotting patterns and identifying potential areas of need.

Single-gender classes are in their second year at Dover in grade five and strongly support academic growth and a reduction in behavior problems. The National Bridges/OWLS Literacy Grant in the 4K program and a new grant from STC are building a foundation in our youngest learners. A book study on Mindsets, begun in 2010 for teacher professional development, will continue in the 10-11 school year.

Through these multifaceted approaches. Dover students are moving forward.

Cynthia Exum Strozier, Principal

Karen Stroman, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	0	0
Percent satisfied with learning environment	86.4%	N/R	N/R
Percent satisfied with social and physical environment	90.9%	N/R	N/R
Percent satisfied with school-home relations	71.4%	N/R	N/R

* 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. 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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	4.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	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	139	99.3	29.6	39.3	31.1	85.2	76.4	83.5	Yes	Yes
Gender										
Male	70	98.6	38.2	39.7	22.1	79.4	73.2	80.1	N/A	N/A
Female	69	100	20.9	38.8	40.3	91	79.9	87	N/A	N/A
Racial/Ethnic Group										
White	53	98.1	21.6	43.1	35.3	86.3	82	89.6	Yes	Yes
African American	83	100	35.8	35.8	28.4	84	75.6	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.9	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
Disability Status										
Disabled	34	97.1	59.4	31.3	9.4	62.5	48.9	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	91.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	116	99.1	32.1	40.2	27.7	83.9	74.3	76.9	Yes	Yes

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

All Students	139	100	49.6	37.8	12.6	72.6	68.4	80.4	Yes	Yes
Gender										
Male	70	100	51.5	41.2	7.4	73.5	66	78.4	N/A	N/A
Female	69	100	47.8	34.3	17.9	71.6	71.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	53	100	43.1	41.2	15.7	80.4	75.8	87.8	Yes	Yes
African American	83	100	54.3	35.8	9.9	66.7	67.3	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	73.1	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
Disability Status										
Disabled	34	100	59.4	34.4	6.3	62.5	38.2	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	87.5	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	116	100	53.6	37.5	8.9	67.9	65.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	91	100	36	58.4	5.6	64	53.8	67.3
Gender								
Male	47	100	39.1	56.5	4.3	60.9	53.8	66.9
Female	44	100	32.6	60.5	7	67.4	53.8	67.7
Racial/Ethnic Group								
White	30	100	20.7	69	10.3	79.3	72.8	79.6
African American	60	100	44.1	52.5	3.4	55.9	51.8	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	81.3	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	47.8	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	24	100	45.5	50	4.5	54.5	23.7	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	52.4	58.6
Socio-Economic Status								
Subsidized meals	77	100	40	56	4	60	50	55.4
Social Studies								
All Students	88	100	27.9	46.5	25.6	72.1	58.2	70.9
Gender								
Male	45	100	27.3	47.7	25	72.7	56.9	70.1
Female	43	100	28.6	45.2	26.2	71.4	59.6	71.7
Racial/Ethnic Group								
White	34	100	30.3	42.4	27.3	69.7	62.6	79.2
African American	52	100	25.5	51	23.5	74.5	57.6	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.4	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	40	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	21	100	42.9	47.6	9.5	57.1	35.3	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	61.5	68
Socio-Economic Status								
Subsidized meals	73	100	29.6	49.3	21.1	70.4	55.1	60.8

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
Writing										
All Students	141	98.6	49.6	34.1	16.3	50.4	61.7	72.1	95.7	95.5
Gender										
Male	72	97.2	60.3	30.9	8.8	39.7	55	65.2	95.7	95.2
Female	69	100	38.8	37.3	23.9	61.2	68.9	79.2	95.7	95.8
Racial/Ethnic Group										
White	55	96.4	49	27.5	23.5	51	63.6	80.8	94.9	94.1
African American	83	100	49.4	39.5	11.1	50.6	61.3	59.7	96.4	95.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.6	87	99.1	96.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	57.7	64.6	89.3	95
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	99.9	91.4
Disability Status										
Disabled	34	94.1	80.6	16.1	3.2	19.4	23.8	27.7	95.7	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	93.3
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	76	63.7	98.3	95.9
Socio-Economic Status										
Subsidized meals	118	98.3	55.4	33	11.6	44.6	58.5	61.9	95.5	95.2

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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
2010	3	52	98.1	26	32	42	74
	4	40	100	32.5	35	32.5	67.5
	5	47	100	31.1	51.1	17.8	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
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
2010	3	52	100	42	40	18	58
	4	40	100	45	45	10	55
	5	47	100	62.2	28.9	8.9	37.8
	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
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
2010	3	27	100	53.8	38.5	7.7	46.2
	4	40	100	25	70	5	75
	5	24	100	34.8	60.9	4.3	65.2
	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

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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	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
2010	3	25	100	16.7	37.5	45.8	83.3
	4	40	100	20	57.5	22.5	80
	5	23	100	54.5	36.4	9.1	45.5
	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
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
2010	3	52	100	50	34	16	50
	4	42	97.6	41.5	41.5	17.1	58.5
	5	47	97.9	56.8	27.3	15.9	43.2
	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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