

District Strategic Plan Table of Contents

Title Page	1
Mission and Vision	3
Signature Page	5
Assurances	6
Stakeholders	11
Waiver Requests	14
Needs Assessment Data	15
Executive Summary of Needs Assessment (Summary of Conclusions)	143
Performance Goals and Action Plans	150
Gifted and Talented	200
District Proficiency-Based System	219
District Site Identification of Summer School Programs	253

Dorchester School District Two

Mission, Vision, Beliefs, and Core Values

Mission

Dorchester School District Two leading the way, every student, every day through relationships, rigor, and relevance.

Vision

Dorchester School District Two desires to be recognized as a “World Class” school district expecting each student to achieve at his/her optimum level in all areas, and providing all members of our district family with an environment that permits them to do their personal best.

Beliefs

- *We believe that the needs of students will direct every action of the employees of Dorchester School District Two.*
- *We believe that teaching/instruction will reflect standards-based education and best national practices that promote college and career readiness.*
- *We believe that all students should have access to personalized learning opportunities which will help them reach their fullest potential.*



TEAM DORCHESTER CORE VALUES

The foundation of success for our students and our school system is grounded in Core Values that define who we are individually and collectively as Team Dorchester.

	STUDENTS CHILDREN COME FIRST
	PASSION LOVE WHAT YOU DO
	ACCOUNTABILITY IT BEGINS WITH ME
	INTEGRITY DO WHAT'S RIGHT
	COMMUNITY STAND UNITED
	EXCELLENCE BE YOUR BEST
	RELATIONSHIPS BUILD A FOUNDATION OF TRUST
	DIVERSITY INCLUSIVE OF ALL
	LEADERSHIP INSPIRE & EMPOWER
	RECOGNITION APPRECIATE & CELEBRATE

Dorchester School District Two's ten Core Values affirm what we stand for; how we treat one another; what is non-negotiable; and what guiding principles we live by. They focus on what matters most in our school system and provide a framework for a unified sense of purpose for us all.

District Strategic Plan Signature Page

Strategic Plan for 5 Year Cycle: 2023/24 to 2027/28

District:	Dorchester 2
SIDN:	1802
Plan Submission:	School utilizes Cognia
Address 1:	815 S. Main Street
Address 2:	
City:	Summerville, SC
Zip Code:	29483
District Plan Contact Person:	Dr. Kenneth Wilson
District Plan Contact Phone:	843-873-2901
District Plan E-mail Address:	kwilson@dorchester2.k12.sc.us

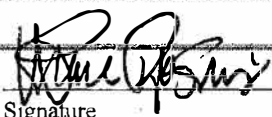
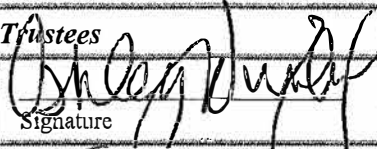
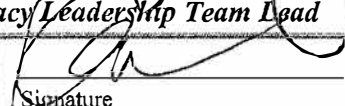

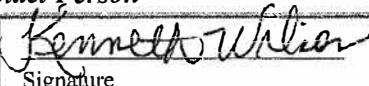
Required Signature Page

The district strategic plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. § 59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. § 59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the district strategic planning contact, the district Read to Succeed Leadership Team Lead, and the district Gifted and Talented coordinator are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the District Strategic Plans

The assurance pages following this page have been completed and the district superintendent signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 (S.C. Code Ann. § 59-139-10 *et seq.* (Supp. 2004)); EAA (S.C. Code Ann. § 59-18-1300 *et seq.* (Supp. 2004)); District and School Planning (SBE Regulation 43-261); Student Health and Fitness Act (S.C. Code Ann. § 59-10-330); Read to Succeed (S.C. Code Ann. § 59-155-180 *et seq.*); Gifted and Talented (SBE Regulation 43-220); and Proficiency-Based System Plans (SBE Regulation 43-234); and General Grant including Terms and Conditions for SCDE Grant Programs as seen on the following assurance pages.

Required Printed Names and Signatures

<i>Superintendent</i>		
<u>Dr. William Shane Robbins</u> Printed Name	 Signature	<u>4/16/24</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Dr. Ashley Wimberly</u> Printed Name	 Signature	<u>4/17/24</u> Date
<i>District Read To Succeed Literacy/Leadership Team Lead</i>		
<u>Mrs. Katie Barker</u> Printed Name	 Signature	<u>4/2/24</u> Date
<i>District Gifted and Talented Coordinator</i>		
<u>Dr. Gem Massey</u> Printed Name	 Signature	<u>4/2/24</u> Date
<i>District Strategic Planning Contact Person</i>		
<u>Dr. Kenneth Wilson</u> Printed Name	 Signature	<u>4/2/24</u> Date

Assurances for District Strategic Plan

Assurances checked below, along with the signature page signed by the superintendent, attest that the district complies with all applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	Academic Assistance, PreK–3 The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The district encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. The district will provide a copy of their updated technology plan to the S.C. Department of Education on an annual basis.
Yes	Innovation The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
Yes	Developmental Screening The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
Yes	Half-Day Child Development The district provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
Yes	Developmentally Appropriate Curriculum for PreK–3 The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation levels and take into account the student’s social and cultural context.
Yes	Parenting and Family Literacy The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk” children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
Yes	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.
Students Health and Fitness Act Assurance (S.C. Code Ann. § 59-10-330)	

Yes	Each school district shall establish and maintain a Coordinated School Health Advisory Council (CSHAC) to include members of the community, school representatives, students, parents, district food service employees, and school board members. The CSHAC will assess, plan, implement, and monitor district and school health policies and programs including the district wellness policy initiated in the 2006–07 school year. Each district, in collaboration with the CSHAC, shall develop, within the district’s wellness policy, a school health improvement plan, in compliance with Section 59-10-310, that addresses strategies for improving student nutrition, health, and physical activity. The goals for the school health improvement plan, and progress toward those goals, must be included in the district’s strategic plan required pursuant to Section 59-20-60.
Education and Economic Development Act Assurances for Districts (S.C. Code Ann. § 59-59-10 <i>et seq.</i>) The superintendent certifies that:	
Yes	Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
Yes	All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
Yes	Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. (<i>Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios for 2017–18 in eligible districts.</i>)
Yes	Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
Yes	All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
Yes	All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
Yes	All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
Yes	All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
Yes	Each high school in the district is organized around a minimum of three of the 16 national career clusters.
Yes	Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk of dropping out actually graduate from high school with a state diploma.
Yes	Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
Yes	Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
Yes	Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.
Read To Succeed Assurances (Act 284) (S.C. Code Ann. § 59-155-180 <i>et seq.</i>)	
Yes	District Reading Plan The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.
Yes	4K and 5K Readiness Assessment The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.
Yes	Third Grade Retention The district provides support to ensure all students who are not reading on grade level by the end of third grade are provided with an instructional program based upon students’ needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students needing retention at the beginning of the 2017–18 school year.
Yes	Reading Coaches The district supports school based reading coaches in every elementary school.
Yes	Interventions The district provides interventions based on data for all students identified.
Yes	Summer Reading Camps The district offers summer reading camps for those students identified.
Gifted and Talented Assurances (SBE Regulation 43-220) Students Served The district serves:	
Yes	Academically gifted and talented students in elementary school (grades 3–5).
Yes	Academically gifted and talented students in middle school (grades 6–8).
Yes	Academically gifted and talented students in high school (grades 9–12).
Yes	Artistically gifted and talented students in elementary school (grades 3–5).
Yes	Artistically gifted and talented students in middle school (grades 6–8).
Yes	Artistically gifted and talented students in high school (grades 9–12).
No	Academically gifted and talented students in grades 1 and 2 (optional).

Academically and Artistically Gifted and Talented Plan	
The district plan provides a comprehensive, aligned, and coordinated continuum of services that address the advanced learning needs of academically and artistically gifted and talented students. The following components must be included in the planning:	
Yes	Differentiated curriculum, instruction, and assessments that maximize the potential of the identified students;
Yes	Support services that facilitate student learning and personalized education;
Yes	Programming models that facilitate the delivery of differentiation in curriculum and instruction;
Yes	Classroom ratios that foster positive results;
Yes	Appropriate and sufficient time in instruction to assure that the goals and objectives of the programming are met; and
Yes	Systematic assessment of student progress and programming effectiveness relative to goals.
Curriculum, Instruction, and Assessment	
Curriculum, instruction, and assessment that maximize the potential of the identified students and educational programming for academically gifted and talented students include these characteristics:	
Yes	Content, process, and product standards that exceed the state-adopted standards for all students and that provide challenges at appropriate levels for strengths of individual students;
Yes	Goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills;
Yes	Instructional strategies that promote inquiry and accommodate the unique needs of gifted and talented learners;
Yes	Confluent approach that incorporates acceleration and enrichment;
Yes	Opportunities for the critical consumption, use, and creation of information using available technologies; and
Yes	Evaluation of student performance and programming effectiveness.
Programming Models and Time	
The district:	
Yes	Abides by the approved programming models (special class, special school, or resource room/pullout) for academic Gifted and Talented services,
Yes	Abides by the approved programming models (in-school, after-school, Saturday programming, summer programming, or approved hybrid) for artistic Gifted and Talented services, and
Yes	Meets or surpasses the minimum programming minutes for the approved model of services.
N/A	Innovative Model (SCDE approved) Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education.
Staffing Requirements	
The district must:	
Yes	Employ teachers who hold a valid teaching certificate in the appropriate grade level(s) or subject area(s) included in the programming.
Yes	Employ Gifted and Talented endorsed teachers or Gifted and Talented certified teachers. <i>(A one year grace period is permitted in order to obtain endorsement for certified teachers teaching a Gifted and Talented course for the first time. The Gifted and Talented endorsement is encouraged for Gifted and Talented artistic teachers.)</i>
Yes	Provide planning times for Gifted and Talented teachers. The standard is 250 minutes a week or the appropriate grade-level equivalent.
Yes	Provide all teachers working with gifted and talented students annual professional development on differentiated curriculum, instructional strategies, social-emotional support, assessments, or other Gifted and Talented student-focused topics.
Yes	Provide training/guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process.
Yes	Utilize an evaluation placement team to evaluate the Gifted and Talented identification process and to interpret and to evaluate student data in such a way as to insure appropriate student placement.
Communication and Reporting Requirements	
Yes	The district provides all parents/guardians with effective, written notice of the gifted and talented education programming, screening/referral procedures, and eligibility requirements.
Yes	If the district utilizes trial placement, local identification, and/or Gifted and Talented removal policies, those are readily accessible.
Yes	The district annually submits Form A Reports signed PDF.
Yes	The district annually submits Form A Reports Excel file.
Yes	The district annually submits Strategic Plan updates on its progress towards meeting the Gifted and Talented Goals.
Provide comments on why any of the Gifted and Talented assurances above are not met :	
<div>Not Applicable</div>	
District Proficiency-Based System (SBE Regulation 43-234)	
Yes	The superintendent has approved the district's Proficiency-Based System that is aligned to the local school board policy. <ul style="list-style-type: none"> The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.

Yes	<p>The district's Proficiency-Based System Plan:</p> <ul style="list-style-type: none"> • Explains how the needs assessment substantiates the district's Proficiency-Based System; • Describes the subject area course procedures for the high school proficiency-based credits the district will implement; • Proffers a complete syllabus for each course, or the URL(s) where a syllabus may be found and the method in which the course will be taught; • Provides documentation that demonstrates each course and all proficiency assessments for direct instruction are aligned to the State adopted subject area academic standards for the current year; • Contains a list of the prerequisite courses used for selecting students for each proficiency-based course where prerequisites are required; and • Offers an explanation of how the proficiency-based assessments will be standardized across the district if the courses are offered in multiple schools.
Yes	The district has communicated NCAA eligibility requirements and higher education guidelines regarding proficiency-based courses with parents and students.
Yes	<p>Proficiency-based courses meet all relevant state statutes and regulations unless the State Board of Education (SBE) approved the district's waiver request.</p> <ul style="list-style-type: none"> • Teachers of all proficiency courses hold valid South Carolina certifications and are appropriately certified for the proficiency subjects in which they teach.

Assurances and Terms and Conditions for State Awards

As the district superintendent of Dorchester 2, I certify that this applicant:

Yes	Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
Yes	Will give the South Carolina Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP) or agency directives.
Yes	Has an accounting system that includes sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures and in-kind contributions, regardless of the type of funds, if any, that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
Yes	Will also comply with GAAP as it relates to budgets, budget amendments, and expenditure claim submissions.
Yes	Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
Yes	Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
Yes	Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The applicant will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.
Yes	Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 <i>et seq.</i> and § 8-13-100 <i>et seq.</i> (Supp. 2016)).
Yes	Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 <i>et seq.</i> (Supp. 2016)) if the amount of this award is \$50,000 or more.

Terms and Conditions

Yes	<p>Completeness of Proposal</p> <p>All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.</p>
Yes	<p>Non-awards/Termination</p> <p>The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a review of the process consistent with the appeals process presented in the Request for Proposals (RFP).</p> <p>After a grant has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.</p> <p>Upon the termination of a grant, the grantee shall have the right to a review process. The grantee must notify the SCDE of its request within 30 days of receiving written notice of the termination.</p>
Yes	<p>Reduction in Budgets and Negotiations</p> <p>The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, at its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the applicant. The applicant may, at that time, negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project, but not at the level proposed. In that case, the SCDE shall notify the applicant of the amount that can be funded, and the applicant and the SCDE shall negotiate a modification to the proposal to accommodate the lower budget. All final decisions are that of the SCDE.</p>
Yes	<p>Amendments to Grants</p> <p>Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.</p>
Yes	<p>Use of Grant Funds</p> <p>Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative.</p>
Yes	<p>Submission of Expenditure Reports</p> <p>Claims for reimbursement must be made at least quarterly and must be consistent with calendar quarters (e.g., an expenditure report claim for costs for January 1 through March 30 must be filed by May 15).</p>

Yes	<p>Obligation of Grant Funds Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than thirty (30) days after the end of the grant period.</p>
Yes	<p>Deobligation of Funds After a final expenditure claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.</p>
Yes	<p>Documentation The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant. The grantee must review the memo regarding "Guidelines for Retaining Documentation to Support Expenditure Claims," available at http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/.</p>
Yes	<p>Travel Costs Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations for lodging. Meals and incidentals are limited by the state budget proviso, currently not to exceed \$25 per day for in-state travel and \$32 for out-of-state travel (see page 91 of the document at http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.</p>
Yes	<p>Honoraria Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. Applicants should check with the program office before budgeting for honoraria.</p>
Yes	<p>Reports The grantee shall submit, as required or instructed by the awarding program office, all reports (programmatic, financial, or evaluation) within the specified period or date and in the prescribed format. An expenditure claim report must be filed by August 15 for all expenditures incurred by June 30 in order to comply with the generally accepted accounting principles (GAAP) and the production of the State's Comprehensive Annual Financial Report.</p>
Yes	<p>Copyright The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.</p>
Yes	<p>Certification Regarding Suspension and Debarment By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the</p> <ul style="list-style-type: none"> • Applicant and/or any of its principals, subgrantees, or subcontractors <ul style="list-style-type: none"> • are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and • are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above. • Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.
Yes	<p>Audits Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows:</p> <ul style="list-style-type: none"> • Entities expending \$750,000 or more in federal awards: Entities that expend \$750,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, et seq. Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward. • Entities expending less than \$750,000 in federal awards: Entities that expend less than \$750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).
Yes	<p>Records The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in case of litigation.</p>

Stakeholder Involvement for District Strategic Plan

List the name of persons who were involved in the development of the District Strategic Plan.
A participant for each numbered position is required.

	Position	Name
1.	Superintendent	Dr. William Shane Robbins
2.	Principal	Mr. Patrick Pye
3.	Teacher	Mrs. Amy Baldwin
4.	Parent/Guardian	Mrs. Ciara Male
5.	Community Member	Ms. Karen Radcliffe
6.	Private School Representative	Mrs. Juliet P Londergan
7.	District Level Administrator	Mr. Thad Schmenk
8.	Paraprofessional	Mrs. Wanda Thomas
9.	District Read To Succeed Literacy Leadership Team Lead	Mrs. Katie Barker
10.	School Improvement Council Member	Mrs. Ciara Male
11.	District Gifted and Talented Coordinator	Dr. Gem Massey
12.	District Federal Programs Coordinator	Mrs. Teresa Kelly
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the Literacy Leadership Team for Read to Succeed	
	District Level Administrator	Mr. Mark Blacklocke
	District Level Administrator	Mrs. Wramie Spafford
	District Level Administrator	Mrs. Tracy Tayloe
	District Level Administrator	Mrs. Sharon Kerley
	District Level Administrator	Mrs. Rebecca Malinowski
	District Level Administrator	Mr. Chad Daugherty
	District Level Administrator	Dr. Isti Sanga
	District Level Administrator	Mrs. Shelly Bostwick
	District Level Administrator	Mrs. Katie Barker
	District Level Administrator	Mrs. Kelly Purvis
	District Level Administrator	Mrs. Kristi Selander
	District Level Administrator	Mr. Tyronne Drakeford
	District Level Administrator	Mr. Preston Giet
	District Level Administrator	Mrs. Gailia Mercer-Brown
	District Level Administrator	Mr. Scott Matthews
	District Level Administrator	Mrs. Ebony Summers-Fogle

District Level Administrator	Dr. Kenneth Wilson
District Level Administrator	Mr. Chuck Kirtley
District Level Administrator	Dr. Wanda Gadsden
District Level Administrator	Mr. Jack Mansor
District Level Administrator	Ms. Michelle Jacques
District Level Administrator	Ms. Karean Troy
District Level Administrator	Mr. Jason Walsh
District Level Administrator	Dr. Greg Harrison
District Level Administrator	Dr. Gem Massey
District Level Administrator	Mrs. Deb Daugherty
District Level Administrator	Mrs. Teresa Kelly
District Read To Succeed Literacy Leadership Team Member	Ms. Donna Alexander
District Read To Succeed Literacy Leadership Team Member	Mrs. Lisa Cuthbert
District Read To Succeed Literacy Leadership Team Member	Dr. April Simmons
District Read To Succeed Literacy Leadership Team Member	Mr. Matthew Moschel
District Read To Succeed Literacy Leadership Team Member	Mrs. Susan Grinsteinner
District Read To Succeed Literacy Leadership Team Member	Mrs. Teresa Kelly
District Read To Succeed Literacy Leadership Team Member	Mrs. Melinda Anderson
District Read To Succeed Literacy Leadership Team Member	Mrs. Kelly Purvis
District Read To Succeed Literacy Leadership Team Member	Ms. Jaimelyn Knox
District Read To Succeed Literacy Leadership Team Member	Mrs. Kristi Selander
District Read To Succeed Literacy Leadership Team Member	Mr. Thad Schmenk
District Read To Succeed Literacy Leadership Team Member	Dr. Kenneth Wilson
District Read To Succeed Literacy Leadership Team Member	Mr. Chad Daugherty
District General Counsel	Mrs. Christy Graham
Public Information Officer	Mrs. Jennifer Passmore
Director of Nursing	Ms. Amanda Santamaria
Chief Financial Officer	Ms. Tina Meunier
Program Interventionist/Coach	Mr. Matthew Moschel
Program Interventionist/Coach	Mrs. Susan Grinsteinner
Program Interventionist/Coach	Mrs. Melinda Anderson
Program Interventionist/Coach	Mrs. Lisa Cuthbert
Program Interventionist/Coach	Dr. April Simmons
Program Interventionist/Coach	Mrs. Shannon Dietz
Program Interventionist/Coach	Dr. Kimberly Lofland
Program Interventionist/Coach	Mrs. Melissa Nelson

	Program Interventionist/Coach	MRS. ANN SANDERSON
	Program Interventionist/Coach	Mrs. Kelly Schroder
	Program Interventionist/Coach	Mrs. Stephanie Glenn
	Program Interventionist/Coach	Mr. Garrett Walker
	Program Interventionist/Coach	Dr. Matthew Caughell
	Program Interventionist/Coach	Mr. Joe Garner
	Program Interventionist/Coach	Mrs. Angie Jacques
	Program Interventionist/Coach	Ms. Christine Trevillyan
	Program Interventionist/Coach	Mrs. Tameika Dunn
	Program Interventionist/Coach	Mr. Patrick Dunn
	Program Interventionist/Coach	Ms. Robin VonKeller
	Program Interventionist/Coach	Mrs. Vicki Strickland
	Program Interventionist/Coach	Mrs. Jenna Bohannon
	Program Interventionist/Coach	Dr. Gary Seaboldt
	Program Interventionist/Coach	Mrs. Mary Puszcz
	Program Interventionist/Coach	Mrs. Brittany Carter
	Program Interventionist/Coach	Mrs. Kendra Kelso
	Program Interventionist/Coach	Dr. Dianna Souder
	Program Interventionist/Coach	Mrs. Lisa West

District Requested Strategic Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:

<http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>



Not Applicable

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	

Dorchester School District Two

Needs Assessment

2023-2024

The 2023 School Report Card can be found at:

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9RCZzaWQ9MTgwMjAwMA>

K-2 Need Assessment Data

PALS

myIGDIs

KRA

DRA

CogAT

Iowa

SC Report Card On-track

Dorchester Two Spring PALS by Gender over time - Name Writing Scores

Spring Developmental Range is 5-7

Source: PALS Data File

		Namewri (group)										Number of Records Total	% of Total Number .. Total
Sheet	Std Gen	Number of Records					% of Total Number of Records along Pane (Across)						
		Null	0	1 & 2	3 & 4	5, 6, 7	Null	0	1 & 2	3 & 4	5, 6, 7		
2018	F		7	4	11	290		2%	1%	4%	93%	312	100%
	M		9	10	26	259		3%	3%	9%	85%	304	100%
2019	Null	1					100%					1	100%
	F	1	4	3	19	258	0%	1%	1%	7%	91%	285	100%
	M		14	8	25	299		4%	2%	7%	86%	346	100%
2021	f		2	5	7	177		1%	3%	4%	93%	191	100%
	m		11	12	13	195		5%	5%	6%	84%	231	100%
2022	f	1	5	3	16	267	0%	2%	1%	5%	91%	292	100%
	m		20	12	19	262		6%	4%	6%	84%	313	100%
Grand Total		3	72	57	136	2,007	0%	3%	3%	6%	88%	2,275	100%

Dorchester Two Spring PALS by Gender over time - Alphabet Upper Scores

Spring Developmental Range is 12-21

Source: PALS Data File

		Alpha Uc (group)																	
Sheet	Std Gen	Number of Records								% of Total Number of Records along Pane (Across)								Num..	% of ..
		Null	0	1-4	5 & 6	7 & 8	9, 10, 11	12-21	22 or More	Null	0	1-4	5 & 6	7 & 8	9, 10, 11	12-21	22 or More	Total	Total
2018	F		6	10	6	6	7	53	224		2%	3%	2%	2%	2%	17%	72%	312	100%
	M		4	16	13	8	17	59	187		1%	5%	4%	3%	6%	19%	62%	304	100%
2019	Null	1								100%								1	100%
	F		3	16	12	15	12	63	164		1%	6%	4%	5%	4%	22%	58%	285	100%
	M		5	17	8	11	20	58	227		1%	5%	2%	3%	6%	17%	66%	346	100%
2021	f		4	11	3	4	7	37	125		2%	6%	2%	2%	4%	19%	65%	191	100%
	m		10	23	2	10	10	51	125		4%	10%	1%	4%	4%	22%	54%	231	100%
2022	f		7	10	10	10	12	54	189		2%	3%	3%	3%	4%	18%	65%	292	100%
	m		7	22	11	14	9	55	195		2%	7%	4%	4%	3%	18%	62%	313	100%
Grand Total		1	46	125	65	78	94	430	1,436	0%	2%	5%	3%	3%	4%	19%	63%	2,275	100%

Dorchester Two Spring PALS by Gender over time- Alphabet Lower Scores

Spring Developmental Range is 9-17

Source: PALS Data File

Sheet	Std Gen	Number of Records								Alpha Lc (group)								Num..	% of ..
		Null	0	1 & 2	3 & 4	5 & 6	7 & 8	9-17	18 or More	% of Total Number of Records along Pane (Across)									
		Null	0	1 & 2	3 & 4	5 & 6	7 & 8	9-17	18 or More	Null	0	1 & 2	3 & 4	5 & 6	7 & 8	9-17	18 or More	Total	Total
2018	F	1	7	6	6	8	6	53	225	0%	2%	2%	2%	3%	2%	17%	72%	312	100%
	M		6	9	19	13	8	63	186		2%	3%	6%	4%	3%	21%	61%	304	100%
2019	Null	1								100%								1	100%
	F		6	14	15	11	13	54	172		2%	5%	5%	4%	5%	19%	60%	285	100%
	M		7	9	14	10	15	68	223		2%	3%	4%	3%	4%	20%	64%	346	100%
2021	f		8	4	6	2	4	38	129		4%	2%	3%	1%	2%	20%	68%	191	100%
	m		14	12	14	3	5	52	131		6%	5%	6%	1%	2%	23%	57%	231	100%
2022	f	11	14	7	2	8	5	42	203	4%	5%	2%	1%	3%	2%	14%	70%	292	100%
	m	2	16	15	10	10	12	39	209	1%	5%	5%	3%	3%	4%	12%	67%	313	100%
Grand Total		15	78	76	86	65	68	409	1,478	1%	3%	3%	4%	3%	3%	18%	65%	2,275	100%

Dorchester Two Spring PALS by Gender over time - Letter Sounds Scores

Spring Developmental Range is 4-8

Source: PALS Data File

Sheet	Std Gen	Number of Records						Lettersnd (group)						Nume..	% of To..
		Null	0	1, 2, 3	4-8	9-18	19 or More	Null	0	1, 2, 3	4-8	9-18	19 or More		
2018	F	2	19	25	23	72	171	1%	6%	8%	7%	23%	55%	312	100%
	M		27	27	40	90	120		9%	9%	13%	30%	39%	304	100%
2019	Null	1						100%						1	100%
	F		20	19	34	88	124		7%	7%	12%	31%	44%	285	100%
	M		29	30	45	89	153		8%	9%	13%	26%	44%	346	100%
2021	f		18	13	19	49	92		9%	7%	10%	26%	48%	191	100%
	m		31	21	23	55	101		13%	9%	10%	24%	44%	231	100%
2022	f	12	25	12	22	72	149	4%	9%	4%	8%	25%	51%	292	100%
	m	2	48	12	36	69	146	1%	15%	4%	12%	22%	47%	313	100%
Grand Total		17	217	159	242	584	1,056	1%	10%	7%	11%	26%	46%	2,275	100%

Dorchester Two Spring PALS by Gender over time - Beginning Sound Awareness Scores

Spring Developmental Range is 5-8

Source: PALS Data File

		Begsound (group)														Numb er of Re..	% of Total ..
Sheet	Std Gen	Number of Records							% of Total Number of Records along Pane (Across)								
		Null	0	1 & 2	3 & 4	5-8	9	10	Null	0	1 & 2	3 & 4	5-8	9	10	Total	Total
2018	F	2	25	12	10	57	30	176	1%	8%	4%	3%	18%	10%	56%	312	100%
	M		27	18	21	59	27	152		9%	6%	7%	19%	9%	50%	304	100%
2019	Null	1							100%							1	100%
	F	1	23	16	7	44	24	170	0%	8%	6%	2%	15%	8%	60%	285	100%
	M		42	14	22	61	26	181		12%	4%	6%	18%	8%	52%	346	100%
2021	f		17	6	11	31	14	112		9%	3%	6%	16%	7%	59%	191	100%
	m		38	12	12	42	13	114		16%	5%	5%	18%	6%	49%	231	100%
2022	f	1	18	16	17	41	26	173	0%	6%	5%	6%	14%	9%	59%	292	100%
	m		41	16	17	53	24	162		13%	5%	5%	17%	8%	52%	313	100%
Grand Total		5	231	110	117	388	184	1,240	0%	10%	5%	5%	17%	8%	55%	2,275	100%

Dorchester Two Spring PALS by Gender over time - Print and Word Awareness Scores

Spring Developmental Range is 7-9

Source: PALS Data File

		Prntword (group)														Numb r of Re..	% of Total ..
Sheet	Std Gen	Number of Records							% of Total Number of Records along Pane (Across)								
		Null	0	1 & 2	3 & 4	5 & 6	7, 8, 9	10	Null	0	1 & 2	3 & 4	5 & 6	7, 8, 9	10	Total	Total
2018	F	2	11	4	7	32	160	96	1%	4%	1%	2%	10%	51%	31%	312	100%
	M		11	5	13	38	172	65		4%	2%	4%	13%	57%	21%	304	100%
2019	Null	1							100%							1	100%
	F	1	4	1	14	31	159	75	0%	1%	0%	5%	11%	56%	26%	285	100%
	M		20	2	12	48	174	90		6%	1%	3%	14%	50%	26%	346	100%
2021	f		4	2	10	22	105	48		2%	1%	5%	12%	55%	25%	191	100%
	m		14	9	16	37	103	52		6%	4%	7%	16%	45%	23%	231	100%
2022	f		4	5	13	33	163	74		1%	2%	4%	11%	56%	25%	292	100%
	m	1	20	13	16	45	149	69	0%	6%	4%	5%	14%	48%	22%	313	100%
Grand Total		5	88	41	101	286	1,185	569	0%	4%	2%	4%	13%	52%	25%	2,275	100%

Dorchester Two Spring PALS by Gender over time - Rhyme Awareness Scores

Spring Developmental Range is 5-7

Source: PALS Data File

		Rhyme (group)															
Sheet	Std Gen	Number of Records							% of Total Number of Records along Pane (Across)							Numbe r of Re..	% of Total ..
		Null	0	1 & 2	3 & 4	5, 6, 7	8 & 9	10	Null	0	1 & 2	3 & 4	5, 6, 7	8 & 9	10		
2018	F	2	10	6	37	64	61	132	1%	3%	2%	12%	21%	20%	42%	312	100%
	M	1	12	7	46	61	67	110	0%	4%	2%	15%	20%	22%	36%	304	100%
2019	Null	1							100%							1	100%
	F	1	13	10	33	66	58	104	0%	5%	4%	12%	23%	20%	36%	285	100%
	M		24	15	53	76	61	117		7%	4%	15%	22%	18%	34%	346	100%
2021	f		8	7	25	42	36	73		4%	4%	13%	22%	19%	38%	191	100%
	m		15	14	41	54	36	71		6%	6%	18%	23%	16%	31%	231	100%
2022	f	1	4	15	42	72	59	99	0%	1%	5%	14%	25%	20%	34%	292	100%
	m	1	23	12	49	62	69	97	0%	7%	4%	16%	20%	22%	31%	313	100%
Grand Total		7	109	86	326	497	447	803	0%	5%	4%	14%	22%	20%	35%	2,275	100%

Dorchester Two Spring PALS by Gender over time - Nursery Rhyme Awareness Scores

Spring Developmental Range is 6-10

Source: PALS Data File

		Nurrhyme (group)											Number of Reco..	% of Total N..	
Sheet	Std Gen	Number of Records						% of Total Number of Records along Pane (Across)							
		Null	0	1 & 2	3 & 4	5	6-10	Null	0	1 & 2	3 & 4	5	6-10	Total	Total
2018	F	4	7	4	16	16	265	1%	2%	1%	5%	5%	85%	312	100%
	M	2	12	11	17	10	252	1%	4%	4%	6%	3%	83%	304	100%
2019	Null	1						100%						1	100%
	F	1	10	6	17	13	238	0%	4%	2%	6%	5%	84%	285	100%
	M		16	17	26	22	265		5%	5%	8%	6%	77%	346	100%
2021	f		5	6	5	15	160		3%	3%	3%	8%	84%	191	100%
	m		20	15	20	15	161		9%	6%	9%	6%	70%	231	100%
2022	f	1	5	7	24	11	244	0%	2%	2%	8%	4%	84%	292	100%
	m	1	23	16	32	25	216	0%	7%	5%	10%	8%	69%	313	100%
Grand Total		10	98	82	157	127	1,801	0%	4%	4%	7%	6%	79%	2,275	100%

School (when tested)
All

Ethnicity
All

Gender
All

Student Instructional Setting .. PIP Status
All



MyIGDIS - Literacy - Picture Naming - Count by Tier

MyIGDIS Early Literacy+ > Picture Naming > Tier					
Abbr. school	n/a	Tier II/III	Cut Range	Tier I	Grand Total
ABES	6	20	23	6	55
BHES		9	27	14	50
ENES	1	20	16	10	47
ESES		8	24	8	40
FDES	2	22	18	4	46
FES	4	15	21	6	46
JPES		12	13	9	34
KES	3	9	19	9	40
NES	5	16	11	3	35
OES		20	20	6	46
SES		13	14	11	38
SHES		12	22	5	39
SPANN	5	23	14	12	54
WHAIES		18	11	17	46
WRES		12	20	8	40
Grand Total	26	229	273	128	656

MyIGDIS - Literacy - Rhyming - Count by Tier

MyIGDIS Early Literacy+ > Rhyming > Tier					
Abbr. school	n/a	Tier II/III	Cut Range	Tier I	Grand Total
ABES	20	24	10	1	55
BHES	1	28	11	10	50
ENES	13	28	4	2	47
ESES		25	11	4	40
FDES	2	34	8	2	46
FES	6	32	5	3	46
JPES		23	7	4	34
KES	9	16	10	5	40
NES	31		4		35
OES		39	5	2	46
SES		26	6	6	38
SHES		35		4	39
SPANN	11	31	9	3	54
WHAIES		46			46
WRES		23	12	5	40
Grand Total	93	410	102	51	656

MyIGDIS - Literacy - Sound ID - Count by Tier

MyIGDIS Early Literacy+ > Sound ID > Tier					
Abbr. school	n/a	Tier II/III	Cut Range	Tier I	Grand Total
ABES	17	24	10	4	55
BHES	1	27	15	7	50
ENES	5	16	16	10	47
ESES		15	17	8	40
FDES	2	30	7	7	46
FES	6	34	3	3	46
JPES		19	9	6	34
KES	5	16	11	8	40
NES	21	7	2	5	35
OES		28	11	7	46
SES		20	5	13	38
SHES		25	10	4	39
SPANN	5	25	21	3	54
WHAIES		12	25	9	46
WRES		18	18	4	40
Grand Total	62	316	180	98	656

MyIGDIS - Literacy - WODB - Count by Tier

MyIGDIS Early Literacy+ > Which One Doesn't Belong > Tier					
Abbr. school	n/a	Tier II/III	Cut Range	Tier I	Grand Total
ABES	16	24	6	9	55
BHES	1	24	16	9	50
ENES	5	27	6	9	47
ESES		20	13	7	40
FDES	8	29	7	2	46
FES	6	29	9	2	46
JPES		20	7	7	34
KES	12	9	10	9	40
NES	27	5	2	1	35
OES		30	10	6	46
SES		26	6	6	38
SHES		30	4	5	39
SPANN	8	26	15	5	54
WHAIES		30	10	6	46
WRES	1	10	16	13	40
Grand Total	84	339	137	96	656

KRA - "Overall Score" Performance Levels

Year: 2019, 2020, 2021 and 2 more; School Name:All; Gender: All; Race All; Instructional Setting: All; ML
Status: All; Prior Care: All

Year	Emerging	Approaching	Demonstrating	Grand Total
2019	347	679	874	1,900
2020	495	660	384	1,539
2021	422	636	581	1,639
2022	361	705	732	1,798
2023	415	624	719	1,758
2019	18%	36%	46%	100%
2020	32%	43%	25%	100%
2021	26%	39%	35%	100%
2022	20%	39%	41%	100%
2023	24%	35%	41%	100%

KRA - DISTRICT "Overall Scores" Performance Levels by IEP

Source: KRA Data File

Year: 2019, 2020, 2021 and 2 more; School Name:All; Gender: All; Race All;

Instructional Setting: All; ML Status: All; Prior Care: All

Year	IEP	Perf. Level	% of Total Numb..	Number of Recor..
2019	No	Emerging		
		Approaching		
		Demonstrating		
		Total		
	Total			
2020	No	Emerging		
		Approaching		
		Demonstrating		
		Total		
	Yes	Emerging		
		Approaching		
		Demonstrating		
		Total		
	Total			
2021	No	Emerging		
		Approaching		
		Demonstrating		
		Total		
	Yes	Emerging		
		Approaching		
		Demonstrating		
		Total		
	Total			
2022	No	Emerging		
		Approaching		
		Demonstrating		
		Total		
	Yes	Emerging		
		Approaching		
		Demonstrating		
		Total		
	Total			
2023	No	Emerging		
		Approaching		
		Demonstrating		
		Total		
	Yes	Emerging		
		Approaching		
		Demonstrating		
		Total		
	Total			
Grand Total				

KRA - DISTRICT "Overall Scores" Performance Levels by Race/Ethnicity

Source: KRA Data File

Year: 2019, 2020, 2021 and 2 more; School Name:All; Gender: All; Race All; Instructional Setting: All; ML Status: All; Prior Care: All

Race/Ethnicity	Perf. Level	2019		2020		2021		2022		2023		Grand Total	
		% of Total Number of R..	Number of Records	% of Total Number of R..	Number of Records	% of Total Number of R..	Number of Records	% of Total Number of R..	Number of Records	% of Total Number of R..	Number of Records	% of Total Number of R..	Number of Records
American	Emerging	50%	4	50%	4					33%	1	38%	9
Indian/Alaska	Approaching	13%	1	50%	4	33%	1			67%	2	33%	8
Native	Demonstrating	38%	3			67%	2	100%	2			29%	7
	Total	100%	8	100%	8	100%	3	100%	2	100%	3	100%	24
Asian	Emerging	18%	7	37%	13	32%	6	23%	7	16%	5	25%	38
	Approaching	39%	15	43%	15	21%	4	43%	13	32%	10	37%	57
	Demonstrating	42%	16	20%	7	47%	9	33%	10	52%	16	38%	58
	Total	100%	38	100%	35	100%	19	100%	30	100%	31	100%	153
Black/African	Emerging	26%	125	47%	185	34%	157	26%	123	31%	143	32%	733
American	Approaching	36%	178	39%	155	40%	187	43%	204	39%	181	39%	905
	Demonstrating	38%	187	14%	55	26%	120	32%	153	30%	140	29%	655
	Total	100%	490	100%	395	100%	464	100%	480	100%	464	100%	2,293
Latino/Hispanic	Emerging	29%	26	50%	34	40%	73	30%	74	35%	90	35%	297
	Approaching	38%	35	41%	28	39%	71	38%	95	34%	87	37%	316
	Demonstrating	33%	30	9%	6	20%	37	32%	81	31%	78	27%	232
	Total	100%	91	100%	68	100%	181	100%	250	100%	255	100%	845
Native	Emerging	33%	2	75%	3	50%	1					46%	6
Hawaiian/Pacific	Approaching	50%	3	25%	1			100%	1			38%	5
Islander	Demonstrating	17%	1			50%	1					15%	2
	Total	100%	6	100%	4	100%	2	100%	1			100%	13
Two or More	Emerging	19%	24	34%	53	25%	41	18%	27	21%	37	24%	182
	Approaching	33%	41	44%	69	39%	65	41%	60	33%	57	38%	292
	Demonstrating	48%	60	23%	36	36%	60	41%	61	46%	81	39%	298
	Total	100%	125	100%	158	100%	166	100%	148	100%	175	100%	772
White	Emerging	14%	158	23%	199	18%	142	15%	130	17%	139	17%	768
	Approaching	36%	406	44%	384	38%	307	37%	332	35%	287	38%	1,716
	Demonstrating	51%	577	32%	280	44%	352	48%	425	49%	404	45%	2,038
	Total	100%	1,141	100%	863	100%	801	100%	887	100%	830	100%	4,522
Grand Total		100%	1,900	100%	1,539	100%	1,639	100%	1,798	100%	1,758	100%	8,634

Dorchester Two DRA 2021-2022 - 4th Quarter
Kindergarten by School
Meeting & Exceeding combined

(Q4 - K DRA Grouping: Exceeding = 6+, Meeting = 4, Approaches = 3, Does Not Meet = 2 or below)

DRA-2 (DDTwo) School (when tested)1	DRA-2 (DDTwo) Grade Level (when tested)1	Count of DRA2-DDTWO Test Scores- Tableau			Q4 - K Group M&E % of Total Count of DRA2-DDTWO Test Scores- Tableau along Pane (Across)			Count of DRA2-DDT..	% of Total Count of DR..
		Does Not Meet Expectation	Approaches Expectation	Meeting & Exceeding Expectation	Does Not Meet Expectation	Approaches Expectation	Meeting & Exceeding Expectation	Total	Total
Alston-Bailey Elementar..	Grade 00	15	32	53	15.00%	32.00%	53.00%	100	100.00%
Beech Hill Elementary Sc..	Grade 00	28	29	89	19.18%	19.86%	60.96%	146	100.00%
Eagle Nest Elementary S..	Grade 00	12	18	69	12.12%	18.18%	69.70%	99	100.00%
Eugene Sires Elementary..	Grade 00	15	36	69	12.50%	30.00%	57.50%	120	100.00%
Flowertown Elementary ..	Grade 00	32	13	72	27.35%	11.11%	61.54%	117	100.00%
Fort Dorchester Element..	Grade 00	21	19	92	15.91%	14.39%	69.70%	132	100.00%
Joseph Pye Elementary S..	Grade 00	17	36	87	12.14%	25.71%	62.14%	140	100.00%
Knightsville Elementary ..	Grade 00	11	13	74	11.22%	13.27%	75.51%	98	100.00%
Newington Elementary S..	Grade 00	29	27	72	22.66%	21.09%	56.25%	128	100.00%
Oakbrook Elementary Sc..	Grade 00	9	12	59	11.25%	15.00%	73.75%	80	100.00%
Sand Hill Elementary Sch..	Grade 00	9	25	104	6.52%	18.12%	75.36%	138	100.00%
Spann Elementary School	Grade 00	6	18	48	8.33%	25.00%	66.67%	72	100.00%
Summerville Elementary ..	Grade 00	12	15	46	16.44%	20.55%	63.01%	73	100.00%
William Reeves Element..	Grade 00	10	41	70	8.26%	33.88%	57.85%	121	100.00%
Windsor Hill Elementary ..	Grade 00	23	17	47	26.44%	19.54%	54.02%	87	100.00%
Grand Total		249	351	1,051	15.08%	21.26%	63.66%	1,651	100.00%

Dorchester Two DRA 2021-2022 - 4th Quarter

First Grade by School

Meeting & Exceeding combined

(Q4 - 1st Grade DRA Grouping: Exceeding = 20+, Meeting = 18, Approaches = 16/14, Does Not Meet = 12 or below)

DRA-2 (DDTwo) School (when tested)1	DRA-2 (DDTwo) Grade Level (when tested)1	Count of DRA2-DDTWO Test Scores- Tableau			Q4 - 1st Group M&E % of Total Count of DRA2-DDTWO Test Scores- Tableau along Pane (Across)			Count of DRA2-DDT..	% of Total Count of D..
		Does Not Meet Expectation	Approaches Expectation	Meeting & Exceeding Expectation	Does Not Meet Expectation	Approaches Expectation	Meeting & Exceeding Expectation	Total	Total
Alston-Bailey Elementar..	Grade 01	22	18	74	19.30%	15.79%	64.91%	114	100.00%
Beech Hill Elementary Sc..	Grade 01	30	34	106	17.65%	20.00%	62.35%	170	100.00%
Eagle Nest Elementary S..	Grade 01	50	17	56	40.65%	13.82%	45.53%	123	100.00%
Eugene Sires Elementary..	Grade 01	39	25	74	28.26%	18.12%	53.62%	138	100.00%
Flowertown Elementary ..	Grade 01	39	22	68	30.23%	17.05%	52.71%	129	100.00%
Fort Dorchester Element..	Grade 01	21	20	77	17.80%	16.95%	65.25%	118	100.00%
Joseph Pye Elementary S..	Grade 01	25	21	84	19.23%	16.15%	64.62%	130	100.00%
Knightsville Elementary ..	Grade 01	33	15	59	30.84%	14.02%	55.14%	107	100.00%
Newington Elementary S..	Grade 01	30	14	62	28.30%	13.21%	58.49%	106	100.00%
Oakbrook Elementary Sc..	Grade 01	17	19	45	20.99%	23.46%	55.56%	81	100.00%
Sand Hill Elementary Sch..	Grade 01	43	20	92	27.74%	12.90%	59.35%	155	100.00%
Spann Elementary School	Grade 01	37	16	52	35.24%	15.24%	49.52%	105	100.00%
Summerville Elementary ..	Grade 01	33	9	46	37.50%	10.23%	52.27%	88	100.00%
William Reeves Element..	Grade 01	25	18	98	17.73%	12.77%	69.50%	141	100.00%
Windsor Hill Elementary ..	Grade 01	46	21	41	42.59%	19.44%	37.96%	108	100.00%
Grand Total		490	289	1,034	27.03%	15.94%	57.03%	1,813	100.00%

Dorchester Two DRA 2021-2022 - 4th Quarter
Second Grade by School

(Q4 - 2nd Grade DRA Grouping: Exceeding = 30+, Meeting = 28 F & NF, Approaches = 28 F or NF, Does Not Meet = 24 or below)

DRA-2 (DDTwo) School (when tested)1	DRA-2 (DDTwo) Grade Level (when tested)1	Count of DRA2-DDTWO Test Scores- Tableau			Q4 - 2nd Group M&E % of Total Count of DRA2-DDTWO Test Scores- Tableau along Pane (Across)			Count of DRA2-DDTW..	% of Total Count of DR..
		Does Not Meet Expectation	Approaches Expectation	Meeting & Exceeding Expectation	Does Not Meet Expectation	Approaches Expectation	Meeting & Exceeding Expectation	Total	Total
Alston-Bailey Elementar..	Grade 02	27	7	74	25.00%	6.48%	68.52%	108	100.00%
Beech Hill Elementary Sc..	Grade 02	36	32	78	24.66%	21.92%	53.42%	146	100.00%
Eagle Nest Elementary S..	Grade 02	46	8	50	44.23%	7.69%	48.08%	104	100.00%
Eugene Sires Elementary..	Grade 02	28	22	71	23.14%	18.18%	58.68%	121	100.00%
Flowertown Elementary ..	Grade 02	31	7	76	27.19%	6.14%	66.67%	114	100.00%
Fort Dorchester Element..	Grade 02	29	9	99	21.17%	6.57%	72.26%	137	100.00%
Joseph Pye Elementary S..	Grade 02	60	36	47	41.96%	25.17%	32.87%	143	100.00%
Knightsville Elementary ..	Grade 02	32	8	59	32.32%	8.08%	59.60%	99	100.00%
Newington Elementary S..	Grade 02	31	7	67	29.52%	6.67%	63.81%	105	100.00%
Oakbrook Elementary Sc..	Grade 02	41	15	30	47.67%	17.44%	34.88%	86	100.00%
Sand Hill Elementary Sch..	Grade 02	56	13	77	38.36%	8.90%	52.74%	146	100.00%
Spann Elementary School	Grade 02	37	3	52	40.22%	3.26%	56.52%	92	100.00%
Summerville Elementary ..	Grade 02	19	6	53	24.36%	7.69%	67.95%	78	100.00%
William Reeves Element..	Grade 02	36	17	83	26.47%	12.50%	61.03%	136	100.00%
Windsor Hill Elementary ..	Grade 02	36	16	57	33.03%	14.68%	52.29%	109	100.00%
Grand Total		545	206	973	31.61%	11.95%	56.44%	1,724	100.00%

Dorchester Two DRA 2022-2023 - 4th Quarter
Kindergarten by School
Meeting & Exceeding combined

(Q4 - K DRA Grouping: Exceeding = 6+, Meeting = 4, Approaches = 3, Does Not Meet = 2 or below)

DRA-2 (DDTwo) School (when tested)1	DRA-2 (DDTwo) Grade Level (when tested)1	Count of DRA2-DDTWO Test Scores- Tableau1			Q4 - K Group M&E % of Total Count of DRA2-DDTWO Test Scores- Tableau1 along Pane (Across)			Count of DRA2-DDT..	% of Total Count of DR..
		Does Not Meet Expectation	Approaches Expectation	Meeting & Exceeding Expectation	Does Not Meet Expectation	Approaches Expectation	Meeting & Exceeding Expectation		
Alston-Bailey Elementar..	Grade 00	18	16	64	18.37%	16.33%	65.31%	98	100.00%
Beech Hill Elementary Sc..	Grade 00	24	53	119	12.24%	27.04%	60.71%	196	100.00%
Eagle Nest Elementary S..	Grade 00	9	27	60	9.38%	28.12%	62.50%	96	100.00%
Eugene Sires Elementary..	Grade 00	6	32	102	4.29%	22.86%	72.86%	140	100.00%
Flowertown Elementary ..	Grade 00	34	33	93	21.25%	20.62%	58.13%	160	100.00%
Fort Dorchester Element..	Grade 00	14	15	103	10.61%	11.36%	78.03%	132	100.00%
Joseph Pye Elementary S..	Grade 00	12	20	92	9.68%	16.13%	74.19%	124	100.00%
Knightsville Elementary ..	Grade 00	4	19	72	4.21%	20.00%	75.79%	95	100.00%
Newington Elementary S..	Grade 00	16	29	65	14.55%	26.36%	59.09%	110	100.00%
Oakbrook Elementary Sc..	Grade 00	13	14	65	14.13%	15.22%	70.65%	92	100.00%
Sand Hill Elementary Sch..	Grade 00	11	32	148	5.76%	16.75%	77.49%	191	100.00%
Spann Elementary School	Grade 00	8	29	34	11.27%	40.85%	47.89%	71	100.00%
Summerville Elementary ..	Grade 00	11	9	43	17.46%	14.29%	68.25%	63	100.00%
William Reeves Element..	Grade 00	15	23	102	10.71%	16.43%	72.86%	140	100.00%
Windsor Hill Elementary ..	Grade 00	23	22	56	22.77%	21.78%	55.45%	101	100.00%
Grand Total		218	373	1,218	12.05%	20.62%	67.33%	1,809	100.00%

Dorchester Two DRA 2022-2023 - 4th Quarter

First Grade by School

Meeting & Exceeding combined

(Q4 - 1st Grade DRA Grouping: Exceeding = 20+, Meeting = 18, Approaches = 16/14, Does Not Meet = 12 or below)

DRA-2 (DDTwo) School (when tested)1	DRA-2 (DDTwo) Grade Level (when tested)1	Q4 - 1st Group M&E							
		Count of DRA2-DDTWO Test Scores- Tableau1			% of Total Count of DRA2-DDTWO Test Scores- Tableau1 along Pane (Across)			Count of DRA2-DDT..	% of Total Count of D..
		Does Not Meet Expectation	Approaches Expectation	Meeting & Exceeding Expectation	Does Not Meet Expectation	Approaches Expectation	Meeting & Exceeding Expectation	Total	Total
Alston-Bailey Elementar..	Grade 01	32	20	50	31.37%	19.61%	49.02%	102	100.00%
Beech Hill Elementary Sc..	Grade 01	42	43	89	24.14%	24.71%	51.15%	174	100.00%
Eagle Nest Elementary S..	Grade 01	45	10	50	42.86%	9.52%	47.62%	105	100.00%
Eugene Sires Elementary..	Grade 01	34	15	81	26.15%	11.54%	62.31%	130	100.00%
Flowertown Elementary ..	Grade 01	43	11	74	33.59%	8.59%	57.81%	128	100.00%
Fort Dorchester Element..	Grade 01	28	24	103	18.06%	15.48%	66.45%	155	100.00%
Joseph Pye Elementary S..	Grade 01	36	21	80	26.28%	15.33%	58.39%	137	100.00%
Knightsville Elementary ..	Grade 01	29	15	66	26.36%	13.64%	60.00%	110	100.00%
Newington Elementary S..	Grade 01	51	21	64	37.50%	15.44%	47.06%	136	100.00%
Oakbrook Elementary Sc..	Grade 01	16	25	55	16.67%	26.04%	57.29%	96	100.00%
Sand Hill Elementary Sch..	Grade 01	19	35	103	12.10%	22.29%	65.61%	157	100.00%
Spann Elementary School	Grade 01	28	10	46	33.33%	11.90%	54.76%	84	100.00%
Summerville Elementary ..	Grade 01	24	6	58	27.27%	6.82%	65.91%	88	100.00%
William Reeves Element..	Grade 01	23	20	105	15.54%	13.51%	70.95%	148	100.00%
Windsor Hill Elementary ..	Grade 01	33	11	41	38.82%	12.94%	48.24%	85	100.00%
Grand Total		483	287	1,065	26.32%	15.64%	58.04%	1,835	100.00%

Dorchester Two DRA 2022-2023 - 4th Quarter
Second Grade by School

(Q4 - 2nd Grade DRA Grouping: Exceeding = 30+, Meeting = 28 F & NF, Approaches = 28 F or NF, Does Not Meet = 24 or below)

DRA-2 (DDTwo) School (when tested)1	DRA-2 (DDTwo) Grade Level (when tested)1	Count of DRA2-DDTWO Test Scores- Tableau1			Q4 - 2nd Group M&E % of Total Count of DRA2-DDTWO Test Scores- Tableau1 along Pane (Across)			Count of DRA2-DDTW..	% of Total Count of DR..
		Does Not Meet Expectation	Approaches Expectation	Meeting & Exceeding Expectation	Does Not Meet Expectation	Approaches Expectation	Meeting & Exceeding Expectation	Total	Total
Alston-Bailey Elementar..	Grade 02	38	17	55	34.55%	15.45%	50.00%	110	100.00%
Beech Hill Elementary Sc..	Grade 02	54	22	120	27.55%	11.22%	61.22%	196	100.00%
Eagle Nest Elementary S..	Grade 02	44	11	55	40.00%	10.00%	50.00%	110	100.00%
Eugene Sires Elementary..	Grade 02	36	19	90	24.83%	13.10%	62.07%	145	100.00%
Flowertown Elementary ..	Grade 02	39	7	74	32.50%	5.83%	61.67%	120	100.00%
Fort Dorchester Element..	Grade 02	27	6	92	21.60%	4.80%	73.60%	125	100.00%
Joseph Pye Elementary S..	Grade 02	46	14	71	35.11%	10.69%	54.20%	131	100.00%
Knightsville Elementary ..	Grade 02	42	12	41	44.21%	12.63%	43.16%	95	100.00%
Newington Elementary S..	Grade 02	33	6	75	28.95%	5.26%	65.79%	114	100.00%
Oakbrook Elementary Sc..	Grade 02	36	9	44	40.45%	10.11%	49.44%	89	100.00%
Sand Hill Elementary Sch..	Grade 02	64	10	104	35.96%	5.62%	58.43%	178	100.00%
Spann Elementary School	Grade 02	35	13	50	35.71%	13.27%	51.02%	98	100.00%
Summerville Elementary ..	Grade 02	31	11	48	34.44%	12.22%	53.33%	90	100.00%
William Reeves Element..	Grade 02	35	19	84	25.36%	13.77%	60.87%	138	100.00%
Windsor Hill Elementary ..	Grade 02	54	8	45	50.47%	7.48%	42.06%	107	100.00%
Grand Total		614	184	1,048	33.26%	9.97%	56.77%	1,846	100.00%

CogAT (Universal Scale Score)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015*		2015-2016	
WHES	161.4	WHES	158.9	WHAIES	161.2	OES	162.3	WHAIES	160.8	WHAIES	161.7	WHAIES	170.8	WHAIES	172.5
KES	162.4	SPANN	163.3	SPANN	163.4	ENES	163.1	ENES	161.8	SES	161.7	ENES	174.9	KES	173.9
ENES	162.5	ENES	163.7	OES	165.3	WHAIES	163.9	JPES	163.1	OES	164.1	SES	175.1	ENES	174.4
NES	162.9	KES	164.4	SES	165.4	NES	165.3	OES	164.4	ENES	164.2	NES	175.3	WRES	174.7
WRES	165.6	OES	164.9	KES	165.8	JPES	165.8	NES	165.4	NES	164.6	OES	175.7	SPANN	175.0
FES	166.7	WRES	165.9	ENES	166.4	SPANN	166.4	FES	165.6	SPANN	165.8	FES	176.1	OES	175.7
SPANN	168.0	FES	166.2	WRES	167.1	WRES	167.6	SPANN	165.8	JPES	165.9	FDES	176.4	BHES	176.7
OES	168.0	SES	168.0	FES	168.0	SES	168.1	WRES	167.7	KES	166.0	KES	176.7	JPES	176.9
SES	171.1	NES	168.5	NES	168.9	KES	168.2	KES	169.2	WRES	166.3	JPES	177.7	SES	177.0
FDES	171.9	BHES	170.0	FDES	170.0	FES	169.8	SES	170.6	BHES	168.4	SPANN	177.8	NES	177.6
BHES	175.0	FDES	171.3	BHES	172.5	BHES	171.9	FDES	171.0	FES	169.1	WRES	178.7	FES	177.7
						FDES	172.0	BHES	172.6	FDES	170.0	BHES	181.5	FDES	180.6
DDTwo	167.2	DDTwo	166.1	DDTwo	167.1	DDTwo	167.4	DDTwo	167.2	DDTwo	166.1	DDTwo	176.6	DDTwo	176.0
2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022 - 2023		2023 - 2024	
OES	173.2	ENES	170.7	ENES	171.4	WHAIES	169.8	WHAIES	170.8	WHAIES	170.1	NES	168.9	ABES	166.7
WHAIES	173.8	ABES	173.0	WHAIES	171.4	ABES	173.1	ENES	170.9	ABES	172.6	ABES	169.1	OES	169.2
KES	174.2	WHAIES	173.1	FES	172.3	ENES	173.3	ABES	171.6	NES	173.8	ENES	169.9	FES	169.5
ENES	174.9	NES	173.6	SPANN	173.7	KES	174.0	OES	172.4	FES	173.9	KES	170.0	ENES	170.6
ABES	175.1	SPANN	174.7	ABES	174.0	SPANN	176.1	NES	172.8	OES	174.6	WHAIES	170.5	SPANN	171.0
NES	175.7	FES	175.8	OES	174.9	FES	176.7	ESES	173.0	SPANN	174.9	OES	172.6	ESES	171.6
ESES	176.7	KES	176.6	KES	175.8	OES	177.1	SPANN	173.0	ESES	175.3	FES	172.8	WHAIES	171.7
SPANN	176.8	ESES	176.7	WRES	176.0	ESES	177.5	WRES	173.5	WRES	176.8	ESES	173.3	KES	173.6
JPES	177.4	WRES	177.4	NES	176.6	NES	177.7	KES	174.2	JPES	177.2	JPES	173.4	JPES	174.2
WRES	178.0	OES	177.6	ESES	177.1	JPES	178.1	FES	174.3	ENES	177.3	SHES	173.7	NES	174.5
FES	178.5	SES	178.0	FDES	177.1	WRES	179.1	JPES	175.3	KES	177.3	SPANN	175.6	SHES	174.7
SES	178.7	JPES	178.3	JPES	178.0	BHES	179.2	SES	176.0	SHES	178.0	FDES	176.0	WRES	175.6
SHES	179.0	SHES	178.5	SHES	178.0	FDES	181.6	SHES	176.4	FDES	178.3	SES	177.3	BHES	176.0
BHES	179.9	FDES	179.4	SES	181.2	SES	181.7	FDES	178.3	SES	179.1	BHES	180.3	FDES	176.2
FDES	182.7	BHES	182.2	BHES	182.7	SHES	186.4	BHES	179.1	BHES	182.2	WRES	181.3	SES	177.7
DDTwo	177.1	DDTwo	176.4	DDTwo	176.0	DDTwo	176.9	DDTwo	174.2	DDTwo	176.3	DDTwo	174.0	DDTwo	173.3

*Structure of CogAT test changed in 2014-2015 school year

Average Age Percentile Rank - Composite (V+Q+N) All Students

Year: 2019-2020, 2020-2021, 2021-2022 and 2 more
School: All Ethnicity: All Gender: All English Prof: All
PIP: All Instr Setting: All

Year	Avg. Composite (APR)	Count of Union
2019-2020	49.94	1,827
2020-2021	47.34	1,673
2021-2022	50.41	1,756
2022-2023	45.75	1,826
2023-2024	44.45	1,854

The logo for CogAT, featuring the word "CogAT" in a stylized blue font with a registered trademark symbol (®) to the upper right.

The Cognitive Abilities Test™

CogAT[®]

The Cognitive Abilities Test[™]

Average Age Percentile Rank - Composite (V+Q+N) by Ethnicity/Race

Year: 2019-2020, 2020-2021, 2021-2022 and 2 more School: All
Ethnicity: All Gender: All English Prof: All PIP: All Instr Setting:
All

Year	Ethnicity	Avg. Composite (APR)	Count of Union
2019-2020	2 or More	47.96	105
	all others	60.66	48
	Black or African American	35.14	493
	Hispanic/Latino	44.21	182
	White	58.34	999
	Total	49.94	1,827
2020-2021	2 or More	51.74	98
	all others	51.25	44
	Black or African American	32.85	467
	Hispanic/Latino	40.29	175
	White	55.64	889
	Total	47.34	1,673
2021-2022	2 or More	48.60	140
	all others	58.62	34
	Black or African American	37.32	475
	Hispanic/Latino	47.73	188
	White	57.72	919
	Total	50.41	1,756
2022-2023	2 or More	46.23	158
	all others	56.35	45
	Black or African American	31.42	471
	Hispanic/Latino	41.37	229
	White	53.44	923
	Total	45.75	1,826
2023-2024	2 or More	45.62	164
	all others	47.55	40
	Black or African American	30.56	503
	Hispanic/Latino	40.73	220
	White	52.25	927
	Total	44.45	1,854

CogAT[®]

The Cognitive Abilities Test[™]

Average Age Percentile Rank - Composite (V+Q+N) by Instructional Setting

Year: 2019-2020, 2020-2021, 2021-2022 and
2 more School: All Ethnicity: All Gender: All
English Prof: All PIP: All Instr Setting: All

Year	Instructional Setting	Avg. Composite (APR)	Count of Union
2019-2020	504 Plan	50.81	61
	IEP	27.82	217
	Reg Ed, was SE	44.36	11
	Regular Ed	53.18	1,538
	Total	49.94	1,827
2020-2021	504 Plan	49.11	47
	IEP	28.74	226
	Reg Ed, was SE	55.78	9
	Regular Ed	50.22	1,391
	Total	47.34	1,673
2021-2022	504 Plan	47.36	28
	IEP	29.60	263
	Reg Ed, was SE	61.42	13
	Regular Ed	54.12	1,452
	Total	50.41	1,756
2022-2023	504 Plan	41.14	23
	IEP	30.74	258
	Reg Ed, was SE	62.77	14
	Regular Ed	48.12	1,531
	Total	45.75	1,826
2023-2024	504 Plan	50.86	40
	IEP	28.53	263
	Reg Ed, was SE	44.65	17
	Regular Ed	46.91	1,534
	Total	44.45	1,854

CogAT[®]

The Cognitive Abilities Test[™]

Average Age Percentile Rank - Composite (V+Q+N) by PIP Status

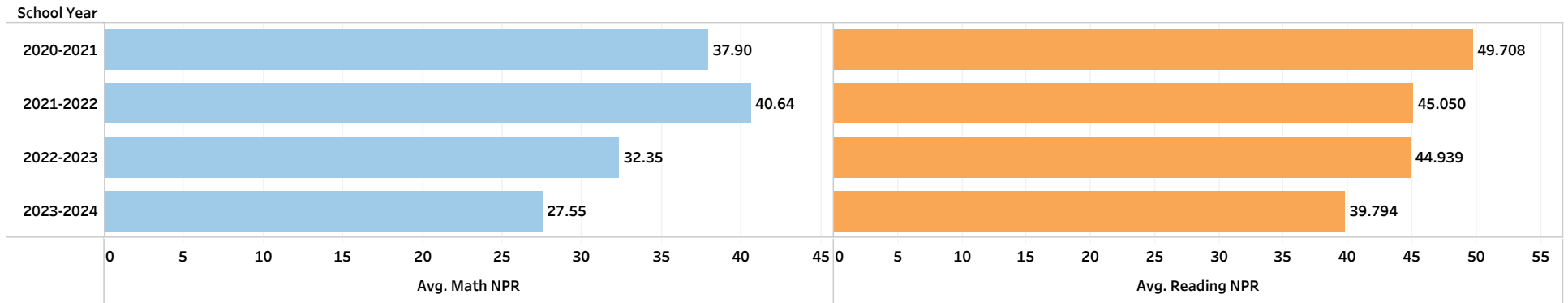
Year: 2019-2020, 2020-2021, 2021-2022
and 2 more School: All Ethnicity: All
Gender: All English Prof: All PIP: All
Instr Setting: All

Year	PIP Status	Avg. Composite (APR)	Count of Union
2019-2020	No	59.89	877
	Yes	40.91	950
	Total	49.94	1,827
2020-2021	No	56.11	762
	Yes	39.90	911
	Total	47.34	1,673
2021-2022	No	59.60	787
	Yes	42.91	969
	Total	50.41	1,756
2022-2023	No	54.54	812
	Yes	38.59	1,014
	Total	45.75	1,826
2023-2024	No	54.06	851
	Yes	36.11	1,003
	Total	44.45	1,854

Average National Percentile Rank

Year: 2020-2021, 2021-2022, 2022-2023 and 1 more School: All Ethnicity: All Gender: All English Prof: All PIP: All Instr Setting: All

[Each student earns a national percentile rank based on a Standard Score - This report shows the average of all earned National Percentile Ranks - This information differs from the Iowa Report produced by Riverside and OAA which shows the National Percent Rank of the Average Standard Score]



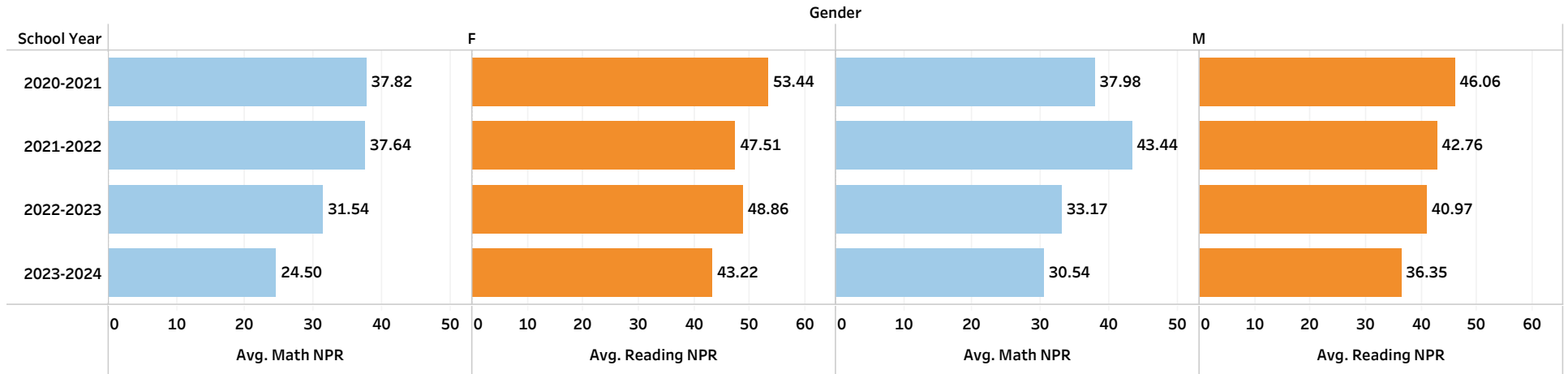
CogAT®

The Cognitive Abilities Test™

Average National Percentile Rank - Gender

Year: 2020-2021, 2021-2022, 2022-2023 and 1 more School: All Ethnicity: All Gender: All English Prof: All PIP: All Instr Setting: All

[Each student earns a national percentile rank based on a Standard Score - This report shows the average of all earned National Percentile Ranks - This information differs from the Iowa Report produced by Riverside and OAA which shows the National Percent Rank of the Average Standard Score]



CogAT®

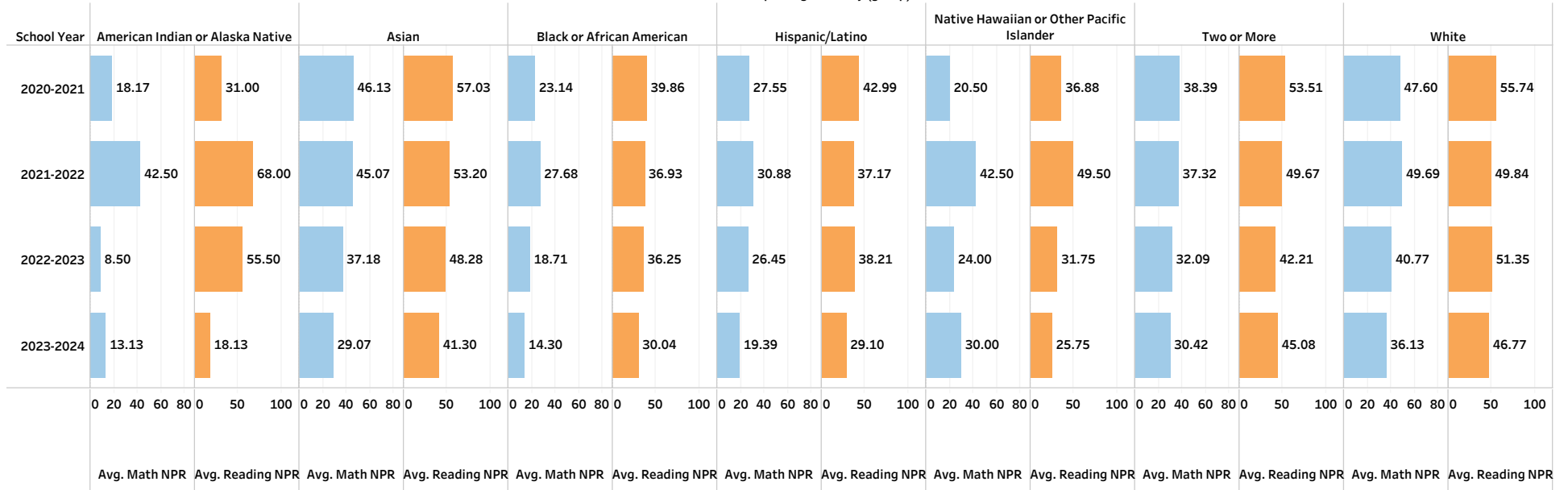
The Cognitive Abilities Test™

Average National Percentile Rank - Race

Year: 2020-2021, 2021-2022, 2022-2023 and 1 more School: All Ethnicity: All Gender: All English Prof: All PIP: All Instr Setting: All

[Each student earns a national percentile rank based on a Standard Score - This report shows the average of all earned National Percentile Ranks - This information differs from the Iowa Report produced by Riverside and OAA which shows the National Percent Rank of the Average Standard Score]

SC Reporting Ethnicity (group)



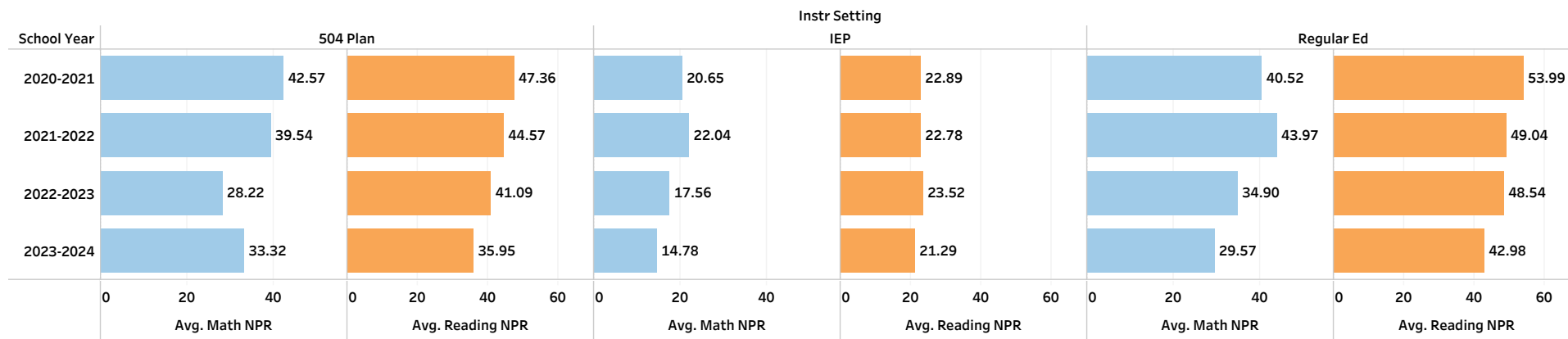
CogAT®

The Cognitive Abilities Test™

Average National Percentile Rank - Instructional Setting

Year: 2020-2021, 2021-2022, 2022-2023 and 1 more School: All Ethnicity: All Gender: All English Prof: All PIP: All Instr Setting: All

[Each student earns a national percentile rank based on a Standard Score - This report shows the average of all earned National Percentile Ranks - This information differs from the Iowa Report produced by Riverside and OAA which shows the National Percent Rank of the Average Standard Score]



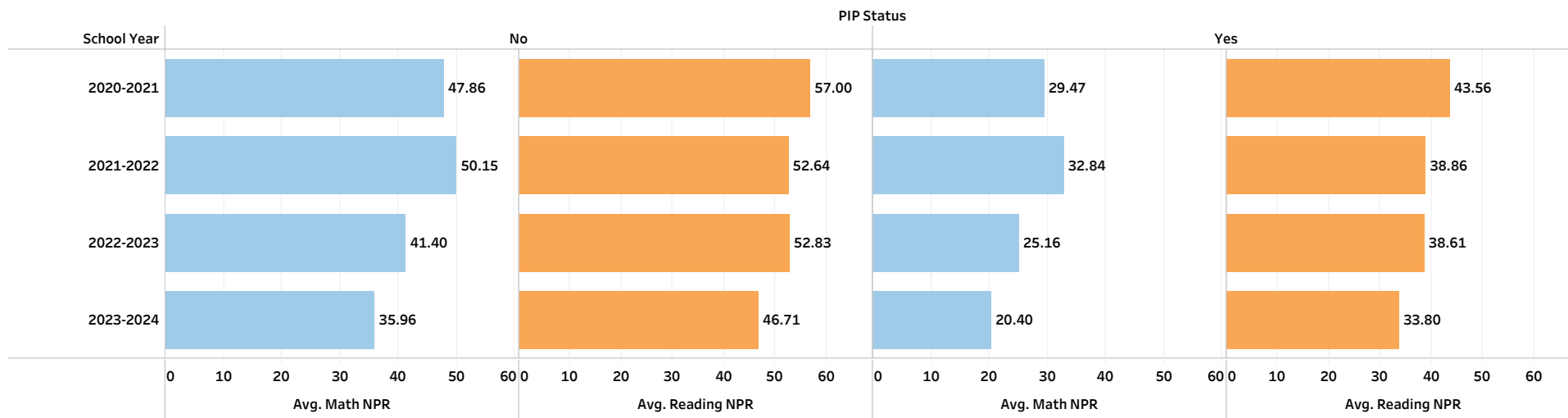
CogAT®

The Cognitive Abilities Test™

Average National Percentile Rank - PIP

Year: 2020-2021, 2021-2022, 2022-2023 and 1 more School: All Ethnicity: All Gender: All English Prof: All PIP: All Instr Setting: All

[Each student earns a national percentile rank based on a Standard Score - This report shows the average of all earned National Percentile Ranks - This information differs from the Iowa Report produced by Riverside and OAA which shows the National Percent Rank of the Average Standard Score]



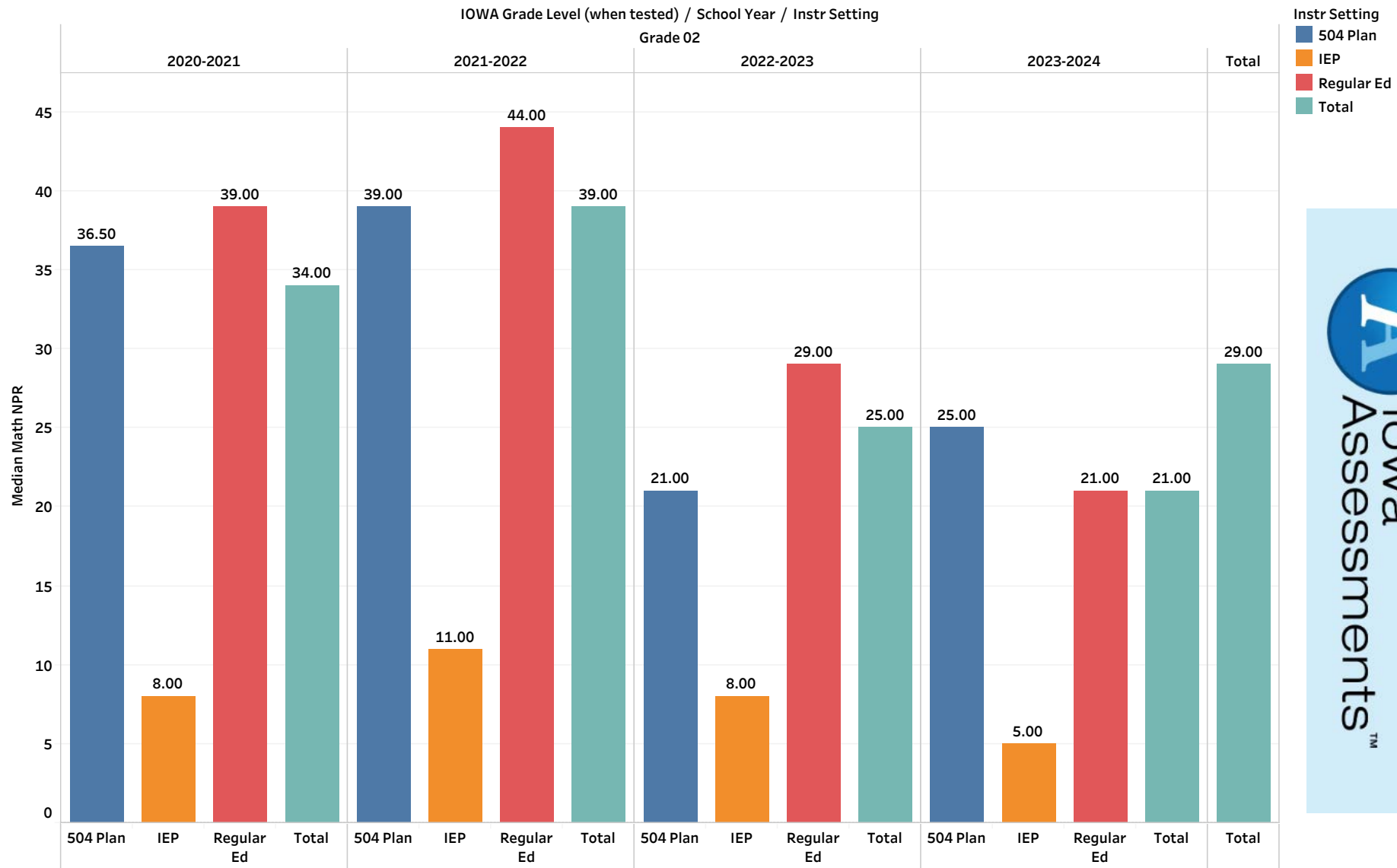
CogAT®

The Cognitive Abilities Test™

The Median National Percentile Rank - MATH

Year: 2020-2021, 2021-2022, 2022-2023 and 1 more School: All Ethnicity: All Gender: All English Prof: All PIP: All Instr Setting: All

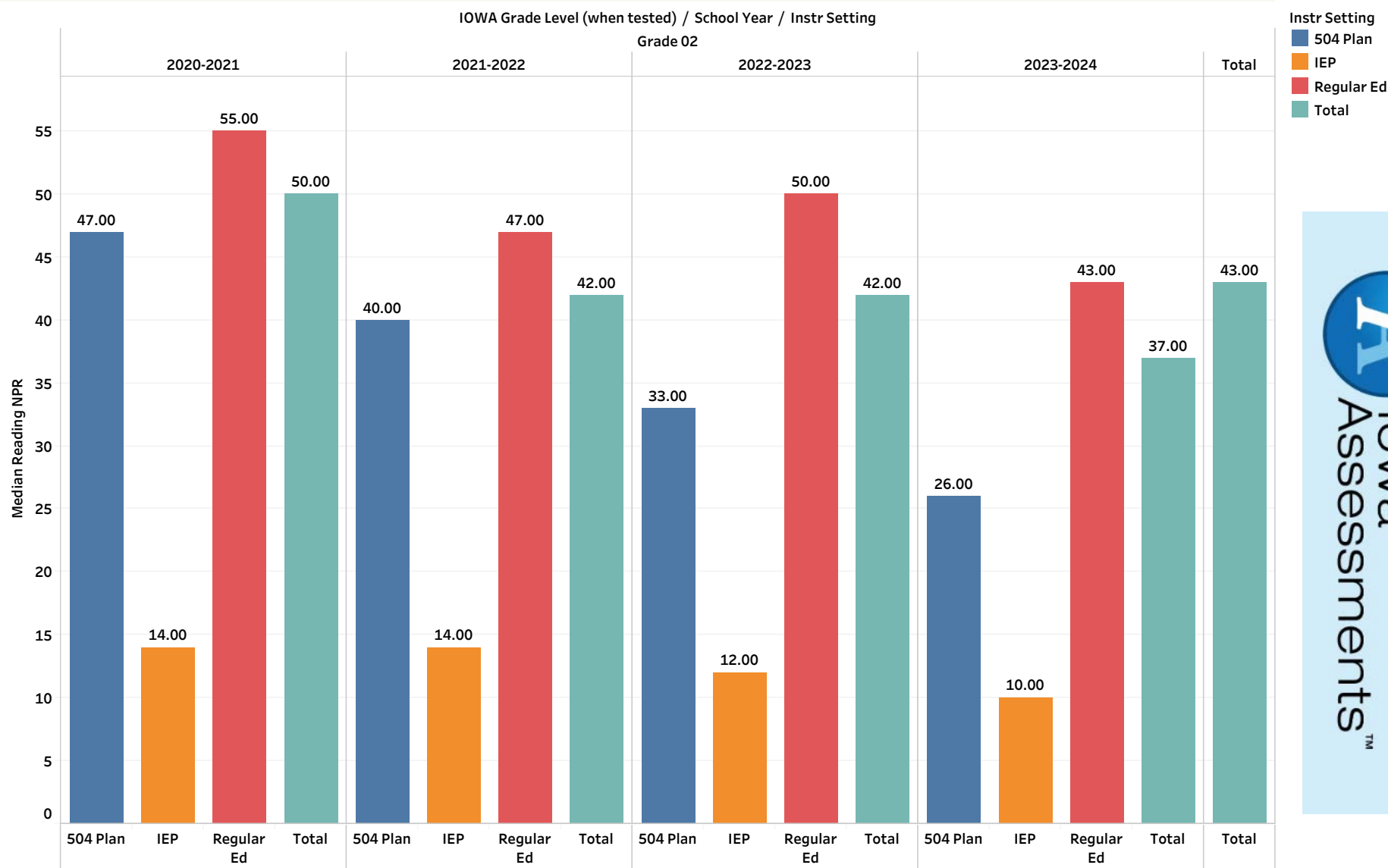
[Each student earns a national percentile rank based on a Standard Score - This report shows the median National Percentile Rank of all NPRs earned by students - This information differs from the Iowa Report produced by Riverside and OAA which shows the National Percent Rank of the Average Standard Score]



The Median National Percentile Rank- READING

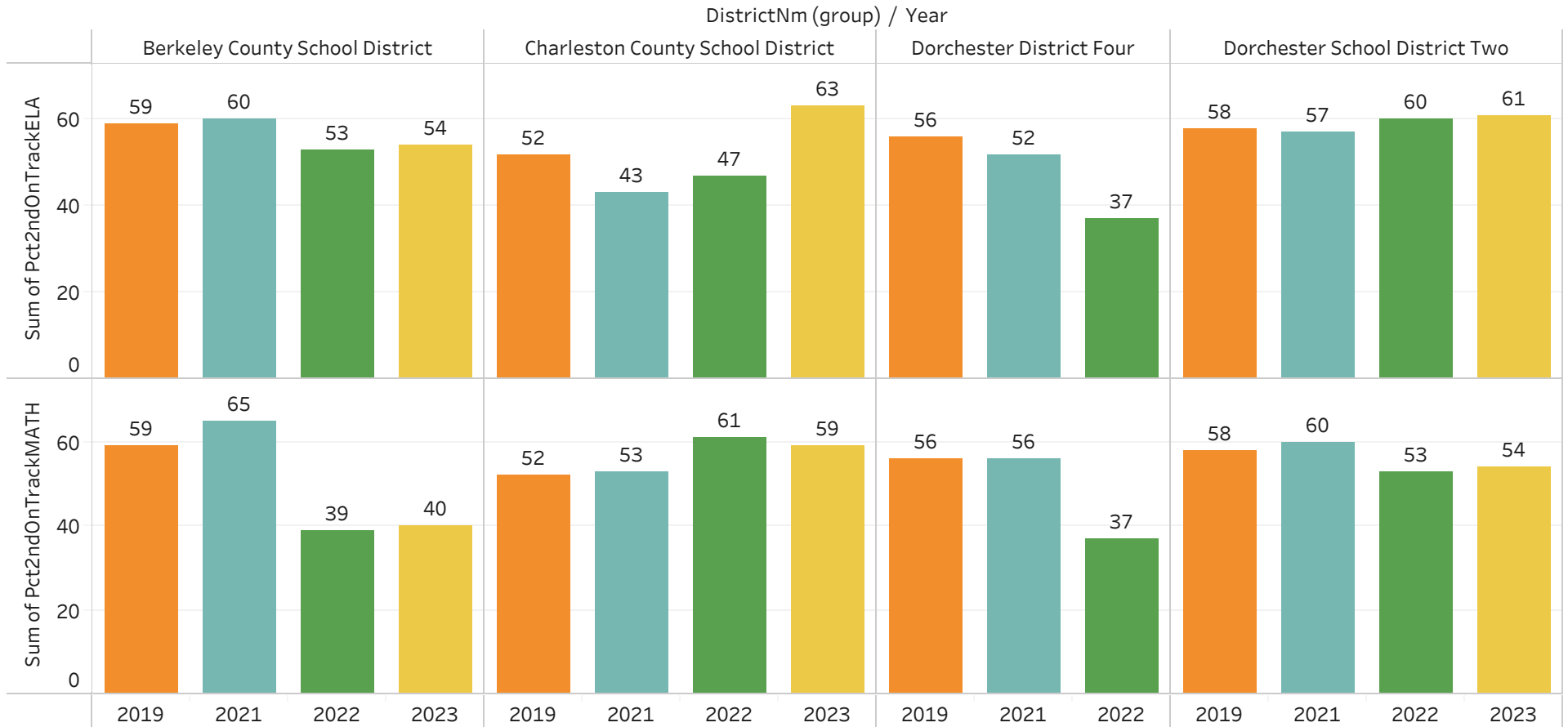
Year: 2020-2021, 2021-2022, 2022-2023 and 1 more School: All Ethnicity: All Gender: All English Prof: All PIP: All Instr Setting: All

[Each student earns a national percentile rank based on a Standard Score - This report shows the median National Percentile Rank of all NPRs earned by students - This information differs from the Iowa Report produced by Riverside and OAA which shows the National Percent Rank of the Average Standard Score]



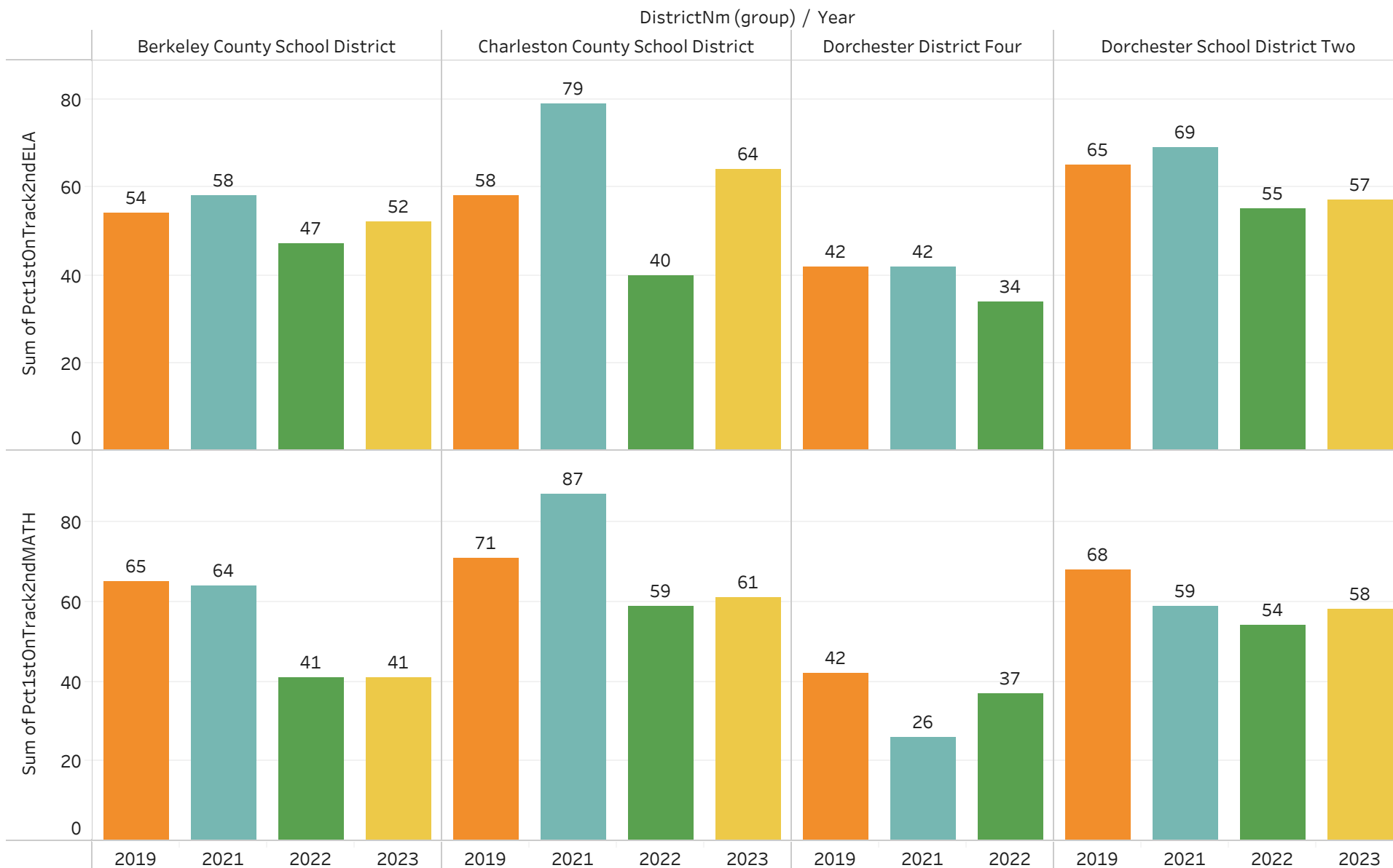
Percentage of Student in 2nd Grade "On-track" for 3rd Grade ELA and Math - All Students

Source: SCDE Summer Data



Percentage of Student in 1st Grade "On-track" for 2nd Grade ELA and Math - All Students

Source: SCDE Summer Data



3-8 Achievement Data

SC Ready Achievement (ELA, math, science)

NWEA MAP Growth

PSAT

Student Success Indicator (Growth)

Dorchester Two SC READY ELA PERFORMANCE LEVELS over time
Count and Percent of Students in Each Category
1=Does Not Meet Expectations 2=Approaches Expectations 3=Meets Expectations
4=Exceeds Expectations

Sheet	ELA Grade (g..	ELA Lev (group) 1							
		Count of Union Years			% of Total Count of Union Years along Pane (Across)			Count of Union Years	% of Total Count of Union Ye..
		1	2	3 & 4	1	2	3 & 4	Total	Total
2018	3, 4, 5	1,001	1,695	3,401	16.42%	27.80%	55.78%	6,097	100.00%
	6, 7, 8	1,171	1,885	2,857	19.80%	31.88%	48.32%	5,913	100.00%
2019	3, 4, 5	1,070	1,436	3,552	17.66%	23.70%	58.63%	6,058	100.00%
	6, 7, 8	1,174	1,708	3,176	19.38%	28.19%	52.43%	6,058	100.00%
2021	3, 4, 5	1,258	1,347	2,590	24.22%	25.93%	49.86%	5,195	100.00%
	6, 7, 8	1,342	1,700	2,711	23.33%	29.55%	47.12%	5,753	100.00%
2022	3, 4, 5	1,103	1,314	3,047	20.19%	24.05%	55.77%	5,464	100.00%
	6, 7, 8	1,342	1,772	2,917	22.25%	29.38%	48.37%	6,031	100.00%
2023	3, 4, 5	816	1,167	3,638	14.52%	20.76%	64.72%	5,621	100.00%
	6, 7, 8	1,055	1,610	3,389	17.43%	26.59%	55.98%	6,054	100.00%
Grand Total		11,332	15,634	31,278	19.46%	26.84%	53.70%	58,244	100.00%

Dorchester Two SC READY MATH PERFORMANCE LEVELS over time
Count and Percent of Students in Each Category
1=Does Not Meet Expectations 2=Approaches Expectations 3=Meets Expectations
4=Exceeds Expectations

Sheet	Math Grade (..	Math Lev (group)							
		Count of Union Years			% of Total Count of Union Years along Pane (Across)			Union Years	Count of Union Ye..
		1	2	3 & 4	1	2	3 & 4	Total	Total
2018	3, 4, 5	1,028	1,520	3,554	16.85%	24.91%	58.24%	6,102	100.00%
	6, 7, 8	1,389	1,804	2,723	23.48%	30.49%	46.03%	5,916	100.00%
2019	3, 4, 5	978	1,509	3,570	16.15%	24.91%	58.94%	6,057	100.00%
	6, 7, 8	1,512	1,854	2,696	24.94%	30.58%	44.47%	6,062	100.00%
2021	3, 4, 5	1,488	1,379	2,311	28.74%	26.63%	44.63%	5,178	100.00%
	6, 7, 8	2,086	1,873	1,790	36.28%	32.58%	31.14%	5,749	100.00%
2022	3, 4, 5	1,326	1,467	2,673	24.26%	26.84%	48.90%	5,466	100.00%
	6, 7, 8	2,132	1,843	2,054	35.36%	30.57%	34.07%	6,029	100.00%
2023	3, 4, 5	1,086	1,506	3,029	19.32%	26.79%	53.89%	5,621	100.00%
	6, 7, 8	2,078	1,932	2,046	34.31%	31.90%	33.78%	6,056	100.00%
Grand Total		15,103	16,687	26,446	25.93%	28.65%	45.41%	58,236	100.00%

SC READY ELA Unofficial Comparison from 2016 to 2023 - EMBARGOED - DO NOT SHARE

ELA Performance Levels - "Met or Above"

Yellow = Increase over 2022; Green = Higher than 2019 (pre-covid)

Number of Records							Percentage of Students					Difference from 2016-2019 average	3 year average calculation (2016-2019)	
Year	Gr	School	Null	1	2	3 & 4	Null	1	2	3 & 4	Total			
2015-2016	3	DDTwo	2	270	631	1,104	0.1%	13.5%	31.4%	55.0%	2,007		3,447 3 yr num 5,958 3 yr dem 57.85% 3 yr avg	
2016-2017	3	DDTwo	7	322	613	1,110	0.3%	15.7%	29.9%	54.1%	2,052			
2017-2018	3	DDTwo	5	275	539	1,156	0.3%	13.9%	27.3%	58.5%	1,975			
2018-2019	3	DDTwo	2	310	438	1,181	0.1%	16.1%	22.7%	61.2%	1,931			
2020-2021	3	DDTwo	2	407	427	866		23.9%	25.1%	50.9%	1,702			
2021-2022	3	DDTwo	3	404	410	984	0.2%	22.4%	22.8%	54.6%	1,801			
2022-2023	3	DDTwo		311	398	1,150		16.7%	21.4%	61.9%	1,859	4.01%		
2015-2016	4	DDTwo	5	261	544	1,064	0.3%	13.9%	29.0%	56.8%	1,874		3,545 3 yr num 6,149 3 yr dem 57.65% 3 yr avg	
2016-2017	4	DDTwo	4	357	550	1,132	0.2%	17.5%	26.9%	55.4%	2,043			
2017-2018	4	DDTwo	3	384	524	1,171	0.1%	18.4%	25.2%	56.2%	2,082			
2018-2019	4	DDTwo	4	390	388	1,242	0.2%	19.3%	19.2%	61.4%	2,024			
2020-2021	4	DDTwo	7	472	344	884		27.7%	20.2%	51.8%	1,707			
2021-2022	4	DDTwo		386	354	1,062		21.4%	19.6%	58.9%	1,802			
2022-2023	4	DDTwo	1	256	362	1,256	0.1%	13.7%	19.3%	67.0%	1,875	9.34%		
2015-2016	5	DDTwo	7	279	586	1,069	0.4%	14.4%	30.2%	55.1%	1,941		3,232 3 yr num 6,051 3 yr dem 53.41% 3 yr avg	
2016-2017	5	DDTwo	4	281	578	1,029	0.2%	14.9%	30.5%	54.4%	1,892			
2017-2018	5	DDTwo	2	342	632	1,074	0.1%	16.7%	30.8%	52.4%	2,050			
2018-2019	5	DDTwo		370	610	1,129		17.5%	28.9%	53.5%	2,109			
2020-2021	5	DDTwo	1	379	576	840		21.1%	32.1%	46.8%	1,796			
2021-2022	5	DDTwo		313	550	1,001		16.8%	29.5%	53.7%	1,864			
2022-2023	5	DDTwo		249	407	1,232		13.2%	21.6%	65.3%	1,888	11.84%		
2015-2016	6	DDTwo	6	206	751	977	0.3%	10.6%	38.7%	50.4%	1,940		2,993 3 yr num 6,088 3 yr dem 49.16% 3 yr avg	
2016-2017	6	DDTwo	12	334	697	925	0.6%	17.0%	35.4%	47.0%	1,968			
2017-2018	6	DDTwo	4	334	658	1,006	0.2%	16.7%	32.9%	50.2%	2,002			
2018-2019	6	DDTwo	6	394	656	1,062	0.3%	18.6%	31.0%	50.1%	2,118			
2020-2021	6	DDTwo	14	390	608	891		20.5%	31.9%	46.8%	1,903			
2021-2022	6	DDTwo	3	343	619	945	0.2%	18.0%	32.4%	49.5%	1,910			
2022-2023	6	DDTwo	2	287	561	1,093	0.1%	14.8%	28.9%	56.3%	1,943	7.09%		
2015-2016	7	DDTwo	6	240	652	1,017	0.3%	12.5%	34.0%	53.1%	1,915		2,831 3 yr num 5,943 3 yr dem 47.64% 3 yr avg	
2016-2017	7	DDTwo	7	432	702	844	0.4%	21.8%	35.4%	42.5%	1,985			
2017-2018	7	DDTwo	5	459	581	936	0.3%	23.2%	29.3%	47.2%	1,981			
2018-2019	7	DDTwo	3	399	524	1,051	0.2%	20.2%	26.5%	53.2%	1,977			
2020-2021	7	DDTwo	18	483	545	908		24.7%	27.9%	46.5%	1,954			
2021-2022	7	DDTwo	3	497	595	937	0.1%	24.5%	29.3%	46.1%	2,032			
2022-2023	7	DDTwo	5	398	532	1,089	0.2%	19.7%	26.3%	53.8%	2,024	6.17%		
2015-2016	8	DDTwo	5	243	527	1,155	0.3%	12.6%	27.3%	59.8%	1,930		2,940 3 yr num 5,870 3 yr dem 50.09% 3 yr avg	
2016-2017	8	DDTwo	8	333	648	962	0.4%	17.1%	33.2%	49.3%	1,951			
2017-2018	8	DDTwo	5	378	646	915	0.3%	19.4%	33.2%	47.1%	1,944			
2018-2019	8	DDTwo	3	381	528	1,063	0.2%	19.3%	26.7%	53.8%	1,975			
2020-2021	8	DDTwo	34	469	547	912		23.9%	27.9%	46.5%	1,962			
2021-2022	8	DDTwo	3	502	558	1,035	0.1%	23.9%	26.6%	49.3%	2,098			
2022-2023	8	DDTwo	5	370	517	1,207	0.2%	17.6%	24.6%	57.5%	2,099	7.42%		

Math Performance Levels - "Met or Above"

Yellow = Increase over 2022; Green = Higher than 2019 (pre-covid)

Number of Records							Percentage of Students					Difference from 2016- 2019 average	3 year average calculation (2016-2019)	
Year	Gr	School	Null	1	2	3 & 4	Null	1	2	3 & 4	Total			
2015-2016	3	DDTwo	2	284	435	1,286	0.1%	14.2%	21.7%	64.1%	2,007	-6.69%	3,857 3 yr num 5,958 3 yr dem 64.74% 3 yr avg	
2016-2017	3	DDTwo	7	249	434	1,362	0.3%	12.1%	21.2%	66.4%	2,052			
2017-2018	3	DDTwo	4	280	457	1,234	0.2%	14.2%	23.1%	62.5%	1,975			
2018-2019	3	DDTwo	1	274	395	1,261	0.1%	14.2%	20.5%	65.3%	1,931			
2020-2021	3	DDTwo	13	454	362	873	0.8%	26.7%	21.3%	51.3%	1,702			
2021-2022	3	DDTwo	1	403	389	1,008	0.1%	22.4%	21.6%	56.0%	1,801			
2022-2023	3	DDTwo		340	440	1,079		18.3%	23.7%	58.0%	1,859	-6.69%		
2015-2016	4	DDTwo	1	244	527	1,102	0.1%	13.0%	28.1%	58.8%	1,874	-6.44%	3,646 3 yr num 6,149 3 yr dem 59.29% 3 yr avg	
2016-2017	4	DDTwo	4	269	538	1,232	0.2%	13.2%	26.3%	60.3%	2,043			
2017-2018	4	DDTwo		383	498	1,201		18.4%	23.9%	57.7%	2,082			
2018-2019	4	DDTwo	5	330	476	1,213	0.2%	16.3%	23.5%	59.9%	2,024			
2020-2021	4	DDTwo	11	483	485	728	0.6%	28.3%	28.4%	42.6%	1,707			
2021-2022	4	DDTwo		412	541	849		22.9%	30.0%	47.1%	1,802			
2022-2023	4	DDTwo	1	416	467	991	0.1%	22.2%	24.9%	52.9%	1,875	-6.44%		
2015-2016	5	DDTwo	1	306	551	1,083	0.1%	15.8%	28.4%	55.8%	1,941	-2.35%	3,216 3 yr num 6,051 3 yr dem 53.15% 3 yr avg	
2016-2017	5	DDTwo	3	326	562	1,001	0.2%	17.2%	29.7%	52.9%	1,892			
2017-2018	5	DDTwo	1	365	565	1,119	0.0%	17.8%	27.6%	54.6%	2,050			
2018-2019	5	DDTwo	1	374	638	1,096	0.0%	17.7%	30.3%	52.0%	2,109			
2020-2021	5	DDTwo	3	551	532	710	0.2%	30.7%	29.6%	39.5%	1,796			
2021-2022	5	DDTwo		511	537	816		27.4%	28.8%	43.8%	1,864			
2022-2023	5	DDTwo		330	599	959		17.5%	31.7%	50.8%	1,888	-2.35%		
2015-2016	6	DDTwo	2	399	649	890	0.1%	20.6%	33.5%	45.9%	1,940	-12.80%	2,822 3 yr num 6,088 3 yr dem 46.35% 3 yr avg	
2016-2017	6	DDTwo	10	386	657	915	0.5%	19.6%	33.4%	46.5%	1,968			
2017-2018	6	DDTwo	3	468	595	936	0.1%	23.4%	29.7%	46.8%	2,002			
2018-2019	6	DDTwo	5	511	631	971	0.2%	24.1%	29.8%	45.8%	2,118			
2020-2021	6	DDTwo	16	717	615	555	0.8%	37.7%	32.3%	29.2%	1,903			
2021-2022	6	DDTwo	2	637	606	665	0.1%	33.4%	31.7%	34.8%	1,910			
2022-2023	6	DDTwo	2	684	605	652	0.1%	35.2%	31.1%	33.6%	1,943	-12.80%		
2015-2016	7	DDTwo	3	360	736	816	0.2%	18.8%	38.4%	42.6%	1,915	-6.66%	2,366 3 yr num 5,943 3 yr dem 39.81% 3 yr avg	
2016-2017	7	DDTwo	2	483	727	773	0.1%	24.3%	36.6%	38.9%	1,985			
2017-2018	7	DDTwo	5	527	632	817	0.3%	26.6%	31.9%	41.2%	1,981			
2018-2019	7	DDTwo	1	578	622	776	0.1%	29.2%	31.5%	39.3%	1,977			
2020-2021	7	DDTwo	15	675	692	572	0.8%	34.5%	35.4%	29.3%	1,954			
2021-2022	7	DDTwo	2	704	668	658	0.1%	34.6%	32.9%	32.4%	2,032			
2022-2023	7	DDTwo	3	663	687	671	0.1%	32.8%	33.9%	33.2%	2,024	-6.66%		
2015-2016	8	DDTwo		303	716	911		15.7%	37.1%	47.2%	1,930	-14.67%	2,883 3 yr num 5,870 3 yr dem 49.11% 3 yr avg	
2016-2017	8	DDTwo	3	366	618	964	0.2%	18.8%	31.7%	49.4%	1,951			
2017-2018	8	DDTwo	3	394	577	970	0.2%	20.3%	29.7%	49.9%	1,944			
2018-2019	8	DDTwo	2	423	601	949	0.1%	21.4%	30.4%	48.1%	1,975			
2020-2021	8	DDTwo	39	694	566	663	2.0%	35.4%	28.8%	33.8%	1,962			
2021-2022	8	DDTwo	7	791	569	731	0.3%	37.7%	27.1%	34.8%	2,098			
2022-2023	8	DDTwo	5	731	640	723	0.2%	34.8%	30.5%	34.4%	2,099	-14.67%		

Dorchester Two SC READY 2022-2023 District Science Performance Levels

1=Does Not Meet Expectations 2=Approaches Expectations 3=Meets Expectations 4=Exceeds Expectations

Sci Grade	Count of 1802-Dorchester-2-SCREADY-Sprin					% of Total Count of 1802-Dorchester-2-SCREADY-Sprin along Table (..					Count of 1802-D.. Total	% of Total C.. Total
	Null	1	2	3	4	Null	1	2	3	4		
4	2	432	436	562	443	0.1%	23.0%	23.3%	30.0%	23.6%	1,875	100.0%
6	3	627	428	471	414	0.2%	32.3%	22.0%	24.2%	21.3%	1,943	100.0%
Grand Total	5	1,059	864	1,033	857	0.1%	27.7%	22.6%	27.1%	22.4%	3,818	100.0%

Dorchester Two SC READY 2022-2023 District Science Met Standard

1=Does Not Meet Expectations 2=Approaches Expectations 3=Meets Expectations 4=Exceeds Expectations

Sci Grade	Count of 1802-Dorchester-2-SCREADY-Sprin			% of Total Count of 1802-Dorchester-2-SCREADY-Sprin along T..			Count of 1802-Dorchester-2.. Total	% of Total Count of 180.. Total
	1	2	3 & 4	1	2	3 & 4		
4	432	436	1,005	23.1%	23.3%	53.7%	1,873	100.0%
6	627	428	885	32.3%	22.1%	45.6%	1,940	100.0%
Grand Total	1,059	864	1,890	27.8%	22.7%	49.6%	3,813	100.0%

SC READY (previously SCPASS) Science Unofficial Comparison from 2017 to 2023 Embargoed

SS Performance Levels - "Met or Above"

Yellow = Increase over 2022; Green = Higher than 2019 (pre-covid)

							MET STANDARD '3 & 4					Difference from 2016- 2019 average	3 year average calculation (2016-2019)
Year	Gr	School	Null	1	2	3 & 4	Null	1	2	Total			
2016-2017	4	ABES		29	33	74		21.3%	24.3%	54.4%	136	-22.31%	232 3 yr num
2017-2018	4	ABES		21	36	83		15.0%	25.7%	59.3%	140		424 3 yr dem
2018-2019	4	ABES		28	45	75		18.9%	30.4%	50.7%	148		54.72% 3 yr avg
2020-2021	4	ABES		37	26	49		33.0%	23.2%	43.8%	112		
2021-2022	4	ABES		32	31	44		29.9%	29.0%	41.1%	107		
2022-2023	4	ABES	1	37	35	35	0.9%	34.3%	32.4%	32.4%	108		
2016-2017	4	BHES		7	30	143		3.9%	16.7%	79.4%	180	5.09%	400 3 yr num
2017-2018	4	BHES		7	28	127		4.3%	17.3%	78.4%	162		508 3 yr dem
2018-2019	4	BHES		12	24	130		7.2%	14.5%	78.3%	166		78.74% 3 yr avg
2020-2021	4	BHES		9	23	117		6.0%	15.4%	78.5%	149		
2021-2022	4	BHES		11	19	139		6.5%	11.2%	82.2%	169		
2022-2023	4	BHES		8	19	140		4.8%	11.4%	83.8%	167		
2016-2017	4	ENES		31	53	58		21.8%	37.3%	40.8%	142	-6.25%	181 3 yr num
2017-2018	4	ENES		35	47	72		22.7%	30.5%	46.8%	154		416 3 yr dem
2018-2019	4	ENES		44	25	51		36.7%	20.8%	42.5%	120		43.51% 3 yr avg
2020-2021	4	ENES		48	22	44		42.1%	19.3%	38.6%	114		
2021-2022	4	ENES		46	33	42		38.0%	27.3%	34.7%	121		
2022-2023	4	ENES		35	29	38		34.3%	28.4%	37.3%	102		
2016-2017	4	ESES		34	29	74		24.8%	21.2%	54.0%	137	-3.48%	203 3 yr num
2017-2018	4	ESES		29	32	60		24.0%	26.4%	49.6%	121		393 3 yr dem
2018-2019	4	ESES		39	27	69		28.9%	20.0%	51.1%	135		51.65% 3 yr avg
2020-2021	4	ESES		50	20	33		48.5%	19.4%	32.0%	103		
2021-2022	4	ESES		36	36	43		31.3%	31.3%	37.4%	115		
2022-2023	4	ESES		34	37	66		24.8%	27.0%	48.2%	137		
2016-2017	4	FDES		16	44	110		9.4%	25.9%	64.7%	170	-10.99%	347 3 yr num
2017-2018	4	FDES		7	33	115		4.5%	21.3%	74.2%	155		478 3 yr dem
2018-2019	4	FDES		6	25	122		3.9%	16.3%	79.7%	153		72.59% 3 yr avg
2020-2021	4	FDES		35	41	53		27.1%	31.8%	41.1%	129		
2021-2022	4	FDES		27	20	86		20.3%	15.0%	64.7%	133		
2022-2023	4	FDES		25	23	77		20.0%	18.4%	61.6%	125		
2016-2017	4	FES		20	36	86		14.1%	25.4%	60.6%	142	-2.25%	236 3 yr num
2017-2018	4	FES		51	43	66		31.9%	26.9%	41.3%	160		468 3 yr dem
2018-2019	4	FES		38	44	84		22.9%	26.5%	50.6%	166		50.43% 3 yr avg
2020-2021	4	FES		50	29	52		38.2%	22.1%	39.7%	131		
2021-2022	4	FES		40	26	62		31.3%	20.3%	48.4%	128		
2022-2023	4	FES		32	39	66		23.4%	28.5%	48.2%	137		
2016-2017	4	JPES		26	39	66		19.8%	29.8%	50.4%	131	-7.74%	212 3 yr num
2017-2018	4	JPES		26	51	77		16.9%	33.1%	50.0%	154		413 3 yr dem
2018-2019	4	JPES		25	34	69		19.5%	26.6%	53.9%	128		51.33% 3 yr avg
2020-2021	4	JPES		32	29	55		27.6%	25.0%	47.4%	116		
2021-2022	4	JPES		34	36	55		27.2%	28.8%	44.0%	125		
2022-2023	4	JPES		27	39	51		23.1%	33.3%	43.6%	117		
2016-2017	4	KES		23	31	71		18.4%	24.8%	56.8%	125	-1.30%	209 3 yr num
2017-2018	4	KES		29	35	72		21.3%	25.7%	52.9%	136		379 3 yr dem
2018-2019	4	KES		21	31	66		17.8%	26.3%	55.9%	118		55.15% 3 yr avg
2020-2021	4	KES		43	24	41		39.8%	22.2%	38.0%	108		
2021-2022	4	KES		43	16	49		39.8%	14.8%	45.4%	108		
2022-2023	4	KES		35	19	63		29.9%	16.2%	53.8%	117		

SC READY (previously SCPASS) Science Unofficial Comparison from 2017 to 2023 Embargoed

SS Performance Levels - "Met or Above"

Yellow = Increase over 2022; Green = Higher than 2019 (pre-covid)

Year	Gr	School	Null	1	2	3 & 4	MET STANDARD 3 & 4				Total	Difference from 2016- 2019 average	3 year average calculation (2016-2019)
							Null	1	2	3 & 4			
2016-2017	4	NES		25	49	65		18.0%	35.3%	46.8%	139		222 3 yr num
2017-2018	4	NES		18	44	77		12.9%	31.7%	55.4%	139		423 3 yr dem
2018-2019	4	NES		33	32	80		22.8%	22.1%	55.2%	145		52.48% 3 yr avg
2020-2021	4	NES		30	27	50		28.0%	25.2%	46.7%	107		
2021-2022	4	NES		39	21	51		35.1%	18.9%	45.9%	111		
2022-2023	4	NES	1	35	26	49	0.9%	31.5%	23.4%	44.1%	111	-8.34%	
2016-2017	4	OES		23	40	72		17.0%	29.6%	53.3%	135		181 3 yr num
2017-2018	4	OES		35	37	55		27.6%	29.1%	43.3%	127		379 3 yr dem
2018-2019	4	OES		37	26	54		31.6%	22.2%	46.2%	117		47.76% 3 yr avg
2020-2021	4	OES		43	21	36		43.0%	21.0%	36.0%	100		
2021-2022	4	OES		29	22	43		30.9%	23.4%	45.7%	94		
2022-2023	4	OES		38	29	43		34.5%	26.4%	39.1%	110	-8.67%	
2016-2017	4	SES		14	21	44		17.7%	26.6%	55.7%	79		157 3 yr num
2017-2018	4	SES		14	28	61		13.6%	27.2%	59.2%	103		272 3 yr dem
2018-2019	4	SES		18	20	52		20.0%	22.2%	57.8%	90		57.72% 3 yr avg
2020-2021	4	SES		22	15	32		31.9%	21.7%	46.4%	69		
2021-2022	4	SES		15	12	50		19.5%	15.6%	64.9%	77		
2022-2023	4	SES		16	19	60		16.8%	20.0%	63.2%	95	5.44%	
2016-2017	4	SHES		18	24	75		15.4%	20.5%	64.1%	117		245 3 yr num
2017-2018	4	SHES		6	22	84		5.4%	19.6%	75.0%	112		355 3 yr dem
2018-2019	4	SHES		13	27	86		10.3%	21.4%	68.3%	126		69.01% 3 yr avg
2020-2021	4	SHES		34	19	83		25.0%	14.0%	61.0%	136		
2021-2022	4	SHES		37	42	68		25.2%	28.6%	46.3%	147		
2022-2023	4	SHES		46	48	117		21.8%	22.7%	55.5%	211	-13.56%	
2016-2017	4	SPANN		12	32	59		11.7%	31.1%	57.3%	103		185 3 yr num
2017-2018	4	SPANN		23	22	56		22.8%	21.8%	55.4%	101		311 3 yr dem
2018-2019	4	SPANN		14	23	70		13.1%	21.5%	65.4%	107		59.49% 3 yr avg
2020-2021	4	SPANN		30	13	33		39.5%	17.1%	43.4%	76		
2021-2022	4	SPANN		24	14	68		22.6%	13.2%	64.2%	106		
2022-2023	4	SPANN		12	18	49		15.2%	22.8%	62.0%	79	2.54%	
2016-2017	4	WHAIES		28	41	66		20.7%	30.4%	48.9%	135		199 3 yr num
2017-2018	4	WHAIES		26	52	61		18.7%	37.4%	43.9%	139		412 3 yr dem
2018-2019	4	WHAIES		31	35	72		22.5%	25.4%	52.2%	138		48.30% 3 yr avg
2020-2021	4	WHAIES		46	22	32		46.0%	22.0%	32.0%	100		
2021-2022	4	WHAIES		30	28	40		30.6%	28.6%	40.8%	98		
2022-2023	4	WHAIES		33	21	56		30.0%	19.1%	50.9%	110	2.61%	
2016-2017	4	WRES		24	54	91		14.2%	32.0%	53.8%	169		271 3 yr num
2017-2018	4	WRES		28	65	86		15.6%	36.3%	48.0%	179		510 3 yr dem
2018-2019	4	WRES		25	43	94		15.4%	26.5%	58.0%	162		53.14% 3 yr avg
2020-2021	4	WRES		27	36	76		19.4%	25.9%	54.7%	139		
2021-2022	4	WRES		31	43	89		19.0%	26.4%	54.6%	163		
2022-2023	4	WRES		19	35	95		12.8%	23.5%	63.8%	149	10.62%	

SC READY (previously SCPASS) Science Unofficial Comparison from 2017 to 2023 Embargoed

SS Performance Levels - "Met or Above"

Yellow = Increase over 2022; Green = Higher than 2019 (pre-covid)

Year	Gr	School	Null	1	2	3 & 4	Null	1	2	MET STANDARD 3 & 4	Total	Difference from 2016- 2019 average	3 year average calculation (2016-2019)
2016-2017	6	AMS		56	80	106		23.1%	33.1%	43.8%	242		343 3 yr num
2017-2018	6	AMS		75	77	115		28.1%	28.8%	43.1%	267		764 3 yr dem
2018-2019	6	AMS		85	48	122		33.3%	18.8%	47.8%	255		44.90% 3 yr avg
2020-2021	6	AMS		83	64	135		29.4%	22.7%	47.9%	282		
2021-2022	6	AMS		97	56	141		33.0%	19.0%	48.0%	294		
2022-2023	6	AMS		113	45	103		43.3%	17.2%	39.5%	261	-5.43%	
2016-2017	6	DMS		111	110	204		26.1%	25.9%	48.0%	425		597 3 yr num
2017-2018	6	DMS		126	106	188		30.0%	25.2%	44.8%	420		1,280 3 yr dem
2018-2019	6	DMS		125	105	205		28.7%	24.1%	47.1%	435		46.64% 3 yr avg
2020-2021	6	DMS		120	79	146		34.8%	22.9%	42.3%	345		
2021-2022	6	DMS		106	66	140		34.0%	21.2%	44.9%	312		
2022-2023	6	DMS		77	84	158		24.1%	26.3%	49.5%	319	2.89%	
2022-2023	6	EEMS		95	55	127		34.3%	19.9%	45.8%	277		
2016-2017	6	GMS	2	108	93	226	0.5%	25.2%	21.7%	52.7%	429		684 3 yr num
2017-2018	6	GMS		96	77	244		23.0%	18.5%	58.5%	417		1,239 3 yr dem
2018-2019	6	GMS		100	79	214		25.4%	20.1%	54.5%	393		55.21% 3 yr avg
2020-2021	6	GMS		157	67	146		42.4%	18.1%	39.5%	370		
2021-2022	6	GMS		144	70	174		37.1%	18.0%	44.8%	388		
2022-2023	6	GMS		99	56	101		38.7%	21.9%	39.5%	256	-15.75%	
2016-2017	6	OMS		72	87	167		22.1%	26.7%	51.2%	326		580 3 yr num
2017-2018	6	OMS		57	74	188		17.9%	23.2%	58.9%	319		1,080 3 yr dem
2018-2019	6	OMS		109	101	225		25.1%	23.2%	51.7%	435		53.70% 3 yr avg
2020-2021	6	OMS		167	56	119		48.8%	16.4%	34.8%	342		
2021-2022	6	OMS		106	74	183		29.2%	20.4%	50.4%	363		
2022-2023	6	OMS	1	89	83	133	0.3%	29.1%	27.1%	43.5%	306	-10.24%	
2016-2017	6	RMSA	1	8	22	195	0.4%	3.5%	9.7%	86.3%	226		615 3 yr num
2017-2018	6	RMSA		11	21	187		5.0%	9.6%	85.4%	219		712 3 yr dem
2018-2019	6	RMSA		5	29	233		1.9%	10.9%	87.3%	267		86.38% 3 yr avg
2020-2021	6	RMSA		22	35	199		8.6%	13.7%	77.7%	256		
2021-2022	6	RMSA		19	37	217		7.0%	13.6%	79.5%	273		
2022-2023	6	RMSA		28	43	201		10.3%	15.8%	73.9%	272	-12.48%	
2016-2017	6	ROMS		109	84	122		34.6%	26.7%	38.7%	315		368 3 yr num
2017-2018	6	ROMS		158	68	128		44.6%	19.2%	36.2%	354		991 3 yr dem
2018-2019	6	ROMS		130	74	118		40.4%	23.0%	36.6%	322		37.13% 3 yr avg
2020-2021	6	ROMS		124	59	81		47.0%	22.3%	30.7%	264		
2021-2022	6	ROMS		133	45	99		48.0%	16.2%	35.7%	277		
2022-2023	6	ROMS	2	126	62	62	0.8%	50.0%	24.6%	24.6%	252	-12.53%	
2016-2017	4	DDTwo		330	556	1,154		16.2%	27.3%	56.6%	2,040		3,480 3 yr num
2017-2018	4	DDTwo		355	575	1,152		17.1%	27.6%	55.3%	2,082		6,141 3 yr dem
2018-2019	4	DDTwo		384	461	1,174		19.0%	22.8%	58.1%	2,019		56.67% 3 yr avg
2020-2021	4	DDTwo		536	367	786		31.7%	21.7%	46.5%	1,689		
2021-2022	4	DDTwo		474	399	929		26.3%	22.1%	51.6%	1,802		
2022-2023	4	DDTwo	2	432	436	1,005	0.1%	23.0%	23.3%	53.6%	1,875	-3.07%	
2016-2017	6	DDTwo	3	464	476	1,020	0.2%	23.6%	24.2%	52.0%	1,963		3,187 3 yr num
2017-2018	6	DDTwo		523	423	1,050		26.2%	21.2%	52.6%	1,996		6,066 3 yr dem
2018-2019	6	DDTwo		554	436	1,117		26.3%	20.7%	53.0%	2,107		52.54% 3 yr avg
2020-2021	6	DDTwo		673	360	826		36.2%	19.4%	44.4%	1,859		
2021-2022	6	DDTwo		605	348	954		31.7%	18.2%	50.0%	1,907		
2022-2023	6	DDTwo	3	627	428	885	0.2%	32.3%	22.0%	45.5%	1,943	-6.99%	

Dorchester Two SC READY ELA PERFORMANCE LEVELS by IEP over time

Count and Percent of Students in Each Category

1=Does Not Meet Expectations 2=Approaches Expectations 3=Meets Expectations 4=Exceeds Expectations

			ELA Lev (group)									
Sheet	ELA Grade (g..	IEP1	Count of Union Years				% of Total Count of Union Years along Pane (Across)				Count of Union Years	% of Total Count of Union Ye..
			1	2	3	4	1	2	3	4	Total	Total
2018	3, 4, 5	N	613	1,557	1,770	1,538	11.19%	28.42%	32.31%	28.08%	5,478	100.00%
		Y	388	138	57	36	62.68%	22.29%	9.21%	5.82%	619	100.00%
	6, 7, 8	N	774	1,757	1,596	1,218	14.48%	32.87%	29.86%	22.79%	5,345	100.00%
		Y	397	128	29	14	69.89%	22.54%	5.11%	2.46%	568	100.00%
2019	3, 4, 5	N	641	1,314	1,651	1,774	11.91%	24.42%	30.69%	32.97%	5,380	100.00%
		Y	429	122	76	51	63.27%	17.99%	11.21%	7.52%	678	100.00%
	6, 7, 8	N	760	1,581	1,747	1,365	13.94%	28.99%	32.04%	25.03%	5,453	100.00%
		Y	414	127	45	19	68.43%	20.99%	7.44%	3.14%	605	100.00%
2021	3, 4, 5	N	806	1,211	1,245	1,231	17.94%	26.95%	27.71%	27.40%	4,493	100.00%
		Y	452	136	72	42	64.39%	19.37%	10.26%	5.98%	702	100.00%
	6, 7, 8	N	921	1,602	1,454	1,214	17.74%	30.86%	28.01%	23.39%	5,191	100.00%
		Y	421	98	30	13	74.91%	17.44%	5.34%	2.31%	562	100.00%
2022	3, 4, 5	N	713	1,172	1,306	1,620	14.82%	24.36%	27.15%	33.67%	4,811	100.00%
		Y	390	142	61	60	59.72%	21.75%	9.34%	9.19%	653	100.00%
	6, 7, 8	N	927	1,635	1,574	1,291	17.08%	30.13%	29.00%	23.79%	5,427	100.00%
		Y	415	137	40	12	68.71%	22.68%	6.62%	1.99%	604	100.00%
2023	3, 4, 5	N	470	974	1,501	1,967	9.57%	19.83%	30.56%	40.04%	4,912	100.00%
		Y	346	193	96	74	48.80%	27.22%	13.54%	10.44%	709	100.00%
	6, 7, 8	N	658	1,469	1,573	1,740	12.10%	27.00%	28.92%	31.99%	5,440	100.00%
		Y	397	141	53	23	64.66%	22.96%	8.63%	3.75%	614	100.00%
Grand Total			11,332	15,634	15,976	15,302	19.46%	26.84%	27.43%	26.27%	58,244	100.00%

Dorchester Two SC READY MATH PERFORMANCE LEVELS by IEP over time
Count and Percent of Students in Each Category
1=Does Not Meet Expectations 2=Approaches Expectations 3=Meets Expectations 4=Exceeds Expectations

			Math Lev (group) 1									
Sheet	Math Grade (..	IEP1	Count of Union Years				% of Total Count of Union Years along Pane (Across)				Count of Union Years Total	% of Total Count .. Total
			1	2	3	4	1	2	3	4		
2018	3, 4, 5	N	691	1,353	1,611	1,825	12.61%	24.69%	29.40%	33.30%	5,480	100.00%
		Y	337	167	69	49	54.18%	26.85%	11.09%	7.88%	622	100.00%
	6, 7, 8	N	979	1,684	1,198	1,487	18.31%	31.49%	22.40%	27.80%	5,348	100.00%
		Y	410	120	23	15	72.18%	21.13%	4.05%	2.64%	568	100.00%
2019	3, 4, 5	N	603	1,357	1,593	1,826	11.21%	25.23%	29.62%	33.95%	5,379	100.00%
		Y	375	152	88	63	55.31%	22.42%	12.98%	9.29%	678	100.00%
	6, 7, 8	N	1,078	1,721	1,138	1,516	19.77%	31.56%	20.87%	27.80%	5,453	100.00%
		Y	434	133	25	17	71.26%	21.84%	4.11%	2.79%	609	100.00%
2021	3, 4, 5	N	1,039	1,237	1,141	1,060	23.21%	27.63%	25.49%	23.68%	4,477	100.00%
		Y	449	142	66	44	64.05%	20.26%	9.42%	6.28%	701	100.00%
	6, 7, 8	N	1,631	1,797	938	818	31.46%	34.66%	18.09%	15.78%	5,184	100.00%
		Y	455	76	23	11	80.53%	13.45%	4.07%	1.95%	565	100.00%
2022	3, 4, 5	N	973	1,292	1,261	1,286	20.22%	26.85%	26.21%	26.72%	4,812	100.00%
		Y	353	175	70	56	53.98%	26.76%	10.70%	8.56%	654	100.00%
	6, 7, 8	N	1,645	1,758	1,041	983	30.31%	32.39%	19.18%	18.11%	5,427	100.00%
		Y	487	85	19	11	80.90%	14.12%	3.16%	1.83%	602	100.00%
2023	3, 4, 5	N	707	1,335	1,405	1,464	14.40%	27.18%	28.61%	29.81%	4,911	100.00%
		Y	379	171	89	71	53.38%	24.08%	12.54%	10.00%	710	100.00%
	6, 7, 8	N	1,602	1,823	1,039	979	29.43%	33.49%	19.09%	17.99%	5,443	100.00%
		Y	476	109	14	14	77.65%	17.78%	2.28%	2.28%	613	100.00%
Grand Total			15,103	16,687	12,851	13,595	25.93%	28.65%	22.07%	23.34%	58,236	100.00%

Dorchester Two SC READY ELA PERFORMANCE LEVELS by ETHNICITY/RACE over time

Count and Percent of Students in Each Category

1=Does Not Meet Expectations 2=Approaches Expectations 3=Meets Expectations 4=Exceeds Expectations

Sheet	ELA Grade (g..	Fed Report	ELA Lev (group)									
			Count of Union Years				% of Total Count of Union Years along Pane (..				Count of ..	% of Tot..
			1	2	3	4	1	2	3	4	Total	Total
2018	3, 4, 5	Null	26	35	19	11	28.57%	38.46%	20.88%	12.09%	91	100.00%
		Asian	11	15	25	45	11.46%	15.62%	26.04%	46.88%	96	100.00%
		Black or African American	485	614	418	195	28.33%	35.86%	24.42%	11.39%	1,712	100.00%
		Hispanic/Latino	110	172	151	84	21.28%	33.27%	29.21%	16.25%	517	100.00%
		American Indian or Alaska..	1	4	3		12.50%	50.00%	37.50%		8	100.00%
		Native Hawaiian or Other ..		3	3	4		30.00%	30.00%	40.00%	10	100.00%
		White	309	734	1,066	1,116	9.58%	22.76%	33.05%	34.60%	3,225	100.00%
		M-Two or More Races	59	118	142	119	13.47%	26.94%	32.42%	27.17%	438	100.00%
	6, 7, 8	Null	26	33	15	7	32.10%	40.74%	18.52%	8.64%	81	100.00%
		Asian	10	19	35	37	9.90%	18.81%	34.65%	36.63%	101	100.00%
		Black or African American	580	674	345	152	33.12%	38.49%	19.70%	8.68%	1,751	100.00%
		Hispanic/Latino	102	178	132	67	21.29%	37.16%	27.56%	13.99%	479	100.00%
		American Indian or Alaska..	6	13	8	4	19.35%	41.94%	25.81%	12.90%	31	100.00%
		Native Hawaiian or Other ..	2	3	4	2	18.18%	27.27%	36.36%	18.18%	11	100.00%
		White	384	841	1,001	877	12.38%	27.10%	32.26%	28.26%	3,103	100.00%
		M-Two or More Races	61	124	85	86	17.13%	34.83%	23.88%	24.16%	356	100.00%
2019	3, 4, 5	Null	28	19	15	6	41.18%	27.94%	22.06%	8.82%	68	100.00%
		Asian	11	15	21	42	12.36%	16.85%	23.60%	47.19%	89	100.00%
		Black or African American	497	498	421	254	29.76%	29.82%	25.21%	15.21%	1,670	100.00%
		Hispanic/Latino	119	146	150	117	22.37%	27.44%	28.20%	21.99%	532	100.00%
		American Indian or Alaska..	2	1	4		28.57%	14.29%	57.14%		7	100.00%
		Native Hawaiian or Other ..	2	1	3	3	22.22%	11.11%	33.33%	33.33%	9	100.00%
		White	349	646	957	1,272	10.83%	20.04%	29.68%	39.45%	3,224	100.00%
		M-Two or More Races	62	110	156	131	13.51%	23.97%	33.99%	28.54%	459	100.00%
	6, 7, 8	Null	27	32	21	5	31.76%	37.65%	24.71%	5.88%	85	100.00%
		Asian	10	23	36	41	9.09%	20.91%	32.73%	37.27%	110	100.00%
		Black or African American	571	601	421	166	32.46%	34.17%	23.93%	9.44%	1,759	100.00%
		Hispanic/Latino	128	183	153	62	24.33%	34.79%	29.09%	11.79%	526	100.00%
		American Indian or Alaska..	3	7	5	7	13.64%	31.82%	22.73%	31.82%	22	100.00%
		Native Hawaiian or Other ..	1	2		3	16.67%	33.33%		50.00%	6	100.00%
		White	357	743	1,043	998	11.37%	23.65%	33.21%	31.77%	3,141	100.00%
		M-Two or More Races	77	117	113	102	18.83%	28.61%	27.63%	24.94%	409	100.00%
2021	3, 4, 5	Null	30	25	17	11	36.14%	30.12%	20.48%	13.25%	83	100.00%
		Asian	16	13	18	30	20.78%	16.88%	23.38%	38.96%	77	100.00%
		Black or African American	556	422	260	151	40.03%	30.38%	18.72%	10.87%	1,389	100.00%
		Hispanic/Latino	150	160	134	86	28.30%	30.19%	25.28%	16.23%	530	100.00%
		American Indian or Alaska..	1		3	4	12.50%		37.50%	50.00%	8	100.00%
		Native Hawaiian or Other ..	2	4	1		28.57%	57.14%	14.29%		7	100.00%
		White	410	604	783	887	15.28%	22.50%	29.17%	33.05%	2,684	100.00%
		M-Two or More Races	93	119	101	104	22.30%	28.54%	24.22%	24.94%	417	100.00%
	6, 7, 8	Null	35	28	15	7	41.18%	32.94%	17.65%	8.24%	85	100.00%

Dorchester Two SC READY ELA PERFORMANCE LEVELS by ETHNICITY/RACE over time

Count and Percent of Students in Each Category

1=Does Not Meet Expectations 2=Approaches Expectations 3=Meets Expectations 4=Exceeds Expectations

			ELA Lev (group)									
			Count of Union Years				% of Total Count of Union Years along Pane (..				Count of ..	% of Tot..
Sheet	ELA Grade (g..	Fed Report	1	2	3	4	1	2	3	4	Total	Total
2021	6, 7, 8	Asian	6	18	28	41	6.45%	19.35%	30.11%	44.09%	93	100.00%
		Black or African American	664	583	293	151	39.27%	34.48%	17.33%	8.93%	1,691	100.00%
		Hispanic/Latino	162	176	143	67	29.56%	32.12%	26.09%	12.23%	548	100.00%
		American Indian or Alaska..	1	4	3	1	11.11%	44.44%	33.33%	11.11%	9	100.00%
		Native Hawaiian or Other ..	1			5	16.67%			83.33%	6	100.00%
		White	391	757	876	861	13.55%	26.24%	30.36%	29.84%	2,885	100.00%
		M-Two or More Races	82	134	126	94	18.81%	30.73%	28.90%	21.56%	436	100.00%
2022	3, 4, 5	Null	16	20	8	8	30.77%	38.46%	15.38%	15.38%	52	100.00%
		Asian	13	20	12	38	15.66%	24.10%	14.46%	45.78%	83	100.00%
		Black or African American	499	437	328	199	34.11%	29.87%	22.42%	13.60%	1,463	100.00%
		Hispanic/Latino	161	154	149	131	27.06%	25.88%	25.04%	22.02%	595	100.00%
		American Indian or Alaska..	2	1	3	7	15.38%	7.69%	23.08%	53.85%	13	100.00%
		Native Hawaiian or Other ..	1	2	2	1	16.67%	33.33%	33.33%	16.67%	6	100.00%
		White	319	557	754	1,164	11.42%	19.94%	26.99%	41.66%	2,794	100.00%
		M-Two or More Races	92	123	111	132	20.09%	26.86%	24.24%	28.82%	458	100.00%
	6, 7, 8	Null	42	38	26	8	36.84%	33.33%	22.81%	7.02%	114	100.00%
		Asian	14	14	27	33	15.91%	15.91%	30.68%	37.50%	88	100.00%
		Black or African American	631	592	371	177	35.63%	33.43%	20.95%	9.99%	1,771	100.00%
		Hispanic/Latino	190	215	151	108	28.61%	32.38%	22.74%	16.27%	664	100.00%
		American Indian or Alaska..	3	2	2		42.86%	28.57%	28.57%		7	100.00%
		Native Hawaiian or Other ..	2			4	33.33%			66.67%	6	100.00%
		White	371	762	901	873	12.76%	26.21%	30.99%	30.03%	2,907	100.00%
		M-Two or More Races	89	149	136	100	18.78%	31.43%	28.69%	21.10%	474	100.00%
2023	3, 4, 5	Null	19	14	17	5	34.55%	25.45%	30.91%	9.09%	55	100.00%
		Asian	7	20	31	47	6.67%	19.05%	29.52%	44.76%	105	100.00%
		Black or African American	351	412	415	259	24.43%	28.67%	28.88%	18.02%	1,437	100.00%
		Hispanic/Latino	152	146	180	174	23.31%	22.39%	27.61%	26.69%	652	100.00%
		American Indian or Alaska..		3	2	4		33.33%	22.22%	44.44%	9	100.00%
		Native Hawaiian or Other ..	3	3	2	1	33.33%	33.33%	22.22%	11.11%	9	100.00%
		White	212	460	789	1,386	7.45%	16.16%	27.71%	48.68%	2,847	100.00%
		M-Two or More Races	72	109	161	165	14.20%	21.50%	31.76%	32.54%	507	100.00%
	6, 7, 8	Null	77	53	28	8	46.39%	31.93%	16.87%	4.82%	166	100.00%
		Asian	10	16	20	38	11.90%	19.05%	23.81%	45.24%	84	100.00%
		Black or African American	479	569	376	244	28.72%	34.11%	22.54%	14.63%	1,668	100.00%
		Hispanic/Latino	148	203	206	134	21.42%	29.38%	29.81%	19.39%	691	100.00%
		American Indian or Alaska..	1	1	1	5	12.50%	12.50%	12.50%	62.50%	8	100.00%
		Native Hawaiian or Other ..	2	2	1	3	25.00%	25.00%	12.50%	37.50%	8	100.00%
		White	267	620	857	1,192	9.09%	21.12%	29.19%	40.60%	2,936	100.00%
		M-Two or More Races	71	146	137	139	14.40%	29.61%	27.79%	28.19%	493	100.00%
Grand Total			11,332	15,634	15,976	15,302	19.46%	26.84%	27.43%	26.27%	58,244	100.00%

Dorchester Two SC READY MATH PERFORMANCE LEVELS by ETHNICITY/RACE over time

Count and Percent of Students in Each Category

1=Does Not Meet Expectations 2=Approaches Expectations 3=Meets Expectations 4=Exceeds Expectations

							Math Lev (group) 1					
			Count of Union Years				% of Total Count of Union Years along ..				Count ..	% of T..
Sheet	Math Grade (..	Fed Report	1	2	3	4	1	2	3	4	Total	Total
2018	3, 4, 5	Null	26	33	15	17	28.57%	36.26%	16.48%	18.68%	91	100.00%
		Asian	8	13	18	57	8.33%	13.54%	18.75%	59.38%	96	100.00%
		Black or African American	522	523	438	232	30.44%	30.50%	25.54%	13.53%	1,715	100.00%
		Hispanic/Latino	100	163	145	109	19.34%	31.53%	28.05%	21.08%	517	100.00%
		American Indian or Alaska Nat..	1	5	1	1	12.50%	62.50%	12.50%	12.50%	8	100.00%
		Native Hawaiian or Other Paci..	1	2	3	4	10.00%	20.00%	30.00%	40.00%	10	100.00%
		White	315	666	936	1,310	9.76%	20.64%	29.01%	40.59%	3,227	100.00%
		M-Two or More Races	55	115	124	144	12.56%	26.26%	28.31%	32.88%	438	100.00%
	6, 7, 8	Null	33	25	15	9	40.24%	30.49%	18.29%	10.98%	82	100.00%
		Asian	13	15	24	49	12.87%	14.85%	23.76%	48.51%	101	100.00%
		Black or African American	688	619	277	167	39.29%	35.35%	15.82%	9.54%	1,751	100.00%
		Hispanic/Latino	130	163	100	87	27.08%	33.96%	20.83%	18.12%	480	100.00%
		American Indian or Alaska Nat..	7	7	11	6	22.58%	22.58%	35.48%	19.35%	31	100.00%
		Native Hawaiian or Other Paci..	3	4	1	3	27.27%	36.36%	9.09%	27.27%	11	100.00%
		White	445	851	717	1,090	14.34%	27.43%	23.11%	35.13%	3,103	100.00%
		M-Two or More Races	70	120	76	91	19.61%	33.61%	21.29%	25.49%	357	100.00%
2019	3, 4, 5	Null	28	17	14	7	42.42%	25.76%	21.21%	10.61%	66	100.00%
		Asian	1	15	21	52	1.12%	16.85%	23.60%	58.43%	89	100.00%
		Black or African American	482	552	398	239	28.85%	33.03%	23.82%	14.30%	1,671	100.00%
		Hispanic/Latino	104	153	158	117	19.55%	28.76%	29.70%	21.99%	532	100.00%
		American Indian or Alaska Nat..	3	2	1	1	42.86%	28.57%	14.29%	14.29%	7	100.00%
		Native Hawaiian or Other Paci..	1	4		4	11.11%	44.44%		44.44%	9	100.00%
		White	293	649	949	1,333	9.09%	20.13%	29.44%	41.35%	3,224	100.00%
		M-Two or More Races	66	117	140	136	14.38%	25.49%	30.50%	29.63%	459	100.00%
	6, 7, 8	Null	39	25	16	4	46.43%	29.76%	19.05%	4.76%	84	100.00%
		Asian	13	15	30	52	11.82%	13.64%	27.27%	47.27%	110	100.00%
		Black or African American	747	590	255	167	42.47%	33.54%	14.50%	9.49%	1,759	100.00%
		Hispanic/Latino	162	197	90	77	30.80%	37.45%	17.11%	14.64%	526	100.00%
		American Indian or Alaska Nat..	5	4	7	6	22.73%	18.18%	31.82%	27.27%	22	100.00%
		Native Hawaiian or Other Paci..	2	1	1	2	33.33%	16.67%	16.67%	33.33%	6	100.00%
		White	456	881	680	1,127	14.50%	28.02%	21.63%	35.85%	3,144	100.00%
		M-Two or More Races	88	141	84	98	21.41%	34.31%	20.44%	23.84%	411	100.00%
2021	3, 4, 5	Null	33	28	13	9	39.76%	33.73%	15.66%	10.84%	83	100.00%
		Asian	9	15	25	28	11.69%	19.48%	32.47%	36.36%	77	100.00%
		Black or African American	678	397	213	99	48.88%	28.62%	15.36%	7.14%	1,387	100.00%
		Hispanic/Latino	177	150	128	72	33.59%	28.46%	24.29%	13.66%	527	100.00%
		American Indian or Alaska Nat..	1	1	2	4	12.50%	12.50%	25.00%	50.00%	8	100.00%
		Native Hawaiian or Other Paci..	2	3	1		33.33%	50.00%	16.67%		6	100.00%
		White	460	669	731	815	17.20%	25.01%	27.33%	30.47%	2,675	100.00%
		M-Two or More Races	128	116	94	77	30.84%	27.95%	22.65%	18.55%	415	100.00%
	6, 7, 8	Null	46	24	8	7	54.12%	28.24%	9.41%	8.24%	85	100.00%

Dorchester Two SC READY MATH PERFORMANCE LEVELS by ETHNICITY/RACE over time

Count and Percent of Students in Each Category

1=Does Not Meet Expectations 2=Approaches Expectations 3=Meets Expectations 4=Exceeds Expectations

			Count of Union Years				Math Lev (group) 1				Count ..	% of T..
Sheet	Math Grade (..	Fed Report	1	2	3	4	% of Total Count of Union Years along ..				Total	Total
			1	2	3	4	1	2	3	4		
2021	6, 7, 8	Asian	9	22	21	41	9.68%	23.66%	22.58%	44.09%	93	100.00%
		Black or African American	957	520	144	63	56.83%	30.88%	8.55%	3.74%	1,684	100.00%
		Hispanic/Latino	233	206	65	45	42.44%	37.52%	11.84%	8.20%	549	100.00%
		American Indian or Alaska Nat..	3	5		1	33.33%	55.56%		11.11%	9	100.00%
		Native Hawaiian or Other Paci..	1	1	1	3	16.67%	16.67%	16.67%	50.00%	6	100.00%
		White	699	930	646	610	24.23%	32.24%	22.39%	21.14%	2,885	100.00%
		M-Two or More Races	138	165	76	59	31.51%	37.67%	17.35%	13.47%	438	100.00%
2022	3, 4, 5	Null	26	10	12	4	50.00%	19.23%	23.08%	7.69%	52	100.00%
		Asian	5	21	20	37	6.02%	25.30%	24.10%	44.58%	83	100.00%
		Black or African American	598	478	240	148	40.85%	32.65%	16.39%	10.11%	1,464	100.00%
		Hispanic/Latino	172	186	143	94	28.91%	31.26%	24.03%	15.80%	595	100.00%
		American Indian or Alaska Nat..	1	2	4	6	7.69%	15.38%	30.77%	46.15%	13	100.00%
		Native Hawaiian or Other Paci..	1	3	2		16.67%	50.00%	33.33%		6	100.00%
		White	403	631	809	952	14.42%	22.58%	28.94%	34.06%	2,795	100.00%
		M-Two or More Races	120	136	101	101	26.20%	29.69%	22.05%	22.05%	458	100.00%
	6, 7, 8	Null	68	32	10	4	59.65%	28.07%	8.77%	3.51%	114	100.00%
		Asian	11	22	20	35	12.50%	25.00%	22.73%	39.77%	88	100.00%
		Black or African American	978	521	169	102	55.25%	29.44%	9.55%	5.76%	1,770	100.00%
		Hispanic/Latino	278	212	112	61	41.93%	31.98%	16.89%	9.20%	663	100.00%
		American Indian or Alaska Nat..	3	4			42.86%	57.14%			7	100.00%
		Native Hawaiian or Other Paci..	2	1		3	33.33%	16.67%		50.00%	6	100.00%
		White	633	893	667	714	21.78%	30.72%	22.94%	24.56%	2,907	100.00%
		M-Two or More Races	159	158	82	75	33.54%	33.33%	17.30%	15.82%	474	100.00%
2023	3, 4, 5	Null	24	17	12	2	43.64%	30.91%	21.82%	3.64%	55	100.00%
		Asian	9	17	28	51	8.57%	16.19%	26.67%	48.57%	105	100.00%
		Black or African American	472	498	311	156	32.85%	34.66%	21.64%	10.86%	1,437	100.00%
		Hispanic/Latino	163	194	162	133	25.00%	29.75%	24.85%	20.40%	652	100.00%
		American Indian or Alaska Nat..		4	2	3		44.44%	22.22%	33.33%	9	100.00%
		Native Hawaiian or Other Paci..	3	2	3	1	33.33%	22.22%	33.33%	11.11%	9	100.00%
		White	305	627	851	1,064	10.71%	22.02%	29.89%	37.37%	2,847	100.00%
		M-Two or More Races	110	147	125	125	21.70%	28.99%	24.65%	24.65%	507	100.00%
	6, 7, 8	Null	123	36	8	2	72.78%	21.30%	4.73%	1.18%	169	100.00%
		Asian	11	24	14	35	13.10%	28.57%	16.67%	41.67%	84	100.00%
		Black or African American	893	517	161	97	53.54%	31.00%	9.65%	5.82%	1,668	100.00%
		Hispanic/Latino	273	239	108	71	39.51%	34.59%	15.63%	10.27%	691	100.00%
		American Indian or Alaska Nat..	2		4	2	25.00%		50.00%	25.00%	8	100.00%
		Native Hawaiian or Other Paci..	4	2		2	50.00%	25.00%		25.00%	8	100.00%
		White	608	936	687	704	20.72%	31.89%	23.41%	23.99%	2,935	100.00%
		M-Two or More Races	164	178	71	80	33.27%	36.11%	14.40%	16.23%	493	100.00%
Grand Total			15,103	16,687	12,851	13,595	25.93%	28.65%	22.07%	23.34%	58,236	100.00%

Dorchester Two MAP District Spring 2021-2022 - Math - Achievement Quintiles

Low: 1st - 20th percentile
 Low Average: 21st - 40th percentile
 Average: 41st - 60th percentile
 Average High: 61st - 80th percentile
 High: 81st - 99th percentile

2022 Spring MAP Math K-12 > Achievement Quintile														
School	2022 Spring MAP Grade	VA	Count of MAP Scores Spring					% of Total Count of MAP Scores Spring along Pane ..					Count o..	% of To..
			Low	Low Average	Average	High Average	High	Low	Low Average	Average	High Average	High	Total	Total
E	Grade 00	Brick/Mortar												
		VA												
		Total					373	19.8%	14.7%	18.7%	24.1%	22.8%	1,638	100.0%
	Grade 01	Brick/Mortar	409	431	342	336	294	22.6%	23.8%	18.9%	18.5%	16.2%	1,812	100.0%
		VA	1			1		50.0%			50.0%		2	100.0%
		Total	410	431	342	337	294	22.6%	23.8%	18.9%	18.6%	16.2%	1,814	100.0%
	Grade 02	Brick/Mortar	430	389	366	360	187	24.8%	22.5%	21.1%	20.8%	10.8%	1,732	100.0%
		VA	2	1			1	50.0%	25.0%			25.0%	4	100.0%
		Total	432	390	366	360	188	24.9%	22.5%	21.1%	20.7%	10.8%	1,736	100.0%
	Grade 03	Brick/Mortar	364	329	387	458	236	20.5%	18.5%	21.8%	25.8%	13.3%	1,774	100.0%
		VA	2		2	2		33.3%		33.3%	33.3%		6	100.0%
		Total	366	329	389	460	236	20.6%	18.5%	21.9%	25.8%	13.3%	1,780	100.0%
	Grade 04	Brick/Mortar	394	324	417	348	265	22.5%	18.5%	23.9%	19.9%	15.2%	1,748	100.0%
		VA	9	8	15	3		25.7%	22.9%	42.9%	8.6%		35	100.0%
		Total	403	332	432	351	265	22.6%	18.6%	24.2%	19.7%	14.9%	1,783	100.0%
	Grade 05	Brick/Mortar	462	374	384	340	243	25.6%	20.7%	21.3%	18.9%	13.5%	1,803	100.0%
		VA	19	7	6	2		55.9%	20.6%	17.6%	5.9%		34	100.0%
		Total	481	381	390	342	243	26.2%	20.7%	21.2%	18.6%	13.2%	1,837	100.0%
	Total			2,416	2,103	2,226	2,244	1,599	22.8%	19.9%	21.0%	21.2%	15.1%	10,588
M	Grade 06	Brick/Mortar	474	441	389	305	198	26.2%	24.4%	21.5%	16.9%	11.0%	1,807	100.0%
		VA	21	14	9	5	4	39.6%	26.4%	17.0%	9.4%	7.5%	53	100.0%
		Total	495	455	398	310	202	26.6%	24.5%	21.4%	16.7%	10.9%	1,860	100.0%
	Grade 07	Brick/Mortar	499	477	350	326	271	25.9%	24.8%	18.2%	17.0%	14.1%	1,923	100.0%
		VA	19	15	7	6	6	35.8%	28.3%	13.2%	11.3%	11.3%	53	100.0%
		Total	518	492	357	332	277	26.2%	24.9%	18.1%	16.8%	14.0%	1,976	100.0%
	Grade 08	Brick/Mortar	479	416	398	370	258	24.9%	21.7%	20.7%	19.3%	13.4%	1,921	100.0%
		VA	18	14	7	6	9	33.3%	25.9%	13.0%	11.1%	16.7%	54	100.0%
		Total	497	430	405	376	267	25.2%	21.8%	20.5%	19.0%	13.5%	1,975	100.0%
	Total			1,510	1,377	1,160	1,018	746	26.0%	23.7%	20.0%	17.5%	12.8%	5,811
H	Grade 09	Brick/Mortar	417	491	434	379	340	20.2%	23.8%	21.1%	18.4%	16.5%	2,061	100.0%
		VA	18	19	8	4	4	34.0%	35.8%	15.1%	7.5%	7.5%	53	100.0%
		Total	435	510	442	383	344	20.6%	24.1%	20.9%	18.1%	16.3%	2,114	100.0%
	Grade 10	Brick/Mortar	252	365	343	332	329	15.5%	22.5%	21.2%	20.5%	20.3%	1,621	100.0%
		VA	11	19	11	9	4	20.4%	35.2%	20.4%	16.7%	7.4%	54	100.0%
		Total	263	384	354	341	333	15.7%	22.9%	21.1%	20.4%	19.9%	1,675	100.0%
	Grade 11	Brick/Mortar	2					100.0%					2	100.0%
		VA	1					100.0%					1	100.0%
		Total	3					100.0%					3	100.0%
Total			701	894	796	724	677	18.5%	23.6%	21.0%	19.1%	17.9%	3,792	100.0%
Grand Total			4,627	4,374	4,182	3,986	3,022	22.9%	21.7%	20.7%	19.7%	15.0%	20,191	100.0%

Dorchester Two MAP District Spring 2022-2023 - Math - Achievement Quintiles

Low: 1st - 20th percentile
Low Average: 21st - 40th percentile
Average: 41st - 60th percentile
Average High: 61st - 80th percentile
High: 81st - 99th percentile

Dorchester Two MAP District Spring 2022-2023 - Math - Achievement Quintiles

Low: 1st - 20th percentile
Low Average: 21st - 40th percentile
Average: 41st - 60th percentile
Average High: 61st - 80th percentile
High: 81st - 99th percentile

Dorchester Two MAP District Spring 2022-2023 - Math - Achievement Quintiles

Low: 1st - 20th percentile
Low Average: 21st - 40th percentile
Average: 41st - 60th percentile
Average High: 61st - 80th percentile
High: 81st - 99th percentile

Dorchester Two MAP District Spring 2022-2023 - Math - Achievement Quintiles

Low: 1st - 20th percentile
Low Average: 21st - 40th percentile
Average: 41st - 60th percentile
Average High: 61st - 80th percentile
High: 81st - 99th percentile

Dorchester Two MAP District Spring 2022-2023 - Math - Achievement Quintiles

Low: 1st - 20th percentile
Low Average: 21st - 40th percentile
Average: 41st - 60th percentile
Average High: 61st - 80th percentile
High: 81st - 99th percentile

Dorchester Two MAP District Spring 2022-2023 - Math - Achievement Quintiles

Low: 1st - 20th percentile
Low Average: 21st - 40th percentile
Average: 41st - 60th percentile
Average High: 61st - 80th percentile
High: 81st - 99th percentile

[illegible]

Dorchester Two MAP District Spring 2021-2022 - Reading - Achievement Quintiles

Low: 1st - 20th percentile
 Low Average: 21st - 40th percentile
 Average: 41st - 60th percentile
 Average High: 61st - 80th percentile
 High: 81st - 99th percentile

			2022 Spring MAP Reading > Achievement Quintile											
Scho ol T..	2022 Spring..	VA	Count of MAP Scores Spring					% of Total Count of MAP Scores Spring along P..					Count ..	% of To..
			Low	Low Average	Average	High Average	High	Low	Low Average	Average	High Average	High		
E	Grade 00	Brick/Mortar	369	294	289	344	343	22.5%	17.9%	17.6%	21.0%	20.9%	1,639	100.0%
		VA			1					100.0%			1	100.0%
		Total	369	294	290	344	343	22.5%	17.9%	17.7%	21.0%	20.9%	1,640	100.0%
	Grade 01	Brick/Mortar	471	347	381	320	298	25.9%	19.1%	21.0%	17.6%	16.4%	1,817	100.0%
		VA	1			1		50.0%			50.0%		2	100.0%
		Total	472	347	381	321	298	25.9%	19.1%	20.9%	17.6%	16.4%	1,819	100.0%
	Grade 02	Brick/Mortar	426	261	281	369	390	24.7%	15.1%	16.3%	21.4%	22.6%	1,727	100.0%
		VA	1	1		1	1	25.0%	25.0%		25.0%	25.0%	4	100.0%
		Total	427	262	281	370	391	24.7%	15.1%	16.2%	21.4%	22.6%	1,731	100.0%
	Grade 03	Brick/Mortar	283	270	327	465	427	16.0%	15.2%	18.5%	26.2%	24.1%	1,772	100.0%
		VA			2	2	2			33.3%	33.3%	33.3%	6	100.0%
		Total	283	270	329	467	429	15.9%	15.2%	18.5%	26.3%	24.1%	1,778	100.0%
	Grade 04	Brick/Mortar	249	229	392	466	408	14.3%	13.1%	22.5%	26.7%	23.4%	1,744	100.0%
		VA	2	4	12	10	7	5.7%	11.4%	34.3%	28.6%	20.0%	35	100.0%
		Total	251	233	404	476	415	14.1%	13.1%	22.7%	26.8%	23.3%	1,779	100.0%
	Grade 05	Brick/Mortar	243	317	393	459	390	13.5%	17.6%	21.8%	25.5%	21.6%	1,802	100.0%
		VA	7	12	9	6	1	20.0%	34.3%	25.7%	17.1%	2.9%	35	100.0%
		Total	250	329	402	465	391	13.6%	17.9%	21.9%	25.3%	21.3%	1,837	100.0%
	Total		2,052	1,735	2,087	2,443	2,267	19.4%	16.4%	19.7%	23.1%	21.4%	10,584	100.0%
M	Grade 06	Brick/Mortar	295	300	423	437	322	16.6%	16.9%	23.8%	24.6%	18.1%	1,777	100.0%
		VA	9	11	10	13	8	17.6%	21.6%	19.6%	25.5%	15.7%	51	100.0%
		Total	304	311	433	450	330	16.6%	17.0%	23.7%	24.6%	18.1%	1,828	100.0%
	Grade 07	Brick/Mortar	311	340	431	511	302	16.4%	17.9%	22.7%	27.0%	15.9%	1,895	100.0%
		VA	11	15	6	8	12	21.2%	28.8%	11.5%	15.4%	23.1%	52	100.0%
		Total	322	355	437	519	314	16.5%	18.2%	22.4%	26.7%	16.1%	1,947	100.0%
	Grade 08	Brick/Mortar	308	361	456	464	333	16.0%	18.8%	23.7%	24.1%	17.3%	1,922	100.0%
		VA	9	14	12	7	12	16.7%	25.9%	22.2%	13.0%	22.2%	54	100.0%
		Total	317	375	468	471	345	16.0%	19.0%	23.7%	23.8%	17.5%	1,976	100.0%
	Total		943	1,041	1,338	1,440	989	16.4%	18.1%	23.3%	25.0%	17.2%	5,751	100.0%
H	Grade 09	Brick/Mortar	282	336	521	575	350	13.7%	16.3%	25.2%	27.9%	17.0%	2,064	100.0%
		VA	10	13	11	12	7	18.9%	24.5%	20.8%	22.6%	13.2%	53	100.0%
		Total	292	349	532	587	357	13.8%	16.5%	25.1%	27.7%	16.9%	2,117	100.0%
	Grade 10	Brick/Mortar	192	253	362	485	331	11.8%	15.6%	22.3%	29.9%	20.4%	1,623	100.0%
		VA	7	8	10	21	8	13.0%	14.8%	18.5%	38.9%	14.8%	54	100.0%
		Total	199	261	372	506	339	11.9%	15.6%	22.2%	30.2%	20.2%	1,677	100.0%
	Grade 11	Brick/Mortar			1					100.0%			1	100.0%
		VA	1					100.0%					1	100.0%
		Total	1	1				50.0%	50.0%				2	100.0%
	Total		492	611	904	1,093	696	13.0%	16.1%	23.8%	28.8%	18.3%	3,796	100.0%
Grand Total			3,487	3,387	4,329	4,976	3,952	17.3%	16.8%	21.5%	24.7%	19.6%	20,131	100.0%

Dorchester Two MAP District Spring 2022-2023 - Reading - Achievement Quintiles

Low: 1st - 20th percentile
 Low Average: 21st - 40th percentile
 Average: 41st - 60th percentile
 Average High: 61st - 80th percentile
 High: 81st - 99th percentile

2023 Spring MAP Reading > Achievement Quintile

School	2023 Spring	VA	Count of Copy of Copy of MAP Scores - fo					% of Total Count of Copy of Copy of MAP Score..					Count ..	% of To..
			Low	Low Average	Average	High Average	High	Low	Low Average	Average	High Average	High		
E	Grade 00	Brick/Mortar	316	340	315	398	416	17.7%	19.0%	17.6%	22.3%	23.3%	1,785	100.0%
	Grade 01	Brick/Mortar	450	340	386	332	326	24.5%	18.5%	21.0%	18.1%	17.8%	1,834	100.0%
	Grade 02	Brick/Mortar	437	288	286	385	447	23.7%	15.6%	15.5%	20.9%	24.3%	1,843	100.0%
		VA	1			2	1	25.0%			50.0%	25.0%	4	100.0%
	Grade 03	Brick/Mortar	281	279	389	465	427	15.3%	15.2%	21.1%	25.3%	23.2%	1,841	100.0%
	Grade 04	Brick/Mortar	249	239	392	495	470	13.5%	13.0%	21.2%	26.8%	25.5%	1,845	100.0%
		VA					2					100.0%	2	100.0%
	Grade 05	Brick/Mortar	224	290	392	462	474	12.2%	15.7%	21.3%	25.1%	25.7%	1,842	100.0%
M		VA		4	4	4	1		30.8%	30.8%	30.8%	7.7%	13	100.0%
	Total		1,958	1,780	2,164	2,543	2,564	17.8%	16.2%	19.7%	23.1%	23.3%	11,009	100.0%
	Grade 06	Brick/Mortar	309	316	447	494	321	16.4%	16.7%	23.7%	26.2%	17.0%	1,887	100.0%
		VA	4	4	3	3	2	25.0%	25.0%	18.8%	18.8%	12.5%	16	100.0%
	Grade 07	Brick/Mortar	304	375	443	502	327	15.6%	19.2%	22.7%	25.7%	16.8%	1,951	100.0%
		VA	4	3	3	4	3	23.5%	17.6%	17.6%	23.5%	17.6%	17	100.0%
	Grade 08	Brick/Mortar	279	370	514	504	349	13.8%	18.4%	25.5%	25.0%	17.3%	2,016	100.0%
		VA	3	4	3	4	3	17.6%	23.5%	17.6%	23.5%	17.6%	17	100.0%
H	Total		903	1,072	1,413	1,511	1,005	15.3%	18.2%	23.9%	25.6%	17.0%	5,904	100.0%
	Grade 09	Brick/Mortar	294	352	521	494	301	15.0%	17.9%	26.6%	25.2%	15.3%	1,962	100.0%
		VA			1					100.0%			1	100.0%
	Grade 10	Brick/Mortar	247	300	410	488	282	14.3%	17.4%	23.7%	28.3%	16.3%	1,727	100.0%
	Grade 11	Brick/Mortar		3					100.0%				3	100.0%
Grand Total			3,402	3,507	4,509	5,036	4,152	16.5%	17.0%	21.9%	24.4%	20.1%	20,606	100.0%

Dorchester Two MAP District 2021-2022 - Math - Fall to Spring Met Projected Growth - Matched

*Indicates that projected growth falls within standard error of observed growth.

2022 Spring MAP Math K-12 > Fall to Spring > Met Projected Growth											
Sch..	2022 Sprin..	Count of MAP Scores Spring				% of Total Count of MAP Scores Spring a..				Count o..	% of To..
		No	No*	Yes	Yes*	No	No*	Yes	Yes*	Total	Total
E	Grade 00	507	316	312	372	33.6%	21.0%	20.7%	24.7%	1,507	100.0%
	Grade 01	607	409	295	378	35.9%	24.2%	17.5%	22.4%	1,689	100.0%
	Grade 02	606	417	251	352	37.3%	25.6%	15.4%	21.6%	1,626	100.0%
	Grade 03	443	428	319	480	26.5%	25.6%	19.1%	28.7%	1,670	100.0%
	Grade 04	560	428	255	426	33.6%	25.6%	15.3%	25.5%	1,669	100.0%
	Grade 05	473	385	383	465	27.7%	22.6%	22.5%	27.3%	1,706	100.0%
	Total	3,196	2,383	1,815	2,473	32.4%	24.2%	18.4%	25.1%	9,867	100.0%
M	Grade 06	533	397	323	488	30.6%	22.8%	18.6%	28.0%	1,741	100.0%
	Grade 07	463	405	438	518	25.4%	22.2%	24.0%	28.4%	1,824	100.0%
	Grade 08	460	383	466	474	25.8%	21.5%	26.1%	26.6%	1,783	100.0%
	Total	1,456	1,185	1,227	1,480	27.2%	22.2%	22.9%	27.7%	5,348	100.0%
H	Grade 09	519	384	487	473	27.9%	20.6%	26.1%	25.4%	1,863	100.0%
	Grade 10	8	6	20	10	18.2%	13.6%	45.5%	22.7%	44	100.0%
	Total	527	390	507	483	27.6%	20.5%	26.6%	25.3%	1,907	100.0%
Grand Total		5,179	3,958	3,549	4,436	30.2%	23.1%	20.7%	25.9%	17,122	100.0%

Dorchester Two MAP District 2022-2023 - Math - Fall to Spring Met Projected Growth - Matched

*Indicates that projected growth falls within standard error of observed growth.

2023 Spring MAP Math K-12 > Fall to Spring > Met Projected Growth											
Sch..	2023 Sprin..	Count of Copy of Copy of MAP Scores - fo				% of Total Count of Copy of Copy of MAP..				Count o..	% of To..
		No	No*	Yes*	Yes	No	No*	Yes*	Yes	Total	Total
E	Grade 00	468	329	396	449	28.5%	20.0%	24.1%	27.3%	1,642	100.0%
	Grade 01	536	356	410	386	31.8%	21.1%	24.3%	22.9%	1,688	100.0%
	Grade 02	518	394	427	396	29.9%	22.7%	24.6%	22.8%	1,735	100.0%
	Grade 03	347	366	472	524	20.3%	21.4%	27.6%	30.7%	1,709	100.0%
	Grade 04	473	366	481	417	27.2%	21.1%	27.7%	24.0%	1,737	100.0%
	Grade 05	477	357	482	428	27.4%	20.5%	27.6%	24.5%	1,744	100.0%
	Total	2,819	2,168	2,668	2,600	27.5%	21.1%	26.0%	25.4%	10,255	100.0%
M	Grade 06	494	410	477	396	27.8%	23.1%	26.8%	22.3%	1,777	100.0%
	Grade 07	515	427	452	422	28.4%	23.5%	24.9%	23.2%	1,816	100.0%
	Grade 08	496	404	514	493	26.0%	21.2%	27.0%	25.9%	1,907	100.0%
	Total	1,505	1,241	1,443	1,311	27.4%	22.6%	26.2%	23.8%	5,500	100.0%
H	Grade 09	514	361	401	522	28.6%	20.1%	22.3%	29.0%	1,798	100.0%
	Grade 10	453	320	390	438	28.3%	20.0%	24.4%	27.4%	1,601	100.0%
	Grade 11		1				100.0%			1	100.0%
	Total	967	682	791	960	28.4%	20.1%	23.3%	28.2%	3,400	100.0%
Grand Total		5,291	4,091	4,902	4,871	27.6%	21.4%	25.6%	25.4%	19,155	100.0%

Dorchester Two MAP District 2021-2022 - Reading - Fall to Spring Met Projected Growth - Matched

*Indicates that projected growth falls within standard error of observed growth.

2022 Spring MAP Reading > Fall to Spring > Met Projected Growth											
Sch..	2022 Sprin..	Count of MAP Scores Spring				% of Total Count of MAP Scores Spring a..				Count o..	% of To..
		No	No*	Yes	Yes*	No	No*	Yes	Yes*	Total	Total
E	Grade 00	579	260	351	319	38.4%	17.2%	23.3%	21.1%	1,509	100.0%
	Grade 01	723	357	290	322	42.7%	21.1%	17.1%	19.0%	1,692	100.0%
	Grade 02	543	296	420	353	33.7%	18.4%	26.1%	21.9%	1,612	100.0%
	Grade 03	435	324	470	431	26.2%	19.5%	28.3%	26.0%	1,660	100.0%
	Grade 04	436	354	450	430	26.1%	21.2%	26.9%	25.7%	1,670	100.0%
	Grade 05	418	353	473	457	24.6%	20.8%	27.8%	26.9%	1,701	100.0%
	Total	3,134	1,944	2,454	2,312	31.8%	19.7%	24.9%	23.5%	9,844	100.0%
M	Grade 06	387	329	507	471	22.8%	19.4%	29.9%	27.8%	1,694	100.0%
	Grade 07	437	337	534	504	24.1%	18.6%	29.5%	27.8%	1,812	100.0%
	Grade 08	403	343	591	455	22.5%	19.1%	33.0%	25.4%	1,792	100.0%
	Total	1,227	1,009	1,632	1,430	23.2%	19.0%	30.8%	27.0%	5,298	100.0%
H	Grade 09	534	357	516	465	28.5%	19.1%	27.6%	24.8%	1,872	100.0%
	Grade 10	11	2	20	14	23.4%	4.3%	42.6%	29.8%	47	100.0%
	Total	545	359	536	479	28.4%	18.7%	27.9%	25.0%	1,919	100.0%
Grand Total		4,906	3,312	4,622	4,221	28.8%	19.4%	27.1%	24.7%	17,061	100.0%

Dorchester Two MAP District 2022-2023 - Reading - Fall to Spring Met Projected Growth - Matched

*Indicates that projected growth falls within standard error of observed growth.

2023 Spring MAP Reading > Fall to Spring > Met Projected Growth											
Sch..	2023 Sprin..	Count of Copy of Copy of MAP Scores - fo				% of Total Count of Copy of Copy of MAP..				Count o..	% of To..
		No	No*	Yes*	Yes	No	No*	Yes*	Yes	Total	Total
E	Grade 00	481	251	354	556	29.3%	15.3%	21.6%	33.9%	1,642	100.0%
	Grade 01	597	345	367	382	35.3%	20.4%	21.7%	22.6%	1,691	100.0%
	Grade 02	536	298	326	566	31.1%	17.3%	18.9%	32.8%	1,726	100.0%
	Grade 03	396	289	425	589	23.3%	17.0%	25.0%	34.7%	1,699	100.0%
	Grade 04	409	309	461	554	23.6%	17.8%	26.6%	32.0%	1,733	100.0%
	Grade 05	367	331	504	537	21.1%	19.0%	29.0%	30.9%	1,739	100.0%
	Total	2,786	1,823	2,437	3,184	27.2%	17.8%	23.8%	31.1%	10,230	100.0%
M	Grade 06	492	400	482	386	28.0%	22.7%	27.4%	21.9%	1,760	100.0%
	Grade 07	523	385	450	461	28.8%	21.2%	24.7%	25.3%	1,819	100.0%
	Grade 08	464	333	564	535	24.5%	17.6%	29.7%	28.2%	1,896	100.0%
	Total	1,479	1,118	1,496	1,382	27.0%	20.4%	27.3%	25.2%	5,475	100.0%
H	Grade 09	649	362	448	378	35.3%	19.7%	24.4%	20.6%	1,837	100.0%
	Grade 10	591	335	358	357	36.0%	20.4%	21.8%	21.8%	1,641	100.0%
	Grade 11			2				100.0%		2	100.0%
	Total	1,240	697	808	735	35.6%	20.0%	23.2%	21.1%	3,480	100.0%
Grand Total		5,505	3,638	4,741	5,301	28.7%	19.0%	24.7%	27.6%	19,185	100.0%

*Indicates that projected growth falls within standard error of observed growth.

2022 Spring MAP Reading > Fall to Spring > Met Projected Growth												
Sch..	2022 Sprin..	Student Gif..	Count of MAP Scores Spring				% of Total Count of MAP Scores Spring a..				Count o..	% of To..
			No	No*	Yes	Yes*	No	No*	Yes	Yes*	Total	Total
E	Grade 00	No										
	Grade 01	No										
	Grade 02	No										
	Grade 03	No										
		Yes										
	Grade 04	No										
		Yes										
	Grade 05	No										
	Yes											
	Total											
M	Grade 06	No										
		Yes										
	Grade 07	No										
		Yes										
	Grade 08	No										
		Yes										
	Total											
H	Grade 09	No										
		Yes										
	Grade 10	No										
		Yes										
	Total											
Grand Total												

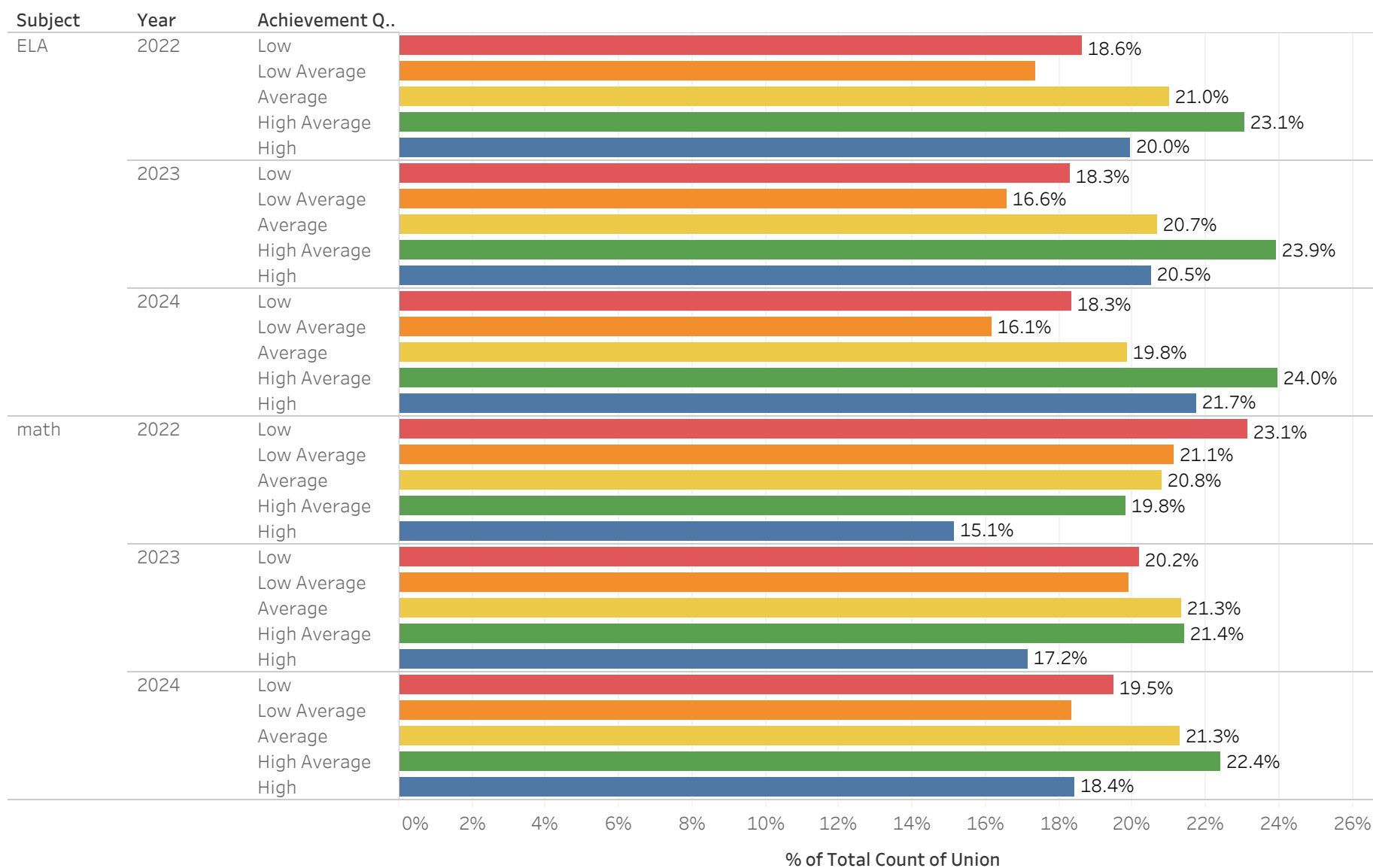
Dorchester Two MAP District 2022-2023 - Reading - Fall to Spring Met Projected Growth by Gifted Status- Matched

*Indicates that projected growth falls within standard error of observed growth.

2023 Spring MAP Reading > Fall to Spring > Met Projected Growth												
Sch..	2023 Sprin..	Student Gif..	Count of Copy of Copy of MAP Scores - fo				% of Total Count of Copy of Copy of MAP..				Count o..	% of To..
			No	No*	Yes	Yes*	No	No*	Yes	Yes*		
E	Grade 00	No	481	251	556	354	29.3%	15.3%	33.9%	21.6%	1,642	100.0%
	Grade 01	No	597	345	382	367	35.3%	20.4%	22.6%	21.7%	1,691	100.0%
	Grade 02	No	536	298	566	326	31.1%	17.3%	32.8%	18.9%	1,726	100.0%
	Grade 03	No	368	234	521	357	24.9%	15.8%	35.2%	24.1%	1,480	100.0%
		Yes	28	55	68	68	12.8%	25.1%	31.1%	31.1%	219	100.0%
	Grade 04	No	368	253	478	386	24.8%	17.0%	32.2%	26.0%	1,485	100.0%
		Yes	41	56	76	75	16.5%	22.6%	30.6%	30.2%	248	100.0%
	Grade 05	No	331	259	416	388	23.7%	18.6%	29.8%	27.8%	1,394	100.0%
		Yes	36	72	121	116	10.4%	20.9%	35.1%	33.6%	345	100.0%
Total			2,786	1,823	3,184	2,437	27.2%	17.8%	31.1%	23.8%	10,230	100.0%
M	Grade 06	No	411	285	282	327	31.5%	21.8%	21.6%	25.1%	1,305	100.0%
		Yes	81	115	104	155	17.8%	25.3%	22.9%	34.1%	455	100.0%
	Grade 07	No	412	269	331	301	31.4%	20.5%	25.2%	22.9%	1,313	100.0%
		Yes	111	116	130	149	21.9%	22.9%	25.7%	29.4%	506	100.0%
	Grade 08	No	367	227	368	348	28.0%	17.3%	28.1%	26.6%	1,310	100.0%
		Yes	97	106	167	216	16.6%	18.1%	28.5%	36.9%	586	100.0%
Total			1,479	1,118	1,382	1,496	27.0%	20.4%	25.2%	27.3%	5,475	100.0%
H	Grade 09	No	491	239	286	293	37.5%	18.3%	21.8%	22.4%	1,309	100.0%
		Yes	158	123	92	155	29.9%	23.3%	17.4%	29.4%	528	100.0%
	Grade 10	No	433	206	255	236	38.3%	18.2%	22.6%	20.9%	1,130	100.0%
		Yes	158	129	102	122	30.9%	25.2%	20.0%	23.9%	511	100.0%
	Grade 11	No	2				100.0%				2	100.0%
	Total			1,240	697	735	808	35.6%	20.0%	21.1%	23.2%	3,480
Grand Total			5,505	3,638	5,301	4,741	28.7%	19.0%	27.6%	24.7%	19,185	100.0%

Dorchester Two Winter MAP - Achievement Quintiles by Subject by Year [Choose School]

Year: All; Level: All; Subject: All; Grade: All; School: All; Achievement Quintile: All; Growth Quintile: All; Met Projected Growth: All
Gender: All; Ethnicity - Is Hispanic: All; Race: All; Instr. Setting: All; English Prof: All; GT: All; PIP: All



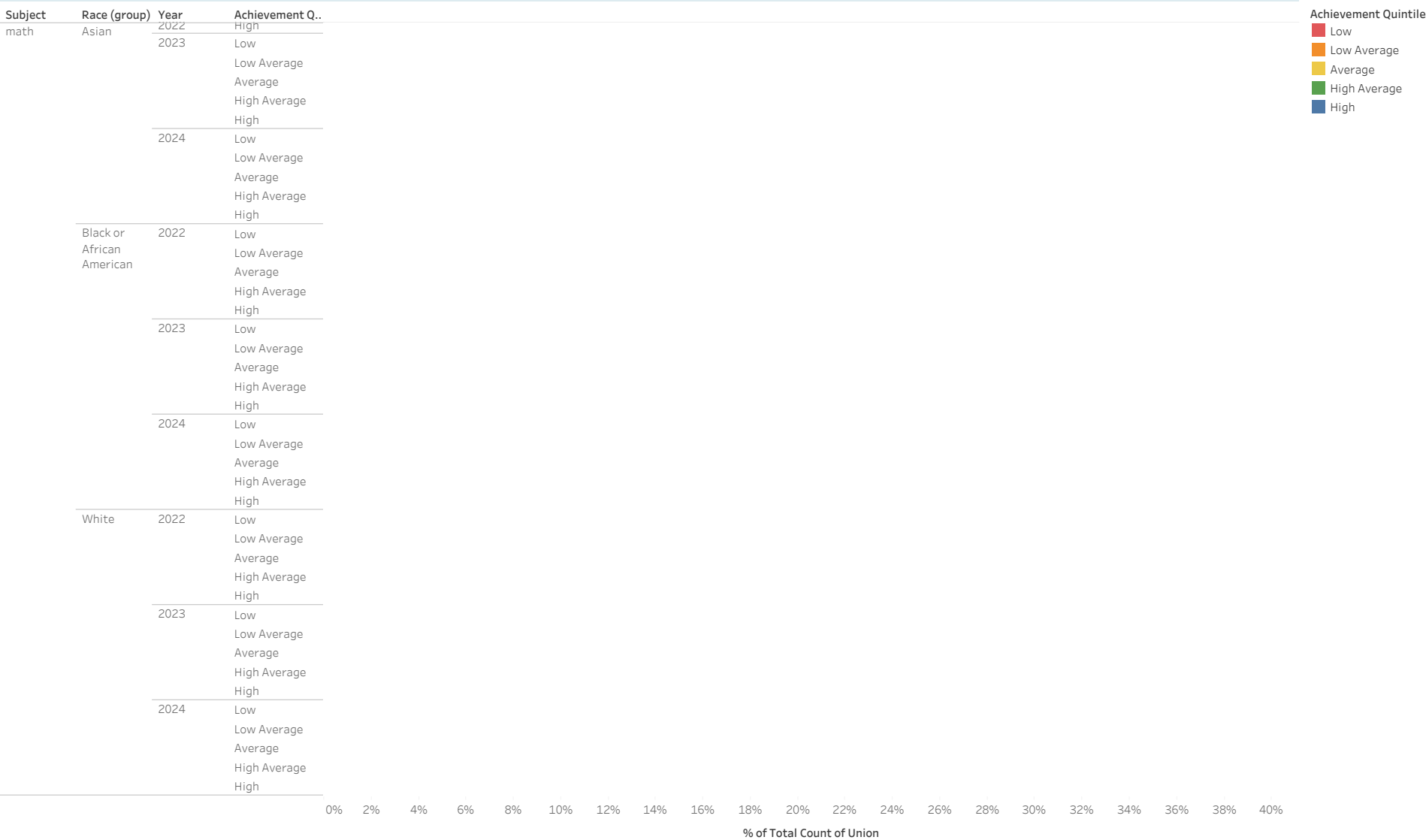
Dorchester Two Winter MAP - Achievement Quintiles by Race [Choose School]

Year: All; Level: All; Subject: All; Grade: All; School: All; Achievement Quintile: All; Growth Quintile: All; Met Projected Growth: All
Gender: All; Ethnicity - Is Hispanic: All; Race: Asian, Black or African American, White; Instr. Setting: All; English Prof: All; GT: All; PIP: All



Dorchester Two Winter MAP - Achievement Quintiles by Race [Choose School]

Year: All; Level: All; Subject: All; Grade: All; School: All; Achievement Quintile: All; Growth Quintile: All; Met Projected Growth: All
Gender: All; Ethnicity - Is Hispanic: All; Race: Asian, Black or African American, White; Instr. Setting: All; English Prof: All; GT: All; PIP: All



Dorchester Two Winter MAP - Achievement Quintiles by Instructional Setting [Choose School]

Year: All; Level: All; Subject: All; Grade: All; School: All; Achievement Quintile: All; Growth Quintile: All; Met Projected Growth: All
Gender: All; Ethnicity - Is Hispanic: All; Race: All; Instr. Setting: All; English Prof: All; GT: All; PIP: All



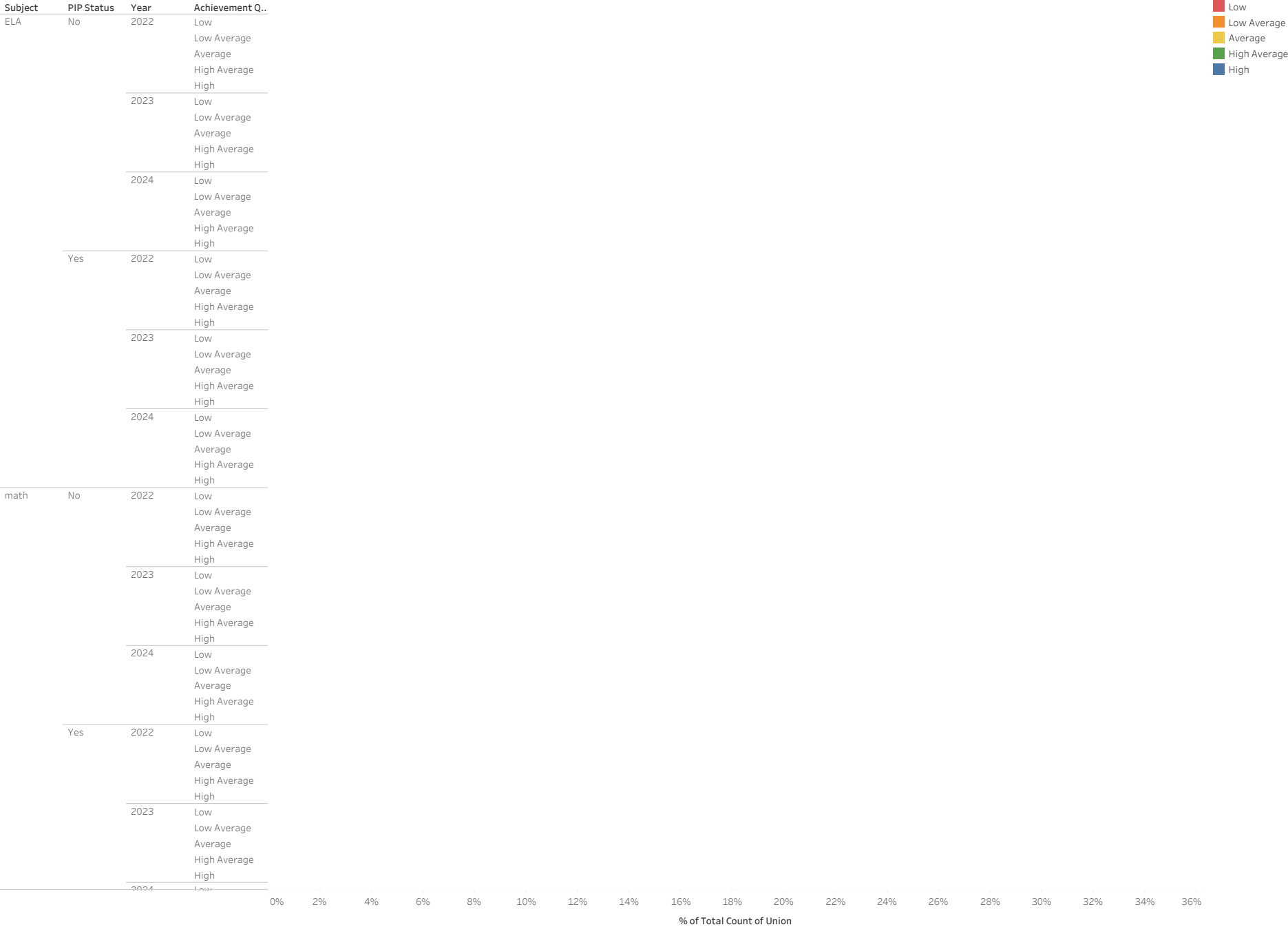
Dorchester Two Winter MAP - Achievement Quintiles by Instructional Setting [Choose School]

Year: All; Level: All; Subject: All; Grade: All; School: All; Achievement Quintile: All; Growth Quintile: All; Met Projected Growth: All
Gender: All; Ethnicity - Is Hispanic: All; Race: All; Instr. Setting: All; English Prof: All; GT: All; PIP: All



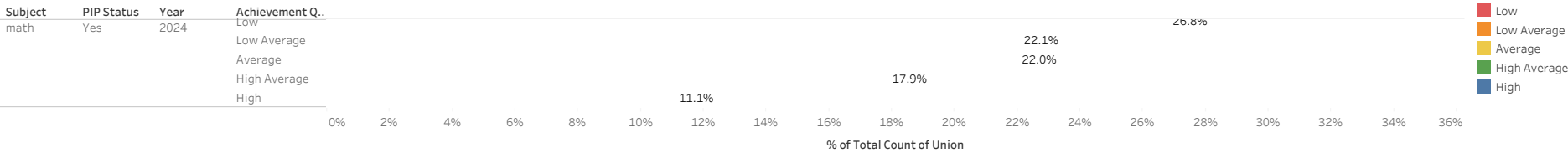
Dorchester Two Winter MAP - Achievement Quintiles by PIP Status [Choose School]

Year: All; Level: All; Subject: All; Grade: All; School: All; Achievement Quintile: All; Growth Quintile: All; Met Projected Growth: All
Gender: All; Ethnicity - Is Hispanic: All; Race: All; Instr. Setting: All; English Prof: All; GT: All; PIP: All



Dorchester Two Winter MAP - Achievement Quintiles by PIP Status [Choose School]

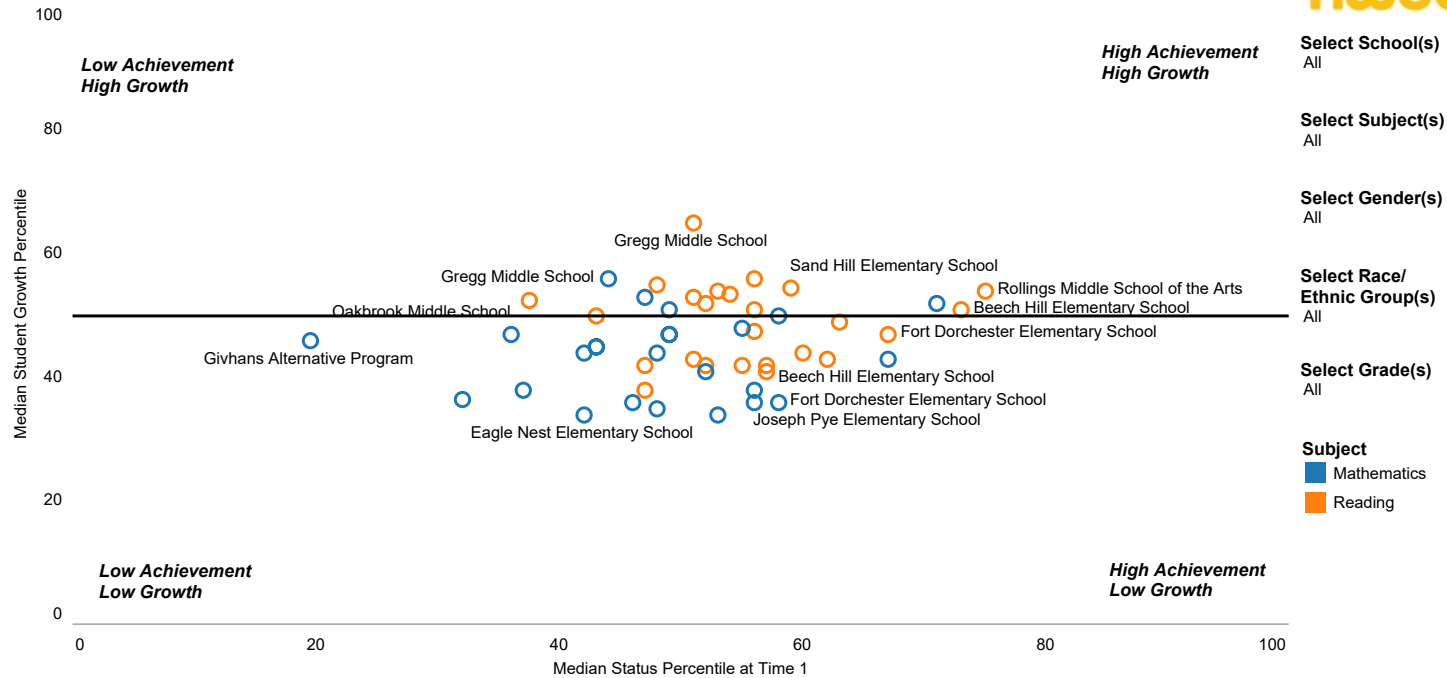
Year: All; Level: All; Subject: All; Grade: All; School: All; Achievement Quintile: All; Growth Quintile: All; Met Projected Growth: All
Gender: All; Ethnicity - Is Hispanic: All; Race: All; Instr. Setting: All; English Prof: All; GT: All; PIP: All



Dorchester School District 2 Growth Report Fall 2021 to Spring 2022

District Overview	Quadrant Report	Achievement and Growth Perspectives	Flexible Growth Report	Proficiency Projections	Testing Conditions at Times 1 and 2	Impact of Testing Conditions on...
-------------------	-----------------	-------------------------------------	------------------------	-------------------------	-------------------------------------	------------------------------------

Select a circle in the Quadrant Report to view information about grade levels and students within that school

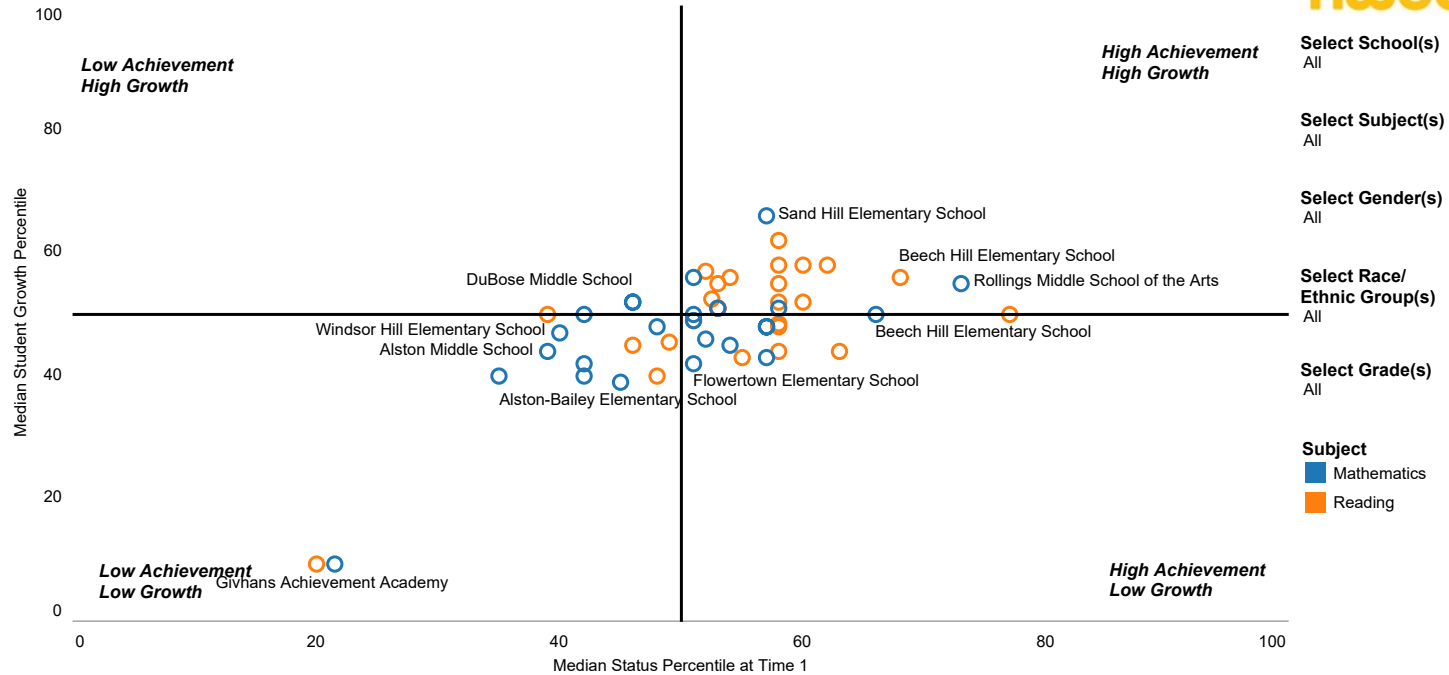


Click on a School Above to See Grade Level Growth Summaries and Student Level Details

Dorchester School District 2 Growth Report Fall 2022 to Spring 2023

District Overview	Quadrant Report	Achievement and Growth Perspectives	Flexible Growth Report	Proficiency Projections	Testing Conditions at Times 1 and 2	Impact of Testing Conditions on..
-------------------	-----------------	-------------------------------------	------------------------	-------------------------	-------------------------------------	-----------------------------------

Select a circle in the Quadrant Report to view information about grade levels and students within that school

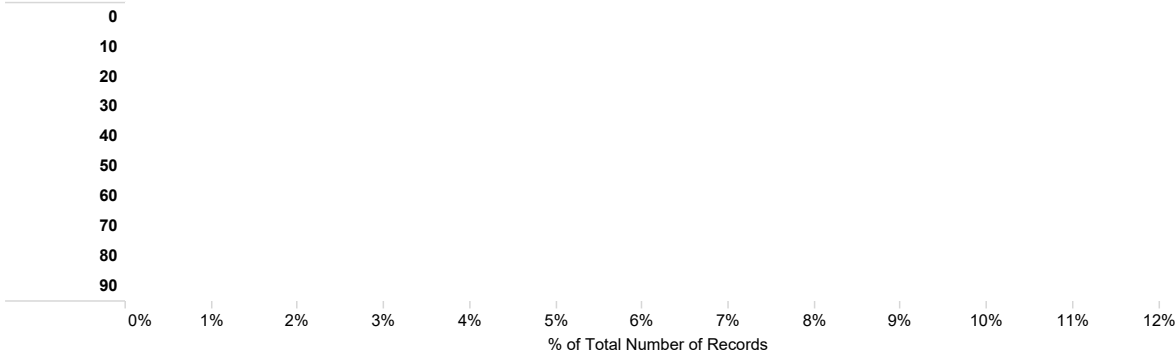


Click on a School Above to See Grade Level Growth Summaries and Student Level Details

Dorchester School District 2 Growth Report Fall 2021 to Spring 2022

District Overview	Quadrant Report	Achievement and Growth Perspectives	Flexible Growth Report	Proficiency Projections	Testing Conditions at Times 1 and 2	Impact of Testing Conditions on..
-------------------	-----------------	-------------------------------------	------------------------	-------------------------	-------------------------------------	-----------------------------------

Observed vs. Expected Percentages of Students within Each Achievement Band



Select Final School(s)
All

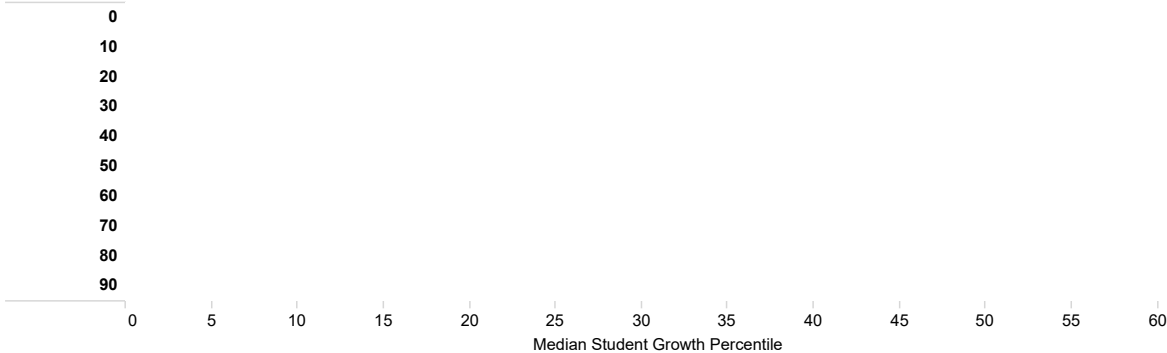
Select Subject(s)
All

Select Gender(s)
All

Select Race/Ethnic
Group(s)
All

Final Enrolled Grade
All

Median Student Growth Percentile by Initial Achievement Band

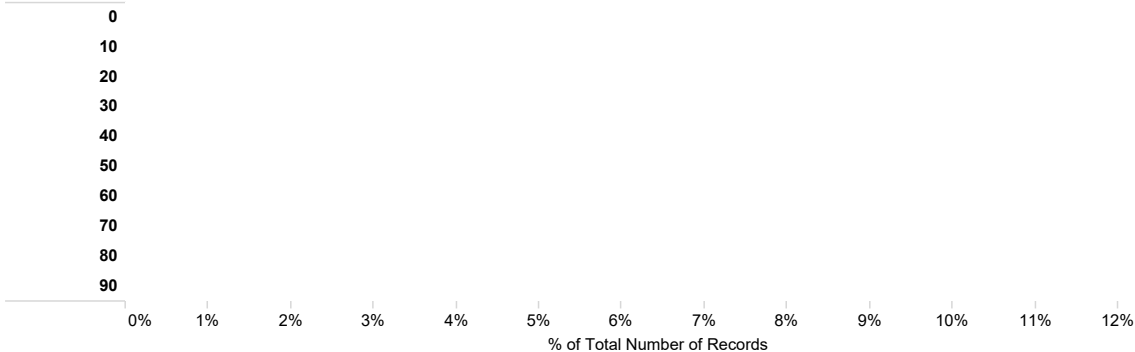


Click on a One of the Bar Graphs above to View Student Level Information for that Grouping

Dorchester School District 2 Growth Report Fall 2022 to Spring 2023

District Overview	Quadrant Report	Achievement and Growth Perspectives	Flexible Growth Report	Proficiency Projections	Testing Conditions at Times 1 and 2	Impact of Testing Conditions on..
-------------------	-----------------	-------------------------------------	------------------------	-------------------------	-------------------------------------	-----------------------------------

Observed vs. Expected Percentages of Students within Each Achievement Band



Select Final School(s)
All

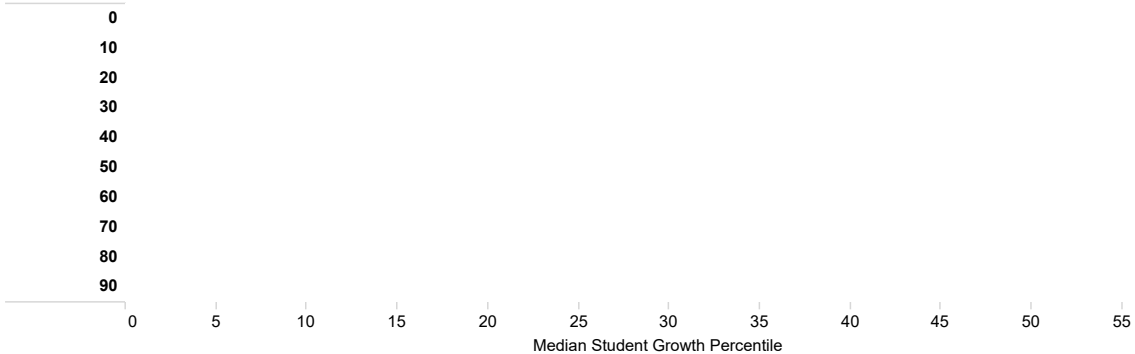
Select Subject(s)
All

Select Gender(s)
All

Select Race/Ethnic
Group(s)
All

Final Enrolled Grade
All

Median Student Growth Percentile by Initial Achievement Band



Click on a One of the Bar Graphs above to View Student Level Information for that Grouping

Dorchester School District 2 Growth Report Fall 2021 to Spring 2022

District Overview	Quadrant Report	Achievement and Growth Perspectives	Flexible Growth Report	Proficiency Projections	Testing Conditions at Times 1 and 2	Impact of Testing Conditions on Observed Growth
-------------------	-----------------	-------------------------------------	------------------------	-------------------------	-------------------------------------	---

Median Student Growth Percentile by Ethnicity and Ending School



Select a cell within the table to view grade and student level information within that grouping

Selected Growth Metric
7.00 98.00

Growth Metric
Median Student
Growth Percentile

	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Multi-ethnic	Native Hawaiian or Other Pacific Islander	White	Row Summary
Alston Middle School	55	35	50	49	56	22	49	50
Alston-Bailey Elementary ..	17	35	36	42	40	69	41	40
Ashley Ridge High School	29	53	48	39	49	48	50	49
Beech Hill Elementary Sch..	40	44	39	44	47	51	46	45
DuBose Middle School	42	56	50	45	36	53	50	50
Eagle Nest Elementary Sch..	33	43	30	37	38	37	39	36
Eugene Sires Elementary S..		39	32	42	26	14	40	37
Flowertown Elementary Sc..	23	21	41	41	37	54	49	45
Fort Dorchester Elementar..	87	48	38	43	53	31	41	42
Fort Dorchester High Scho..	51	49	45	48	41	22	53	49
Givhans Alternative Progra..			45		78		52	49
Gregg Middle School	7	55	61	55	73	49	61	61
Joseph Pye Elementary Sc..	48	36	36	46	37	62	40	39
Knightsville Elementary Sc..	32	73	35	54	39	48	58	52
Newington Elementary Sch..		21	41	42	47		52	48
Oakbrook Elementary Sch..	47	46	34	35	39		42	38
Oakbrook Middle School	98	57	49	52	53	59	51	50
River Oaks Middle School	61	39	44	44	26	56	42	43

Column Groupings
Ethnicity

Row Groupings
Ending School

Final School(s)
All

Subject(s)
All

Grade(s)
All

Click on a Cell in the Table Above to See Grade Level Growth Summaries

Click on a Cell in the Table Above to See Student Level Growth Information

Dorchester School District 2 Growth Report Fall 2022 to Spring 2023

District Overview	Quadrant Report	Achievement and Growth Perspectives	Flexible Growth Report	Proficiency Projections	Testing Conditions at Times 1 and 2	Impact of Testing Conditions on Observed Growth
-------------------	-----------------	-------------------------------------	------------------------	-------------------------	-------------------------------------	---

Median Student Growth Percentile by Ethnicity and Ending School



Select a cell within the table to view grade and student level information within that grouping

Selected Growth Metric
8.00 90.00

Growth Metric
Median Student
Growth Percentile

	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Multi-ethnic	Native Hawaiian or Other Pacific Islander	White	Row Summary
Alston Middle School	61		43	46	50	34	50	46
Alston-Bailey Elementary ..	32	47	37	43	41	26	48	42
Ashley Ridge High School	35	48	47	45	33	69	49	48
Beech Hill Elementary Sch..	39	55	46	49	48	59	54	53
DuBose Middle School	45	52	50	55	46	35	53	52
Eagle Nest Elementary Sch..	52	34	34	44	38	9	52	40
East Edisto Middle School	53	26	50	46	44	43	52	51
Eugene Sires Elementary S..	53	80	41	43	33	59	51	46
Flowertown Elementary Sc..	63	40	37	33	45	56	46	43
Fort Dorchester Elementar..	56	49	47	50	45		58	52
Fort Dorchester High Scho..	59	58	48	54	42	56	49	50
Givhans Achievement Aca..	82		9	30	28		8	9
Gregg Middle School		60	50	55	57	52	51	51
Joseph Pye Elementary Sc..	65	58	43	46	48	37	52	49
Knightsville Elementary Sc..	75	65	46	46	44	62	60	56
Newington Elementary Sch..	90	63	40	51	53		52	51
Oakbrook Elementary Sch..	19	47	48	57	56		54	53
Oakbrook Middle School		63	44	46	53	48	46	46

Column Groupings
Ethnicity

Row Groupings
Ending School

Final School(s)
All

Subject(s)
All

Grade(s)
All

Click on a Cell in the Table Above to See Grade Level Growth Summaries

Click on a Cell in the Table Above to See Student Level Growth Information

Dorchester School District 2 Growth Report Fall 2021 to Spring 2022

Quadrant Report	Achievement and Growth Perspectives	Flexible Growth Report	Proficiency Projections	Testing Conditions at Times 1 and 2	Impact of Testing Conditions on Observed Growth	Export Data
-----------------	-------------------------------------	------------------------	-------------------------	-------------------------------------	---	-------------



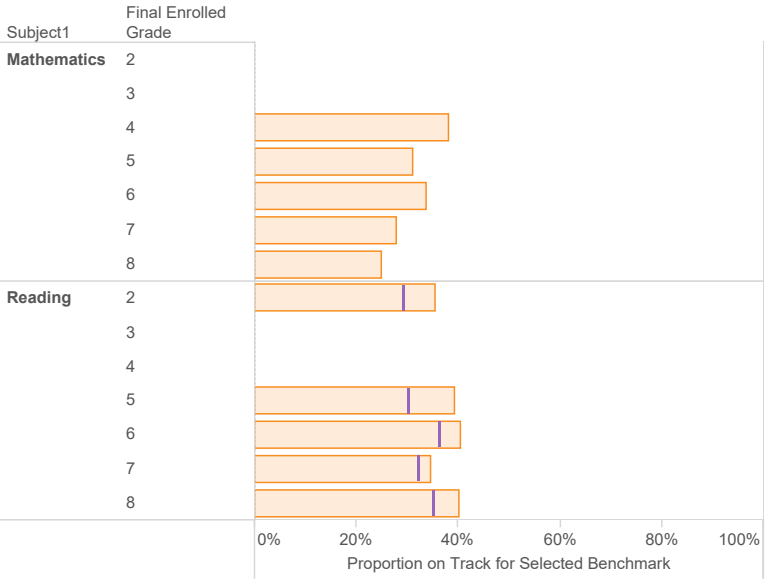
Select Proficiency Standard
State Summative

Select a School to View Projected Proficiency Rates
All

Select a Bar at Left to View Student RIT Scores and Benchmark Status

✓ On Track for Selected Benchmark

✗ Not On Track for Selected Benchmark



Dorchester School District 2 Growth Report Fall 2022 to Spring 2023

Quadrant Report	Achievement and Growth Perspectives	Flexible Growth Report	Proficiency Projections	Testing Conditions at Times 1 and 2	Impact of Testing Conditions on Observed Growth	Export Data
-----------------	-------------------------------------	------------------------	-------------------------	-------------------------------------	---	-------------



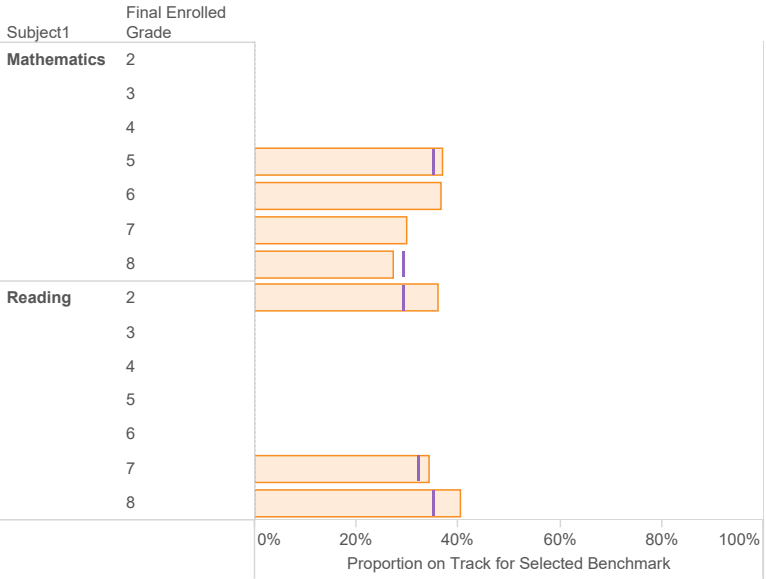
Select Proficiency Standard
State Summative

Select a School to View Projected Proficiency Rates
All

Select a Bar at Left to View Student RIT Scores and Benchmark Status

✓ On Track for Selected Benchmark

✗ Not On Track for Selected Benchmark



(Sum of Two Section Scores) Range is 320-1520
Gender: All Ethnicity: All

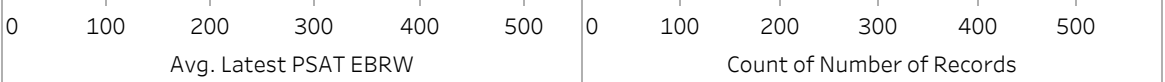
Middle Mean



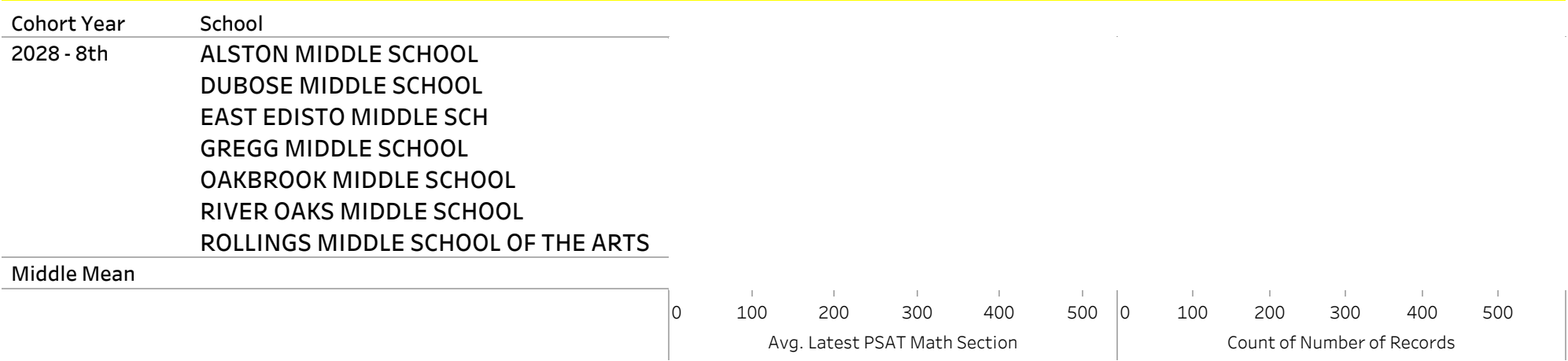
Dorchester Two PSAT Fall 2023 - Mean Evidence-Based Reading and Writing Section Score (Middle)
(Consists of Reading and Writing & Language Tests) Range is 160-760
Gender: All Ethnicity: All

Cohort Year	School
2028 - 8th	ALSTON MIDDLE SCHOOL
	DUBOSE MIDDLE SCHOOL
	EAST EDISTO MIDDLE SCH
	GREGG MIDDLE SCHOOL
	OAKBROOK MIDDLE SCHOOL
	RIVER OAKS MIDDLE SCHOOL
	ROLLINGS MIDDLE SCHOOL OF THE ARTS

Middle Mean

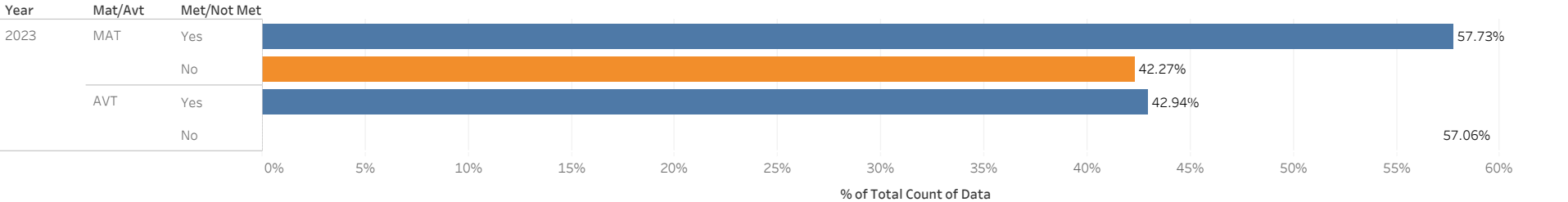


Dorchester Two PSAT Fall 2023 - Mean Math Section Score (Middle)
(Consists of Math Tests) Range is 160-760
Gender: All Ethnicity: All



Student Growth Indicator for SC Report Card
Percentage of Students Meeting MAT/AVT Goals for the 2022-2023 School Year by District

Data Source - SCDE Data File from ADT (provided in Summer; based on school continuous enrollment) - Sheet: Met by District
Schools: ALL; Grade: All; Subject: All; 2022 Proficiency Level: All; 2023 Proficiency Level: All

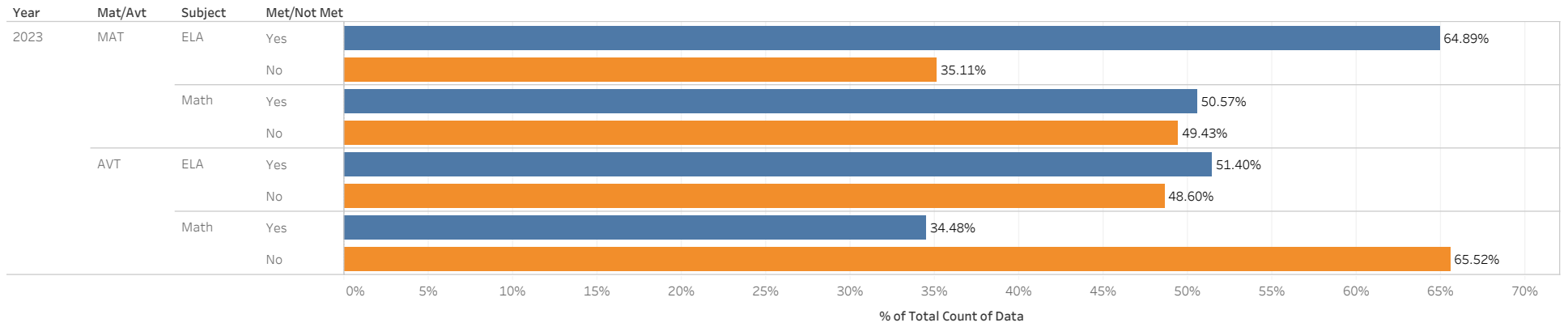


Student Growth Indicator for SC Report Card

Percentage of Students Meeting MAT/AVT Goals for the 2022-2023 School Year by District by Subject

Data Source - SCDE Data File from ADT (provided in Summer; based on school continuous enrollment) - Sheet: Met by District by Subject

Schools: ALL; Grade: All; Subject: All; 2022 Proficiency Level: All; 2023 Proficiency Level: All

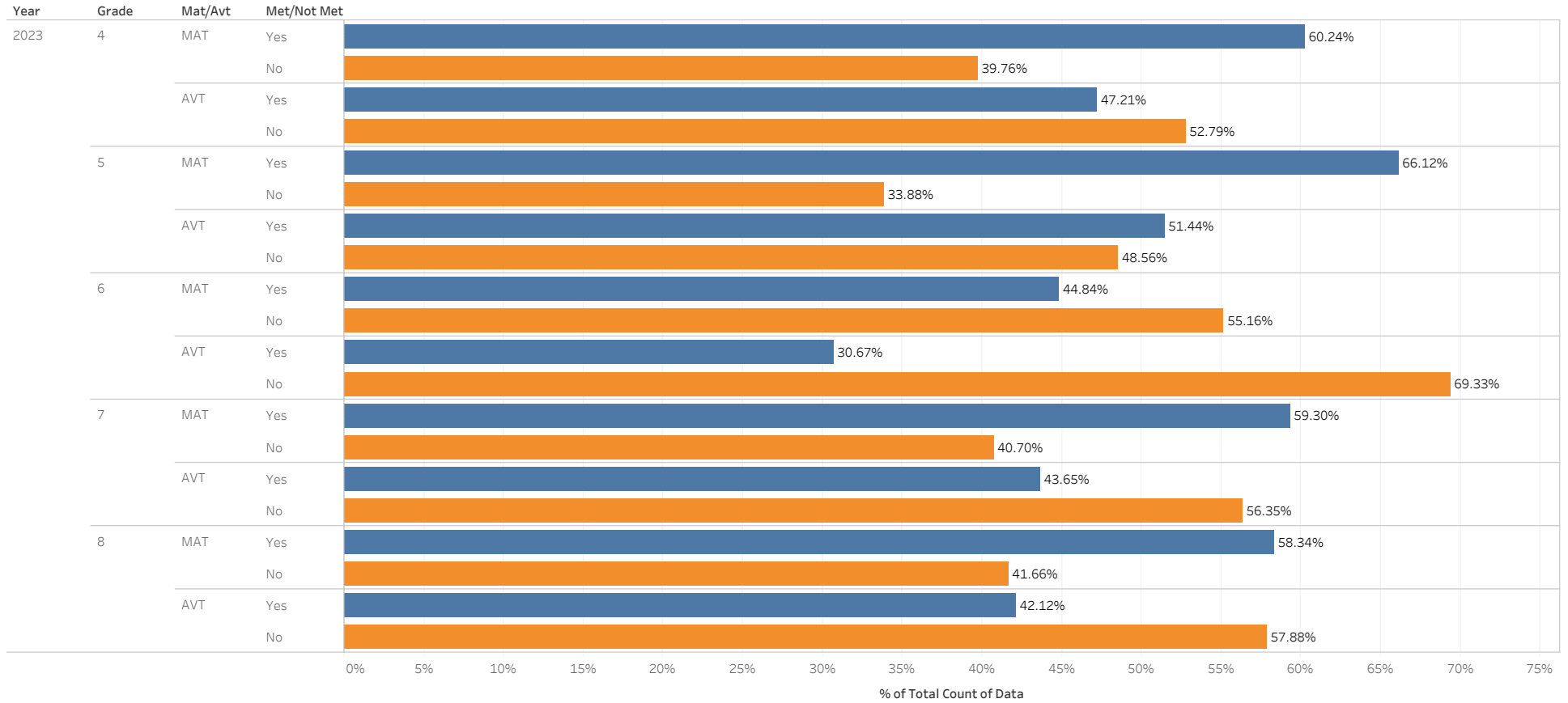


Student Growth Indicator for SC Report Card

Percentage of Students Meeting MAT/AVT Goals for the 2022-2023 School Year by District by Grade

Data Source - SCDE Data File from ADT (provided in Summer; based on school continuous enrollment) - Sheet: Met by District by Grade

Schools: ALL; Grade: All; Subject: All; 2022 Proficiency Level: All; 2023 Proficiency Level: All



9-12 Data

EOCEP

Grad Rate

ACT

SAT

AP

College and Career Readiness (SC Report Card)

Percentage of CTE Completers

Career Readiness Exam – Silver or Better

ASVAB – Local District Comparison

Dual Credit

Seals of Biliteracy

Dorchester Two End-of-Course Final Scores (Mean Scale Scores) for School Years 2011 to 2023 Operational and Non-operational (includes Fall, Spring, and Summer Administrations)						
School	Year	Algebra	English 1	English 2	USHC	Biology
AMS	2010-2011	95.2	86.1	NG	NG	NG
AMS	2011-2012	98.5	90.2	NG	NG	NG
AMS	2012-2013	97.8	89.3	NG	NG	NG
AMS	2013-2014	97.4	89.7	NG	NG	NG
AMS	2014-2015	97.9	93.8	NG	NG	NG
AMS	2015-2016	94.2	92.3	NG	NG	NG
AMS	2016-2017	80.3	80.3	NG	NG	NG
AMS	2017-2018	85.3	89.8	NG	NG	NG
AMS	2018-2019	89.9	88.2	NG	NG	NG
AMS	2020-2021	88.2	NG	NG	NG	NG
AMS	2021-2022	83.1	NG	NG	NG	NG
AMS	2022-2023	90.1	NG	NG	NG	NG
	Difference	7.0				
DMS	2010-2011	88.9	85.4	NG	NG	NG
DMS	2011-2012	96.7	88.1	NG	NG	NG
DMS	2012-2013	97.4	87.8	NG	NG	NG
DMS	2013-2014	96.0	88.3	NG	NG	NG
DMS	2014-2015	98.8	94.3	NG	NG	NG
DMS	2015-2016	98.5	93.6	NG	NG	NG
DMS	2016-2017	90.9	83.5	NG	NG	NG
DMS	2017-2018	88.4	92.9	NG	NG	NG
DMS	2018-2019	94.2	91.4	NG	NG	NG
DMS	2020-2021	87.8	NG	NG	NG	NG
DMS	2021-2022	88.1	NG	NG	NG	NG
DMS	2022-2023	93.1	NG	NG	NG	NG
	Difference	5.1				
EEMS	2022-2023	97.7				
	Difference					
GMS	2010-2011	90.6	85.4	NG	NG	NG
GMS	2011-2012	96.5	92.1	NG	NG	NG
GMS	2012-2013	92.3	89.8	NG	NG	NG
GMS	2013-2014	96.8	88.3	NG	NG	NG
GMS	2014-2015	97.5	93.5	NG	NG	NG
GMS	2015-2016	96.1	92.3	NG	NG	NG
GMS	2016-2017	81.5	82.9	NG	NG	NG
GMS	2017-2018	84.4	90.2	NG	NG	NG
GMS	2018-2019	88.0	90.6	NG	NG	NG
GMS	2020-2021	81.7	NG	NG	NG	NG
GMS	2021-2022	90.0	NG	NG	NG	NG
GMS	2022-2023	93.9	NG	NG	NG	NG
	Difference	3.9				
OMS	2010-2011	92.0	88.2	NG	NG	NG
OMS	2011-2012	96.7	87.7	NG	NG	NG
OMS	2012-2013	93.0	90.6	NG	NG	NG
OMS	2013-2014	91.3	88.7	NG	NG	NG
OMS	2014-2015	92.8	90.3	NG	NG	NG
OMS	2015-2016	93.4	89.4	NG	NG	NG
OMS	2016-2017	83.4	83.7	NG	NG	NG
OMS	2017-2018	89.8	85.7	NG	NG	NG
OMS	2018-2019	88.1	90.8	NG	NG	NG
OMS	2020-2021	77.2	NG	NG	NG	NG
OMS	2021-2022	86.2	NG	NG	NG	NG
OMS	2022-2023	83.3	NG	NG	NG	NG
	Difference	-2.9				

Dorchester Two End-of-Course Final Scores (Mean Scale Scores) for School Years 2011 to 2023 Operational and Non-operational (includes Fall, Spring, and Summer Administrations)						
School	Year	Algebra	English 1	English 2	USHC	Biology
RMSA	2010-2011	97.3	89.9	NG	NG	NG
RMSA	2011-2012	99.9	93.3	NG	NG	NG
RMSA	2012-2013	97.1	90.9	NG	NG	NG
RMSA	2013-2014	99.4	93.1	NG	NG	NG
RMSA	2014-2015	99.0	96.1	NG	NG	NG
RMSA	2015-2016	99.2	94.4	NG	NG	NG
RMSA	2016-2017	94.6	91.0	NG	NG	NG
RMSA	2017-2018	91.2	96.2	NG	NG	NG
RMSA	2018-2019	92.4	99.2	NG	NG	NG
RMSA	2020-2021	92.2	NG	NG	NG	NG
RMSA	2021-2022	94.2	NG	NG	NG	NG
RMSA	2022-2023	97.1	NG	NG	NG	NG
	Difference	2.9				
ROMS	2010-2011	93.6	84.4	NG	NG	NG
ROMS	2011-2012	93.9	86.5	NG	NG	NG
ROMS	2012-2013	97.4	86.5	NG	NG	NG
ROMS	2013-2014	98.5	88.7	NG	NG	NG
ROMS	2014-2015	95.9	88.7	NG	NG	NG
ROMS	2015-2016	95.9	89.0	NG	NG	NG
ROMS	2016-2017	81.7	84.6	NG	NG	NG
ROMS	2017-2018	78.5	88.7	NG	NG	NG
ROMS	2018-2019	73.7	86.4	NG	NG	NG
ROMS	2020-2021	66.9	NG	NG	NG	NG
ROMS	2021-2022	74.2	NG	NG	NG	NG
ROMS	2022-2023	86.9	NG	NG	NG	NG
	Difference	12.7				
ARHS	2010-2011	82.0	79.0	NG	75.7	87.0
ARHS	2011-2012	83.0	79.6	NG	75.6	89.8
ARHS	2012-2013	81.3	78.1	NG	77.4	89.4
ARHS	2013-2014	81.5	77.1	NG	79.0	89.1
ARHS	2014-2015	83.1	80.7	NG	79.2	88.9
ARHS	2015-2016	81.9	80.7	NG	80.7	90.0
ARHS	2016-2017	66.6	71.4	NG	76.1	85.6
ARHS	2017-2018	66.1	76.8	NG	76.8	79.9
ARHS	2018-2019	66.4	72.9	NG	75.0	75.1
ARHS	2020-2021	67.4	*	82.8	68.2	74.3
ARHS	2021-2022	70.7	NG	81.1	69.4	71.6
ARHS	2022-2023	72.5	NG	82.2	72.2	71.2
	Difference	1.8		1.1	2.8	-0.4
FDHS	2010-2011	78.6	75.8	NG	72.0	77.8
FDHS	2011-2012	78.6	77.0	NG	72.6	81.8
FDHS	2012-2013	80.9	77.3	NG	76.1	83.3
FDHS	2013-2014	81.5	77.2	NG	78.4	83.1
FDHS	2014-2015	80.4	77.5	NG	77.7	82.2
FDHS	2015-2016	77.3	77.7	NG	78.2	80.9
FDHS	2016-2017	65.7	69.5	NG	72.3	77.8
FDHS	2017-2018	65.7	72.7	NG	74.2	72.8
FDHS	2018-2019	64.9	71.7	NG	73.5	71.6
FDHS	2020-2021	64.5	*	78.5	65.3	69.4
FDHS	2021-2022	67.2	NG	80.0	66.2	66.07
FDHS	2022-2023	71.3	NG	79.7	69.0	66.2
	Difference	4.1		-0.3	2.8	0.1

Dorchester Two End-of-Course

Final Scores (Mean Scale Scores) for School Years 2011 to 2023

Operational and Non-operational (includes Fall, Spring, and Summer Administrations)

School	Year	Algebra	English 1	English 2	USHC	Biology
SHS	2010-2011	80.6	76.6	NG	74.7	81.8
SHS	2011-2012	79.6	76.9	NG	74.2	83.1
SHS	2012-2013	81.3	77.9	NG	75.9	84.1
SHS	2013-2014	80.3	76.6	NG	76.6	83.6
SHS	2014-2015	80.0	79.3	NG	77.3	84.4
SHS	2015-2016	77.7	80.0	NG	79.1	86.0
SHS	2016-2017	65.1	71.0	NG	73.1	80.4
SHS	2017-2018	62.9	73.5	NG	72.9	75.8
SHS	2018-2019	66.0	73.6	NG	72.6	71.7
SHS	2020-2021	64.4	*	81.3	69.3	71.8
SHS	2021-2022	67.0	NG	80.5	71.9	69.61
SHS	2022-2023	69.0	NG	81.3	69.6	70.2
	Difference	2.0		0.8	-2.3	0.6
DDTwo	2010-2011	83.3	79.6	NG	74.1	83.0
DDTwo	2011-2012	82.8	80.4	NG	74.0	84.6
DDTwo	2012-2013	84.2	80.4	NG	76.4	85.4
DDTwo	2013-2014	84.9	79.7	NG	77.9	85.2
DDTwo	2014-2015	84.5	82.6	NG	78.0	85.0
DDTwo	2015-2016	82.9	82.6	NG	79.3	85.7
DDTwo	2016-2017	70.5	73.9	NG	73.8	81.2
DDTwo	2017-2018	70.3	77.7	NG	74.4	76.2
DDTwo	2018-2019	71.1	76.2	NG	73.6	72.7
DDTwo	2020-2021	69.2	*	81.0	67.9	71.8
DDTwo	2021-2022	71.1	NG	80.5	69.6	69.23
DDTwo	2022-2023	73.5	NG	81.1	70.2	69.3
	Difference	2.4		0.6	0.6	0.1
SC	2012-2013	80.6	77.9	NG	72.7	81.3
SC	2013-2014	82.1	78.4	NG	74.9	81.8
SC	2014-2015	82.6	79.4	NG	76.1	82.3
SC	2015-2016	81.9	79.8	NG	77.2	81.6
SC	2016-2017	69.4	71.4	NG	69.3	75.3
SC	2017-2018	68.4	74.4	NG	69.9	69.5
SC	2018-2019	68.3	73.5	NG	69.0	68.8
SC	2020-2021	65.8	54.6	76.5	64.6	65.3
SC	2021-2022	68.1	NG	76.5	76.5	66.44
SC	2022-2023	69.1	NG	66.7	67.4	77.6
	Difference	1.0		-9.8	-9.1	11.2

NA=not applicable

**=GAP scores; middle/high includes GAP Ss

NG = test not given

Non-operational; calculated by district

* = no data available; tested less than 20 students

Dorchester Two End-of-Course Scores 2011-2023

Final Scores (Grade Distribution) for South Carolina, Local Districts, and "Like" Districts

Operational (includes Fall, Spring, and Summer Administrations)

Algebra 1/Elem Alg for the Technologies

		A's	B's	C's	D's	F's
Dorchester Two	2010-2011	24.2%	21.9%	26.0%	16.8%	11.1%
Dorchester Two	2011-2012	21.6%	21.8%	25.0%	19.3%	12.3%
Dorchester Two	2012-2013	26.4%	24.3%	22.6%	17.1%	9.7%
Dorchester Two	2013-2014	33.9%	15.4%	22.7%	17.0%	10.9%
Dorchester Two	2014-2015	31.6%	19.1%	19.2%	17.0%	13.2%
Dorchester Two	2015-2016	29.4%	14.4%	21.7%	17.9%	16.7%
Dorchester Two	2016-2017	11.3%	14.2%	22.6%	28.9%	23.0%
Dorchester Two	2017-2018	12.0%	17.0%	19.9%	21.6%	29.5%
Dorchester Two	2018-2019	16.3%	13.1%	20.5%	24.6%	25.5%
Dorchester Two	2020-2021	11.9%	14.3%	19.2%	25.1%	29.5%
Dorchester Two	2021-2022	14.2%	13.8%	24.2%	22.8%	25.1%
Dorchester Two	2022-2023	18.3%	16.4%	23.7%	21.1%	20.5%
South Carolina	2010-2011	20.4%	18.3%	22.3%	21.2%	17.9%
South Carolina	2011-2012	20.0%	19.5%	22.5%	19.7%	18.3%
South Carolina	2012-2013	16.3%	20.8%	26.4%	19.3%	17.2%
South Carolina	2013-2014	23.0%	16.3%	26.0%	20.2%	14.4%
South Carolina	2014-2015	23.8%	19.7%	22.5%	19.5%	14.5%
South Carolina	2015-2016	25.1%	15.2%	24.1%	17.5%	18.1%
South Carolina	2016-2017	9.3%	13.3%	22.0%	30.1%	25.3%
South Carolina	2017-2018	9.1%	14.0%	20.9%	24.0%	32.0%
South Carolina	2018-2019	10.1%	13.0%	20.4%	25.1%	31.4%
South Carolina	2020-2021	8.8%	10.5%	15.4%	26.8%	38.5%
South Carolina	2021-2022	10.6%	11.6%	20.2%	23.7%	34.0%
South Carolina	2022-2023	13.3%	11.7%	19.8%	23.6%	31.7%

English 2

		A's	B's	C's	D's	F's
Dorchester Two	2020-2021	30.5%	29.6%	19.5%	11.4%	9.0%
Dorchester Two	2021-2022	31.4%	25.2%	20.2%	12.5%	10.7%
Dorchester Two	2022-2023	33.3%	25.0%	20.1%	12.6%	9.0%
South Carolina	2020-2021	22.4%	23.8%	21.1%	16.1%	16.5%
South Carolina	2021-2022	21.8%	23.4%	21.7%	17.5%	15.7%
South Carolina	2022-2023	28.5%	19.8%	19.1%	16.7%	16.0%

US History and The Constitution

		A's	B's	C's	D's	F's
Dorchester Two	2010-2011	4.1%	12.7%	22.3%	25.0%	36.0%
Dorchester Two	2011-2012	3.8%	11.7%	22.5%	28.4%	33.6%
Dorchester Two	2012-2013	4.0%	15.2%	30.4%	28.2%	22.2%
Dorchester Two	2013-2014	11.2%	18.6%	27.3%	18.4%	24.5%
Dorchester Two	2014-2015	13.5%	16.4%	23.3%	20.8%	26.0%
Dorchester Two	2015-2016	14.6%	18.2%	26.0%	19.2%	22.0%
Dorchester Two	2016-2017	20.2%	18.4%	22.0%	16.6%	22.9%
Dorchester Two	2017-2018	19.8%	20.3%	22.1%	19.3%	18.5%
Dorchester Two	2018-2019	19.7%	18.6%	20.3%	19.4%	22.0%
Dorchester Two	2020-2021	11.2%	14.5%	19.8%	21.3%	33.2%
Dorchester Two	2021-2022	18.6%	13.4%	17.2%	17.8%	32.9%
Dorchester Two	2022-2023	20.8%	13.0%	16.4%	17.1%	32.7%
South Carolina	2010-2011	2.9%	8.2%	16.9%	21.6%	50.3%
South Carolina	2011-2012	3.0%	8.5%	17.5%	23.8%	47.2%
South Carolina	2012-2013	3.0%	10.3%	21.0%	26.3%	39.4%
South Carolina	2013-2014	8.4%	13.0%	22.8%	21.1%	34.6%
South Carolina	2014-2015	10.6%	13.9%	21.8%	22.6%	31.1%
South Carolina	2015-2016	12.2%	15.7%	23.7%	19.5%	29.0%
South Carolina	2016-2017	14.4%	14.9%	18.6%	19.9%	32.2%
South Carolina	2017-2018	12.8%	16.0%	21.4%	20.8%	28.9%
South Carolina	2018-2019	14.6%	14.9%	17.6%	19.8%	33.1%
South Carolina	2020-2021	8.7%	11.5%	16.8%	21.1%	41.8%
South Carolina	2021-2022	14.4%	10.7%	14.2%	17.1%	43.6%
South Carolina	2022-2023	19.4%	11.1%	14.1%	16.2%	39.2%

Dorchester Two End-of-Course Scores 2011-2023

Final Scores (Grade Distribution) for South Carolina, Local Districts, and "Like" Districts

Operational (includes Fall, Spring, and Summer Administrations)

		Biology				
		A's	B's	C's	D's	F's
Dorchester Two	2010-2011	30.8%	16.8%	18.0%	16.9%	17.5%
Dorchester Two	2011-2012	36.4%	17.2%	17.2%	14.8%	14.4%
Dorchester Two	2012-2013	40.2%	16.8%	17.0%	11.6%	14.4%
Dorchester Two	2013-2014	41.8%	15.9%	14.0%	12.1%	16.2%
Dorchester Two	2014-2015	38.4%	20.2%	14.9%	10.0%	16.6%
Dorchester Two	2015-2016	46.0%	13.1%	13.3%	9.6%	18.1%
Dorchester Two	2016-2017	43.1%	13.7%	15.8%	11.4%	16.0%
Dorchester Two	2017-2018	25.5%	21.7%	16.9%	16.5%	19.4%
Dorchester Two	2018-2019	22.2%	14.5%	18.0%	20.6%	24.8%
Dorchester Two	2020-2021	21.5%	14.5%	18.4%	18.6%	27.0%
Dorchester Two	2021-2022	21.3%	11.1%	16.4%	15.0%	36.2%
Dorchester Two	2022-2023	18.8%	13.4%	16.5%	16.3%	34.9%
South Carolina	2010-2011	20.6%	13.9%	16.3%	17.3%	32.0%
South Carolina	2011-2012	27.4%	14.8%	17.9%	16.3%	23.7%
South Carolina	2012-2013	28.0%	16.0%	19.4%	14.9%	21.8%
South Carolina	2013-2014	30.3%	14.8%	17.6%	16.0%	21.2%
South Carolina	2014-2015	32.7%	16.5%	16.2%	12.2%	22.3%
South Carolina	2015-2016	32.6%	14.0%	16.4%	12.7%	24.3%
South Carolina	2016-2017	32.2%	13.0%	14.2%	14.3%	26.3%
South Carolina	2017-2018	16.2%	16.3%	16.7%	18.3%	32.6%
South Carolina	2018-2019	16.1%	13.1%	17.8%	20.2%	32.8%
South Carolina	2020-2021	14.2%	10.4%	14.8%	18.0%	42.7%
South Carolina	2021-2022	16.8%	10.9%	14.8%	14.9%	42.5%
South Carolina	2022-2023	16.8%	11.4%	14.7%	16.3%	40.9%
Berkeley	2022-2023	6.3%	7.8%	18.4%	27.8%	39.6%
Charleston	2022-2023	21.1%	14.2%	21.0%	21.1%	22.7%
Colleton	2022-2023	1.3%	3.7%	11.8%	27.7%	55.6%
Dorchester 4	2022-2023	1.5%	6.0%	12.6%	25.1%	54.8%
Dorchester Two	2022-2023	18.3%	16.4%	23.7%	21.1%	20.5%
Districts "Like Ours"						
Anderson 1	2022-2023	19.0%	14.6%	23.1%	22.0%	21.3%
Charleston	2022-2023	21.1%	14.2%	21.0%	21.1%	22.7%
Lancaster	2022-2023	13.7%	11.4%	16.5%	23.0%	35.4%
Richland 2	2022-2023	10.9%	10.9%	21.0%	26.1%	31.2%
Spartanburg 5	2022-2023	11.8%	14.6%	21.6%	23.8%	28.3%
		English 2				
Berkeley	2022-2023	24.4%	20.8%	20.8%	17.6%	16.5%
Charleston	2022-2023	37.0%	18.4%	15.7%	13.7%	15.2%
Colleton	2022-2023	12.0%	18.1%	24.2%	22.3%	23.4%
Dorchester 4	2022-2023	15.5%	23.0%	23.0%	15.2%	23.6%
Dorchester Two	2022-2023	33.3%	25.0%	20.1%	12.6%	9.0%
Districts "Like Ours"						
Anderson 1	2022-2023	35.6%	20.1%	19.5%	15.1%	9.7%
Charleston	2022-2023	37.0%	18.4%	15.7%	13.7%	15.2%
Lancaster	2022-2023	30.4%	18.8%	16.9%	17.2%	16.7%
Richland 2	2022-2023	27.9%	19.5%	20.8%	17.0%	14.7%
Spartanburg 5	2022-2023	26.3%	18.8%	17.2%	21.7%	16.1%

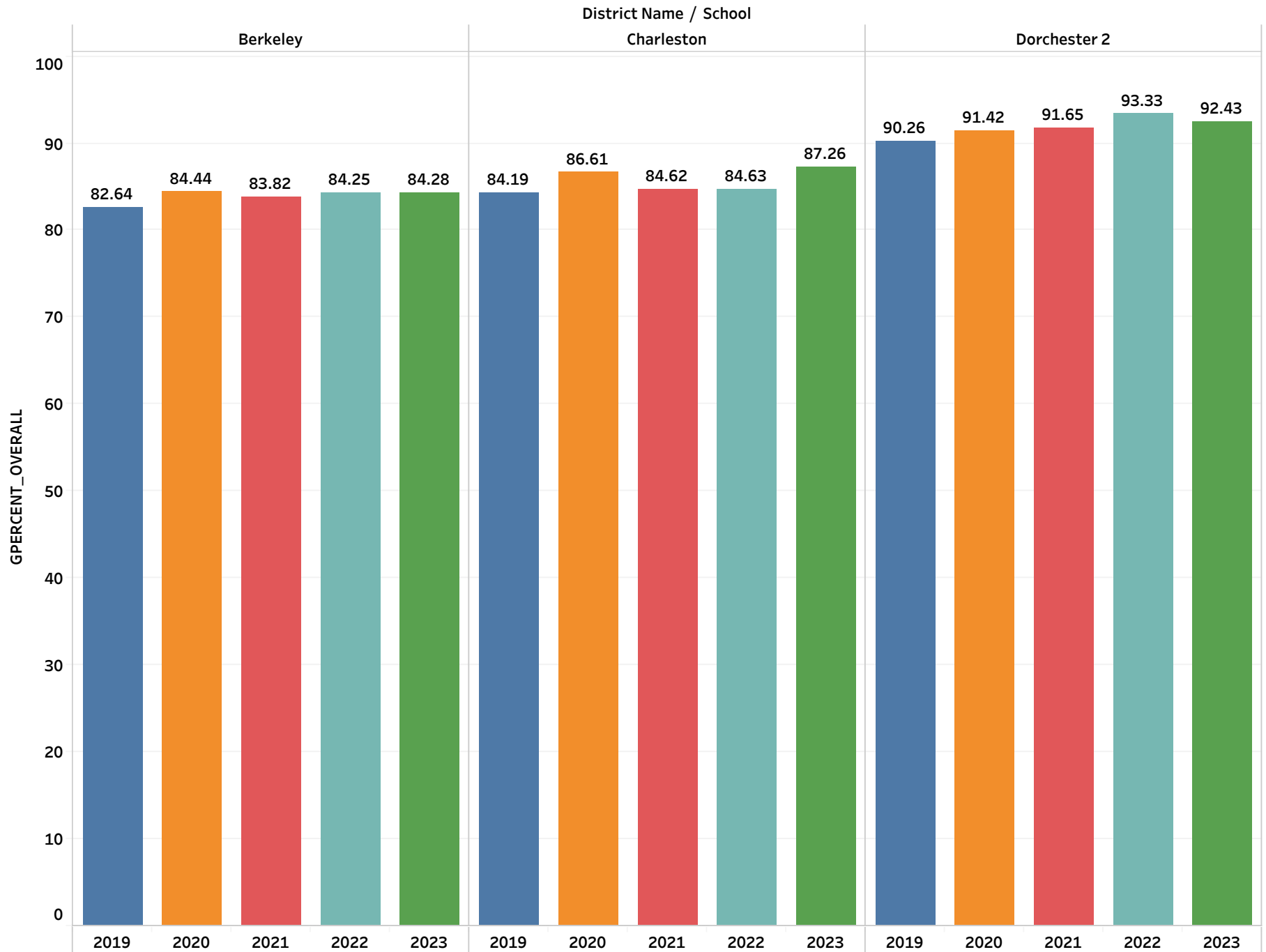
Dorchester Two End-of-Course Scores 2011-2023

Final Scores (Grade Distribution) for South Carolina, Local Districts, and "Like" Districts Operational (includes Fall, Spring, and Summer Administrations)

Berkeley	2022-2023	17.3%	10.6%	15.0%	17.8%	39.3%
Charleston	2022-2023	29.4%	10.9%	13.0%	13.6%	33.1%
Colleton	2022-2023	8.6%	7.0%	11.8%	18.3%	54.3%
Dorchester 4	2022-2023	8.2%	6.7%	10.4%	17.0%	57.8%
Dorchester Two	2022-2023	20.8%	13.0%	16.4%	17.1%	32.7%
Districts "Like Ours"						
Anderson 1	2022-2023	27.3%	12.7%	17.4%	14.8%	27.8%
Charleston	2022-2023	29.4%	10.9%	13.0%	13.6%	33.1%
Lancaster	2022-2023	16.6%	10.1%	15.8%	15.6%	42.0%
Richland 2	2022-2023	17.3%	10.7%	14.2%	16.8%	40.9%
Spartanburg 5	2022-2023	22.2%	10.3%	17.1%	18.0%	32.5%
Biology 1/Applied Biology 2						
Berkeley	2022-2023	13.8%	11.8%	15.0%	17.2%	42.2%
Charleston	2022-2023	23.9%	14.2%	13.9%	14.5%	33.6%
Colleton	2022-2023	4.2%	6.8%	8.1%	17.5%	63.4%
Dorchester 4	2022-2023	17.8%	11.1%	17.8%	15.6%	37.8%
Dorchester Two	2022-2023	18.8%	13.4%	16.5%	16.3%	34.9%
Districts "Like Ours"						
Anderson 1	2022-2023	19.1%	16.9%	17.2%	18.2%	28.6%
Charleston	2022-2023	23.9%	14.2%	13.9%	14.5%	33.6%
Lancaster	2022-2023	14.2%	9.7%	14.0%	14.2%	47.9%
Richland 2	2022-2023	15.3%	9.7%	15.5%	17.4%	42.1%
Spartanburg 5	2022-2023	15.8%	11.8%	14.5%	18.8%	39.1%

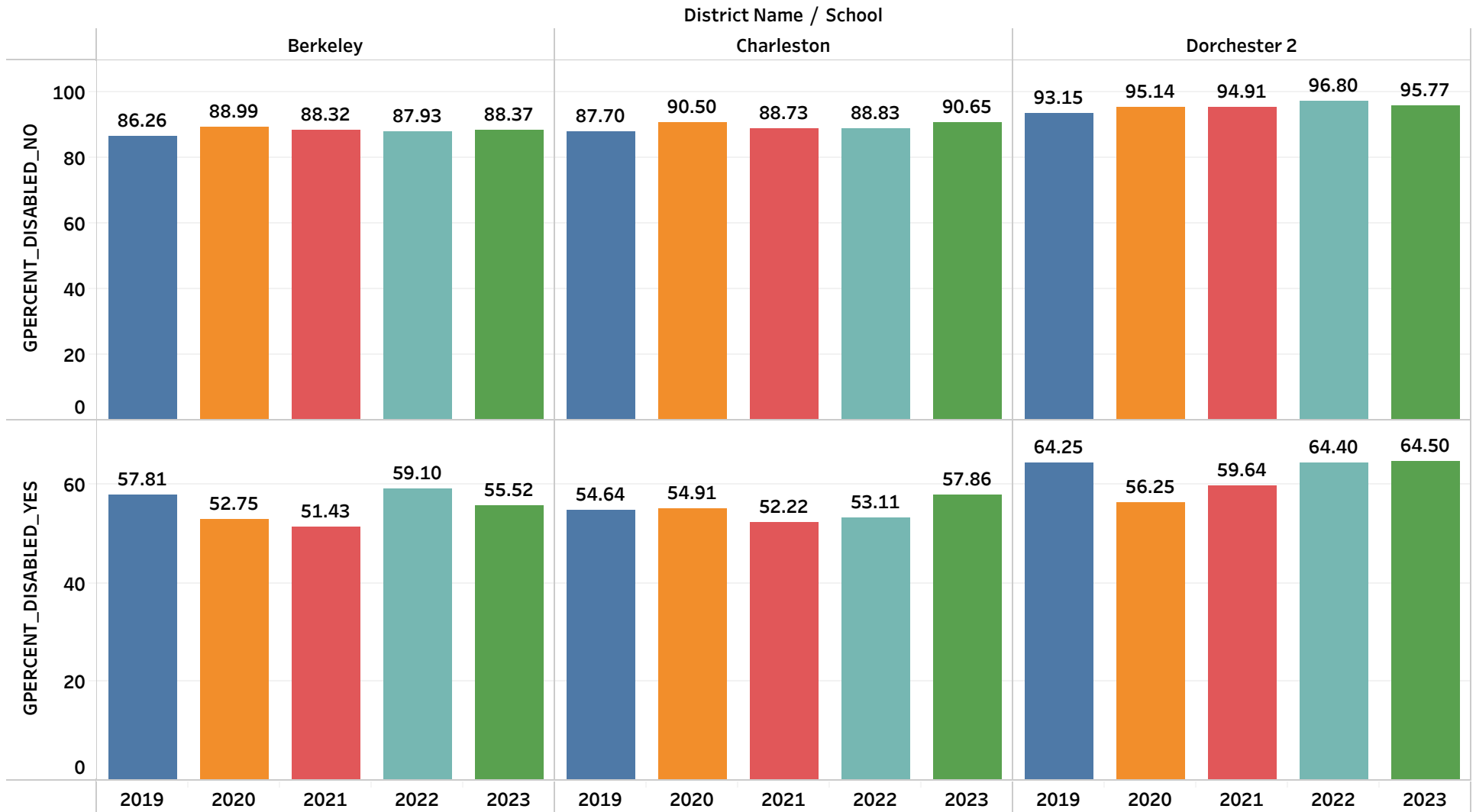
Grad Rate Comparison by District

Source: SC Report Card



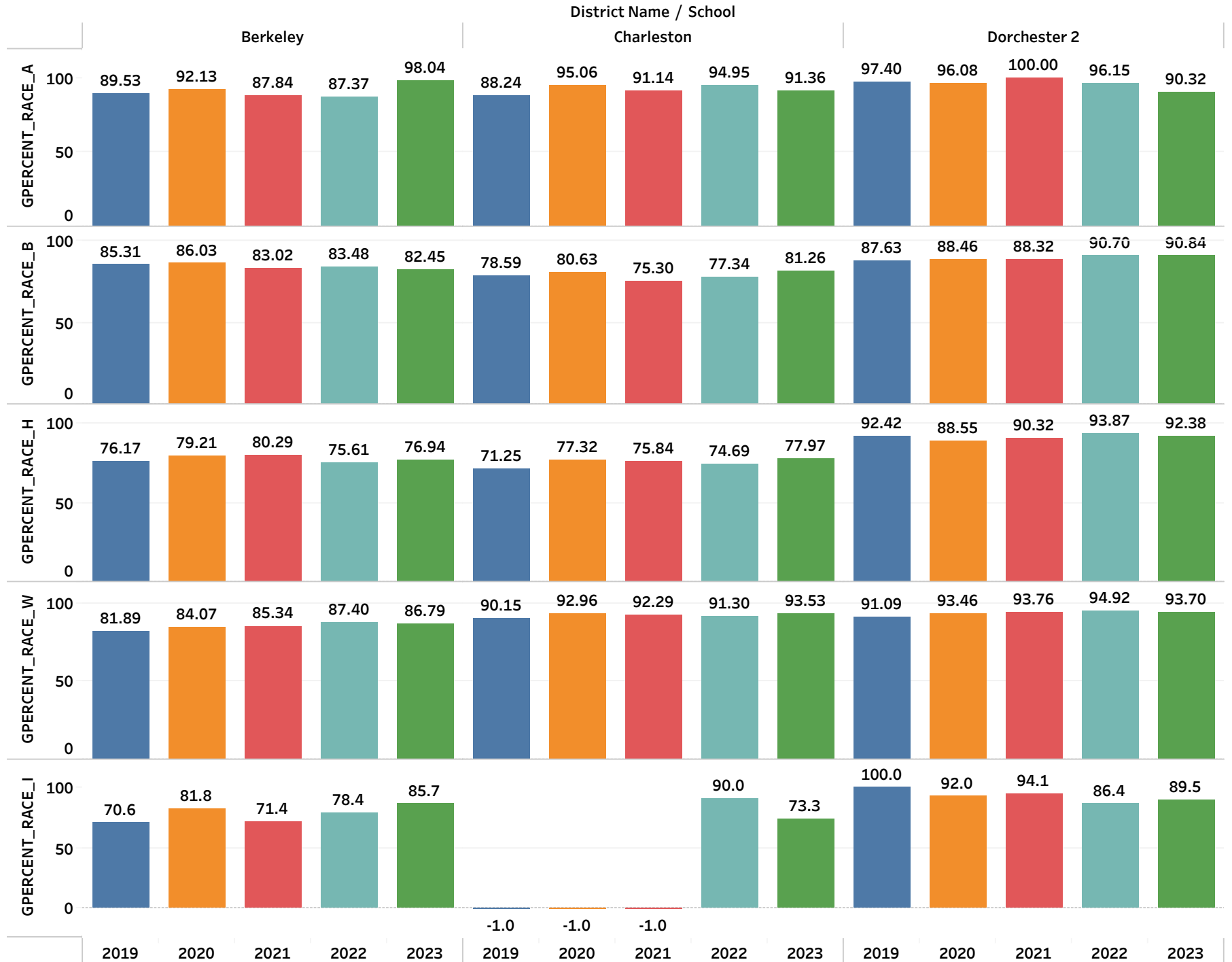
Grad Rate of Students with IEPs by District

Source: SC Report Card



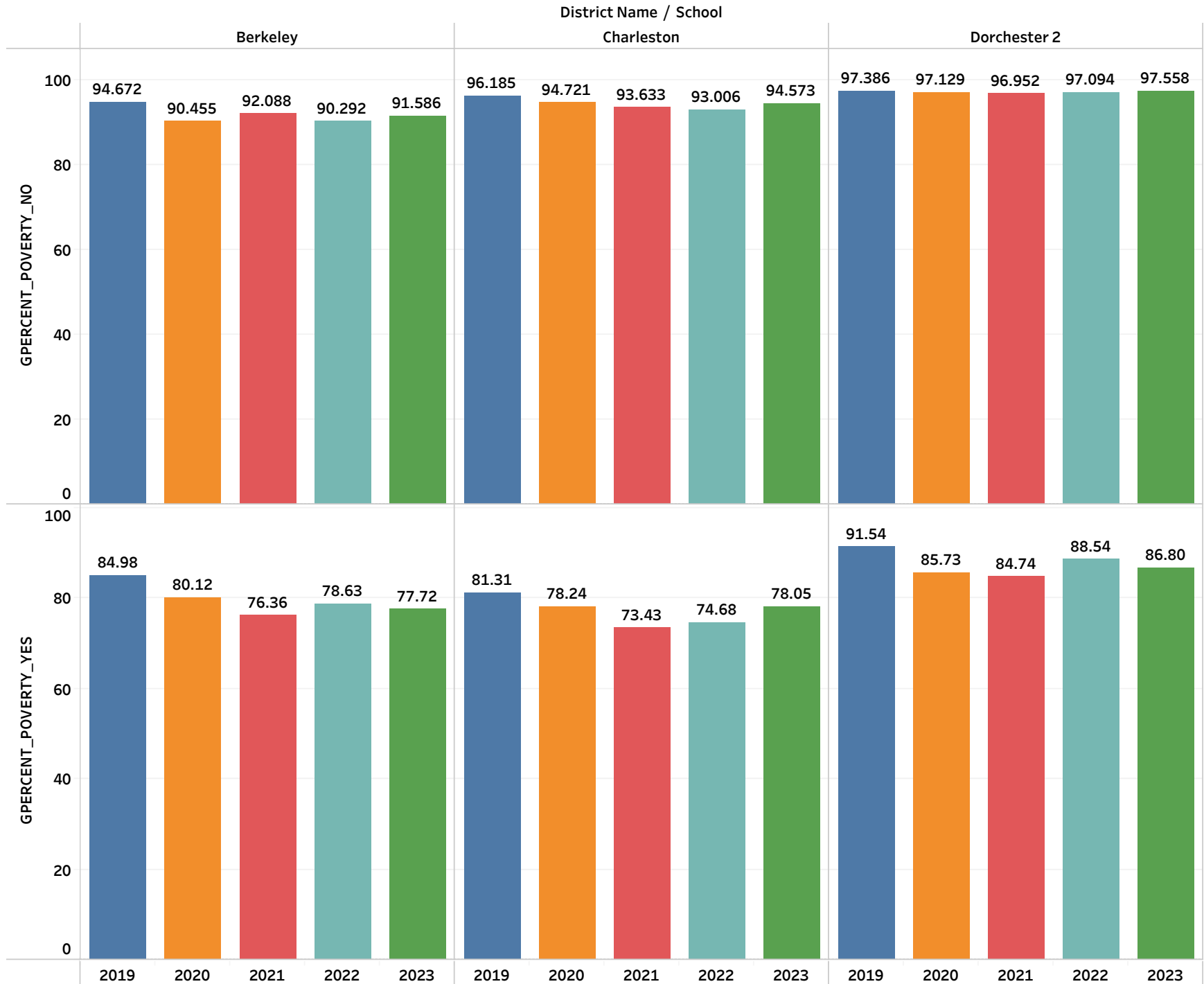
Grad Rate of Ethnicities/Race by District

Source: SC Report Card



Grad Rate of Pupils in Poverty by District

Source: SC Report Card



Dorchester Two Unofficial State ACT 11th Grade Cohort Testing from the ACT Reports**

			Percent of Students Meeting Benchmarks					Mean Scores								
No.		Tested	English	Math	Reading	Science	Met All Four	English	Math	Reading	Science	Composite	Writing	STEM Means	Understanding Complex Text % of Ss Proficient & Above	Progressing Toward NCRC % of Ss
2015-2016	ARHS	494	53	34	43	35	21	19.0	19.7	20.8	20.3	20.1	17.7*	20.3	45	99
2016-2017	ARHS	523	61	37	42	36	24	19.5	19.7	20.5	20.9	20.3	7.1	20.6	52	96
2017-2018	ARHS	309	54	39	39	33	22	19.2	20.1	20.6	20.5	20.2	6.5	20.6	45	99
2018-2019	ARHS	299	46	20	39	31	14	17.5	18.5	20.2	19.4	19.0	6.3	19.2	38	94
2019-2020	ARHS	225	40	25	37	29	16	17.2	18.7	20.0	19.7	19.0	6.0	19.4	39	96
2020-2021	ARHS	182	43	21	42	32	16	17.2	18.1	19.5	19.8	18.8	6.0	19.2	39	92
2021-2022	ARHS	243	39	21	34	32	13	16.4	17.7	19.7	19.4	18.4	6.5	18.8	46	95
2022-2023	ARHS	225	48	30	41	24	17	17.5	18.7	19.9	19.3	19.0	NA	19.3	48	91
Difference			9	9	7	-8	4	1.1	1.0	0.2	-0.1	0.6		0.5	2	-4
2015-2016	FDHS	524	47	27	32	27	16	17.8	19.0	19.3	19.3	19.0	16.6*	19.4	36	98
2016-2017	FDHS	530	42	26	29	18	13	17.1	18.3	18.1	18.1	18.0	6.3	18.4	36	91
2017-2018	FDHS	207	40	27	26	20	12	17.0	18.6	18.4	18.6	18.3	5.7	18.8	29	96
2018-2019	FDHS	206	27	12	25	14	7	14.9	17.2	17.8	17.5	17.0	5.8	17.6	20	85
2019-2020	FDHS	202	28	20	23	18	13	15.2	17.6	17.2	17.8	17.1	5.3	18.0	22	85
2020-2021	FDHS	187	24	14	23	18	9	14.4	16.3	16.3	17.5	16.2	5.4	17.2	22	84
2021-2022	FDHS	149	31	11	28	19	9	14.7	16.5	17.6	17.4	16.6	5.9	17.2	35	81
2022-2023	FDHS	258	26	13	23	13	7	14.2	16.0	17.0	17.1	16.2	NA	16.8	31	82
Difference			-5	2	-5	-6	-2	-0.5	-0.5	-0.6	-0.3	-0.4		-0.4	-4	1
2015-2016	SHS	699	44	23	32	21	13	17.4	18.4	19.0	18.7	18.5	15.6*	18.8	37	97
2016-2017	SHS	671	50	28	35	24	17	18.2	18.4	19.5	19.3	19.0	6.8	19.1	43	95
2017-2018	SHS	357	45	22	27	22	12	17.2	17.9	18.6	18.5	18.2	5.8	18.5	32	90
2018-2019	SHS	283	37	20	29	27	16	16.3	18.0	18.6	18.7	18.0	5.8	18.6	27	86
2019-2020	SHS	391	27	16	22	17	9	14.9	16.9	17.3	17.5	16.7	5.2	17.5	26	83
2020-2021	SHS	252	39	16	31	25	12	16.1	17.1	18.2	18.2	17.5	5.6	17.9	31	88
2021-2022	SHS	288	35	16	32	21	11	15.8	17.2	19.0	18.1	17.7	6.3	17.9	41	91
2022-2023	SHS	278	44	20	35	20	14	16.6	17.5	18.9	18.5	18.0	NA	18.2	44	86
Difference			9	4	3	-1	3	0.8	0.3	-0.1	0.4	0.3		0.3	3	-5
2015-2016	DDTwo	1717	47	28	35	27	16	18.0	18.9	19.6	19.3	19.1	16.5*	19.4	39	98
2016-2017	DDTwo	1724	51	30	35	26	18	18.3	18.8	19.4	19.4	19.1	6.7	19.3	44	94
2017-2018	DDTwo	873	47	29	31	26	16	17.9	18.9	19.3	19.2	18.9	6.0	19.3	36	94
2018-2019	DDTwo	788	38	18	32	25	13	16.4	18.0	19.0	18.6	18.1	6.0	18.5	30	89
2019-2020	DDTwo	818	31	19	27	20	12	15.6	17.6	18.0	18.2	17.4	5.4	18.1	29	87
2020-2021	DDTwo	621	36	17	32	25	12	15.9	17.2	18.0	18.4	17.5	5.6	18.0	31	84
2021-2022	DDTwo	680	36	17	32	24	11	15.8	17.2	19.0	18.4	17.7	6.3	18.1	41	90
2022-2023	DDTwo	761	39	21	33	19	13	16.1	17.4	18.5	18.3	17.7	NA	18.1	41	87
Difference			3	4	1	-5	2	0.3	0.2	-0.5	-0.1	0.0		0.0	0	-3
2015-2016	SC	47407	40	24	30	21	13	16.8	18.4	18.6	18.5	18.2	15.5*	18.7	33	96
2016-2017	SC	50721	38	22	27	17	12	16.6	17.8	18.0	18.1	17.7	5.9	18.2	30	89
2017-2018	SC	27840	38	22	26	19	12	16.7	18.1	18.2	18.1	17.9	5.8	18.3	30	90
2018-2019	SC	24427	35	17	27	20	12	16.0	17.5	18.1	17.8	17.5	5.8	17.9	26	86
2019-2020	SC	18299	38	21	31	22	14	16.6	18.0	18.5	18.5	18.0	5.8	18.5	31	89
2020-2021	SC	12723	39	20	30	22	13	16.6	17.8	18.4	18.3	17.9	5.6	18.3	32	87
2021-2022	SC	13504	37	19	30	21	12	16.1	17.5	18.4	18.1	17.7	5.8	18.0	37	88
2022-2023	SC	13268	40	20	32	23	14	16.4	17.6	18.7	18.4	17.9	NA	18.3	38	87
Difference			3	1	2	2	2	0.3	0.1	0.3	0.3	0.2		0.3	1	-1

* Writing scores in 2015-2016 were reported on a 1-36 scale.

**Please note that this report will differ from Tableau reports as ACT reports results by grade and not by 9GR

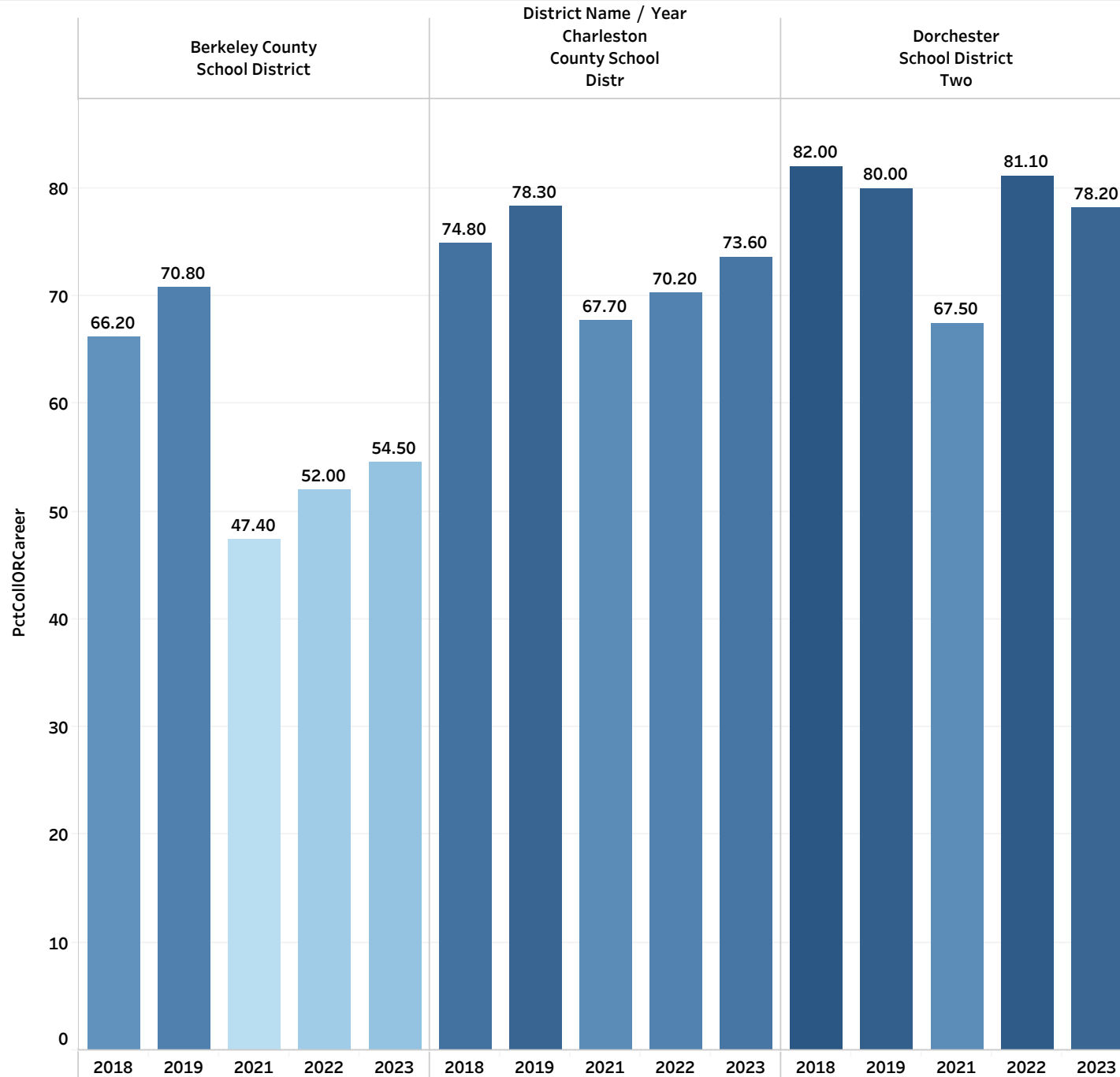
Dorchester Two Unofficial State SAT Longitudinal Score Report 2022-2023

		Mean Scores				Percent Meeting Benchmark		
		No. Tested	EBRW	Math	Total Score	EBRW	Math	Total*
2017-2018	ARHS	178	533.0	508.0	1041.0	72	43	55
2018-2019	ARHS	169	545.3	523.0	1068.2	80	47	59
2019-2020	ARHS	213	507.4	489.1	996.5	64	35	43
2020-2021	ARHS	213	520.5	497.0	1017.5	69	38	50
2021-2022	ARHS	201	520.7	491.0	1011.8	67	37	49
2022-2023	ARHS	263	501.3	479.2	980.5	65	32	42
Difference		62	-19	-12	-31	-2	-5	-7
2017-2018	FDHS	222	499.0	477.7	976.7	57	30	42
2018-2019	FDHS	240	509.8	494.1	1004.0	66	33	45
2019-2020	FDHS	241	499.0	486.6	985.6	57	29	42
2020-2021	FDHS	196	487.8	463.9	951.6	53	22	31
2021-2022	FDHS	255	486.8	460.7	947.5	52	25	33
2022-2023	FDHS	174	505.5	470.2	975.6	60	28	40
Difference		-81	19	10	28	8	3	7
2017-2018	SHS	312	502.2	475.4	977.6	59	28	38
2018-2019	SHS	323	494.1	472.7	966.8	54	27	36
2019-2020	SHS	240	515.8	484.3	1000.1	69	32	45
2020-2021	SHS	333	484.6	460.7	945.3	53	24	35
2021-2022	SHS	321	506.5	463.8	970.2	62	26	38
2022-2023	SHS	314	486.7	460.2	946.8	51	25	33
Difference		-7	-20	-4	-23	-11	-1	-5
2017-2018	DDTwo	712	508.9	484.3	993.1	62	32	44
2018-2019	DDTwo	732	511.1	491.3	1002.4	64	33	44
2019-2020	DDTwo	694	507.4	486.6	993.9	63	32	43
2020-2021	DDTwo	744	495.7	472.2	967.9	58	27	38
2021-2022	DDTwo	777	503.7	469.8	973.5	60	29	39
2022-2023	DDTwo	751	496.2	469.1	965.3	58	28	38
Difference		-26	-8	-1	-8	-2	-1	-1

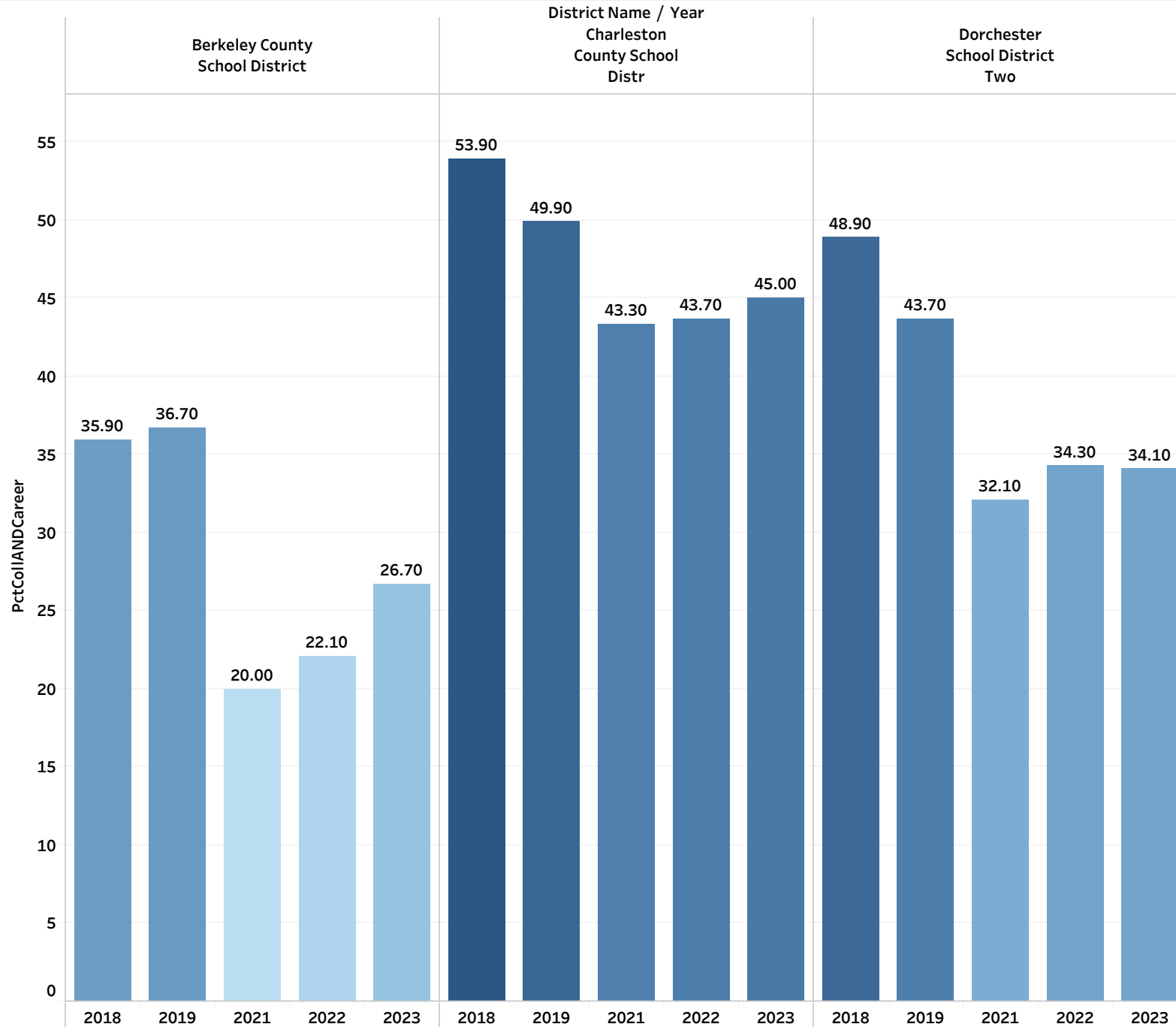
*Total score benchmark not set by College Board

Dorchester District Two Advanced Placement (AP) Test Results																																									
	2023								2022								2021								2020								2019								
	Total Students	5	4	3	2	1	3 or Higher	% Passed	Total Students	5	4	3	2	1	3 or Higher	% Passed	Total Students	5	4	3	2	1	3 or Higher	% Passed	Total Students	5	4	3	2	1	3 or Higher	% Passed	Total Students	5	4	3	2	1	3 or Higher	% Passed	
Art Hist	10			1	7	2	1	NA	8			1	6	1	1	13%	10	2		2	3	3	4	40%	3			1	2		1	33%								NA	
Biology	104	14	41	36	12	1	91	88%	53	7	24	17	4	1	48	91%	54	1	13	23	16	1	37	69%	68	13	11	26	13	5	50	74%	58	3	11	24	20		38	66%	
Calculus AB	85	14	12	24	22	13	50	59%	64	7	6	15	23	13	28	44%	134	4	14	25	42	49	43	32%	157	10	39	43	51	14	92	59%	171	14	20	36	56	45	70	41%	
Calculus BC	66	10	5	16	24	11	31	47%	47	11	9	9	14	4	29	62%	62	6	10	23	18	5	39	63%	36	10	8	10	7	1	28	78%	61	12	9	19	16	5	40	66%	
Chemistry	52	3	19	21	7	2	43	83%	46	4	6	17	13	6	27	59%	68	2	14	24	16	12	40	59%	80	5	11	30	28	6	46	58%	51	2	20	20	6	3	42	82%	
Comp. Sci A	17	1		5		11	6	35%	15	1	4	3		7	8	53%	12	2	3	2		5	7	58%	18	4	3	6	3	2	13	72%	14			1	4	9	1	7%	
Comp. Sci Prin.	92		9	31	38	14	40	43%	43	3	6	20	10	4	29	67%	27	2	9	7	7	2	18	67%	44		3	16	13	12	19	43%	48	8	9	19	9	3	36	75%	
Engl - Lang	298	21	54	96	116	11	171	57%	242	19	49	72	92	10	140	58%	289	6	64	91	110	18	161	56%	317	27	58	98	105	29	183	58%	449	14	45	109	206	75	168	37%	
Engl Lit/Comp	197	15	65	90	22	5	170	86%	183	13	56	90	23	1	159	87%	178	8	18	53	85	14	79	44%	212	8	26	75	73	30	109	51%	286	9	31	80	126	40	120	42%	
Enviro Sci.	78	8	32	18	18	2	58	74%	68	8	21	22	14	3	51	75%	46	7	19	11	9		37	80%	123	4	40	13	38	28	57	46%	146	9	37	28	49	23	74	51%	
Euro History	112	7	20	28	42	15	55	49%	80	7	12	19	39	3	38	48%	69	2	6	21	34	6	29	42%	97	7	19	28	35	8	54	56%	94	9	21	28	31	5	58	62%	
French Lang	0						0		1				1		0	0%								N/A								N/A	4	1	1		2		2	50%	
German Lang	1	1					1	100%	1	1					1	100%																									
Human Geo	214	29	47	56	37	45	132	62%	164	24	46	49	29	16	119	73%	175	20	42	45	24	44	107	61%	200	24	47	59	25	45	130	65%	206	9	41	57	39	60	107	52%	
Latin: Vergil	0						0	N/A	0						0	N/A								N/A									N/A							N/A	
Macroecon	15	3	4	5	1	2	12	80%	1					1	0	0%								N/A	7	1	2	1	2	1	4	57%	11				3	2	6	3	27%
Microecon	26		1	5	13	7	6	23%	16	1	2	4	3	6	7	44%	14	2	2	3	4	3	7	50%	41	6	8	12	13	2	26	63%	80	9	23	17	9	22	49	61%	
Music Theory	0						0		11			1	3	7	1	9%	14		1		6	7	1	7%	36	2	2	6	12	14	10	28%	16	1	1	3	9	2	5	31%	
Phys 1	47			6	24	17	6	13%	44		14	8	15	7	22	50%	43		5	8	19	11	13	30%	59	1	7	13	22	16	21	36%	136	1	22	29	59	25	52	38%	
Phys 2	0						0	N/A	0						0	N/A								N/A									N/A							N/A	
Phys C - Mech	11	1	1	2	7		4	N/A	10		1	2	5	2	3	30%	44		2	15	15	12	17	39%	36	3	12	6	10	5	21	58%								N/A	
Psychology	151	11	35	50	22	33	96	64%	163	9	26	52	28	48	87	53%	175	9	23	34	35	74	66	38%	198	11	45	57	26	59	113	57%	202	19	48	51	41	43	118	58%	
Research	44	4	17	18	5		39	N/A	36	2	15	16	2	1	33	92%	31	3	7	18	2	1	28	90%	52	4	17	18	12	1	39	75%	31	1	1	18	10	1	20	65%	
Seminar	98	10	33	53	2		96	98%	89	11	10	60	8		81	91%	70	8	11	44	5	2	63	90%	71	1	8	51	10	1	60	85%	118	7	12	85	13	1	104	88%	
Span Lang/Cult	1		1				1	100%	6	2	2	1	1		5	83%	12	2	2	3	1	4	7	58%	16	1	4	5	3	3	10	63%	26	1	9	9	7		19	73%	
Statistics	75	6	10	33	13	13	49	65%	64	5	13	21	16	9	39	61%	52	1	9	14	14	14	24	46%	59	1	4	10	18	26	15	25%	87	2	4	25	38	18	31	36%	
Studio Art - 2D	26	2	10	10	4		22	85%	21	3	6	12			21	100%	26	1	4	19	2		24	92%	28	2	10	14	2		26	93%	36	3	10	13	8	2	26	72%	
Studio Art - 3D	5		1	3	1		4	80%	3			2	1		2	67%	5		1	2	2		3	60%	5			1	3	1	1	20%	9			5	1	3	5	56%	
Studio Art-Draw	21	3	7	8	3		18	86%	20	5	8	6	1		19	95%	24		7	10	6	1	17	71%	28	4	9	10	5		23	82%	21	2	7	8	4		17	81%	
US Gov't	61	7	6	25	21	2	38	62%	64	4	10	21	22	7	35	55%	51	10	10	11	12	8	31	61%	89	15	15	26	22	11	56	63%	96	15	10	40	27	4	65	68%	
US History	96	12	19	23	21	21	54	56%	112	9	24	34	33	12	67	60%	127	18	33	31	35	10	82	65%	125	21	30	38	23	13	89	71%	170	19	40	59	36	16	118	69%	
World History	30	2	3	9	10	6	14	47%	28	3	6	12	6	1	21	75%	49	1	6	18	17	7	25	51%	55	2	11	6	25	11	19	35%	74	3	4	20	29	18	27	36%	
Total	2033	184	452	672	492	233	1308	64%	1703	159	376	586	412	170	1121	66%	1861	117	335	557	539	313	1009	54%	2260	187	449	679	601	344	1315	58%	2701	173	436	806	857	429	1415	52%	

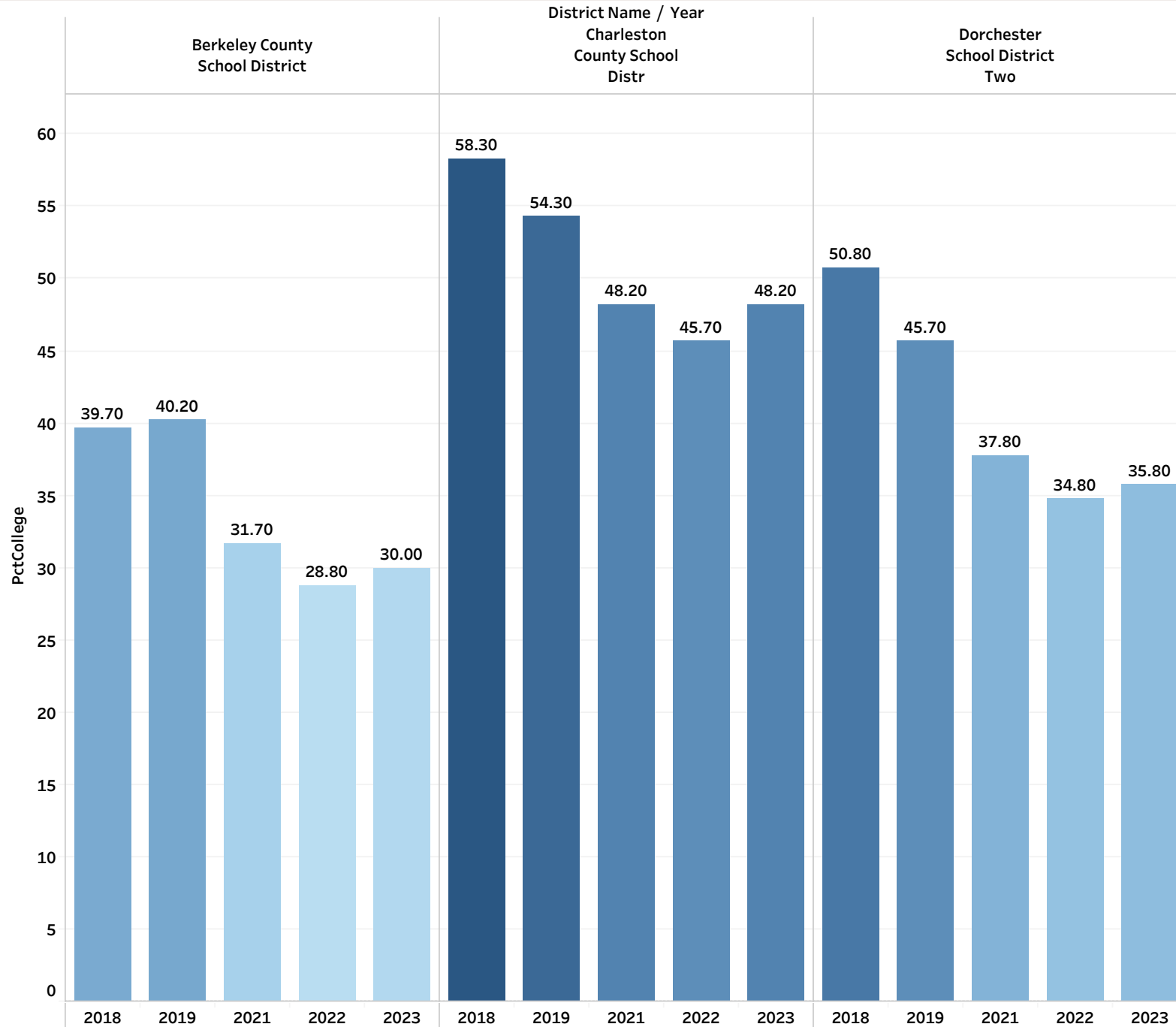
Percentage of students considered College OR Career Ready (District)



Percentage of students considered College AND Career Ready(District)

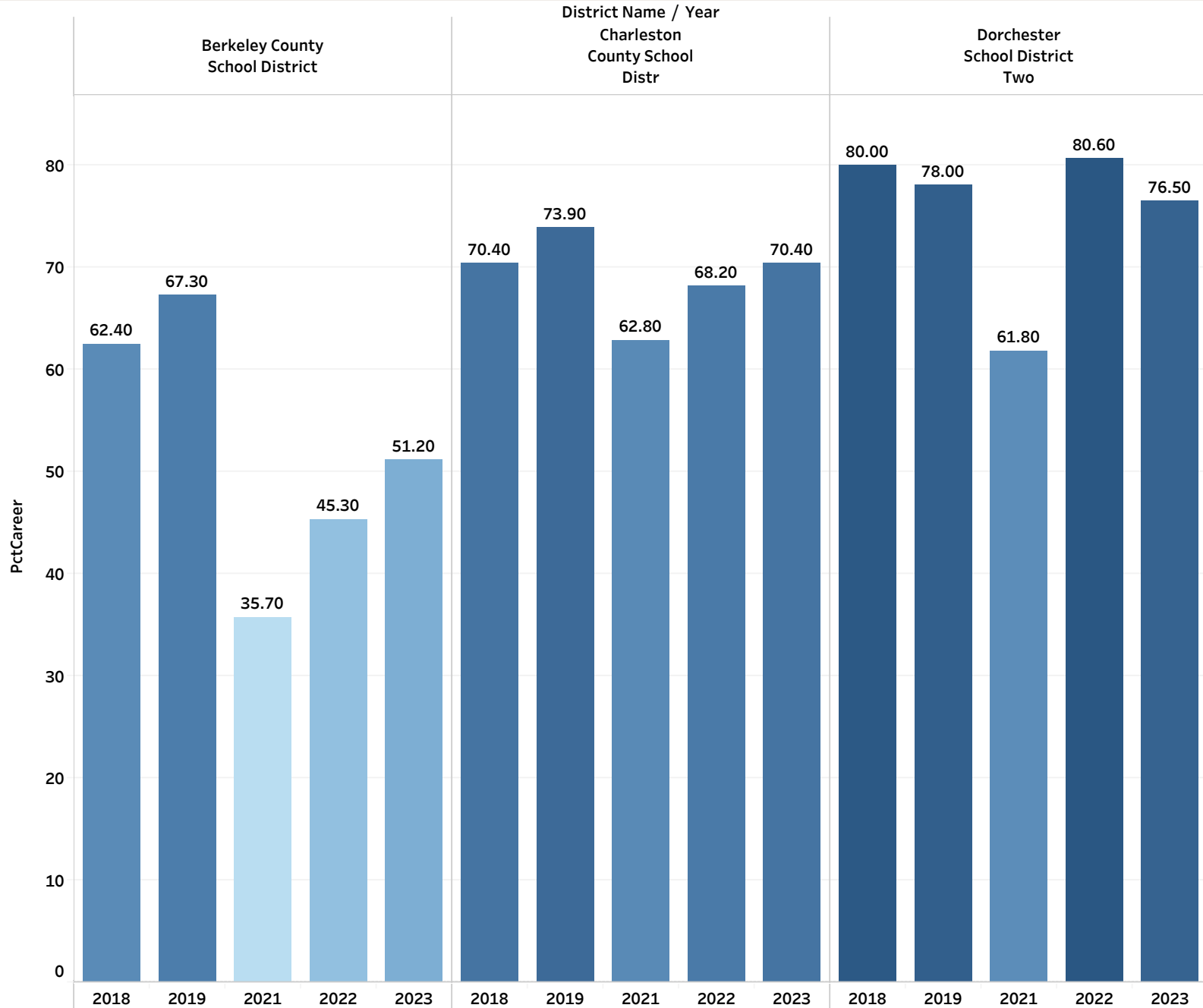


Percentage of students considered College Ready (District)



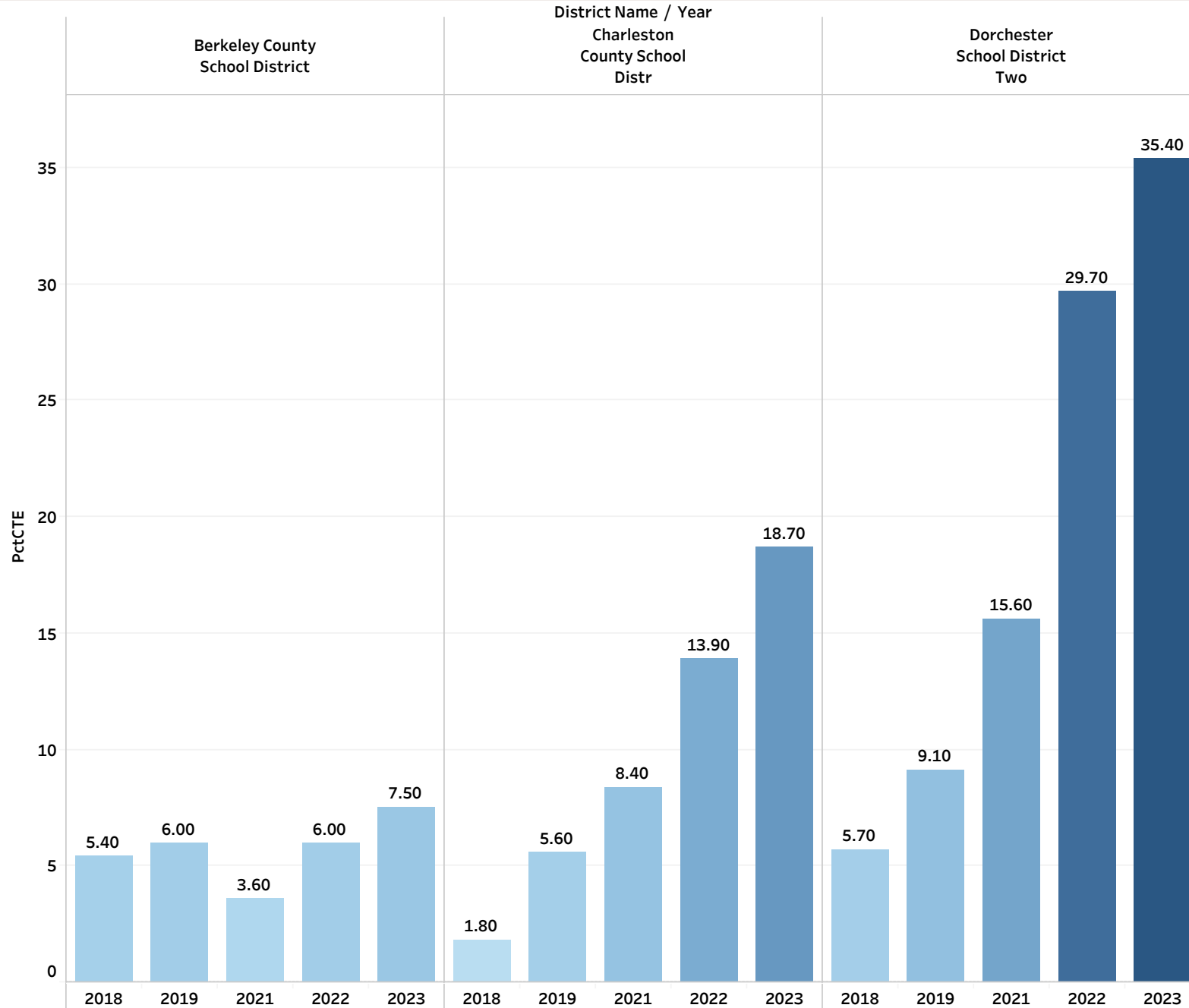
Percentage of Students considered Career Ready by District

Source: Additional Information for Researchers

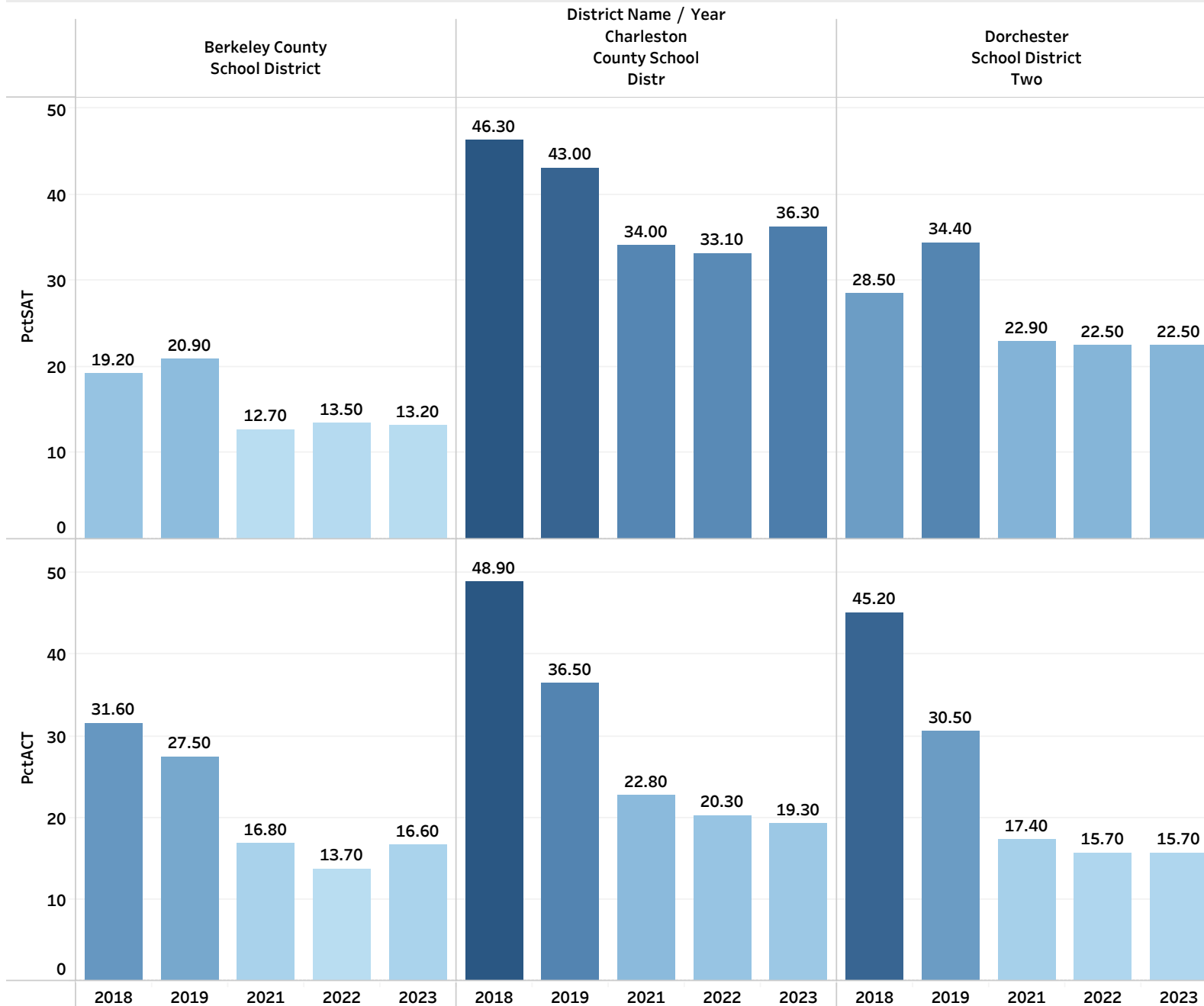


Percentage of students who were CTE Completers (District)

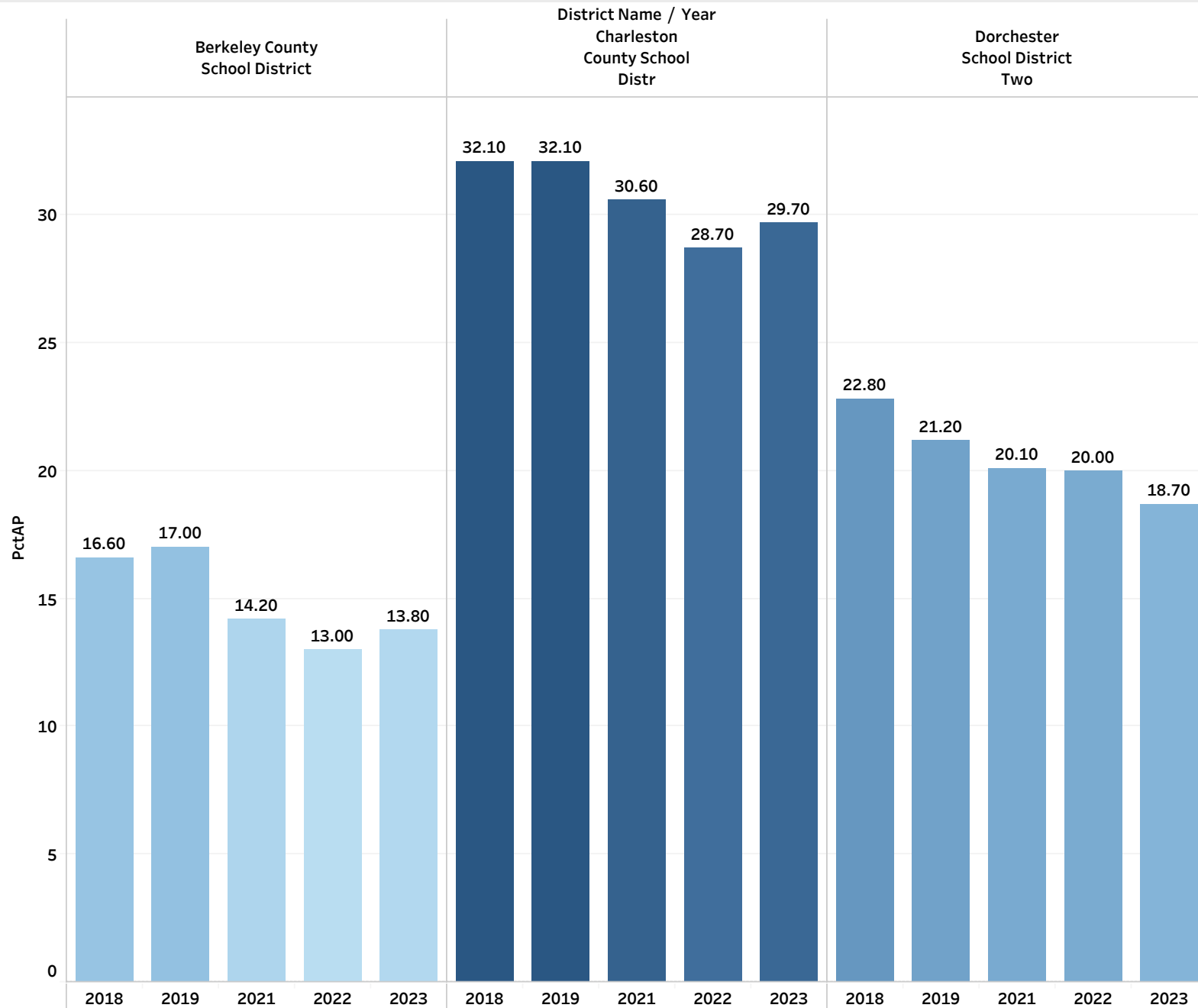
Source: Additional Information for Researchers



Percentage of Students who were considered "College Ready" based on ACT/SAT - ACT score of 20 or higher; SAT score of 1020 or higher. (by District)

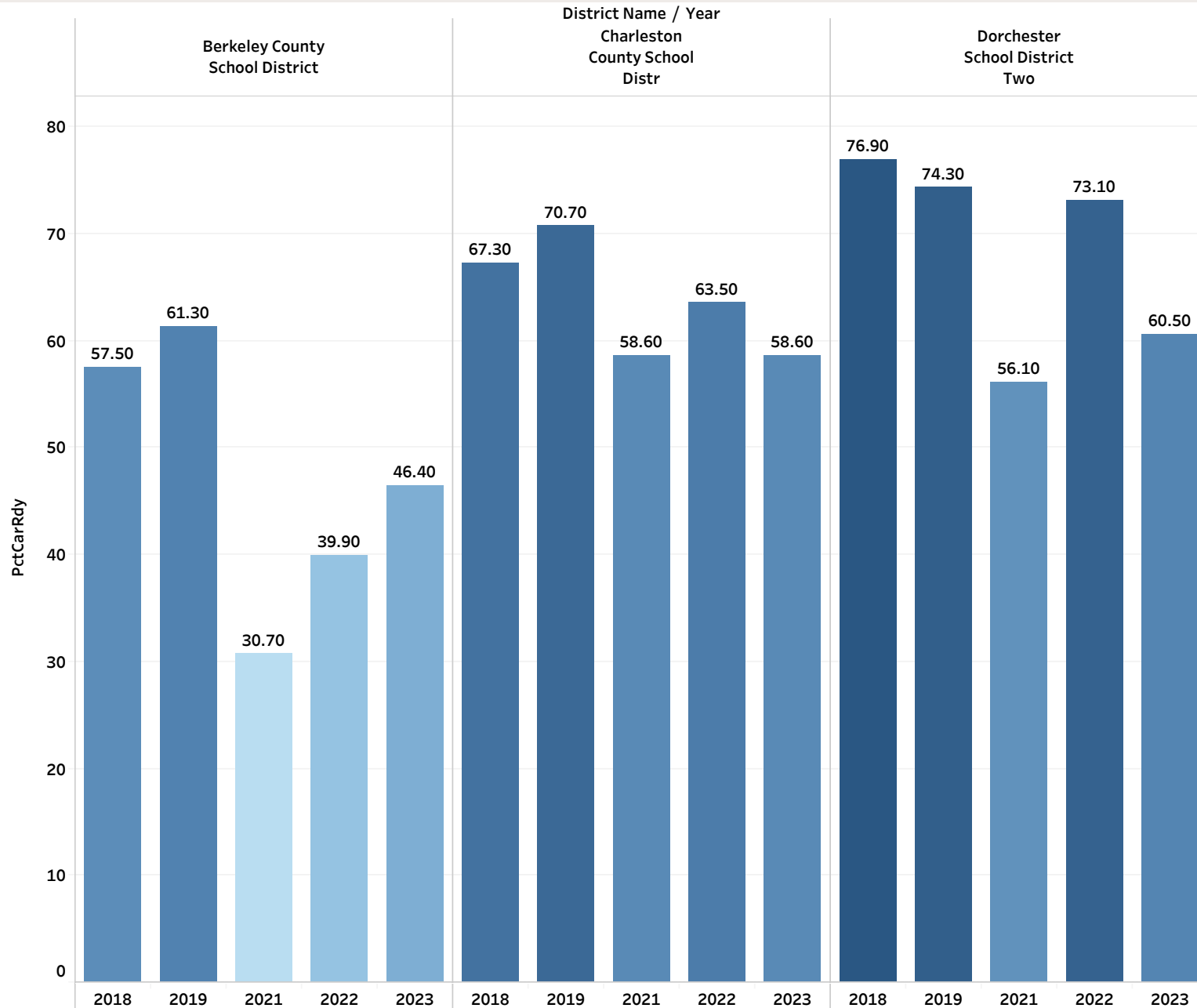


Percentage of Students who were considered "College Ready" based on ACT/SAT - ACT score of 20 or higher; SAT score of 1020 or higher (by District)



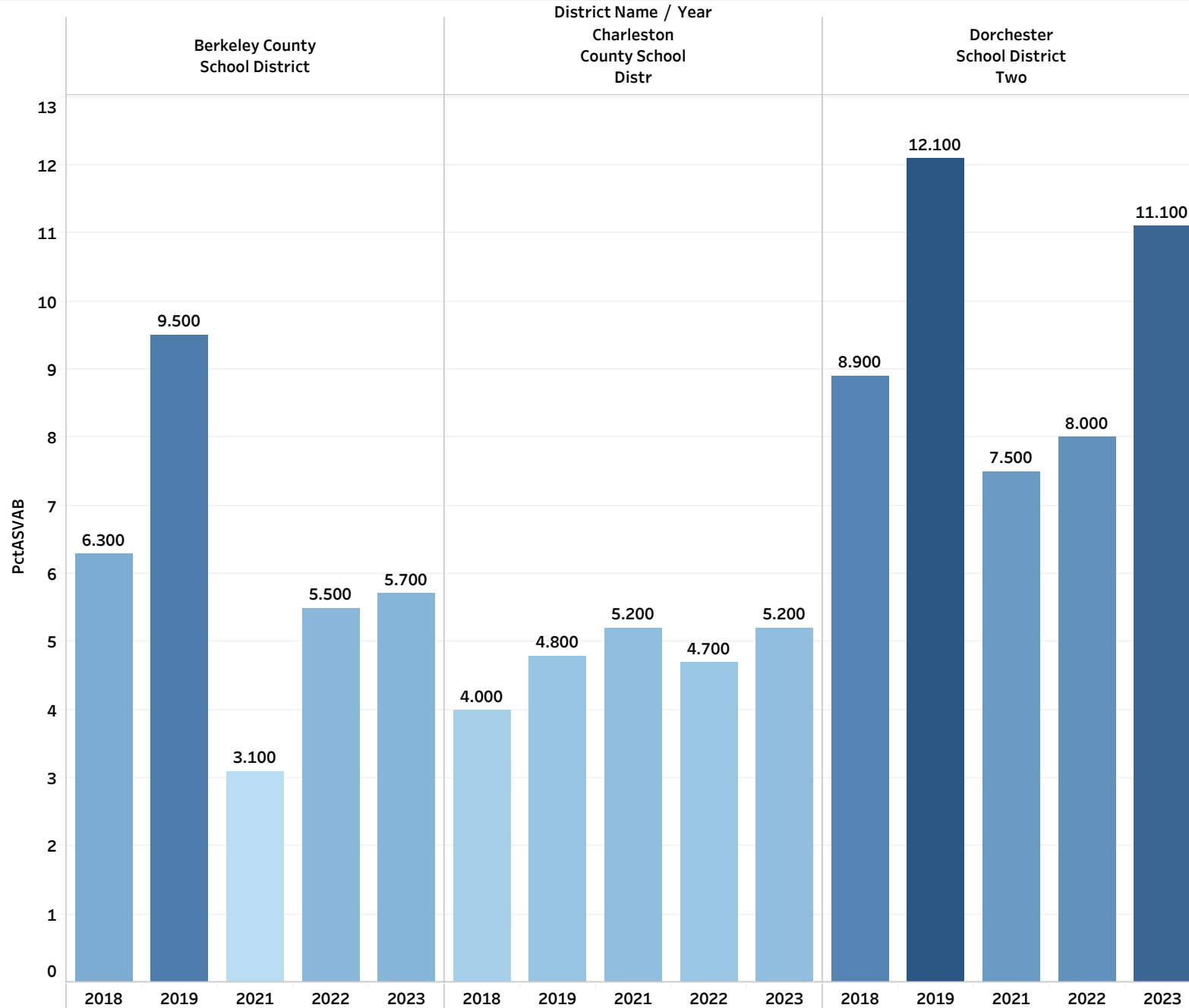
Percentage of students who earned a Silver or better on the Career Readiness Assessment (District)

Source: Additional Information for Researchers

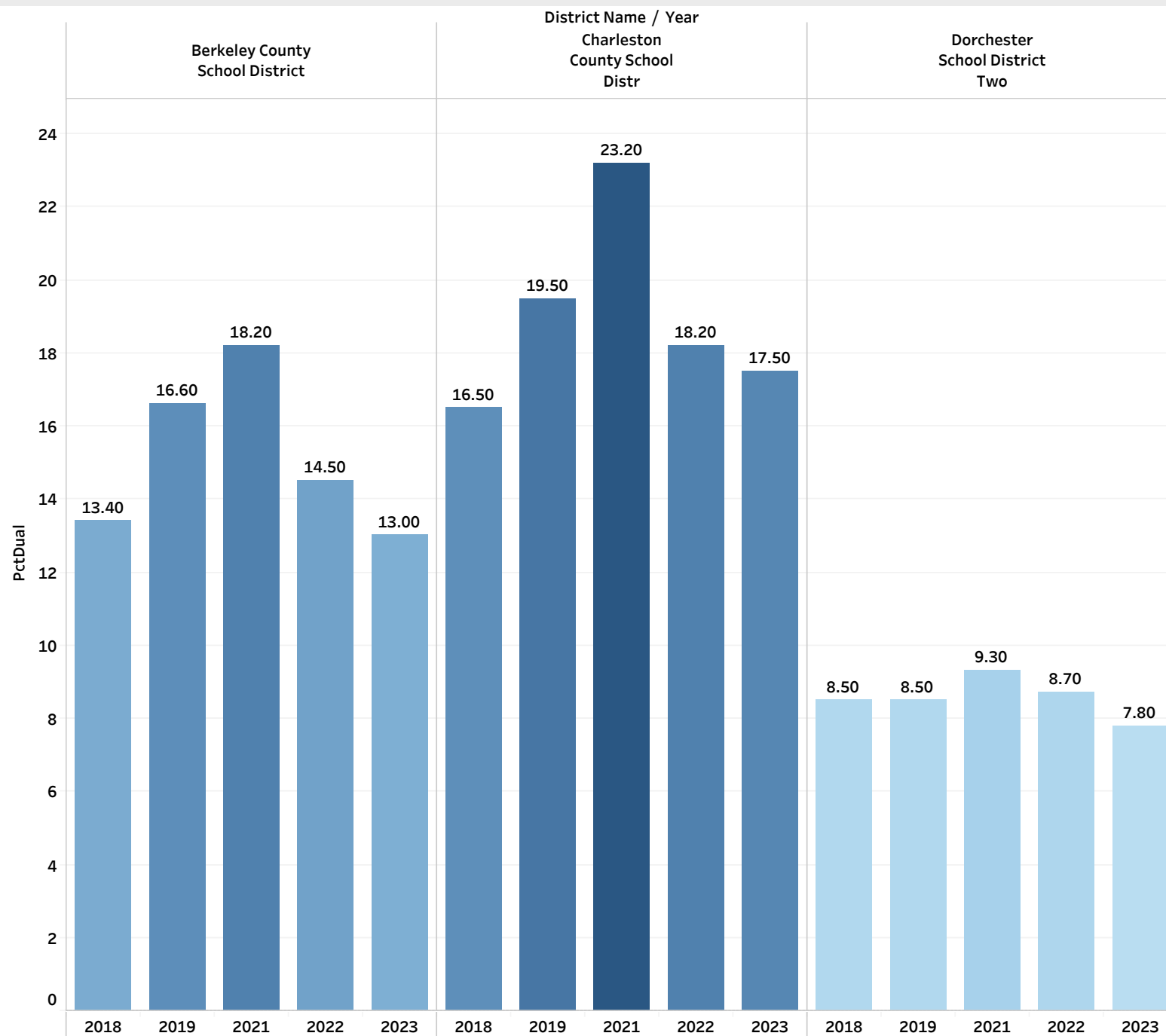


Percentage of students who earned a score of 31 or Higher on the ASVAB.

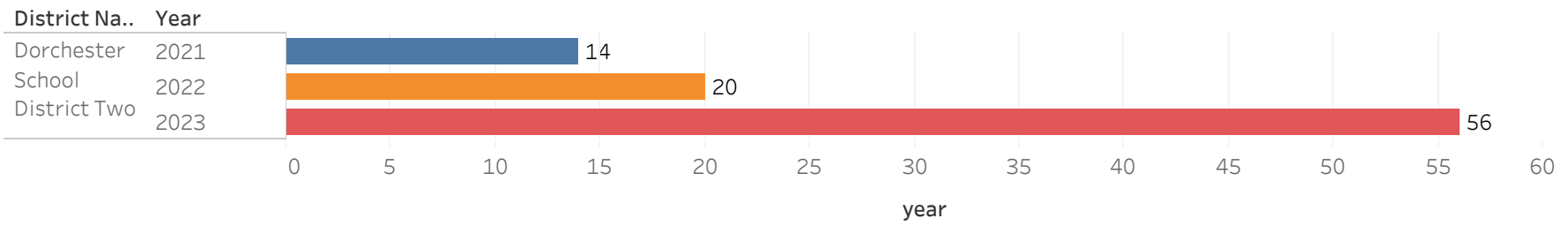
Source: Additional Information for Researchers



Percentage of Students who completed 6 hours of Dual Credit (by District)



Number of SC Seals of Biliteracy earned by District



Other Data

Digital learning

ATSI / TSI Support Status Climate Data

Financial Data

Teacher Retention Rating for Digital Learning

AdvanceEd Observations GT/Fine Art Data

Special Education Discipline Data

SC Ready Data for ATSI - Black African American Math MAP

Digital Learning Observation Data

1392 completed eleot observations. The greater number improves the reliability of the data.

Longitudinal Systemwide eleot Data

	2017-18	2022-23
	615 Observations Completed	1392 Observations Completed
A. Equitable Learning	3.31	3.26
B. High Expectations	3.16	3.13
C. Supportive Learning	3.51	3.44
D. Active Learning	2.98	3.01
E. Progress Monitoring	3.01	2.92
F. Well-Managed Learning	3.59	3.51
G. Digital Learning	2.05	2.04

Source: Cognia 2022-2023 Report

source is the Cognia report from 2022-2023 and eleot observation tool.

DistrictNm	SchoolNm	SCHO	SCHOOLID	CATEGORY
Dorchester School District Two	Alston-Bailey Elementary	E	1802031	ATSI_DISABLED
	Ashley Ridge High School	H	1802027	ATSI_2ND_CYCLE_NOTEXITED_DISABLED
	Charles B. Dubose Middle School	M	1802016	ATSI_DISABLED
	Dr. Eugene Sires Elementary School	E	1802030	ATSI_DISABLED
	Eagle Nest Elementary School	E	1802024	ATSI_DISABLED
	Flowertown Elementary School	E	1802014	ATSI_DISABLED
	Fort Dorchester High School	H	1802020	ATSI_2ND_CYCLE_NOTEXITED_DISABLED
	Gregg Middle School	M	1802022	ATSI_RACE_BLACK
	Gregg Middle School	M	1802022	ATSI_DISABLED
	Newington Elementary School	E	1802013	ATSI_2ND_CYCLE_REIDENTIFIED_DISABLED
	Oakbrook Elementary School	E	1802017	ATSI_DISABLED
	Oakbrook Middle School	M	1802018	ATSI_DISABLED
	River Oaks Middle School	M	1802026	TSI_CUS_Race_Black
	River Oaks Middle School	M	1802026	TSI_CUS_Poverty
	River Oaks Middle School	M	1802026	TSI_CUS_Disabled
	Sand Hill Elementary School	E	1802029	ATSI_2ND_CYCLE_REIDENTIFIED_DISABLED
	Summerville High School	H	1802006	ATSI_2ND_CYCLE_NOTEXITED_DISABLED

**Dorchester Two 2021-2022 SC READY DISTRICT ELA PERFORMANCE LEVELS (3 & 4 Combined) "Met or Above" -
ATSI Schools Only - Students with IEP's**

Count and Percent of Students in Each Category

1=Does Not Meet Expectations 2=Approaches Expectations 3=Meets Expectations 4=Exceeds Expectations

ELA Grade	Count of 1802-Dorchester-2-SCREADY-Sprin1				ELA Lev (group) 1 % of Total Count of 1802-Dorchester-2-SCREADY-Sprin1 al..				Count of 1802-D..	% of Total C..
	Null	1	2	3 & 4	Null	1	2	3 & 4	Total	Total
3		66.0	13.0	18.0		68.0%	13.4%	18.6%	97.0	100.0%
4		62.0	14.0	15.0		68.1%	15.4%	16.5%	91.0	100.0%
5		63.0	24.0	13.0		63.0%	24.0%	13.0%	100.0	100.0%
6		90.0	34.0	15.0		64.7%	24.5%	10.8%	139.0	100.0%
7		82.0	30.0	7.0		68.9%	25.2%	5.9%	119.0	100.0%
8	1.0	93.0	30.0	8.0	0.8%	70.5%	22.7%	6.1%	132.0	100.0%
Grand T..	1.0	456.0	145.0	76.0	0.1%	67.3%	21.4%	11.2%	678.0	100.0%

Dorchester Two 2022-2023 SC READY DISTRICT ELA PERFORMANCE LEVELS (3 & 4 Combined) "Met or Above"
- ATSI Schools Only - Students with IEP's

Count and Percent of Students in Each Category

1=Does Not Meet Expectations 2=Approaches Expectations 3=Meets Expectations 4=Exceeds Expectations

ELA Grade	Count of				ELA Lev (group) 1				Count of	% of
	1802-Dorchester-2-SCREADY-Sprin	1802-Dorchester-2-SCREADY-Sprin	1802-Dorchester-2-SCREADY-Sprin	1802-Dorchester-2-SCREADY-Sprin	% of Total Count of	% of Total Count of	% of Total Count of	% of Total Count of	1802-D..	Total C..
	Null	1	2	3 & 4	Null	1	2	3 & 4	Total	Total
3		64.0	27.0	32.0		52.0%	22.0%	26.0%	123.0	100.0%
4	1.0	55.0	26.0	24.0	0.9%	51.9%	24.5%	22.6%	106.0	100.0%
5		61.0	29.0	7.0		62.9%	29.9%	7.2%	97.0	100.0%
6		57.0	30.0	8.0		60.0%	31.6%	8.4%	95.0	100.0%
7		74.0	16.0	8.0		75.5%	16.3%	8.2%	98.0	100.0%
8		73.0	21.0	12.0		68.9%	19.8%	11.3%	106.0	100.0%
Grand Total	1.0	384.0	149.0	91.0	0.2%	61.4%	23.8%	14.6%	625.0	100.0%

Dorchester Two 2021-2022 SC READY DISTRICT MATH PERFORMANCE LEVELS (3 & 4 Combined)
"Met or Above" - ATSI Schools Only - Students with IEP's
Count and Percent of Students in Each Category
1=Does Not Meet Expectations 2=Approaches Expectations 3=Meets Expectations 4=Exceeds Expectations

Math Gra..	Count of 1802-Dorchester-2-SCREADY-Sprin1				Math Lev (group)				Count of 180.. Total	% of Total .. Total
	Null	1	2	3 & 4	Null	1	2	3 & 4		
3		52.0	29.0	16.0		53.6%	29.9%	16.5%	97.0	100.0%
4		56.0	26.0	9.0		61.5%	28.6%	9.9%	91.0	100.0%
5		72.0	19.0	9.0		72.0%	19.0%	9.0%	100.0	100.0%
6		116.0	19.0	4.0		83.5%	13.7%	2.9%	139.0	100.0%
7		101.0	11.0	7.0		84.9%	9.2%	5.9%	119.0	100.0%
8	2.0	102.0	21.0	7.0	1.5%	77.3%	15.9%	5.3%	132.0	100.0%
Grand T..	2.0	499.0	125.0	52.0	0.3%	73.6%	18.4%	7.7%	678.0	100.0%

**Dorchester Two 2022-2023 SC READY DISTRICT MATH PERFORMANCE LEVELS (3 & 4 Combined) "Met or Above" - ATSI
Schools Only - Students with IEP's**

Count and Percent of Students in Each Category

1=Does Not Meet Expectations 2=Approaches Expectations 3=Meets Expectations 4=Exceeds Expectations

	Math Lev (group)									
	Count of 1802-Dorchester-2-SCREADY-Sprin				% of Total Count of 1802-Dorchester-2-SCREADY-Sprin along P..				Count of 1802-Dor..	% of Total Count of ..
Math Gra..	Null	1	2	3 & 4	Null	1	2	3 & 4	Total	Total
3		62.0	20.0	41.0		50.4%	16.3%	33.3%	123.0	100.0%
4		65.0	27.0	14.0		61.3%	25.5%	13.2%	106.0	100.0%
5		68.0	20.0	9.0		70.1%	20.6%	9.3%	97.0	100.0%
6		77.0	13.0	5.0		81.1%	13.7%	5.3%	95.0	100.0%
7		74.0	24.0			75.5%	24.5%		98.0	100.0%
8	1.0	89.0	13.0	3.0	0.9%	84.0%	12.3%	2.8%	106.0	100.0%
Grand T..	1.0	435.0	117.0	72.0	0.2%	69.6%	18.7%	11.5%	625.0	100.0%

District Priority

The percentage of students with disabilities in the district's ATSI high schools who are considered college or career ready will increase 2% each year through the end of the 2027-2028 school year.

	support status	SchoolNm	ATSI	NUM_CCR	DEN_CCR	INDX_CCR	RATE_CCR	Denominator	Numerator	%
2022	ATSI_2ND_CYCLE_NOTEXITED_DISABLED	Ashley Ridge High School	2nd	11.41	25	2	Below Average	46	21	
2022	ATSI_2ND_CYCLE_NOTEXITED_DISABLED	Fort Dorchester High School	2nd	11.16	25	2	Below Average	56	25	
2022	ATSI_2ND_CYCLE_NOTEXITED_DISABLED	Summerville High School	2nd	11.49	25	2	Below Average	87	40	
								189	86	0.455026
2023	ATSI_2ND_CYCLE_NOTEXITED_DISABLED	Ashley Ridge High School	2nd	11.82	25	2	Below Average	55	26	%
2023	ATSI_2ND_CYCLE_NOTEXITED_DISABLED	Fort Dorchester High School	2nd	10.98	25	2	Below Average	66	29	
2023	ATSI_2ND_CYCLE_NOTEXITED_DISABLED	Summerville High School	2nd	9.42	25	2	Below Average	77	29	
								198	84	0.424242

source of Data is the Support Status Report from the SCDE

2021 SC Report Card Climate Data

Note on missing data: On March 26, 2021, the U.S. Department of Education waived federal accountability requirements and granted flexibility in administering assessments due to COVID-19. The results displayed within this report card should not be compared to those of other years due to the testing limitations as a result of the pandemic. In addition, these results may be incomplete and may not be representative of the make-up of the State, district, or school population.

2022 SC Report Card Climate Data

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	1596	16821	960
Percent satisfied with learning environment	94.3%	82.9%	81.2%
Percent satisfied with social and physical environment	93.9%	81.7%	79.0%
Percent satisfied with school-home relations	Data N/A	91.0%	78.2%

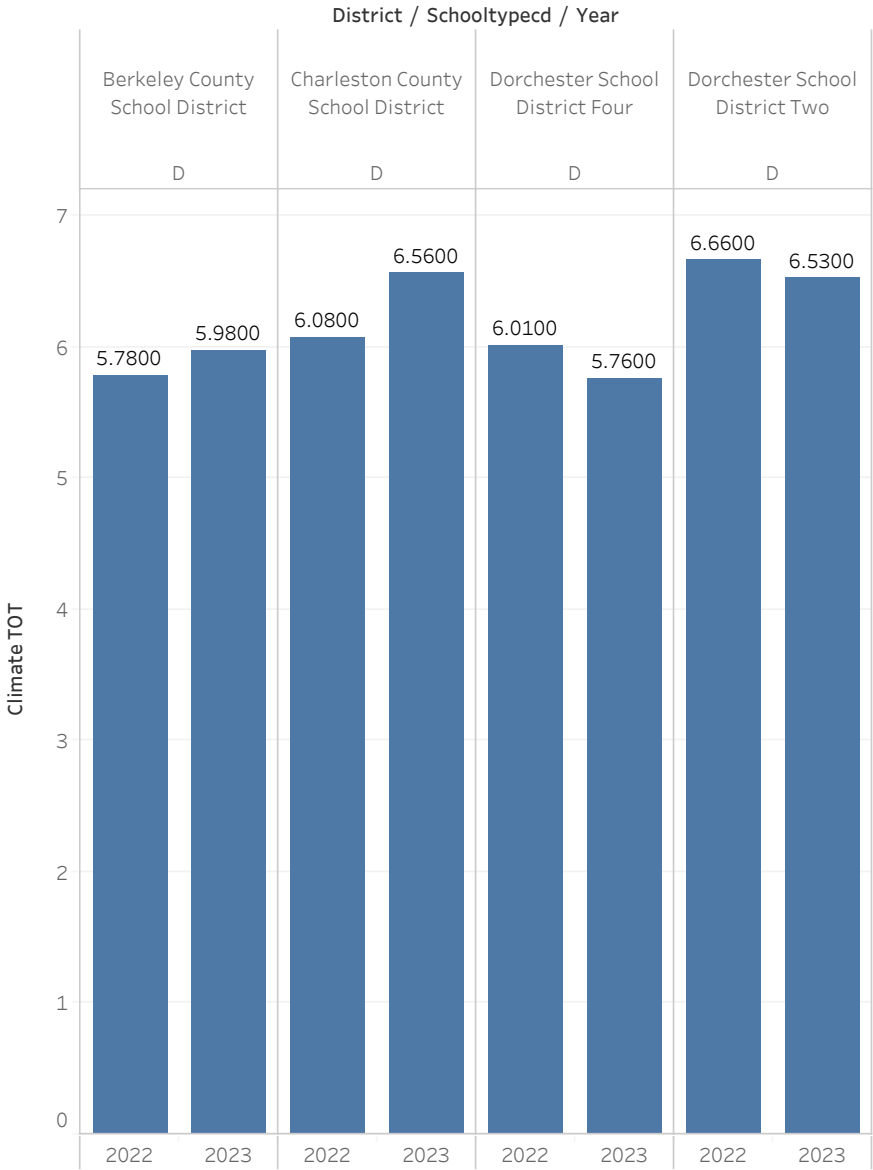
2023 SC Report Card Climate Data

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	1638	17644	3989
Percent satisfied with learning environment	92.9%	81.2%	86.9%
Percent satisfied with social and physical environment	91.8%	78.1%	85.7%
Percent satisfied with school-home relations	89.8%	90.8%	85.4%

Overall Perceptions of School Climate (Combined Score
Teacher and Student)
[Scale of 1-10]

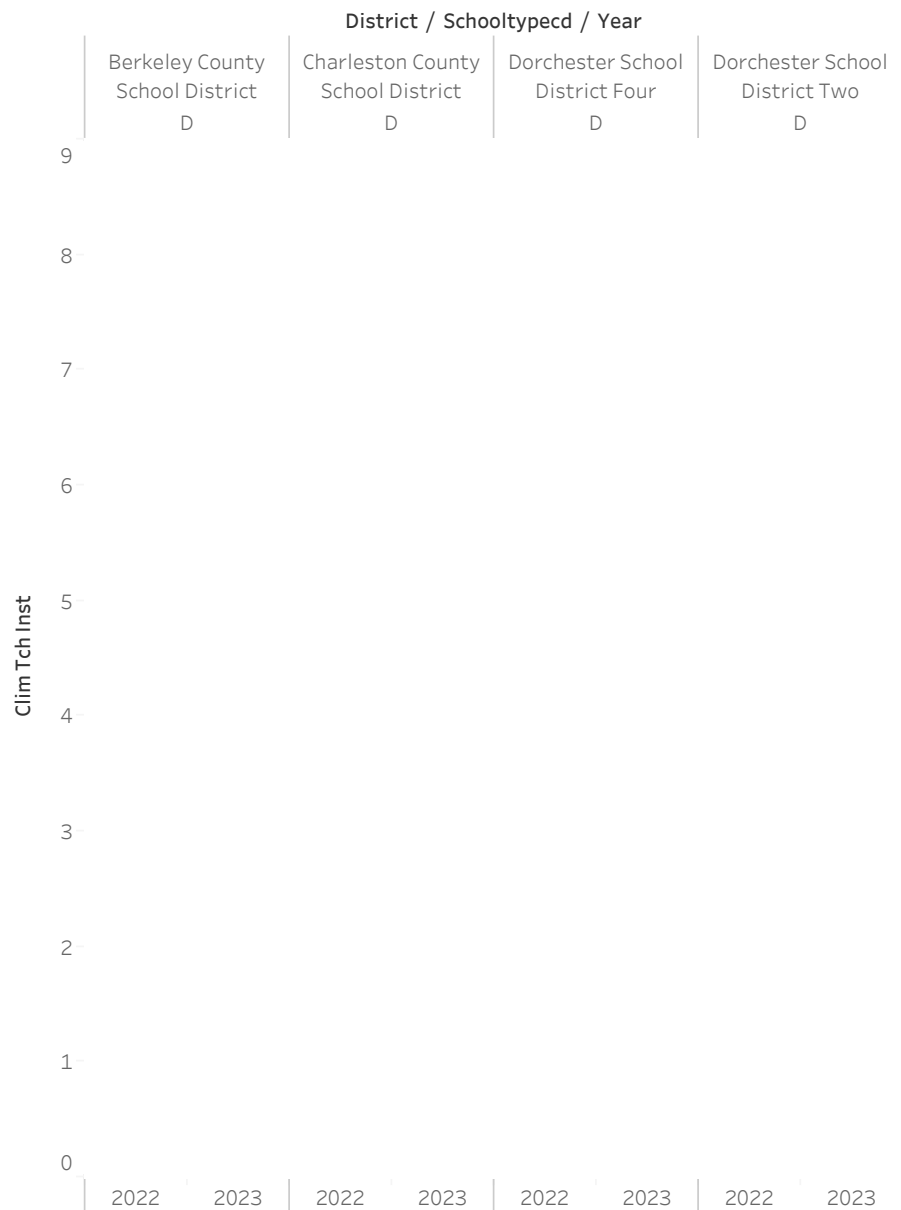
Source: SC Report Card Climate Indicator / Report Card Data for
Researchers



Teacher Perceptions of Instructional Focus

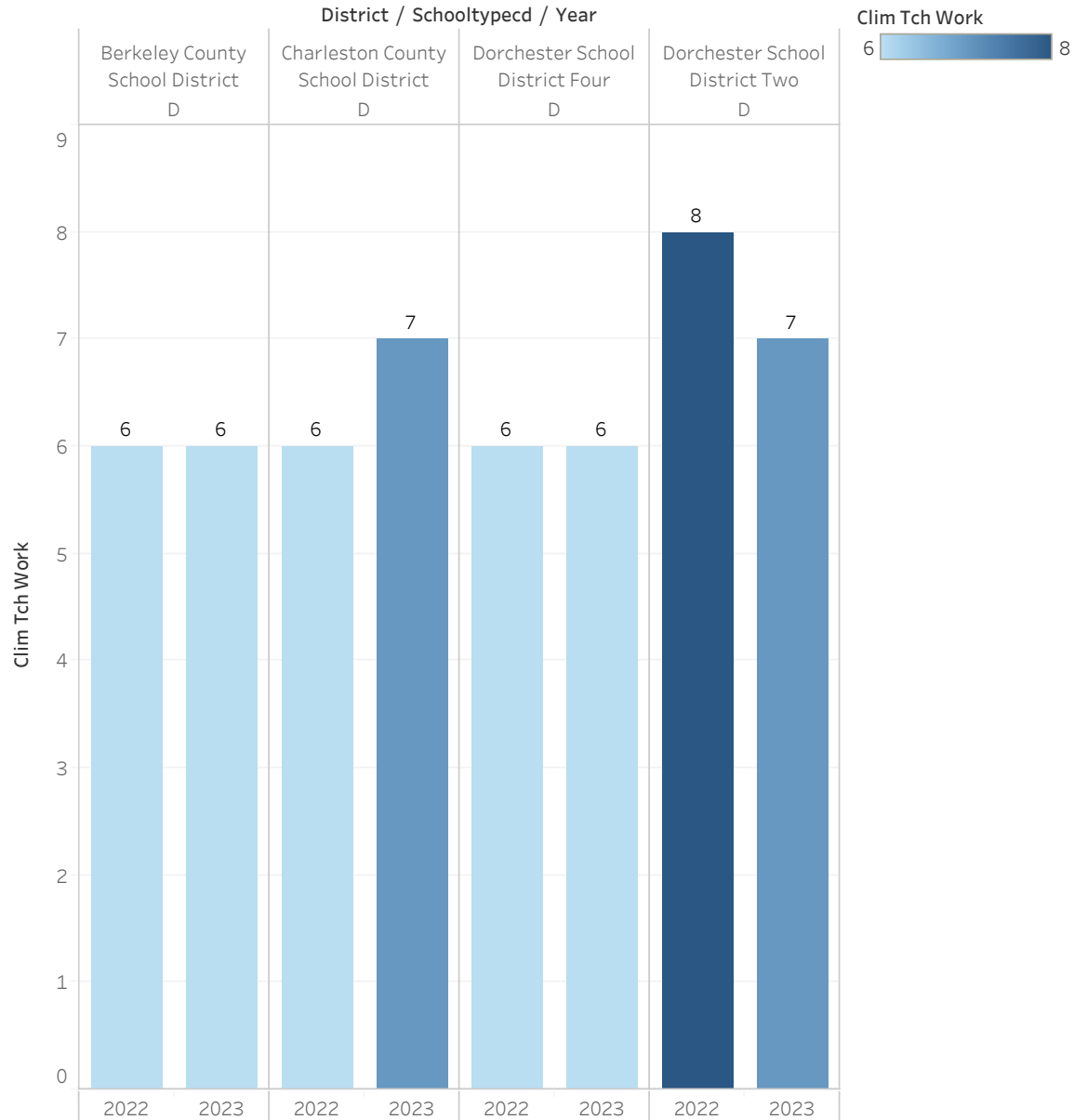
[Scale of 1-10]

Source: SC Report Card Climate Indicator / Report Card Data for Researchers



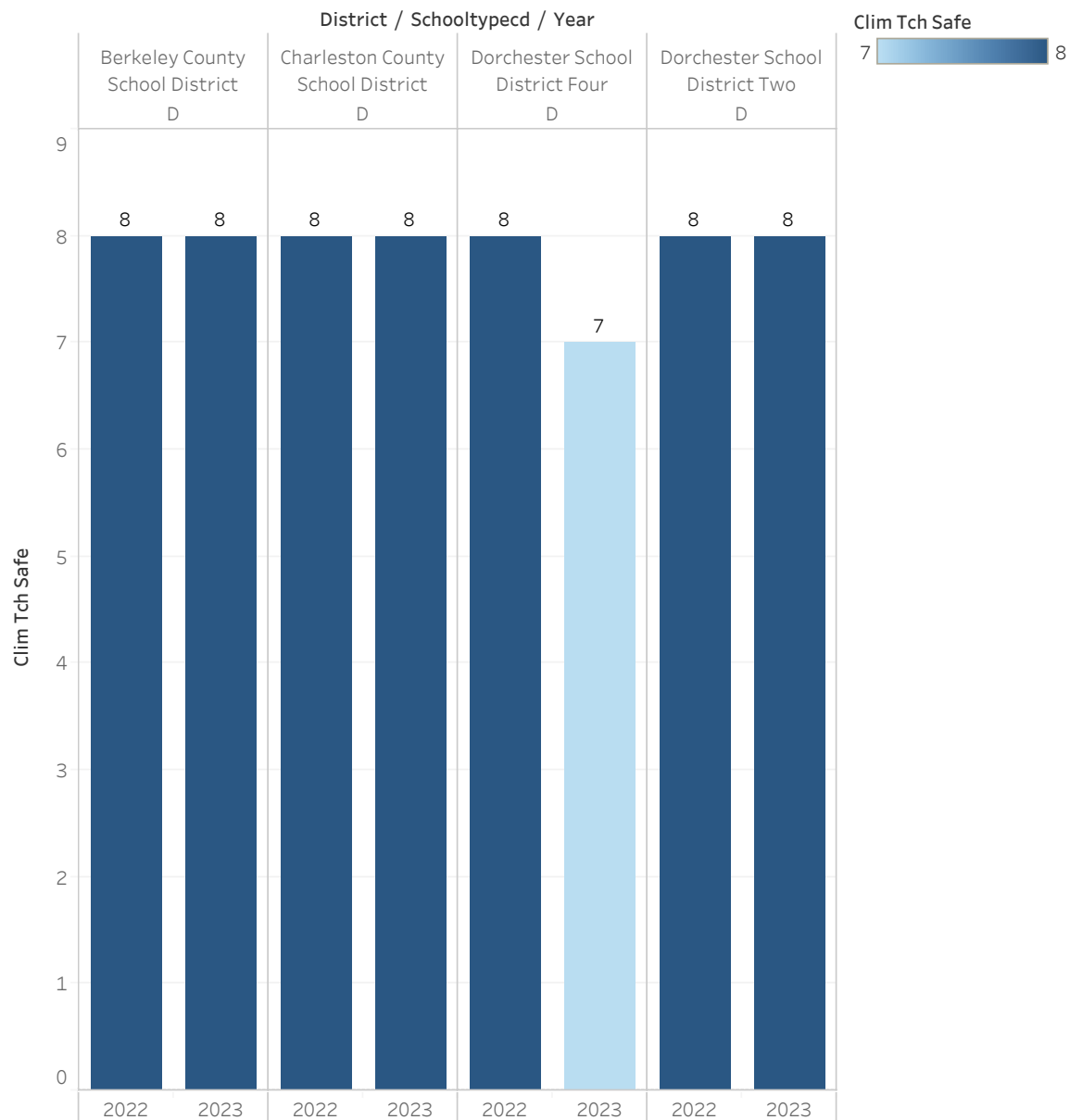
Teacher Perceptions of Working Conditions [Scale of 1-10]

Source: SC Report Card Climate Indicator / Report Card Data for Researchers



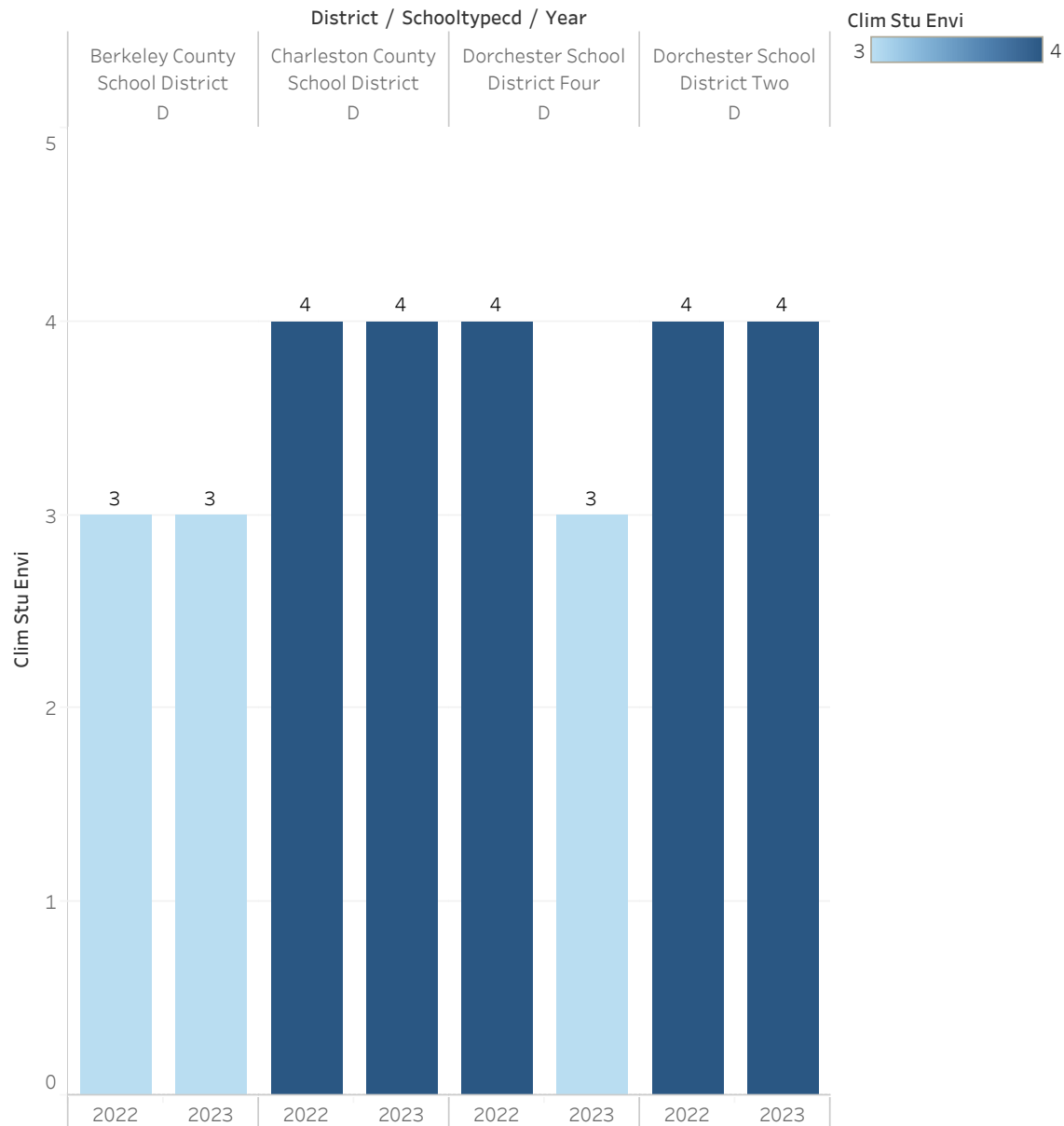
Teacher Perceptions of School Safety [Scale of 1-10]

Source: SC Report Card Climate Indicator / Report Card Data for Researchers



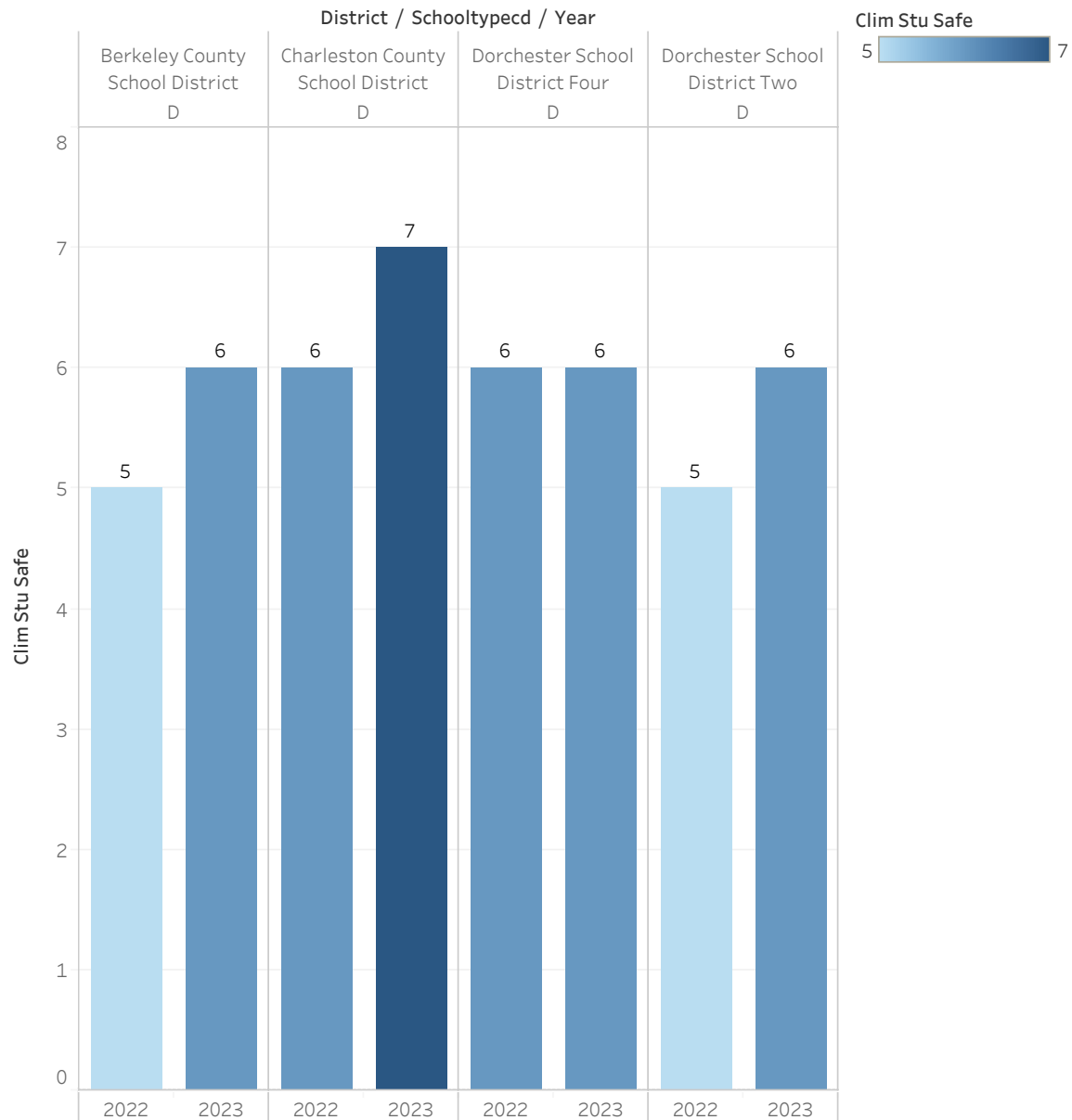
Student Perceptions of Social-Physical Environment [Scale of 1-10]

Source: SC Report Card Climate Indicator / Report Card Data for Researchers

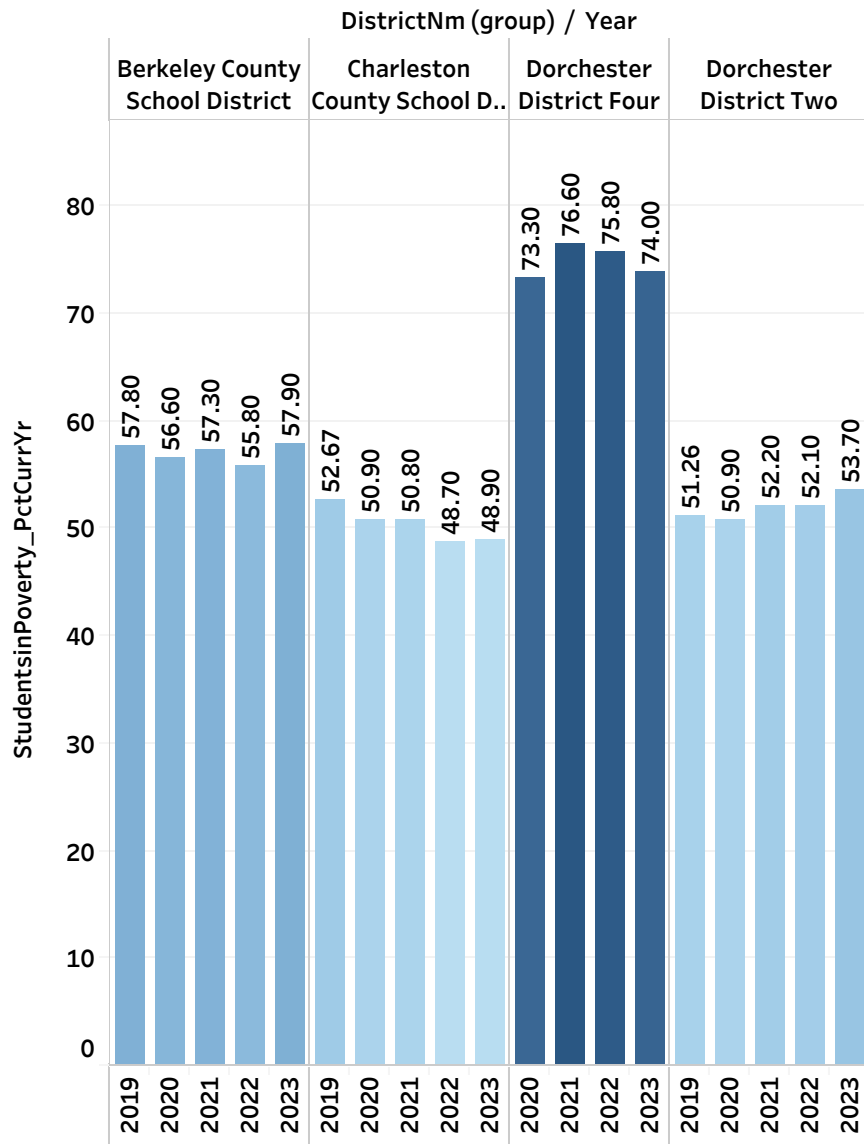


Student Perceptions of School Safety [Scale of 1-10]

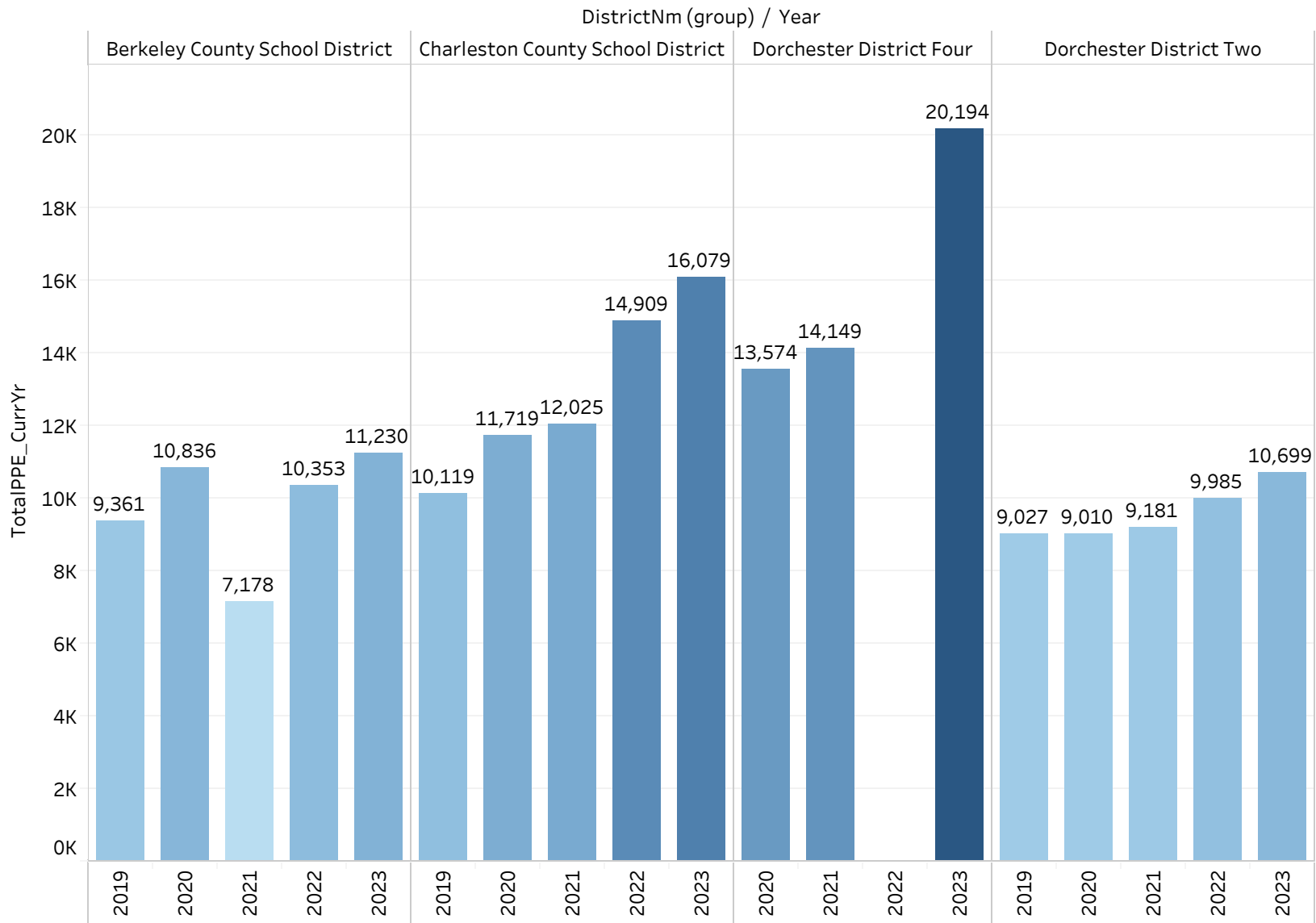
Source: SC Report Card Climate Indicator / Report Card Data for Researchers



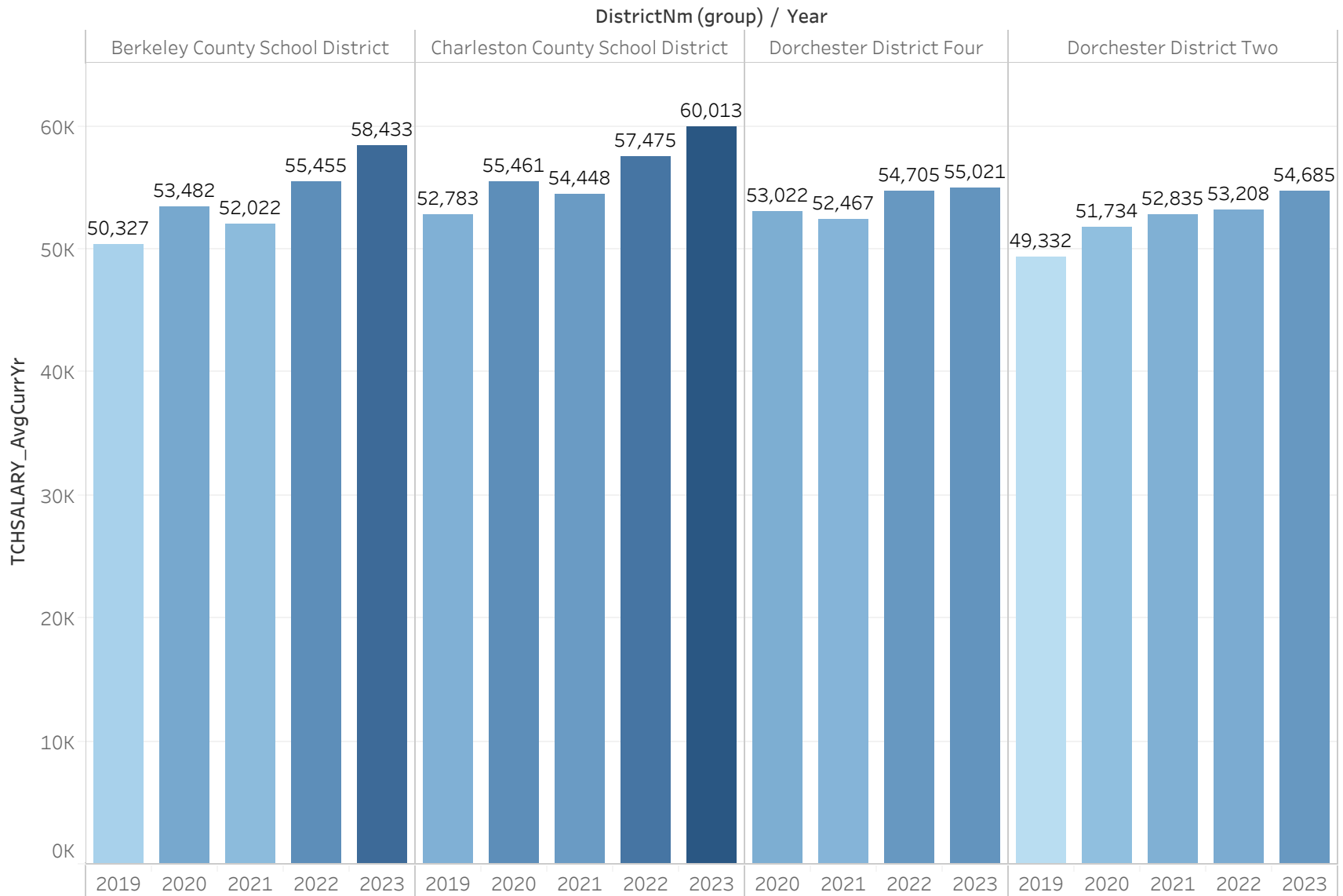
Percent of Pupils in Poverty by District



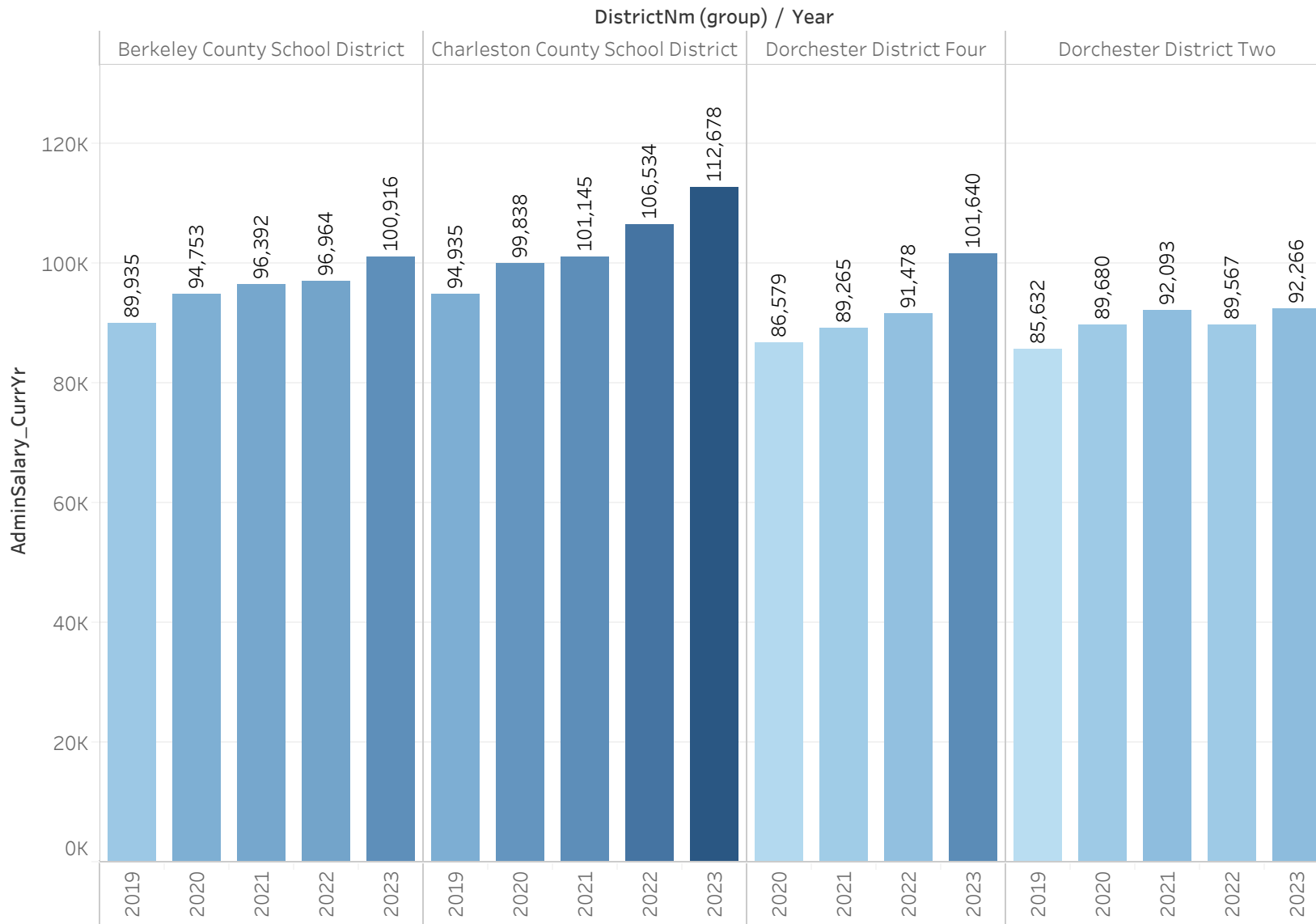
Per Pupil Expenditure by District



Average Teacher Salary by District



Average Admin Salary by District



Data from the 2023 SC Report Card – Classroom Environment

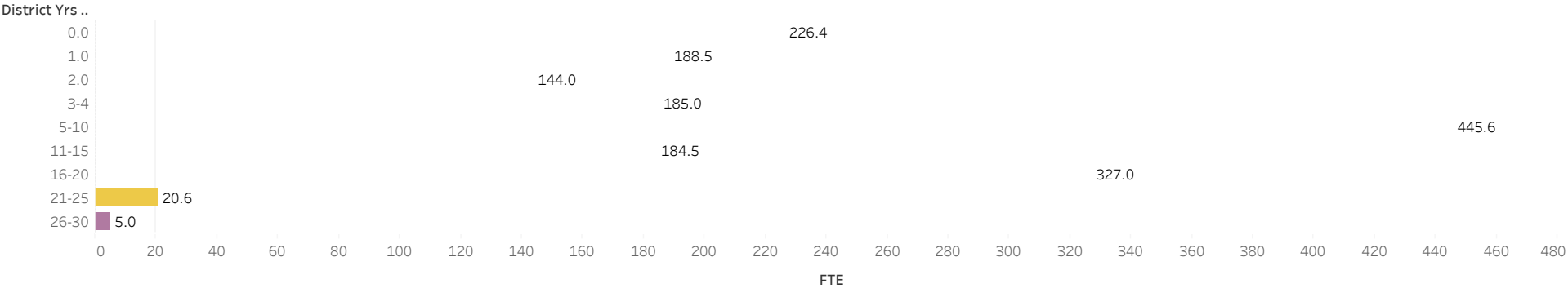
Classroom Environment

	Our District	Change from Last Year
Total Number of Teachers	1434	Down from 1564
Percent of K-3 teachers who are certified in Read to Succeed reading certification	N/A	N/A
Percent of teachers with advanced degrees	55.0	Up from 53.6
Teacher attendance rate	92.6	Up from 92.4
Average teacher salary	\$54,625	Up from \$53,208
Percent of teachers on continuing contract	99.8	Up from 99.2
Percent of teachers returning from previous year - current year	85.0	Up from 80.8
Percent of teachers returning from previous year - three year average	85.1	Down from 85.8
Percent of teacher vacancies for more than 9 weeks	4.9	Up from 0.6
Prime instructional time	85.5	Up from 84.8
Student-teacher ratio in core subjects	24.7 to 1	Down from 25.2 to 1
Percent of inexperienced teachers teaching in low poverty schools	11.2	Down from 25.1
Number of inexperienced teachers teaching in low poverty schools	22	Down from 248
Percent of inexperienced school leaders teaching in low poverty schools	11	Up from 6
Number of inexperienced school leaders teaching in low poverty schools	5	Up from 3
Percent of out-of-field teachers teaching in low poverty schools	22.4	Up from 9.5
Number of out-of-field teachers teaching in low poverty schools	44	Down from 94
Percent of inexperienced teachers teaching in high poverty schools	N/A	N/A
Number of inexperienced teachers teaching in high poverty schools	N/A	N/A
Percent of inexperienced school leaders teaching in high poverty schools	0	No change
Number of inexperienced school leaders teaching in high poverty schools	0	No change
Percent of out-of-field teachers teaching in high poverty schools	N/A	N/A
Number of out-of-field teachers teaching in high poverty schools	N/A	N/A
Percent of inexperienced teachers	19.9	Down from 27.2
Number of inexperienced teachers	318	Down from 470
Percent of out-of-field teachers	9.6	Down from 10.5
Number of out-of-field teachers	153	Down from 181

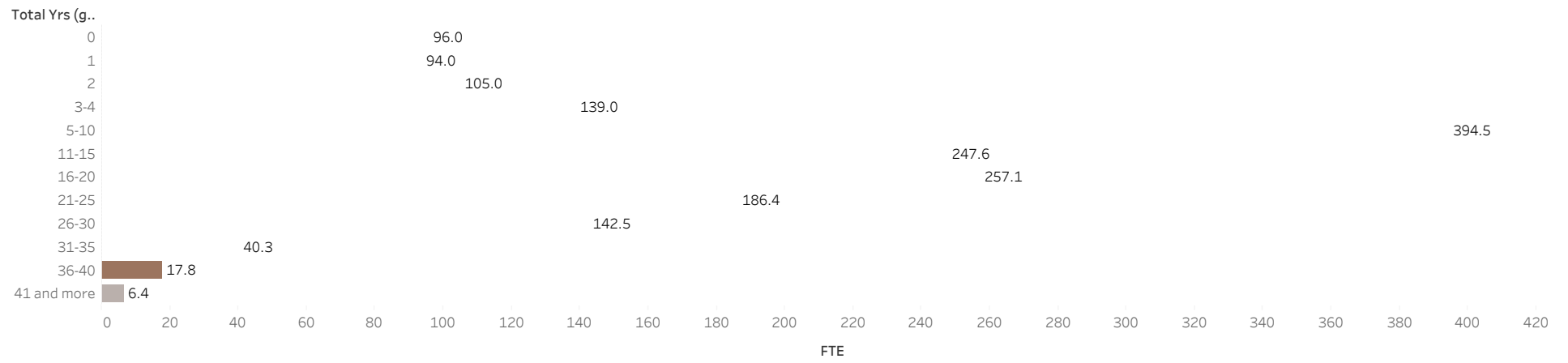
Inexperienced Teacher- a teacher with less than 4 years of experience.

Inexperienced School Leader- a School Administrator that has not completed their formal evaluation process (Tier 1)

Count of Non-Admin Certified Employees by Consecutive Years Employed in District



Count of Non-Admin Certified Employees by Total Years in Education



	RMSA Accepted 17-23							GATEWAY TOTALS			
Core Area	Accepted 17-18	Accepted 18-19	Accepted 19-20	Accepted 20-21	Accepted 21-22	Accepted 22-23	Accepted 23-24	Accepted 20-21	Accepted 21-22	Accepted 22-23	Accepted 23-24
Dance	19	32	34	32	34	40	33	24	28	50	64
Band	35	41	44	45	44	44	44	30	31	30	26
Strings	30	35	37	38	39	35	36	15	19	19	16
Piano / Instru	23	25	24	24	24	25	25	47	78	110	157
Vocal	36	40	43	42	44	42	42	30	40	49	80
Art	41	52	48	51	48	49	51	64	94	125	150
Theatre	40	50	49	50	51	51	50	52	70	79	113
Totals	224	275	279	282	284	286	281	262	360	462	606

Core Area	RMSA HIGH Scores							GATEWAY HIGH				RMSA CUT OFF SCORE						GATEWAY CUT				RMSA	GTWY	RMSA	GTWY
	High 17-18	High 18-19	High 19-20	High 20-21	High 21-22	High 22-23	High 23-24	High 20-21	High 21-22	High 22-23	High 23-24	Cut 18-19	Cut 19-20	Cut 20-21	Cut 21-22	Cut 22-23	Cut 23-24	Cut 20-21	Cut 21-22	Cut 22-23	Cut 23-24	High Average	High Average	Cut Average	Cut Average
Dance																									
Band	95	100	100	100	100	90.5	74	41	47	94	85	58	34.5	46	53	50	51	21.5	26	40	43	94.21	66.75	48.75	32.63
Strings	74	70	75	95	98	92.5	95	43	50	70	54.5	49	48.5	52.5	68.5	61	37.5	35.5	35.5	57	25	85.64	54.38	52.83	38.25
Piano / Ins	71	73.5	70	99	98	93.5	95.5	43	50	23.5	50	50	51	46.25	68	43.5	46	43	43	10	42	85.79	41.63	50.79	34.50
Vocal	74.5	73	75	95.5	99	99.5	96	45	47	50	49.5	61.5	58	62	80.5	79.5	77.5	30	28.5	35	22	87.50	47.88	69.83	28.88
Art	87	87	90	100	98.5	98.5	99.5	42	44	50	49	74.5	74.5	77	86	74	74	25	29.5	38.5	31.5	94.36	46.25	76.67	31.13
Theatre	93	94.5	93.5	100	94	96	95.5	45	54	90	164	70.5	53.5	51.5	54	61.5	56.5	33	29	56.5	80	95.21	88.25	57.92	49.63
	100	100	100	100	99.5	100	100	50	50	90	100	89	89	93	90.5	75	80	34	35.5	73.5	65.5	99.93	72.50	86.08	52.13

2017-2018 elot Digital Learning Ratings Per School with Yearly Updates from Classroom Mosaic Data beginning 2019-2020 through 2022-2023

School	2018 AdvancED Rating for Digital Learning*	2018 AdvancED Observation Counts	2018-2019 Classroom Mosaic Rating using Instructional Walkthrough Observation Form with DLE	2018-2019 Classroom Mosaic Observation Count using Instructional Walkthrough Observation Form with DLE	2019-2020 Classroom Mosaic Rating using Instructional Walkthrough Observation Form with DLE	2019-2020 Classroom Mosaic Observation Count using Instructional Walkthrough Observation Form with DLE	2020-2021 Classroom Mosaic Rating using Instructional Walkthrough Observation Form with DLE*	2020-2021 Classroom Mosaic Observation Count using Instructional Walkthrough Observation Form with DLE*	2021-2022 Classroom Mosaic Rating using Instructional Walkthrough Observation Form with DLE	2021-2022 Classroom Mosaic Observation Count using Instructional Walkthrough Observation Form with DLE	2021-2022 Classroom Mosaic Observation Count (TOTAL)	2022-2023 Classroom Mosaic Rating using Instructional Walkthrough Observation Form with DLE	2022-2023 Classroom Mosaic Observation Count using Instructional Walkthrough Observation Form with DLE	2022-2023 Classroom Mosaic Observation Count (TOTAL)
ABES	1.57	47	NA	NA	1.00	8	1.32	62	1.73	72	407	1.77	35	304
AMS	1.42	34	NA	NA	1.28	6	2.29	50	1.8	87	176	1.73	63	96
ARHS	2.51	116	NA	NA	1.57	10	2.97	88	2.51	275	624	2.5	107	247
BHES	2.28	29	NA	NA	NA	0	2.03	44	1.6	162	199	1.33	184	231
DMS	1.57	42	NA	NA	1.09	14	1.53	32	1.93	106	200	1.32	85	199
EEMS												2.07	88	180
ENES	2.27	33	NA	NA	NA	0	2.54	25	1.68	82	201	1.65	43	248
FDSES	1.88	23	NA	NA	NA	0	2.43	90	1.95	173	229	2.72	181	278
FDHS	2.02	44	NA	NA	1.83	4	2.52	69	2.66	164	356	2.49	144	384
FES	1.67	29	NA	NA	NA	0	2.22	84	1.73	69	224	2.07	68	282
GAA	NA	NA	NA	NA	NA	0	3.00	9	1.3	11	31	3.59	21	28
GMS	1.32	22	NA	NA	1.31	14	2.56	45	1.74	106	240	1.84	97	208
JPES	2.17	42	NA	NA	NA	0	2.38	21	1.91	100	193	1.67	110	184
KES	1.35	18	NA	NA	1.00	7	3.12	11	1.54	116	228	1.64	74	201
NES	2.30	22	NA	NA	1.00	4	1.92	70	1.58	125	281	1.9	120	374
OES	1.18	24	NA	NA	1.44	3	2.52	118	2.02	180	374	2.07	31	210
OMS	1.79	30	NA	NA	1.00	9	2.30	50	2	120	207	1.56	80	162
RMSA	2.71	26	NA	NA	2.04	9	0.98	22	1.81	112	140	1.69	151	201
ROMS	1.92	39	NA	NA	1.28	13	2.63	58	2.18	64	122	1.68	38	146
SES	2.27	21	NA	NA	NA	0	1.31	63	1.25	244	372	1.32	63	155
SHES	1.88	34	NA	NA	1.32	21	2.08	166	2.45	92	493	2.3	123	510
SHS	1.79	77	NA	NA	1.44	3	2.37	110	2.59	255	634	2.54	263	497
SIRES	1.38	35	NA	NA	1.64	19	3.28	73	2.84	40	184	2.55	55	307
SPANN	1.90	23	NA	NA	1.67	6	1.70	38	1.95	69	368	1.89	58	285
WHAIES	1.39	25	NA	NA	1.27	3	2.03	25	2.15	149	294	1.37	108	161
WRES	2.93	58	NA	NA	NA	0	2.17	216	1.34	436	561	2.62	476	561
Adult Ed	NA	NA	NA	NA	NA	NA	NA	NA	0.00	0	0	0	0	0
DDTwo	1.96	893	NA	NA	1.36	153	2.26	1639	1.97	3409	7338	1.99	2866	6639

School	2021-2022			2022-2023		
	# of Unduplicated Ss OSS > 10 days	% of Unduplicated Ss OSS > 10 days	Total SPED population based on Child Count Totals	# of Unduplicated Ss OSS > 10 days	% of Unduplicated Ss OSS > 10 days	Total SPED population based on Child Count
AMS	4	3%	130	10	9%	113
ABES	0	0%	71	3	3%	98
ARHS	9	4%	249	6	2%	263
BHES	1	1%	170	0	0%	178
DMS	5	3%	157	15	13%	119
EEMS	0	N/A	N/A	6	6%	109
ENES	0	0%	95	6	7%	91
ESES	1	1%	130	2	1%	140
FDES	0	0%	160	0	0%	169
FDHS	8	4%	226	26	12%	218
FES	0	0%	148	0	0%	142
GMS	9	7%	135	14	12%	114
JPES	0	0%	111	1	1%	129
KES	1	1%	118	1	1%	119
NES	0	0%	113	1	1%	127
OES	1	1%	71	4	5%	86
OMS	10	6%	160	7	6%	126
ROMS	12	10%	119	13	12%	106
RMSA	0	0%	27	1	3%	32
SES	0	0%	97	0	0%	97
SHES	0	0%	138	1	1%	147
SHS	28	8%	359	23	7%	353
Spann	1	1%	108	0	0%	115
WRES	0	0%	110	0	0%	124
WHAIES	0	0%	125	1	1%	124
DDTwo	90	3%	3327	141	4%	3439

SC READY Performance Levels Counts/Percentages

Year: 2023; Subject: Math; School: All; Perf. Level: 1

Gender: All; Race: All; Instruct. Setting: SPED; GT Status: All; ML Status: All

Dimensi..	Dimensi..	Dimension 3 Hea..	Dimensi..	Dimensi..	Perfor..						
Math	2023	Alston Middle	1			72			72.0%		
		Alston-Bailey Ele..	1		24				72.7%		
		Beech Hill Eleme..	1		14				21.5%		
		Charles B. Dubos..	1			84			73.0%		
		Dr. Eugene Sires ..	1		25				45.5%		
		Eagle Nest Elem..	1		31				73.8%		
		East Edisto Midd..	1			76			76.8%		
		Flowertown Ele..	1		34				59.6%		
		Fort Dorchester ..	1		16				34.0%		
		Gregg Middle	1			76			80.0%		
		James H. Spann ..	1		16				41.0%		
		Joseph R. Pye El..	1		30				48.4%		
		Knightsville Ele..	1		24				55.8%		
		Newington Elem..	1		36				73.5%		
		Oakbrook Eleme..	1		24				54.5%		
		Oakbrook Middle	1			83			83.8%		
		River Oaks Middle	1			81			81.8%		
		Rollings Middle ..	1		12				38.7%		
		Sand Hill Elemen..	1		23				39.0%		
		Summerville Ele..	1		26				56.5%		
		William M. Reev..	1		23				43.4%		
		Windsor Hill Art..	1		36				64.3%		
						0	50	100	0%	50%	100%

Executive Summary of Needs Assessment Data Findings

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data: <http://ed.sc.gov/data/report-cards/state-report-cards/>

Directions: In the appropriate boxes, use district and school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

Student Achievement	
Primary School (K - 2)	
1.	<p>Dorchester School District Two provides early childhood programs in all elementary schools beginning with our programs for four-year old children. Several elementary schools serve three-year-old children in Special Education programs. The district has five Parent and Family Engagement Centers which provide resources to assist parents in academic engagement with their child(ren) in literacy and math at home; resources start at 18 months to high school students to include bilingual resources. The Parent and Family Engagement Centers offer story-time and bilingual story time for our younger children. These centers are open to all DD Two families with preschool age children and additionally serve school age children throughout the summer. Teachers may also check out resources to use in their classrooms. Our 4K students are beginning their educational journey with delays in pre-reading skills such as naming of alphabet letters in random order, awareness of letter sounds, beginning sounds and rhyming. Our Fall 2023 myIGDIs preschool assessment data indicates 20% are in Tier 1 for Picture Naming, 8% are in Tier 1 for Rhyming, 15% are in Tier 1 for Sound Identification, and 15% are in Tier 1 for Comprehension (Which One Doesn't Belong?). KRA is used to measure our incoming kindergarteners' school readiness across four domains: Language and Literacy, Mathematics, Social Foundations, and Physical Development and Well Being. The KRA from Fall 2021 indicated 35% of our kindergarteners demonstrated readiness to begin school. Fall 2022 indicated an increase to 41% readiness for kindergarteners in DD2 and continued at 41% in Fall 2023. The Measures of Academic Progress (MAP) was given to Kindergarten – 2nd grade in the Fall of 2023. The percentage of students scoring Average and Above on the Math (MAP) administration includes Kindergarten at 64.1%, 1st grade at 65.6%, and 2nd grade at 54.2%. All K-2 students are assessed on an on-going basis using the Developmental Reading Assessment (DRA2). This formative assessment provides teachers with the data necessary to plan for differentiated learning activities based on their students' strengths and weaknesses. Our most recent End of Year DRA data (2022-2023) indicated the following percentages of students performing on or above grade level expectations: Kindergarten (67.3%), 1st Grade (58.0%), and 2nd grade (56.8%). The Reading MAP was given to Kindergarten -2nd graders in the Fall of 2022. The percentage of students scoring Average and Above includes kindergarten at 65.8%, 1st Grade at 64.1%, and 2nd grade at 53.2%. As a district, we continue to review all available data as we seek to provide our youngest students with the foundational skills needed to be successful in all educational endeavors.</p>
Elementary/Middle School (3 - 8)	
2.	<p>Overall student performance exceeded the state's percentages for students "Meeting or Exceeding" on SC READY Spring 2023 in English Language Arts. The lowest ELA percentages were in grades 7 (53.8%) and 6 (56.3%) whereas grades 4 (67.0%) and 5 (65.3%) were district strengths. The district wide literacy instructional model and intervention support promotes academic success for all students in grades 3 - 8. Overall, our standard-level data on 2023 SC Ready ELA shows the highest percentage of students in grades 3-8 scoring Low are in the areas of Writing (Standard 7) and standards focusing on Informational Text (Standards 4-6).</p> <p>Overall student performance exceeded the state's percentages for students "Meeting or Exceeding" on SC READY Spring 2023 in Math. The lowest math percentages were in grade 6 (33.6%) and grade 7 (33.2%) and grade 8 (34.4%). Dorchester School District Two provides comprehensive instructional models for Mathematics centered on Explicit Direct Instruction. In reviewing our District Performance Goals for math, it is clear more than half of our sixth through eighth graders are not Meeting Expectations on 2023 SC Ready Math. Overall, our standard-level data on 2023 SC Ready Math shows the highest percentage of students scoring Low are in the areas of Algebraic Thinking and Operations for Grades 3-5 and Expressions, Equations, and Inequalities for Grades 6-8 (Standard 3).</p> <p>Data from SC Ready SCIENCE Spring 2023 indicated the percentage of students scoring "Met Standards" in grades 4</p>

(53.7%) and 6 (45.6%) exceeded the state averages. Overall, our standard-level data on 2023 SCPASS Science shows the highest percentage of students in grades 4 and 6 showing weakness on Standard 1 and Standard 2.

The district administers the Reading and Mathematics Measures of Academic Progress (MAP) three times a year as a universal screener for academic readiness. The Reading MAP was given to 3rd – 8th graders in Fall and Winter 2023-2024. The percentage of students scoring in the 40th percentile or below was 34.4% in Reading and 37.9% in Math. This MAP data supports our SC-Ready data, showing that Math is an area of need. Student growth is another area of need according to district student achievement data. Based on NWEA MAP, 50.9% of students in Math and 54.1% of students in Reading met the projected growth target from fall 2022 to spring 2023.

Subgroup performance was also analyzed across all grade levels. Students with disabilities were identified as a low-performing subgroup in several elementary and middle schools. Our district has eleven schools designated as Additional Targeted Support and Improvement (ATSI) for the disabled subgroup. There is also one middle school with the ATSI designation for the African American subgroup. In addition, another middle school is designated as Targeted Support and Improvement (TSI) for both the African American subgroup and the Pupils in Poverty subgroup.

As a result, we see a need to refine our instructional procedures and practices and have implemented a systemic MTSS process. We are ensuring our curriculum is being implemented with fidelity in all classes in the affected schools. We are monitoring the affected schools throughout the school year and ensuring the necessary resources are available to all staff.

High School (9 - 12)

3. Our EOCEP data continues to be a focus within the three high schools in Dorchester School District Two. EOCEP data represents the percentage of students who scored a “C” or higher on the assessment. English 2 EOCEP shows a slight increase to 78.4% in 2023. Algebra 1 scores increased from 52.2% in 2022 to 58.4% in 2023. However, math remains an area of need. Biology and U.S. History scores remained constant at 48.7% and 48.7%, respectively, and continue to be an area of need. Despite low scores with end of course exams, Dorchester District Two surpassed the state scores in all areas.

Our goal is to ensure all of our students are college and career ready so they will be able to access viable career opportunities after graduating from Dorchester School District Two. Because of this goal, we continue to use college and career readiness audits in all high schools that monitor plans school administrators and counselors have developed to ensure all students are on track to enter two-year college, four-year college, the workforce, or the military. We evaluate specific data points, such as ACT scores of 20 or higher, SAT scores of 1020 or higher, AP exam scores of 3 or higher, completion of 2 dual enrollment classes with a grade of C or higher, attainment of CTE credentials, Ready to Work certificates with a score of 3 or higher, participation in approved work-based learning related to post-secondary goals, and ASVAB scores of 31 or higher, to determine students' readiness for college or careers.

The 2023 SC Report Card data indicated 78.2% of our students are college or career ready, which is a decrease from 81% in 2022. We also saw a slight decrease in our graduation rate from 93.3% to 92.4% in 2023. The percentage of our district's students meeting the ACT College-Ready Benchmark decreased from 14.7% to 12.9%. The average composite score of the SAT, however, increased from 992 to 1003 in the last year. Our students scored lower than the state average in ACT/SAT readiness, which provides us with another area to improve.

Analysis of data for our multilingual (ML) students and learning-disabled students indicates gaps in learning. State website data shows that ML students scored on average 15.3 points lower in EOCEP testing and that students with learning disabilities scored 19.1 points lower. All high schools continue to use ATSI funds to further support the needs of learning-disabled students through additional personnel to address co-teaching and class size reduction. We must develop more strategies to provide academic support to these student subgroups.

Teacher/Administrator Quality

4. Teacher and Administrator quality is best evidenced through the selection of certified administrators, teachers and qualified paraprofessionals employed throughout the district. Personnel actively recruits teachers in state and out of state by attending college recruitment fairs and holding their own recruiting events throughout the year. For 2023-2024 the total number of new hires by Dorchester School District Two is 941 (312 Certified and 629 Classified). A little over 82.6% of the district's teachers returned from the previous school year, and 61% of them hold advanced degrees. Dorchester School District Two currently has 81 National Board-Certified teachers on staff, which is down from 82 the previous year. The decrease is due to teachers electing to leave the district or not pursue renewal of their National Board Certification.

Educational research continues to support the claim that the quality of the teacher is the greatest determiner of student achievement. It also shows that first-year teachers who have the support of a mentor develop better classroom management skills, improve their teaching practice, stay in the teaching profession longer, and maintain their initial enthusiasm longer. Based on that knowledge, Dorchester District Two remains dedicated to providing our Induction teachers with well-equipped mentors to assist and support new teachers as they transition into the teaching profession. The selection of mentors is a critical component to the retention of teachers. When making this selection principals consider teachers who have a minimum of one year on the continuing contract level, who are well versed in the

content and grade level of the mentee and are conversant in the ADEPT process, and who have participated in the Center for Education, Recruitment, Retention, and Advancement (CERRA) SC Mentor certification training program. Principals also look for someone who is approachable, patient, and interested in helping guide new teachers.

Information, materials, and support for assigned mentors is provided during annual summer orientation and quarterly mentor training. While serving in the role of mentor, veteran teachers support new teachers by meeting with them formally at least twice a month to conduct coaching conversations and provide learning opportunities for teachers as needed. They assist new teachers to adapt to the school culture and norms as well as guide them with curriculum, teaching strategies, and communication skills. In addition, mentors also observe new teachers and provide feedback, talk with teachers informally for quick support and check-ins, and serve as the go-to person to answer questions and provide advice for any concerns they may have. Currently Dorchester School District Two has 437 trained mentors, up from 368 the prior year. As part of their continued development, CERRA requires that all mentors participate in the SCTS 4.0 Evaluator Training within their first five years of receiving mentor certification. This three-day training is being offered in two formats, three days over the summer or once a week for six weeks after school. Of the 272 mentors that need the training by the summer of 2024, 84 have completed the SCTS 4.0 Evaluator training.

A major goal of the district's Induction and Mentoring Program is to provide a high level of support for first year teachers. According to data compiled by CERRA, South Carolina, like many states in our country, faces a tremendous challenge with teacher retention. Over the last three school years, between 6,900 and 8,300 teachers left their classroom position each year. Of the teachers who left their position each year, between 2,400 and 3,100 had less than five years of teaching experience in a South Carolina public school. For the 2022-2023 school year, 102 certified teachers left Dorchester School District Two before completing their sixth year as an educator. Unfortunately, this occurrence is a multi-year trend across the state as teacher departures have been on the rise since 2012-13. Research shows that mentoring and support of new teachers is a major contributor to retaining new teachers in the profession. In addition to providing mentors, Dorchester District Two strives to provide a meaningful Induction program. During summer orientation, Induction teachers are provided basic information about district expectations, expectations for performance as indicated by the Expanded ADEPT 4.0 South Carolina Teaching Standards, an overview of other district programs and strategies to help start the year effectively. Monthly Induction sessions provide training on timely topics such as classroom management, development of a Student Learning Objective, and communicating with parents, as well as takes a closer look at SCTS 4.0 Indicators that teachers often have more difficulty with when teaching. Teachers participating in the Induction program have an opportunity to collaborate and share ideas as well as observe veteran teachers to see how they incorporate teaching strategies and classroom management procedures into their daily lessons and routines. In addition to providing support for year one, the program's sessions help prepare Induction teachers for their formal Expanded ADEPT evaluation.

The Induction and Mentoring Program is monitored by feedback provided through reflective activities from Induction teachers, mentors, and yearly surveys. Additional monitoring occurs through district Induction sessions, interventionists feedback, and a yearly school administration Induction evaluation. The targeted feedback is on Induction professional development sessions, mentoring assistance, evaluation, and school/district support. The Office of Personnel also meets with each Induction teacher to have a candid check-in conversation in which they can share needs and feedback regarding their first year in Dorchester School District Two. Feedback continues to indicate that the Induction Program provides essential support and training for teachers new to the teaching profession and to let them know they are highly appreciated and valued. Feedback supports the need to continue efforts to address the challenges of providing time for the mentor and mentee to collaborate, the Expanded ADEPT evaluation process, and building mentor capacity. The Induction and Mentoring Program provides essential support and training for teachers new to the teaching profession.

Each principal participates in the "Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP). The evaluation cycle is consistent with the school year as defined by law. In addition, new Assistant Principals attend the School Leadership Academy for Assistant Principals (SLAA). The School Leadership Academy for Assistant Principals (SLAA) is designed for first and second-year assistant principals. The transition from the classroom to administration is a difficult one. SLAA will help participants develop and sustain their instructional leadership, management, and leadership skills. In particular, sessions focus on supporting instructional effectiveness, leading adults, understanding state and federal requirements, and building a community of support for your leadership journey. Seasoned assistant principals can attend Building Instructional Capacity (BIC). The Building Instructional Capacity (BIC) cohort model is designed to support principals, assistant principals, instructional coaches, and teacher leaders as they continue to develop as instructional leaders at their schools. The focus of this program is to support instructional leaders and build capacity, and more importantly, to help them reflect on how they build instructional capacity in the teams and schools they serve.

The district provided five designated district-wide professional development days in 2022-2023. During these days, school and district staff focused on best practices that would enable them to meet the learning needs of students and their own professional learning goals. Schools also utilized Professional Learning Communities (PLCs) to conduct ongoing professional development during the school day, early-release days, and after school. This will be a continuing practice for all district schools as it has proven to be a prime catalyst for the advancement of student

achievement. It also promotes collegiality among administration, faculty, and staff. During the 2022-2023 school year, 1017 professional development sessions were held involving 3449 employees (certified and classified) for a total of 93,392.5 hours of professional development.

As we move forward, we will continue to be faced with the teacher shortage that exists across the nation. Areas of great concern are the shortage of secondary certified math and science teachers and special education teachers. Moving into the 2024-2025 school year, Dorchester School District Two continues to look at innovative ways to recruit and retain staff. DD2 has organized a Recruitment and Retention Task Force, the personnel department developed a comprehensive recruitment plan, and the district is extending alternate pathway opportunities through Teach SC, partnering with Carolina CAP, and sponsoring H-1B Visas. The district is currently offering signing bonuses, retention bonuses, discounted after-school childcare for employees, and unencumbered lunch. Teacher pay and support continue to be top factors in the retention of quality educators. A salary study was completed to compare state and regional pay scales to our district. Dorchester School District Two is committed to using the study results to align our teacher pay with regional salaries. The district has recently formed a Recruiting and Retention Task Force dedicated to exploring ways to recruit and retain high-quality staff in Dorchester School District Two. Future incentives may include longevity bonuses and staff raises in accordance with the recently completed salary study. We will also continue and enhance our support for all teachers through mentors, Professional Development Coaches, Professional Learning Communities, and the streamlining of afterschool commitments to maintain a work-life balance. We are committed to teacher and student success and understand retaining high quality educators is an essential component to continuing to be a world-class school district.

School Climate

5. Dorchester School District Two has a positive and healthy school culture and climate throughout the district. The district understands there is a high correlation between a strong positive school culture and academic achievement, interventions, and overall student success. As the foundational building blocks of the district's mission: relationships, rigor, and relevance are interwoven throughout the district's programs and initiatives. It is apparent the focus on student achievement and relationships remains steadfast. As a system, we believe strong relationships and effective collaboration are key ingredients for student success; therefore, we continue to create opportunities for collegial conversations. These opportunities begin at the top and are routinely modeled by our school board's continued facilitation of Board Workshops to discuss, problem-solve, and ultimately resolve challenging issues. This open discussion of critical issues fosters a trusting and positive relationship among the Board, all staff, and the community. Stakeholder feedback continues to be a priority in district and school-based initiatives. Each year, we analyze parent, student, and teacher surveys to review trends and pinpoint areas in which we can enhance within the social and physical environment to improve student and staff morale.
- Recent results from the Cognia Stakeholder Feedback Diagnostic, administered in January 2023:
- With a 69% completion rate (4832 grades 3-5 and 8973 grades 6-12) from the learners survey, show a welcoming environment (64% Secondary & 65% Elementary), safe environment (78% Secondary & 73% Elementary), and learning environment where teachers ensure students have resources needed to learn (75% Secondary & 73% Elementary) were most common selections. Students also say the adults in their school do their job, love their school, and want learners to make good grades.
- With a 23% completion rate (6060 families) from the families, survey indicate they are most satisfied with the safety of their child's school with over 87% agreeing that "Our schools think about children's safety when making decisions." They also are highly satisfied with "The adults in their child's school treat them with respect." Additionally, parents indicate high satisfaction with "The adults in their child's school care about children's wellbeing." Eighty-two percent of parents also agreed that "Our school makes them feel welcomed." The same percent agree that the schools "have high expectations for learning." Results from the family surveys indicate the overall lowest level of satisfaction was in the area of instruction and meeting the needs of individual learners. Only 62% of parents agree that "instruction was changed to meet their child's needs." Though over 82% agreed that the adults have a "high expectation for learning," only 63% agreed that their children "had learning experiences that were unique to their needs." 65% of parents agree that their child's teachers "had activities that taught them about different cultures" and 67% agree that they "had opportunities to share their opinions about their learning activities."
- With a 100% completion rate (2109 responses) from the professional staff, surveys indicate that using learner information to make decisions, working closely with all stakeholders, and providing an instructional environment where all learners thrive, were areas of needing improvement. Only 56% of responders noted use learner information to make decisions about distributing resources Only 57% of the responders indicated that they work closely with each other and our stakeholders to support learners, and only 55% of responders felt we provided an instructional environment where all learners thrive.
- As we move forward, to address the needs of the whole child, we will continue to build upon Multi-Tiered Systems of Support (MTSS). An area of great concern is the district's ability to build its capacity to address the unique needs of students by leading the way, every student, every day. Moving into the 2024-2025 school year, Dorchester School District Two will continue to expand upon the existing systems to increase student engagement. This will cause some

restructuring of our current academic and non-academic accountability measures. Staff development should align with the practical application and strategies of, but not limited to, MTSS, positive behavioral intervention systems, trauma-informed schools, restorative practices, de-escalation, student voice/choice to create unique learning environments for all stakeholders to thrive and have a sense of belonging within the school community. This will include exploration into innovative ways to optimize the learning experiences, especially within our digital ecosystem, for all students to meet the criteria outlined in the Profile of a SC Graduate.

As an added measure, key stakeholders from each of the departmental divisions which implement student safety procedures and protocols will convene to create standardized practices for student safety. We will remain committed to working collaboratively as Team Dorchester to help schools meet the needs of the WHOLE CHILD.

Other (such as district priorities)

6. **Virtual Learning Options**
 Due to the Covid-19 pandemic and the immediate school closures in the state, Dorchester School District Two transitioned to a distance learning model in 2020. This transition resulted in the creation of a Virtual Academy for students and families who opted to remain in a virtual setting regardless to the level of disease spread associated with Covid-19. With a Virtual Academy enrollment down from 10,000 students to 700 students in 2021, Dorchester School District Two chose to operate a school-based Virtual Academy where all the students remained attached to teachers from their home school for grades 6-12. Elementary aged students who wish to pursue a virtual learning option for the 2021-2022 school year were served in the Low Country Virtual Program, an intra-district collaborative partnership with the Low Country Education Consortium. Students and families who chose this option remained students of Dorchester School District Two but took virtual classes through the Low Country Virtual Program. During the 2022-2023 school year, as anticipated, we experienced a decrease in the demand for virtual learning. Dorchester School District Two offered a virtual option for students in grades 4 – 12 for the 2022– 2023 school year. Virtual offerings in 4th through 8th grades was offered through the Low Country Virtual Program hosted by the Low Country Education Consortium (a tri-county partnership with local school districts including Dorchester School District Two). Virtual offerings in grades nine through twelve were offered through EdOptions Academy.
 For the 2023-2024 school year, we anticipate a smaller need for our Virtual Academy. Dorchester School District Two will offer a virtual option for students in grades 6 – 12 for the 2023– 2024 school year. Virtual offerings in grades six through twelve will be offered through EdOptions Academy. As a school district, our belief is that these foundational skills are most effectively taught with face-to-face instruction, so our district will not offer Virtual Academy in grades PK-5. The school aged years, Kindergarten through 5th grade, are paramount in building foundational skills in reading, writing, and math as well as skills in peer relationships and social-emotional development.
 As we plan for the 2024-2025 school year, we will survey our current Virtual Academy families to determine the possible needs for a virtual option. As numbers steadily decrease, we may offer Virtual options for unique situations only.
7. **Student Safety**
 Dorchester School District Two (DD2) places an emphasis on all aspects of safety and security for students, staff members and visitors to the schools. While physical security such as fencing, door access controls, video surveillance and the like are important aspect of student safety, DD2 also prioritizes the training of our staff in three key areas: Stop the Bleed training, Active Shooter Response, and recognizing the signs and risk factors associated with suicide through Signs Matter training.
 These three trainings address both the prevention of incidents as well as the response to incidents that may occur within a school building. Stop the Bleed skills are important aspect of response that will give DD2 staff the ability to adequately respond to emergency incidents that may occur in the building. They provide staff with the ability to take life-saving action in the event that anyone suffers a bodily injury. As of the 2022-2023 school year 61% of the faculty and staff in DD2 have been trained.
 Active Shooter Response training provides staff with a variety of options in order to appropriately respond to a threat within the school building. Staff members will be taught strategies to save the lives of their students and their co-workers. As of the 2022-2023 school year 76% of the staff in DD2 have received Active Shooter Response training.
 Signs Matter training will provide staff in DD2 with the skills necessary to recognize when children are in crisis situations and may be prone to hurting themselves or others. This training is vital to providing staff with the skills necessary to take a proactive approach to prevent crisis situations. As of the 2022-2023 school year 15% of the staff have been trained.
 By developing a staff development plan that encompasses all staff members and provides multiple opportunities for learning, DD2 will be able to offer this training to a much wider audience within the district. Doing so will increase the overall safety of the students in the district.

8.	<p>ATSI/TSI Designations and Significant Disproportionality</p> <p>The Office of Assessment and Accountability supports the District Leadership and Cabinet in the organization, analysis, and application of performance data. Data is disaggregated and organized by district performance, school performance, grade level performance, and subgroups of the student population. Our subgroups include, but are not limited to, Race/Ethnicity, Gender, Poverty, Special Education, English Language Learners, and GATE populations. We engage all stakeholders in the analysis and application of performance data to drive district and school goals. The District Strategic Plan is developed based on the analysis of performance data results as well as staff, student, and parent surveys. The District Strategic Plan provides guidance for the development of School Improvement Plans which are tailored to address the areas of need and build upon the strengths of each school community.</p> <p>In keeping with guidelines of Every Student Succeeds Act, our District was initially identified by SCDE as having school improvement designations for targeted support during the 2018-2019 school year. Additional Targeted Support and Improvement (ATSI) schools are defined as schools with one or more subgroups of students performing at or below the 5th percentile. Targeted Support and Improvement (TSI) schools are schools that have one or more subgroup of students performing at or below the 10th percentile of the highest performing priority school in the state. In DSD2 we had two elementary schools and all three high schools that were identified as ATSI schools in 2019, 2020, and 2021. In the 2022-2023 school year, 13 of our 27 schools in Dorchester Two were identified as ATSI due to the Disabled Category (7 Elementary, 3 Middle, 3 High). One Middle School is dually identified ATSI due to the Poverty and Disabled Categories. Two schools have been identified as TSI (1 Elementary, 1 Middle). The TSI elementary school is identified due to the Disabled Category and the Middle School is identified due to the Poverty and Race Categories. Most recently in 2023-2024 we have 13 schools identified. There are 12 ATSI schools and 1 identified as TSI. As a result, we have determined the need to continue providing targeted support for our students with special needs. The current support has focused on areas of Academic Achievement at the elementary level and College or Career Readiness (CCR) at the high school level. There is a clear need to continue our focus on improving in these areas of student achievement.</p>
9.	<p>Disproportionate Suspension of Students with Disabilities</p> <p>Data received from the SCDE/OSSES for 2018-2021 identifies Dorchester Two as a District that is Significantly Disproportionate in the area of suspensions and expulsions of students with disabilities for more than 10 days as compared to other subgroups. In 2022-23 we continue to be identified as Significantly Disproportionate. The data for 2022-23 we noted an increase in the percentage of suspension from 2.6% to 4.0% across all disabilities in all schools. Additionally, it was noted that the the number of expulsions for all students increased in 2023 . This increase was also mirrored in our special education population. Results of this data analysis led to discussions regarding the potential impact of suspensions/absences on achievement of students with special needs. The committee deemed it reasonable to suspect a correlation between low student performance and unavailability for learning due to extremely disruptive behaviors that often lead to suspension and/or expulsion. As a result, the committee determined the need to develop goals and actions that target behavior regulation and emotional wellness of students in addition to the academic achievement goals. The committee also decided the importance of monitoring the suspensions and performance of all students with IEPs.</p>
10.	<p>Digital Learning Environment</p> <p>In order to improve the use of digital tools in the Dorchester School District Two's Digital Learning Environment (DLE), the Educational Technology department has been restructured and a new Chief Technology Officer (CTO) was hired. The restructuring is achieved by bringing together systems technology, instructional technology and data analytics and assessments under the broad umbrella of Educational Technology Service (ETS). The Digital Ecosystem as an ETS service to the district, manages the Modern Learning Environment for DD2 students. Through this restructuring, we are providing additional training to teachers on how to design engaging courses on the district's Learning Management System (LMS) to promote personalized learning, use of actionable data to inform instruction, collaborative learning, student centered learning, creativity, and the ability for students to take control of their learning and allows them to learn anywhere and at any time. In order to extend learning beyond the classroom, we are also providing parents and guardians with access to their students' digital contents on the LMS. Overall, this restructuring aims to empower teachers with technology skills and foster robust digital learning experiences for all DD2 students.</p>
Gifted and Talented	
11.	<p>Academically Gifted and Talented</p> <p>Dorchester School District Two's Gifted and Talented Education (GATE) program is designed to provide differentiated curriculum and instructional experiences that challenge the minds and thinking of our state identified gifted students within the academic disciplines. Moreover, these learning experiences are designed to capitalize on students' intellectual and academic strengths by incorporating the SC Gifted Curriculum Goals with the state's College and Career Ready Standards.</p> <p>All Dorchester School District Two schools offer specialized services through the state-approved special class model in English Language Arts and math beginning in third grade. These services continue through middle school and into</p>

high school and incorporate history and science courses. Due to the heterogeneity of learning needs and strengths within this population, advanced pathways are also in place beginning in middle school and continue through high school. Therefore, along with GATE classes at the 7th and 8th grade levels, Algebra I Honors, Honors Geometry, and English I Honors are offered to students who meet specific achievement and performance criteria.

In order to promote and develop talent that impacts underrepresented populations in gifted education, Dorchester School District Two provides early intervention options that expose kindergarten through fifth grade students to the ways of reasoning and problem solving. Elementary schools select from a variety of talent development options to implement that best fits the needs and capitalizes on the strengths of their teachers and students. Additionally, Dorchester School District Two extends beyond the state's identification guidelines by utilizing "local placement" worksheets in grades 3 through 8. Using academic and intellectual achievement and performance data, these "local placement" worksheets aid and support schools in recognizing more students demonstrating potential across all demographic areas. However, the representation of underrepresented populations among the district's academically gifted population still falls short. The work in providing the uploaded data in the "local placement" worksheets as well as systematizing processes across all elementary and middle schools will continue to be a focus so the gifted population in the district is more reflective of its demographics.

12. Artistically Gifted and Talented

The study of fine arts, within the school proper has the potential to foster a multitude of intellectual and emotional skills. The fine arts as defined as – dance, music, visual art, and theatre arts – are fundamental to students' capacity of knowing and thinking. Through its various opportunities, the fine arts: encourage cultural awareness, develops student social and emotional intelligence, spatial awareness, and enriches society at large. The Dorchester District Two Fine Arts curriculum provides extensive opportunities for students to become artistically literate, well-rounded individuals through rigor and developmentally appropriate activities. The specific skills, techniques, and expectations of each individual fine art are unique to that core area, however the basic tenets remain intact throughout all the fine arts areas. Dorchester School District Two values the arts for the distinct and significant effect they have on our students' lives and learning.

In Dorchester School District Two, 423 Artistically Gifted and Talented Students (GT Artistic) are served through our GATEWAY (Gifted and Talented Education with Artistic Youth) program which serves students grades 3-8 and 793 R.H. Rollings Middle School of the Arts (RMSA) grades 6-8. Students are auditioned for these programs using state identified criteria for the Artistically Gifted and Talented each fall semester. Additionally, students grade 9-12 are served through the Advanced Placement program.

This year we are piloting a program for additional students to enter this spring for instrumental music program study. This program will include 150 students (grade 6-8) participating in an intensive music program during the summer months. This program will include band, piano, orchestra, piano, and steel drums with the intention of including additional programs in the future.

Through the development of the gateway program, rubric definition, the addition of a new program, and enhanced communication to parents we have increased the total numbers of students being served in these programs from 1135 in 2019 to approximately 1366 in 2023. (Dependent on total enrollment in new program).

It remains within our district's mission that relationships, rigor, and relevance are interwoven in everything we do for students, daily and in our Gifted and Talented Programs. To this end, one of our district goals remains to increase the baseline scores for students entering these programs by reviewing, monitoring, and increasing the appropriate rigorous criteria used within the audition process by 3% percent yearly over the next five years. Also, by aligning our criterion with the soon to be developed new fine arts standards and providing professional development; higher levels of student achievement will be accomplished by developing new rubrics, which will guide curriculum, instruction, and assessment for each artistic discipline.

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	The percentage of students in K-8 meeting Fall to Spring Growth targets on NWEA MAP Math will increase at least 3% per year through the end of the 2027-2028 school year.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
NWEA MAP Math (Kindergarten)	51.46%	Projected Data: 54.46% Actual:60.78%	57.46%	60.46%	63.46%	66.46%
NWEA MAP Math (Grade 1)	47.16%	Projected Data: 50.16% Actual:54%	53.16%	56.16%	59.16%	62.16%
NWEA MAP Math (Grade 2)	47.44%	Projected Data: 50.44% Actual:54.65%	53.44%	56.44%	59.44%	62.44%
NWEA MAP Math (Grade 3)	58.28%	Projected Data: 61.28% Actual:57.36%	64.28%	67.28%	70.28%	73.28%
NWEA MAP Math (Grade 4)	51.70%	Projected Data: 54.7% Actual:52.68%	57.7%	60.7%	63.7%	66.7%
NWEA MAP Math (Grade 5)	52.18%	Projected Data: 55.18% Actual:57.02%	58.18%	61.18%	64.18%	67.18%
NWEA MAP Math (Grade 6)	49.13%	Projected Data: 52.13% Actual:52.31%	55.13%	58.13%	61.13%	64.13%
NWEA MAP Math (Grade 7)	48.13%	Projected Data: 51.13% Actual:55.05%	54.13%	57.13%	60.13%	63.13%

NWEA MAP Math (Grade 8)	52.81%	Projected Data: 55.81% Actual:55.33%	58.81%	61.81%	64.81%	67.81%
-------------------------	--------	---	--------	--------	--------	--------

Action Plan

Strategy #1: Provide professional development to teachers in grades K-8 focusing on best practices in math instruction.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Train all new to district elementary teachers on the District Math Model.	July 2023 - June 2028	Professional Development Coaches	\$21,900	General Funds	Professional Development Schedule Professional Development Transcript
2. Provide refresher training each fall on District Math Model expectations to all school faculties and administrators.	July 2023-June 2028	Professional Development Coaches Administrators	None	N/A	Professional Development Schedule Professional Learning Transcript
3. Utilize district Professional Development Coaches to provide support such as modeling, collaborative planning, and instructional feedback.	July 2023-June 2028	Administrators District Leadership	None	N/A	Professional Development schedule Coaching log/notes Observation log
4. Provide Math Academy training to all district math teachers in grades K-5 to ensure teachers have a clear understanding of the foundational concepts of Number Sense and Numeracy.	July 2023-June 2028	Professional Development Coaches District Leadership	\$78,300	Title II General Funds	Professional Development Schedule Professional Learning Transcript
5. Utilize explicit direct instruction and inquiry-based instruction, which includes standards-based, problem solving, instructional practices that support student mastery of the rigorous expectations of the SCCCRS for Math.	July 2023-June 2028	Professional Development Coaches District Leadership	None	N/A	Curriculum Maps Lesson Plans
6. Teachers will participate in PLC discussions on a regular basis to discuss student achievement as well as their teaching practices.	July 2023-June 2028	Teachers Professional Development Coaches Administrators	None	N/A	PLC Notes PLC Schedule

7. Provide professional development with the knowledge and skills needed to effectively implement the 2023 South Carolina College- and Career-Ready (SCCR) Mathematics Standards.	January 2024 - June 2028	Curriculum & Instruction Department PD Coaches	\$150,000	General Funds Title Funds	Meeting agendas; Attendance rosters from Professional Learning
---	--------------------------	--	-----------	------------------------------	--

Strategy #2: Provide high-quality classroom instruction in math.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Teachers will meet with students in small groups to target specific student needs and differentiate instruction.	August 2023- June 2028	Classroom teachers	None	N/A	Small-group assignments Lesson plans
2. Provide manipulative kits for all K-5 classrooms.	August 2023 - June 2028	District Leadership	\$25,000	Title Funds; General Funds	Manipulative kit tracking
3. Organize high-quality standards-based instructional resources by standard and pacing in Schoology.	August 2023 - June 2028	Professional Development Coaches Curriculum & Instruction Department	None	N/A	Curriculum Maps Schoology Resource Groups
4. Implement Explicit Direct Instruction and inquiry-based instruction, which includes standards-based, problem solving, instructional practices that support student mastery of the SCCRS math standards.	August 2023- June 2028	Classroom teachers	None	N/A	Lesson plans Classroom Observations/Feedback
5. Follow district pacing guides in all schools.	August 2023- June 2028	Classroom teachers	None	N/A	District Pacing Guides
6. Conduct goal-setting conferences with students and review progress towards goals throughout school year.	August 2023-June 2028	Classroom teachers	None	N/A	Goal-setting notes and documents NWEA MAP Growth Reports

Strategy #3: Utilize District MTSS process to provide intervention and enrichment for students.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
-------------	--------------------------------	-----------------------	-------------------	-------------------	---------------------------------

1. Administer universal screener three times per year.	August 2023- June 2028	Classroom Teacher School MAP Testing Coordinator	\$275,000	General Fund	Score Reports/Growth Reports
2. Provide math interventions for students in need of remediation.	August 2023- June 2028	Administrators Classroom teachers Intervention teachers	\$650,000	General Funds Title Funds	Class rosters Placement documentation
3. Progress monitor students participating in intervention.	August 2023- June 2028	School MTSS Team	\$39,723	General Funds	Progress monitoring data
4. Provide early intervention for students demonstrating high abilities in academic and intellectual areas in grades as early as Kindergarten.	August 2023- June 2028	Assistant Director of Gifted and Talented Education Classroom teachers Administrators	\$1,000	Gifted & Talented Funds	Student rosters Early intervention list
5. Use MTSS Flow Chart to review progress and make decisions for students based on their present level of learning.	August 2023- June 2028	Administrators School MTSS Teams	None	N/A	MTSS Meeting Notes
6. Provide tutoring and Academic Overtime (after school, Saturdays) for students needing targeted support.	August 2023- June 2028	Administrators Classroom teachers	\$107,875	General Funds; Title Funds	Student rosters Tutoring Schedule
Strategy #4: Provide instructional technology resources for students that differentiate based on the needs of the learner.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Implement Edmentum Exact Path in grades K-8 as a differentiated instructional technology tool.	August 2023- June 2028	District Leadership Administrators Classroom teachers	\$267,000	Title I	Usage Reports
2. Implement Reflex Math in grades 3-5 as a fact fluency instructional technology tool.	August 2023- June 2028	District Leadership Administrators Classroom teachers	\$112,864	Title I General Funds	Usage Reports

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	The percentage of students with disabilities scoring Not Met on SC Ready (ELA and Math) grades 3-8 at ATSI schools will decrease by 2% each year through the end of the 2027-2028 school year. Data is reported a year behind.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Percent of students with disabilities scoring Not Met on SC Ready ELA grades 3-8 at ATSI schools	Baseline 21-22: 67%	Projected Data: Projected: 65% Actual: 61.4	63% Actual:	61% Actual:	59% Actual:	57% Actual:
Percent of students with disabilities scoring Not Met on SC Ready Math grades 3-8 at ATSI schools	Baseline 21-22: 74%	Projected Data: Projected: 72% Actual: 69.6	70% Actual:	68% Actual:	66% Actual:	64% Actual:

Action Plan

Strategy #1: Purchase curriculum materials, provide professional development, provide release time and funding.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Purchase additional curriculum resources.	August 2023-June 2028	School Principal Chief Academic Officer Assistant Director of Instructional Technology Assistant Director of Elementary Education Elementary PD Coaches Special Education Content Area Interventionists Office of Special Services	\$20,500	ATSI/TSI Funds Title II Funds State Funds	List of additional resources
2. Provide professional development for appropriate implementation of district curriculum and supplemental curriculum.	August 2023-June 2028	Office of Special Services SpEd Coordinators SpEd Interventionists	\$7500	ATSI/TSI Funds Title II Funds State Funds General Funds	Agendas, minutes, and presentations from professional development
3. Provide release time and funding for school psychologist, special education teachers, and/or regular education teachers to attend professional development conferences relative to the student achievement of students with disabilities	August 2023-June 2028	School Principal Chief Academic Officer Assistant Director of Instructional Technology Assistant Director of Elementary	\$3,000	ATSI/TSI Funds Title II Funds State Funds General Funds	Conference agenda School based staff development plan

		Education			
--	--	-----------	--	--	--

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	The percentage of students with disabilities in the district's ATSI high schools who are considered college or career ready will increase 2% each year through the end of the 2027-2028 school year. NOTE: Baseline data reflects the graduating class of 2022 (9GR 17). Given the timing of the data and this report, this data will always be 1 year behind.)					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SC School Report Card; graduate base file; Enrich IEP (Individual Education Program) database.	9GR 18: 37.2%	Projected Data: Projected: 39.2% Actual: 9GR 19: 52.9%	41.2%	43.2%	45.2%	47.2%

Action Plan

Strategy #1: The district and/or schools working collaboratively will implement one or more of the listed action steps towards achieving the desired goal of increasing the percentage of high school students with disabilities who are considered College or Career Ready at the identified district high school

Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Utilize software that prepares students with disabilities for WIN assessment.	August 2023-June 2028	Special Education Teachers Job Coaches Special Education Content Area Interventionists	N/A	General Funds State Funds Federal Funds	WIN Usage Reports Improved WIN scores
2. Utilize tutoring opportunities at the high school level to provide supplemental instruction to students with disabilities relative to College and Career Readiness	August 2023-June 2028	Core Teachers Special Education Teachers Paraprofessionals	\$90,000	General Funds State Funds Federal Funds	Attendance records for Tutoring Behavior Charts Academic Progress School Records
3. Prior to the WIN assessment, provide an intensive 4–6-week test prep for students with disabilities	August 2023-June 2028	Special Education Teachers Job Coaches Special Education Content Area Interventionists Paraprofessionals	N/A	General Funds State Funds Federal Funds	WIN Usage Reports Test Prep Syllabus Test Prep Materials
4. Provide professional development to teachers who serve students with disabilities relative to transition	August 2023-June 2028	Special Education Teachers	\$7500	General Funds State Funds Federal Funds	Professional Learning (PL) records/transcripts of training
5. Increase the number of students with disabilities who complete career courses in which students are identified as completers.	August 2023-June 2028	Case Managers Job Coaches	None	None	CTE (Career & Technical Education) Completer Report Industry Certification Reports Student portfolios

6. Increase the number of students with disabilities who complete a minimum of 40 hours of work-based learning	August 2023-June 2028	Job Coaches Case Managers School Counselors	\$7500	General Funds State Funds Federal Funds	Work-based Learning evaluation form Work-based Learning logs Transportation Logs PowerSchool Entries
--	-----------------------	---	--------	---	---

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	The percentage of students with disabilities suspended out of school (OSS) beyond 10 days will decrease by .2% each year through the end of the year 2027-2028. (Data based on Table 5 Column B from SCDE Special Education and October Child Count)					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
(Data based on Table 5 Column B from SCDE Special Education and October Child Count)	2.6% Baseline 21-22	Projected Data: 2.4% Actual: 4.0 22-23	2.2%	2.0%	1.8%	1.6%

Action Plan

Strategy #1: The district and/or schools will work collaboratively to implement professional development plans that focus on trauma informed practices and response to disruptive behaviors.

Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Train District and School Leadership Teams in Trauma Informed Leadership Practices.	August 2023-June 2028	Special Services Leadership School Leadership Teams MUSC	\$0	BCCW/MUSC Grants MUSC TeleMental Health Grant	Power Learning Admin Training Reports
2. Train all Administrators, Psychologists, School Counselors, and Social Workers in Organizational Behavior Management Systems	August 2023-June 2028	District Leadership SS Leadership Team	\$4600	IDEA Part B Mandatory 15%	Power Learning Training Report Training Plan and Presentation Documents: Dr. Paulie Gavoni/Team Leadership & Classroom Coaching OBM (Organizational Behavior Management) Behavior Management Systems Book study -Managing Behavior and Reducing Suspensions
3. Train school-based staff in trauma informed practices.	August 2023-June 2028	MUSC Team SS Team	\$0	MUSC/BCCW Grant	Power Learning Training Reports MUSC Pediatrics/DSD2 Partnership Plan & Training Documents MUSC Tele mental-Health Partnership Contract and Training Documents

4. Provide Adverse Childhood Experiences ACEs training options for all staff	August 2023-June 2028	SS Leadership Team Dorchester Alcohol and Drug Commission (DADC) Community Action Group (CAG) Partnership	\$0	DADC/CAG Grant Funded	PowerLearning Training and PD Reports
Strategy #2: The district and/or schools will work collaboratively to modify and/or implement structures, services, and programs in response to disruptive behaviors.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Create Behavior Regulation and Emotional Wellness (BREW) Classes K-5	August 2023-June 2028	District Leadership Special Services Leadership School Leadership Team Teachers & TAs Specialists	\$242, 0002 teachers 4 TAs ABA (Applied Behavior Analysis) Tx SW Admin Support (Increased Coordinator to 245	General Fund IDEA Part B	2 Pilot Classes Behavior Regulation Training Plan Staffing Plan
2. Restructure Secondary Alternative Program	August 2023-June 2028	District Leadership Team	None	NA	Rebranded GAA Program
3. Implement and expand School based Social Work Services	August 2023-June 2028	District Leadership Special Services Leadership School Leadership Team	\$77,000	ESSER IDEA Part B	Increased number of DSD2 Social Workers
4. Improve Community Support Connections	August 2023-June 2028	District Leadership SS Leadership Team School Leadership Teams	\$0	Grants	List of Partnerships/Grant Documentation/ Agreement Forms/Documents 1. SC Partnerships for Inclusion 2. Dorchester Children's Advocacy Center 3. Dorchester Alcohol and Drug Commission 4. Community Action Group

					5. SC Children's Trust 6. MUSC TeleMental Health 7. MUSC Pediatrics
5. Restructure Special Education Continuum of Services to add/change/delete service delivery options and models	August 2023-June 2028	SS Leadership Team	\$0	N/A	BREW Task Force Plan, Agenda, Meeting Documents Preschool Continuum Task Force Plan, Agendas, Meeting Documents Revised Continuum of Services Web-based documented Continuum of Services

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	The percent of walkthroughs/observations to include the Digital Learning Environment will increase from 42% to 75% through the end of the 2027-2028 school year.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Classroom Mosaic Observation Tool	42%	Projected Data: 48.6% Actual: 64%	66.7%	69.5%	72.3%	75%

Action Plan

Strategy #1: Review processes, restructure support, and provide targeted professional development. NEW: Enhance staff capacity and support DLE integration through improved resources, expanded instructional support, and targeted professional development.

Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Review and revise DLE reference documents to ensure they provide clear examples and expectations for staff to align with the SCTS 4.0 rubric. Update annually as needed.	July 2023-June 2028	Curriculum Department, PD Coaches	None	NA	Classroom Mosaic Data for DLE observations; DLE support and reference documents
2. Expand instructional support in schools to include an on-site PD Coach for every school.	July 2023-June 2028	Chief Academic Officer, Personnel Director	None	NA	District Organizational Chart, Personnel Rosters
3. Provide targeted professional development for school administrators and instructional coaches on effectively observing and providing feedback on the DLE.	July 2023-June 2028	Staff Development, Curriculum Department, PD Coaches	None	NA	Training agendas and presentations; Attendance Rosters from Professional Learning
4. Develop a system for tracking and reporting the percentage of DLE walkthroughs and observations to monitor progress.	Aug 2023 - June 2028	ETS Department, Chief Academic Officer	None	NA	Observation data tables in weekly administrator communication; Classroom Mosaic Data

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	The ratings for the DLE will improve from 2.1 to 3.0 through the end of the 2027-2028 school year.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Classroom Mosaic Observation Tool	2.1	Projected Data: 2.26 Actual: 2.06	2.46	2.64	2.82	3.0

Action Plan

Strategy #1: Optimize DLE implementation in the classroom through targeted professional development, clear and consistent communication, and continuous improvement through DLE review and revision.

Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide ongoing professional development opportunities specifically focused on DLE best practices and aligned with data analysis showing DLE improvement areas.	July 2023-June 2028	Staff Development, PD Coaches, ETS Department, Curriculum Department	None	NA	Training agendas and presentations; Attendance Rosters from Professional Learning
2. Develop and disseminate clear and consistent expectations for DLE use through multiple communication channels.	July 2023-June 2028	Teachers, PD Coaches, School Leadership	None	NA	DLE expectation documents; Communication samples
3. Develop an instructional software review process for evaluating instructional technology programs and materials, ensuring alignment with the DLE and high quality materials for continuous improvement.	July 2023-June 2028	Chief Technology Officer; Chief Academic Officer	None	NA	Software review process
4. Implement a program of regular, team-conducted on-site walkthroughs to observe DLE in use and provide targeted feedback for staff.	Sept 2023 - June 2028	Curriculum Department; PD Coaches; ETS Department	None	NA	Classroom Mosaic Data; Walkthrough Observational Data and Summary reports

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	The Absolute Ratings on the Cognia survey pertaining to student engagement will increase by 2% each year for each standard through the end of the 2027-2028 school year.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Cognia Student Survey	Elementary 58% Secondary 32%	Projected Data: Elementary 60% Actual: 71% Secondary: 34% Actual: 51%	Elementary 73% Secondary 53%	Elementary 75% Secondary 55%	Elementary 77% Secondary 57%	Elementary 79% Secondary 59%

Action Plan

Strategy #1: Strategy 1: Provide targeted professional development, restructure instructional support, audit, streamline, and evaluate technology tools, programs, and processes.

Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide targeted professional development	July 2023-June 2028	Staff Development, PD Coaches, Technology	None	NA	Participation and Agenda Documentation submitted with Professional Learning
2. Restructure school instructional support delivery model to include a PD Coach in every building	July 2023-June 2028	Chief Academic Officer	None	NA	Hiring records
3. Audit and streamline current technology tools (hardware, software, services)	July 2023-June 2028	Chief Technology Officer Chief Academic Officer	None	NA	Agendas, Asset Matrix, Written Processes and Procedures
4. Evaluate technology programs and processes	July 2023-June 2028	Chief Technology Officer Chief Academic Officer	None	NA	Agendas, Asset Matrix, Written Processes and Procedures

Performance Goal

Performance Goal Area:	Gifted and Talented: Academic					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	Increase access, identification, and services of underrepresented populations in gifted education by 2.5% (0.5%/year) through the end of the 2027-2028 school year using a variety of talent development options. Traditionally, underrepresented populations in gifted include pupils in poverty (PIP), culturally and/or ethnically diverse students, Twice Exceptional/504 Learners, Multilingual Learners (MLs). Data will be collected and analyzed at the 45th day and 135th day intervals.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Power School GT Demographic Data: Pupils in Poverty (PIP)	1282	Projected Data: 1294 Actual: 1378	1385	1392	1399	1406
Power School GT Demographic Data: Ethnically Diverse	1232	Projected Data: 1242 Actual: 1258	1264	1270	1276	1282
Power School GT Demographic Data: Modern	252	Projected Data: 265 Actual: 279	293	308	323	339

Action Plan

Strategy #1: Early intervention program and instructional options will be provided to all elementary schools to implement and manage for K-2 students and/or partially qualified K-2 students in Dimension					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. All elementary schools select from the district created early intervention options to use with K-2 grade levels/groups.	July 2023/May 2028	Asst Director of GATE Chief of Academics Officer Elementary Principals	\$1,000 (board games option)	GT Funds	Matrices of program and instructional options at elementary schools and the grades and groups affected throughout the academic year.
2. 2.Training of teachers and Title One Facilitators on their school's selected early intervention option(s).	July 2023/May 2028	Asst Director of GATE Title I Facilitators	0	NA	Presentations/Agendas, Calendar of Scheduled Trainings and Meetings PL Attendance rosters
3. 3.Fidelity of implementation of early intervention options for kindergarten, first grade, and/or second grade students.	August 2023/May 2028	Title I Facilitator ES K-2 Teachers	0	NA	Lesson Plans PLC Notes
4. 4.Review numbers of underrepresented populations of students who are state identified yearly beginning in 2nd through 5th grades year.	July 2023/May 2028	Student Information Systems Administrator Asst Director of GATE	0	NA	Power School demographic numbers
Strategy #2: Review, manage, and systematize “local placement” worksheets and processes for student placement in GT classes for grades 3-8 using building norms.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation

1. 1. Review, and revise as necessary, local placement worksheets yearly for 3rd – 8th grades to ensure that multiple data points on both performance and achievement in intellectual abilities and academics are represented.	June 2023/May 2028	Asst Director of GATE Academic Chief Asst Directors of ES and MS	0	NA	Local placement worksheets to include areas of data with formulas
2. 2. Upload data to local identification worksheets for 3rd – 8th grades to represent the most current data points at least twice a year (beginning of academic year; beginning of second semester).	June 2023/May 2028	Chief of Technology Officer Office of Assessment & Accountability Asst Director of GATE	0	NA	Uploaded data in local placement worksheets for 3rd – 8th grades
3. 3. Review numbers of underrepresented populations of students who become state identified yearly after being “locally placed.”	July 2023/May 2028	Student Information Systems Administrator Asst Director of GATE	0	NA	Power School demographic numbers

Strategy #3: District and school stakeholders will be provided opportunities to learn about and understand the concept of talent development as it relates to student populations who are underrepresented in gifted education.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. 1. Professional development opportunities focused on the concept of talent development and GT traits associated with underrepresented students will be provided to administrators, teachers, school counselors, and families.	July 2023/May 2028	Asst Director of GATE Chief of Academics Officer Asst Directors of ES, MS, and HS Asst Director of School Counselors	0	NA	Presentations/Agendas Calendar of Scheduled PD PLC notes PL Attendance rosters Referral numbers for fall CogAT
2. 2. Rosters of 9th and 10th grader who became fully identified with SC PTA in elementary school will be shared with administrators who oversee early college.	July 2023/May 2028	Asst Director of GATE Asst Director of High School Early College High School Administrators Student	0	NA	Rosters from GIFT database Rosters of Early College participants

		Information Systems Administrator			
3. 3.Information regarding GATE and Advanced Pathways will be provided on the district website as well as informational sessions for teachers, school counselors, administrators, and families of ES and MS students.	July 2023/May 2028	Asst Director of GATE Chief of Academics Officer District Website Manger (PIO) Asst Directors of ES and MS Asst Director of School Counselors	0	NA	Presentations/Agendas Calendar of Scheduled PD PLC notes PL Attendance rosters
4. 4.Review the numbers of underrepresented populations of 2nd through 12th grade students who are state identified.	July 2023/May 2028	Student Information Systems Administrator Asst Director of GATE	0	NA	Power School demographic numbers

Performance Goal

Performance Goal Area:	Gifted and Talented: Academic					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the end of May 2028, the percentage of academically identified students in grades 3-8 meeting their individual growth goal in reading as defined by NWEA MAP will increase by 2.5% (0.5%/year) through the employment of the selected, evidence-based GT reading curriculum programs paired with higher-level instructional experiences focused on promoting depth and complexity of thinking.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
NWEA MAP Project Growth Reading 3rd Grade	56.6	Projected Data: 57.5 Actual: 62.2	62.7	63.2	63.7	64.2
NWEA MAP Project Growth Reading 4th Grade	61.2	Projected Data: 61.5 Actual: 61.2	61.7	62.2	62.7	63.2
NWEA MAP Project Growth Reading 5th Grade	55.1	Projected Data: 55.5 Actual: 68.7	69.2	69.7	70.2	70.7
NWEA MAP Project Growth Reading 6th Grade	61.2	Projected Data: 61.5 Actual: 61.2	61.7	62.2	62.7	63.2
NWEA MAP Project Growth Reading 7th Grade	61.1	Projected Data: 61.5 Actual: 61.1	61.6	62.1	62.6	63.1
NWEA MAP Project Growth Reading 8th Grade	51.4	Projected Data: 51.5 Actual: 65.4	65.9	66.4	66.9	67.4

Action Plan

Strategy #1: Academically gifted learners will receive daily instruction that promotes depth and complexity of thinking through the implementation of the district approved GT reading programs paired with differentiated instructional experiences.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. 1.Create a GT scope and sequence of guaranteed learning experiences for grades 3-8 that includes indicators to be taught and assessed by quarter, the concepts and skills to be developed, use of a double service model to include small group instruction (elementary), and the programs/texts to be used each quarter.	June 2023/May 2028	Asst Director of GATE 3-8 GT ELA/Honors English I Lead Teachers ES & MS (ELA) Professional Development Coaches	\$2,000	GT Funds	Scope & Sequence for 3-5 Attendance Rosters Agenda Presentation Notes
2. 2.Provide professional development opportunities addressing the district approved reading programs and pedagogy for 3rd – 8th grade GT teachers: Vanderbilt University’s Programs for Talented Youth units, Jacob’s Ladder – Reading Comprehension Program, Shared Inquiry Method, and Organizing DI Groups, Michael Clay Thompson’s Word Study, small group instruction, and academic language program for grades 3-5.	August 2023/May 2028	Asst Director of GATE MS ELA Professional Development Coach	\$5,000	GT Funds	Attendance Rosters Agenda Presentation Notes
3. 3.Fidelity of implementation of the GT scope and sequence and district approved GT ELA programs for grades 3-8.	August 2023/May 2028	Asst Director of GATE ES & MS GT ELA Teachers Professional Development Coaches ES & MS Principals School Leadership Teams	0	NA	GT Lesson Plans Classroom Mosaic Observations

4. 4.Implementation of small group instruction in grades 3-5 based on above grade level indicators and resources that are ready to be developed according to NWEA MAP.	August 2023/May 2028	Asst Director of GATE ES GT ELA Teachers Elementary Principals School Leadership Teams	0	NA	MAP Data PLCs GT Lesson Plans Classroom Mosaic Observations of DI
--	----------------------	---	---	----	---

Performance Goal

Performance Goal Area:	Gifted and Talented: Artistic					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	To redefine and update audition rubrics, and criteria, for each fine arts area served within GT Artistic programs serving grades 3-8. A baseline score for each core arts area will be established in academic year 23 / 24 through the identification / audition process held in September 2023 with the new criteria. Using the baseline (established 23-24) we intend to raise the baseline / cut score by 2% for each academic year through 2027-2028.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Instrumental Music Audition Baseline 2023	30 - new baseline	Projected Data: 30 - same as baseline	36	37	38	39
Visual Art Audition Baseline 2023	80 -new baseline	Projected Data: 80 - same as baseline	46	47	48	49
Vocal Audition Baseline 2023	31.5 - new baseline	Projected Data: 31.5 - same as baseline	38	39	40	41
Theater Audition Baseline 2023	65.5- new baseline	Projected Data: 65.5 - same as baseline	51	52	53	54
Dance Audition Baseline 2023	33 - new baseline	Projected Data: 33 - same as baseline	58	59	60	61
Creative Writing Baseline 2023	15 - new baseline	Projected Data: 15 - same as baseline	41	42	43	44

Action Plan

Strategy #1: Revise the current rubrics for Artistically GT Students, which will guide curriculum, instruction and assessment for each artistic discipline.

Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. 1. Define and refine rubric rigor	June 2023 – June 2028	Director of Fine Arts/ Fine Arts Faculty and GT judges	\$800 (subs)	GT Funds	Monitor and Modify each year through 2023 (Meeting notes)
2. 2. Establish initial baseline score	May 2024	Director of Fine Arts	NA	NA	Evaluation of current GATEWAY baseline scores
3. Evaluate baseline score annually	May 2025 – June 2028	Director of Fine Arts	NA	NA	Evaluation of future GATEWAY baseline scores

Performance Goal

Performance Goal Area:	Gifted and Talented: Artistic					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	To develop an appropriate program to serve Artistically Gifted and Talented students (Grades 9-12) within each fine arts subject area. This is to begin with Visual Arts for 2023-2024 and add a fine arts area each year through 2027-2028.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Total Number of students enrolled in the HS Visual Art Pilot program.	begins in Summer of 2024	Projected Data: to be determined this summer	30	60	90	110

Action Plan

Strategy #1: Create a year-long Gifted and Talented Fine and Performing Arts program for students in grades 9-12 that promotes and celebrates the achievement of students gifted in the Fine and Performing Arts at each subject Area.

Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Develop rubrics and procedures for acceptance into the grades 6-12 program in accordance with the criteria outlined in the Gifted and Talented best practices manual.	July 2023 -August 2023	Chief Academic Officer Director of Fine and Performing Arts High School Director Committee of Teachers and Gateway Judges.	\$800	GT Artistic Funds for Substitutes	Roster of Students
2. 2. Begin pilot program with visual art to develop capacity and procedures for subsequent additional subject area successful implementation.	September 2023	Chief Academic Officer Director of Fine and Performing Arts High School Director	\$6000	GT Artistic Funds for materials.	Developed entry procedures and rubrics, Program of Study for visual art course. Baseline number of students participating in course.
3. 3. Review of performance rubrics, assessment criteria, and developed programs of study for all district offered fine arts areas for grades 9-12.	May 2024- May 2028	Chief Academic Officer Director of Fine and Performing Arts High School Director	\$5000	GT Artistic Funds	Developed entry procedures and rubrics, Program of Study for all district offered fine arts courses.

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	The percentage of Dorchester School District Two teachers, students, and parents surveyed on the SC Report’s school climate survey for “Mostly Agree” and “Agree” will increase their school’s social and physical environment satisfaction by at least 1 percentage point (parents and students) and 1/2 percentage point (teachers) annually through the end of the 2027-2028 school year.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Teacher Survey Results	93.9%	Projected Data: 94.4% Actual:91.8%	94.9%	95.4%	95.9%	96.4%
Student Survey Results	81.7%	Projected Data: 82.7% Actual:78.1%	83.7%	84.7%	85.7%	86.7%
Parent Survey Results	79%	Projected Data: 80% Actual:85.7%	81%	82%	83%	84%

Action Plan

Strategy #1: DD2 faculty and staff will work collaboratively with students, parents/guardians and community partners to help schools meet the needs of the WHOLE CHILD.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Review and Update procedures and protocols for student safety (website, suspected child abuse & neglect, crisis response, safety plans, etc.)	July 2023	Director of Security Director of Nursing In-House Counsel Public Information Asst. Director of School Counselors	0	N/A	Safety Procedures & Protocols Employee Training Attendance
2. Development of an accountability measures for preventive academic and non-academic interventions	July 2023-June 2025	MTSS School-Based Teams Curriculum & Instruction Team Multi-Disciplinary Team	0	N/A	MTSS School-Based Reports Academic and Non-Academic Intervention Toolkit
3. Coordinate and Provide staff development to support the WHOLE child (MTSS, PBIS, trauma-informed schools, de-escalation, telehealth, safety/crisis etc., poverty simulation, human trafficking)	July 2023-June 2028	Multi-Disciplinary Team (District-Level Special Services, School Psychologist, Social Worker, School Counselor, DMH) Curriculum & Instruction Team	\$2,000	Special Services	Employee Playlist Employee Training Attendance
4. Explore focus groups (student, teachers, classified, community, etc.) of stakeholders to meet regularly with a select group of district-level personnel for two-way communication to address school and district concerns.	August 2023-June 2024	District Leadership Team Public Information	0	N/A	Meeting Agenda Meeting Attendance Meeting Notes
5. Increase student engagement of academic and non-academic behaviors through the 5 School Counseling Focus Areas, Capturing Kids Hearts (elementary) and Renaissance (secondary)	August 2023-June 2028	Director of Nursing Curriculum & Instruction Team School-Based Admins School Counselors	\$53,469	ESSER General Funds	Discipline Reports SC Report Card-Student Safety Reports Attendance Reports

6. Continue to implement MUSC's Health and Wellness Checklist	August 2023-June 2028	Director of Nursing Health and Wellness Leads School Counselors Health & Wellness Coordinator	0	N/A	Health and Wellness Checklist School-Based Wellness Award
7. Increase parent involvement and exposure in schools	August 2023-June 2028	Public Information PTSA/School-Based Teams Family Engagement Coordinator	0	N/A	Volunteer Rosters Parent Survey Reports Family Engagement Tab

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	The percentage of students meeting district reading expectations (grades K-2) based on DRA will increase 2% each year through the end of the 2027-2028 school year using the projections as listed below. District Expectations are defined as: Kindergarten-Independent Level 4, 1st-Independent Level 18 and 2nd Independent Level 28FN. The percentage of students scoring "Meets Expectations" or "Exceeds Expectations" on SC Ready ELA will increase at least 2% per year through the end of the 2027-2028 school year. The percentage of students scoring at least 70% on EOCEP English 2 will increase at least 2% per year through the end of the 2027-2028 school year.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
DRA (Kindergarten)	63.6% 21-22	Projected Data: 65.6% Actual: 67.3% 22-23	67.6%	69.6%	71.6%	73.6%
DRA (Grade 1)	57.0% 21-22	Projected Data: 59.0% Actual: 58.04	61.0%	63.0%	65.0%	67.0%
DRA (Grade 2)	56.4% 21-22	Projected Data: 58.4% Actual: 56.77% 22-23	60.4%	62.4%	64.4%	66.4%
SC READY ELA (Grade 3)	54.7% 21-22	Projected Data: 56.7% Actual: 61.9% 22-23	58.7%	60.7%	62.7%	64.7%
		Projected Data:				

SC READY ELA (Grade 4)	58.5% 21-22	60.8% Actual: 67.0% 22-23	62.8%	64.8%	66.8%	68.8%
SC READY ELA (Grade 5)	53.7% 21-22	Projected Data: 55.7% Actual: 65.3% 22-23	57.7%	59.7%	61.7%	62.7%
SC READY ELA (Grade 6)	49.6% 21-22	Projected Data: 51.1% Actual: 56.3 22-23	53.1%	55.1%	57.1%	59%
SC READY ELA (Grade 7)	46.2% 21-22	Projected Data: 48.3% Actual: 53.9% 22-23	50.2%	52.2%	54.2%	56.2%
SC READY ELA (Grade 8)	49.4% 21-22	Projected Data: 51.4% Actual: 57.4% 22-23	53.4%	55.4%	57.4%	59.4%
English 2 EOCEP	76.8% 21-22	Projected Data: 78.8% Actual: 78.36% 22-23	80.8%	82.8%	84.8%	86.8%

Action Plan

Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in English Language Arts.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Review and update curriculum maps for SC College and Career Ready Standards for English Language Arts to ensure alignment to grade level expectations and consistent core curriculum for all students.	July 2023 - June 2028	Curriculum & Instruction Curriculum Writing Teams	\$50,000	Title II General Funds	District Curriculum Maps
2. Utilize explicit direct instruction and reading model instruction, which includes standards-based, instructional practices that support student mastery of the rigorous expectations of the SCCCRS for ELA.	July 2023 - June 2028	Curriculum & Instruction Department	None	N/A	District Curriculum Maps Common Assessment Data
3. Enhance student understanding through intentional and authentic use of academic and content vocabulary.	July 2023 - June 2028	Curriculum & Instruction Department Administrators Classroom Teachers	None	N/A	District Curriculum Maps Classroom Observation Data (Classroom Mosaic)
4. Model and support whole group and small group instructional delivery through Professional Learning Communities (PLCs).	July 2023 - June 2028	Curriculum & Instruction Department Administrators Professional Development Coaches	None	N/A	Classroom Observation Data (Classroom Mosaic) PLC Notes
5. Utilize NWEA MAP Reading as a universal screener three times per year for all students in grades K-8 to determine appropriate ELA placement along with needed interventions using MTSS criteria.	July 2023-June 2028	Administrators Teachers Professional Development Coaches	\$275,000	General Funds	Professional Development Plan MTSS Criteria

6. Provide professional learning opportunities focused on analyzing NWEA MAP data and implementing targeted literacy instruction for students.	July 2023-June 2028	Curriculum & Instruction Office of Assessment & Accountability Professional Development Coaches	\$15,000	General Funds	Professional Development Plan
7. Utilize progress monitoring in intervention groups/courses to provide differentiated instruction targeted to individual student needs/weaknesses.	August 2023-June 2028	Administrators Classroom teachers Professional Development Coaches	None	N/A	Data Debriefing Notes Data Reports
8. Develop and implement common assessments and guaranteed learning experiences to be used to progress monitor and make instructional decisions based on data.	July 2023-June 202	Curriculum & Instruction Department Professional Development Coaches	None	N/A	District Curriculum Maps Common Assessment Data
9. Continue to monitor and promote effective and consistent grading practices in the classroom to include rubrics, exemplars, and scoring guides.	July 2023-June 2028	Administrators Classroom Teachers Professional Development Coaches	None	N/A	Grade Distribution Common Assessment Data
10. Develop writing and text-dependent analysis (TDA) exemplars to guide, inform and assess students.	July 2023-June 2028	Curriculum & Instruction Professional Development Coaches	None	N/A	District Curriculum Maps Common Assessment Data
11. Provide professional development, coaching and support on teaching practices, standards-based instruction, differentiated small group instruction, formative assessments, technology tools, and language routines.	July 2023-June 2028	Curriculum & Instruction Department Professional Development Coaches	None	N/A	Professional Development Plan
12. Develop and implement instructional technology program guidelines (e.g., Edmentum Study Island, Edmentum Exact Path).	July 2023-June 2028	Curriculum & Instruction Professional Development Coaches	None	N/A	District Curriculum Maps Instructional Program Guidelines

13. Employ literacy intervention teachers to serve Tier 2 and Tier 3 groups based on MTSS criteria.	July 2023-June 2028	Curriculum & Instruction Department Administrators	\$600,000	Title I General Funds	Staff Roster Master Schedules
14. Coordinate and provide comprehensive LETRS training sessions to all K-3, Special Ed teachers, reading and PD coaches, and administrators, covering foundational topics such as phonological awareness, phonics, fluency, vocabulary, comprehension, and written language instruction.	January 2024 - June 2028	Curriculum & Instruction Department	\$0	N/A	Attendance rosters in Professional Learning; Training agendas

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	The percentage of students in grades K-2 scoring “Average” or above on NWEA MAP Math will increase at least 2% per year through the end of the 2027-2028 school year. The percentage of students in grades 3-8 scoring "Meets Expectations" or "Exceeds Expectations" on SC Ready Math will increase at least 2% per year through the end of the 2027-2028 school year. The percentage of students scoring at least a “C” or better on EOCEP Algebra 1 will increase at least 2% per year through the end of the 2027-2028 school year.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
NWEA MAP Math (Kindergarten)	69.4% 2023	Projected Data: 71.4 Actual: 69.8% 2024	73.4%	75.4%	77.4%	79.4%
NWEA MAP Math (Grade 1)	58.5% 2023	Projected Data: Actual: 60.5% 2024	62.5%	64.5%	66.5%	68.5%
NWEA MAP Math (Grade 2)	55.2% 2023	Projected Data: 57.2 Actual: 58.3% 2024	59.2%	61.2%	63.2%	65.2%
SC READY Math (Grade 3)	56.0% 2022	Projected Data: 58.0% Actual: 58.0% 2023	60.0%	62.0%	64.0%	66.0%
SC READY Math (Grade 4)	47.1% 2022	Projected Data: 49.1% Actual: 52.9% 2023	51.1%	53.1%	55.1%	57.1%
SC READY Math (Grade 5)	43.8% 2022	Projected Data: 45.8 Actual: 50.8% 2023	47.8%	49.8%	51.8%	53.8%

SC READY Math (Grade 6)	34.8% 2022	Projected Data: 36.8 Actual: 33.6% 2023	38.8%	40.8%	42.8%	44.8%
SC READY Math (Grade 7)	32.4% 2022	Projected Data: 34.4 Actual: 33.2% 2023	36.4%	38.4%	40.4%	42.4%
SC READY Math (Grade 8)	35.0% 2022	Projected Data: 37.0% Actual: 34.5% 2023	39.0%	41.0%	43.0%	45.0%
Algebra 1 EOCEP SCDE Website Scores	52.12% 2022	Projected Data: 57.2% Actual: 58.45% 2023	59.2%	61.2%	63.2%	65.2%

Action Plan

Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in mathematics.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Review and update curriculum maps for SC College and Career Ready Standards (SCCRS) for Mathematics to ensure alignment to grade level expectations and consistent core curriculum for all students.	July 2023 - June 2028	Curriculum & Instruction Curriculum Writing Teams	\$50,000	Title II General Funds	District Curriculum Maps
2. Utilize explicit direct instruction and inquiry-based instruction, which includes standards-based, problem solving, instructional practices that support student mastery of the rigorous expectations of the SCCRCS for Math.	July 2023 - June 2028	Curriculum & Instruction	None	N/A	District Curriculum Maps Common Assessment Data
3. Enhance student understanding of mathematical concepts through intentional and authentic use of academic and content vocabulary.	July 2023 - June 2028	Curriculum & Instruction Professional Development Coaches	None	N/A	District Curriculum Maps Classroom Observation Data (Classroom Mosaic)
4. Model and support whole group and small group instructional delivery through PLCs.	July 2023 - June 2028	Curriculum & Instructional Department Administrators Professional Development Coaches	None	N/A	Classroom Observation Data (Classroom Mosaic) PLC Notes
5. Utilize NWEA MAP Math as a universal screener three times per year for all students in grades K-8 to determine appropriate math placement along with needed interventions using MTSS criteria.	July 2023 - June 2028	Administrators Teachers Professional Development Coaches	\$275,000	General Funds	Professional Development Plan MTSS Criteria

6. Provide professional learning opportunities focused on analyzing NWEA MAP data and implementing targeted math instruction for students.	July 2023 - June 2028	Curriculum & Instruction Office of Assessment & Accountability Professional Development Coaches	\$15,000	General Funds	Professional Development Plan
7. Utilize progress monitoring in intervention groups/courses to provide differentiated instruction targeted to individual student needs/weaknesses.	July 2023 - June 2028	Administrators Teachers Professional Development Coaches	None	N/A	Data Debriefing Notes Data Reports
8. Develop and implement common assessments and guaranteed learning experiences to be used to progress monitor and make instructional decisions based on data.	June 2023 - July 2028	Curriculum & Instruction Department Professional Development Coaches	None	N/A	District Curriculum Maps Common Assessment Data
9. Continue to monitor and promote effective and consistent grading practices in the mathematics classroom.	July 2023 - July 2028	Administrators Teachers Professional Development Coaches	None	N/A	Grade Distribution Common Assessment Data
10. Provide professional development, coaching and support on teaching practices, standards-based instruction, differentiated small group instruction, formative assessments, technology tools, and math routines.	July 2023 - June 2028	Curriculum & Instruction Department Professional Development Coaches	None	N/A	Professional Development Plan Lesson Plans
11. Provide professional development for secondary teachers focused on a balance of procedural and conceptual knowledge using a variety of concrete materials and technological tools.	July 2023 - June 2028	Curriculum & Instruction Department Professional Development Coaches	None	N/A	Professional Development Plan
12. Provide guidelines for instructional technology programs to provide personalized learning paths for students (e.g., Edmentum Study Island, Edmentum Exact Path).	July 2023 - June 2028	Curriculum & Instruction Department Professional Development Coaches	None	N/A	District Curriculum Maps Instructional Program Guidelines

13. Employ additional math intervention teachers to serve Tier 2 and Tier 3 groups based on MTSS criteria.	July 2023 - June 2028	Curriculum & Instruction Department Administrators	\$480,000	ESSER Title I	Staff Roster Master Schedules
14. Provide professional development with the knowledge and skills needed to effectively implement the 2023 South Carolina College- and Career-Ready (SCCR) Mathematics Standards.	January 2024 - June 2028	Curriculum & Instruction Department PD Coaches	\$150,000	General Funds Title Funds	Meeting agendas; Attendance rosters from Professional Learning

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	The percent of teachers returning from the previous year will increase from 80.8% to 87.0% through the end of the 2027-2028 school year.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Annual SC Report card	80.8% 2022 Report Card	Projected Data: 81% Actual: 85%	85.5%	86%	86.5%	87%

Action Plan

Strategy #1: Determine and implement improvements to the Induction and Mentoring Program.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Review data from the first year teacher survey to determine action items and next steps.	July 2023-June 2028	Educator Effectiveness Coordinator	None	None	Survey Data Induction Program Offerings
2. Personnel will conduct Induction needs assessment conferences with first year educators.	October 2023 - October 2028	Personnel Department	None	None	Survey Data Conference Notes
3. The district will increase the number of trained mentors to better support first year teachers.	July 2023-June 2028	Office of Educator Effectiveness	\$95,000 over a 5 year period	General Funds	Number of trained mentors from SCLEAD Report Professional Development Training Attendance Records
4. The district will provide multiple opportunities for mentors to participate in the SCTS 4.0 evaluator training.	July 2023-June 2028	Office of Educator Effectiveness	\$170,000 over a 5 year period	General Funds	Professional Learning Transcripts SCADEPT Report
Strategy #2: Implement incentives for recruiting and retaining high quality educators.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. The district will implement signing bonuses to attract high quality educators, budget permitting.	July 2023-June 2028	District School Board	\$2.5 million dollars over a 5 year period	General Funds	Finance Reports
2. The district will provide discounted after school childcare (LEAP) for full time employees, budget permitting.	July 2023-June 2028	Assistant Director of LEAP LEAP Staff	None	Grant Funds Local Funds General Funds	LEAP Participation Data

3. The district will implement a 30 minute unencumbered lunch time for Elementary teachers.	July 2023-June 2028	School Level Administration Classified Personnel	\$2.5 million dollars over a 5 year period	General Funds	Finance Records
4. The district will implement teacher pay raises based upon data collected from a salary study, budget permitting.	July 2023-June 2028	District School Board	\$3 million per year	General Funds	Yearly Salary Schedule
Strategy #3: Provide educators with high quality professional development opportunities and educator support.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. The district will provide onboarding professional development to equip teachers to start the year successfully. Employees will receive a stipend for attending these trainings.	July 2023-June 2028	Office of Educator Effective Office of Curriculum and Instruction	\$1,000,000 over a 5 year period	State Funds General Funds	Onboarding Planners Staff Development Rosters Agendas Training Rosters
2. Each school will be staffed with Professional Development Coach to support teachers continued growth and development.	July 2023-June 2028	Curriculum & Instruction Certified Personnel	\$9.75 million over a five year period	Title Funding	Staff Rosters Professional Development Offerings Agendas and Training Rosters

GIFTED AND TALENTED REQUIRED TABLES

DIRECTIONS: As a part of the District Strategic Plan, complete the following tables, save as one PDF file, and upload under the tab labeled Gifted and Talented Required Tables. Additionally, attach up to four documents to support the final table. All information should be saved as one PDF file and uploaded. The required tables are as follows:

- A. Gifted and Talented Policies and Practices**
- B. Gifted and Talented Scope and Sequence**
- C. Gifted and Talented Grades of Academic Service**
- D. Gifted and Talented Grades of Artistic Service**
- E. Gifted and Talented Screening and Identification Notification**

GIFTED AND TALENTED POLICIES AND PRACTICES**Directions:** Place an X for an affirmative response in columns marked Academic and Artistic.

		ACADEMIC	ARTISTIC
The district utilizes state identification of gifted and talented students for:	grades 1-2		
	grades 3-5	X	X
	grades 6-8	X	X
	grades 9-12	X	
The district utilizes trial placement (1 year conditional placement) for:	grades 1-2		
	grades 3-5		
	grades 6-8		
	grades 9-12		
The district utilizes a local identification process (local criteria rubric) for:	grades 1-2		
	grades 3-5	X	X
	grades 6-8	X	X
	grades 9-12		
The district utilizes a formal withdrawal policy for:	grades 1-2		
	grades 3-5	X	
	grades 6-8	X	
	grades 9-12	X	

GIFTED AND TALENTED SCOPE AND SEQUENCE

A gifted and talented scope and sequence is utilized in the following grades for:	K	1	2	3	4	5	6	7	8	9	10	11	12
	Academic			X	X	X	X	X	X				
	Artistic			X	X	X	X	X	X				
Formal gifted and talented curriculum is utilized in the following grades for:	K	1	2	3	4	5	6	7	8	9	10	11	12
	Academic			X	X	X	X	X	X				
	Artistic							X	X	X	X	X	X

GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE

CURRICULUM AREA						
GRADE	MODEL	<i>Use approved abbreviations for curriculum.</i>	INTERDISCIPLINARY	ELA	MATH	SCIENCE
K		Curriculum Used				
1		Curriculum Used				
2		Curriculum Used				
3	SPECIAL CLASS	Curriculum Used		GB3 GBN3 MTG1 MTBL JLL1 JLN1 VPTYEL	M33N M33A M33G M33D Eureka	
4	SPECIAL CLASS	Curriculum Used		GB4 GBN4 MTGT MTC1 JLL2 JLN2 VPTYTS	Eureka	
5	SPECIAL CLASS	Curriculum Used		GB5 GBN5 MTGV MTC2 JLL5 JLN5 VPTYEA	Eureka	

DISTRICT: Dorchester District Two

GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

Model Used: Fifteen day program (GATEWAY for grades 3-8/Advanced Placement for HS)

GRADE	(Use approved abbreviations for curriculum.)	INTERDISCIPLINARY	DANCE	MUSIC	THEATRE	VISUAL ARTS
K	Curriculum Used					
1	Curriculum Used					
2	Curriculum Used					
3	Curriculum Used	*GATEWAY – Inquiry Method (Gifted and Talented Education with Artistic Youth) 15 day program (8AM to 2:30 PM) band, dance, vocal music, theatre arts, strings, instrumental music, creative writing, visual arts				
4	Curriculum Used	*				
5	Curriculum Used	*				
6	Curriculum Used	*				
7	Curriculum Used	*				
8	Curriculum Used	*				
9	Curriculum Used					
10	Curriculum Used					AP Art Studio (Drawing) AP Art Studio 2-D Design AP Art Studio 3-D Design

DISTRICT: Dorchester District Two

11	Curriculum Used			AP Music Theory Curriculum: The Musician's Guide to Theory and Analysis (3rd Edition) Barron's AP Music Theory		
12	Curriculum Used					

- Visual Art Curriculum: Discovering Drawing, Exploring Painting, Discovering Art History, The Visual Experience, Focus on Photography, Beginning Sculpture, Experience Clay

GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION

<p>Describe the ways in which the district notifies parents and community of its nomination and identification.</p> <ul style="list-style-type: none">• Referral announcements for cognitive abilities screening (English and Spanish) for summer screening.• Referral announcements for cognitive abilities screening (English and Spanish) for fall screening.• Letters to parents of all 2nd grade students (English and Spanish) explaining how to interpret CogAT and IA results.• Letters to parents who met state gifted criteria.

Attach up to four relevant files pertaining to notification to the parents and community on GT identification screening. These may include brochures, parent letters, non-English versions, etc.

Referral Process for Cognitive Abilities Screening

Beginning August 7th through October 16, 2023

- Referrals for cognitive abilities screening are now being accepted via Power School's Parent Portal for 3rd through 8th grade students through October 16, 2023. There will be no referrals accepted after midnight on October 16, 2023. [Click here for directions explaining how to access Forms in Parent Portal \(Spanish\)](#).
- Referred students will be tested at their school in November. The specific testing date and time will be communicated to you by your student's school.
- Results from the cognitive screener will be used in combination with academic achievement and performance data to determine a student's gifted and talented eligibility for the 2024-2025 academic year.
- Families of referred students who participate in the fall's cognitive screening will be notified of their student's cognitive testing results in January 2024.
- Should you want to learn more about what data are used to determine gifted and talented eligibility in SC or read about how state identified students are served in our district, please visit the Dorchester Two website (www.ddtwo.org/gate) .
- NOTE: If your student has already been state identified as Gifted & Talented Academically in SC, do *not* refer them.

Proceso de referencia para la evaluación de habilidades cognitivas

Otoño 2023

- Las referencias para la evaluación de habilidades cognitivas se están aceptando ahora a través del Parent Portal de Power School para estudiantes de 3^o a 8^o grado hasta el 16 de octubre de 2023. No se aceptarán referencias después de la medianoche del 16 de octubre de 2023.
- Los estudiantes referidos serán evaluados en su escuela en noviembre. La fecha y hora específicas de la evaluación le serán comunicadas por la escuela del estudiante.
- Los resultados de la evaluación cognitiva se utilizarán en combinación con los de resultados académicos y la información del rendimiento para determinar la elegibilidad de un estudiante dotado y talentoso para el año académico 2024-2025.
- Las familias de los estudiantes referidos que participen en la evaluación cognitiva del otoño serán notificadas de los resultados de las pruebas cognitivas de sus estudiantes en enero de 2024.
- Si desea obtener más información sobre qué datos se utilizan para determinar la elegibilidad de los dotados y talentosos en Carolina del Sur o leer sobre cómo el distrito Dorchester Dos atiende a los estudiantes identificados por el estado, visite el sitio web del distrito (www.ddtwo.org/gate).
- **NOTA:** Si su estudiante ya ha sido identificado como Dotado y Talentoso Académicamente en Carolina del Sur, *no* lo vuelva a referir.

Cognitive Screening Request Form for "New to District" Students in Dorchester Two

This form will be active until Monday, July 10, 2023 when the referral process for cognitive screening for "new to district" students ends at midnight. A "new to district" is defined by a student who is formally registered/enrolled in a Dorchester Two elementary or middle school after January 1, 2023. There will be no requests for cognitive screening accepted after midnight on Monday, July 10, 2023.

If you are a parent/guardian of a "new to district" student in grades 3-8, please complete the requested information on this online form. The Cognitive Abilities Test (CogAT) will be used to assess a student's ability to solve problems and see if the results from this screener meets SC's criteria for identification as an academically gifted and talented learner. This state GT identification allows identified students to be eligible for services in the Gifted & Talented Education (GATE) Program in Dorchester School District Two. The results of this cognitive ability screener will be used in combination with other data to determine a student's state eligibility for GATE for the 2023-2024 academic year.

Parents/Guardians have a choice between two dates at the specific schools on this form to suit their schedules - July 25th at William Reeves Elementary OR July 27th River Oaks Middle School . Times are dictated according to the grade level your student will be in for the 2023-2024 academic year.

Should you want to learn more about what data are used to determine state gifted eligibility or read about how state identified students are served in our district, please visit Dorchester Two's GATE website (www.ddtwo.org/gate).

NOTE: If the referred student has already been identified as Gifted & Talented Academically in SC, do NOT refer the student. Provide documentation showing their identified status to the school. Student will not be scheduled in GATE or Honors courses until these documents are verified by the district office.

NOTE: Students who are NOT formally registered in Dorchester School District Two may not participate in this screening process.

6. Referred Student's Mailing Address - Street *

7. Referred Student's Mailing Address - City *

8. Referred Student's Mailing Address - State *

9. Grade Level of "New to District" Student for 2023-2024 *

☐ 3☐ 4☐ 5☐ 6☐ 7☐ 8

() Sand Hill Elementary School

12. Select the preferred date and location: *

☐ July 25th at William Reeves Elementary School 9:00AM-10:30AM☐ July 27th at River Oaks Middle School 9:00AM-10:30AM

13. Select the preferred date and location: *

☐ July 25th at William Reeves Elementary School 11:00AM-12:30PM☐ July 27th at River Oaks Middle School 11:00AM-12:30PM

14. Email Address of Parent/Guardian Requesting Testing for the "New to District" Student *

15. Phone Number of Parent/Guardian Requesting Testing *

If you want to refer your 3rd – 8th grade student for cognitive abilities testing, please complete the requested information below. All referrals for this screening must be submitted no later than October 16, 2023 at midnight.

Referred students will be screened with a cognitive abilities test (CogAT) at their school in November. Specific dates and times will be communicated to you by your student's school.

South Carolina identifies gifted and talented students according to their cognitive abilities, academic achievement, and/or intellectual/academic performance. The cognitive abilities test measures the ways a student thinks and solves problems.

This screener, in combination with other academic achievement and performance data, will be used to determine if a student meets South Carolina's gifted and talented criteria. If a student meets state criteria, they will be served in our district's Gifted and Talented Education (GATE) program beginning in the 2024-2025 academic year.

Families of referred students participating in this fall's cognitive screening will be notified of their student's results in January 2024 via USPS.

Should you want to learn more about what data are used to identify academically gifted learners in SC or read about how state identified students are served in Dorchester Two, please visit the district website at www.ddtwo.org/gate.

NOTE: If your student has already been state identified as academically gifted and talented in SC do *NOT* refer them.

NOTE: This form will be active until October 16, 2023 when the referral process for cognitive screening ends at midnight. There will be no student referrals for cognitive screening accepted after October 16, 2023.

Who referred the student for testing?*

As the parent/guardian required to complete this referral, please indicate if someone other than yourself referred your student for screening.

Parent

Teacher

Student

Administrator

Unknown

Select a Choice*

☐ I give permission for my student to participate in cognitive abilities testing screening. 

I do NOT give permission for my student to participate in cognitive abilities testing screening.

I consent to the use of electronic signature.*

DR. SHANE ROBBINS
Superintendent



Dorchester
School
District Two

815 SOUTH MAIN STREET SUMMERVILLE, SC 29483 • (843) 873-2901 • FAX (843) 873-4053

January 19, 2024

Dear Family,

Your second grader participated in census testing this past fall with other second grade students across South Carolina. This census testing involved two assessments that measure different ways a student thinks, solves problems, and learns. One of the assessments administered was the Cognitive Abilities Test (CogAT) which measures a student's ability to solve problems with the use of words and without the use of words. The second test given was the Iowa Assessment (IA) which measures a student's academic achievement in reading and math. These two tests serve as data points to help teachers differentiate their classroom instruction for students of differing abilities as well as serve as initial screeners to determine eligibility for a student to be state identified as an academically gifted and talented (GT) learner.

A copy of your student's Individual Student Report (ISR) is attached to this letter. The ISR paired with the information in this correspondence will help inform and guide your continued efforts in supporting the learning and thinking of your student. You are also encouraged to access a video that explains how to interpret the results in the ISR. It can be found on the Dorchester Two website (www.ddtwo.org/gate). Should you want to access additional resources, Riverside Insights, the testing platform for CogAT/IA, offers helpful articles to support families and students (<https://riversideinsights.com/citc/dashboard-parent>).

Interpreting Your Student's CogAT/IA Results on the ISR

CogAT scores are reported in the box on the left of the ISR. It is important to note that the majority of second grade students score at or around the 50th percentile. In the example below, this student shows cognitive ability in both quantitative and nonverbal reasoning. Typically, these cognitive strengths can manifest and be capitalized upon in science, technology, engineering, and mathematical content areas. The Age Percentile Rank (APR) is the national percentile South Carolina uses to determine GT eligibility in verbal reasoning, quantitative reasoning, nonverbal reasoning or composite areas.

CogAT		Test Scores						APR Graph						
Form Level: 7-8 Test Date: 11/2018		RS	SAS	APR	AS	GPR	GS	1	10	25	50	75	90	95
Verbal		36	99	48	5	52	5							
Quantitative		29	104	60	6	67	6							
Nonverbal		42	117	86	7	88	7							
Composite (VQN)			108	69	6	71	6							
Ability Profile 6B (N+): Visit www.cogat.com for more detailed information on profile 6B (N+). Click on the "Interactive Profile Interpretation System" button. Enter 6B (N+) in the "Input Your Score Profile" section. Click "Search."														

The **IA** scores are reported in the box near the top left of the ISR. Like the CogAT results, these are reported as percentiles and the majority of second graders score at or around the 50th percentile. In the example below, the student shows strengths in both reading and mathematics. Additionally, this student also met SC's gifted and talented criteria for "Dimension B – Academic Achievement" in reading with an NPR of "95." This score partially identifies the student and warrants further screening. More information discussing how SC identifies students for academic giftedness is discussed at the end of this letter

Iowa Assessments		Test Scores			NPR Graph					
		PNPR	NS	NPR	1	10	25	50	75	95
Reading		63	8	95	[Bar chart showing NPR 95]					
Language		66								
Vocabulary		57								
ELA TOTAL		66								
Word Analysis		65								
Listening		56								
EXTENDED ELA TOTAL		62								
Mathematics		60	6	70	[Bar chart showing NPR 70]					
Computation*		51								
MATH TOTAL		60	6	70	[Bar chart showing NPR 70]					
CORE COMPOSITE		61								
Social Studies		62								
Science		70								
COMPLETE COMPOSITE		64								

Quality • Tradition • Vision

South Carolina's Gifted & Talented Identification Criteria

As it relates to the criteria and processes for determining if a student is identified as gifted and talented in the academics, it is important to understand that the second-grade census testing in which your student participated in last fall is not the only time students are screened for GT state identification. Rather, there are multiple cognitive and achievement assessments used to screen for academic giftedness throughout the year and every year from third through tenth grades. A timeline of these measurements as well as a description of what each one assesses can be found on the Dorchester Two website.

To help you understand the multiple ways SC determines gifted and talented eligibility, a student must score at or above the 96th percentile total or composite score on a state approved and nationally normed reasoning abilities test **OR** the student must qualify in **2 of 3 dimensions** detailed below:

Dimension A: Reasoning Abilities - A score of 93% or higher on a reasoning abilities test (i.e. CogAT) in the verbal, non-verbal, quantitative, or composite sections will partially identify a student. A student receiving a composite or total score of 96% or higher on a cognitive abilities assessment automatically identifies them as academically gifted and talented in SC.

Dimension B: Academic Achievement in Reading or Math – A score of 94% or higher in reading or math on a state approved or nationally-normed academic achievement test can partially identify a student. SC READY, NWEA MAP and Iowa Assessment (IA) in reading or math serve as screeners.

Dimension C: Intellectual/Academic Performance- The SC Performance Tasks Assessment (SC PTA) for 2nd through 5th grade students is administered in spring of each year for students who have partially met state criteria in either Dimension A or Dimension B, but not both. For rising 6th through 10th grade students, a GPA of 3.75 or higher can serve as partial identification but students need to have met criteria in Dimensions A or B.

After reviewing this information and the data presented in your student's ISR, should you have any additional questions, please feel free to contact me. Dorchester Two appreciates your support for your student and our educational programs.

Best Regards,
Dr. Gem Massey
Gifted & Talented Education



19 de enero de 2024

Querida familia,

Su hijo de segundo grado participó en las pruebas del censo el otoño pasado con otros estudiantes de segundo grado en Carolina del Sur. Esta prueba del censo involucró dos evaluaciones que miden diferentes formas en que un estudiante piensa, resuelve problemas y aprende. Una de las evaluaciones administradas fue la Prueba de Habilidades Cognitivas/Cognitive Ability Test (CogAT), que mide la capacidad de un estudiante para resolver problemas con el uso de palabras y sin el uso de palabras. La segunda prueba que se aplicó fue la Evaluación de Iowa/Iowa Assesment (IA), que mide el rendimiento académico de un estudiante en lectura y matemáticas. Estas dos pruebas sirven como puntos de datos para ayudar a los maestros a diferenciar su instrucción en el aula para estudiantes de diferentes habilidades, así como también sirven como evaluadores iniciales para determinar la elegibilidad para que un estudiante sea identificado por el estado como un estudiante académicamente dotado y talentoso/Gifted and Talented (GT).

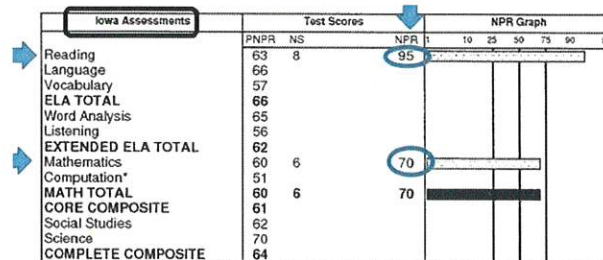
Se adjunta a esta carta una copia del Informe Individual del Estudiante/Individual Student Report (ISR) de su estudiante. El ISR junto con la información de esta correspondencia ayudará a informar y guiar sus esfuerzos continuos para apoyar el aprendizaje y el pensamiento de su estudiante. También te animamos a acceder a un vídeo que explica cómo interpretar los resultados en el ISR. Se puede encontrar en el sitio web de Dorchester Two (www.ddtwo.org/gate). Si desea acceder a recursos adicionales, Riverside Insights, la plataforma de pruebas para CogAT/IA, ofrece artículos útiles para apoyar a las familias y a los estudiantes (<https://riversideinsights.com/citc/dashboard-parent>).

Interpretación de los resultados de CogAT/IA de su estudiante en el ISR

Las puntuaciones del CogAT se informan en el cuadro de la izquierda del ISR. Es importante tener en cuenta que la mayoría de los estudiantes de segundo grado obtienen puntajes en o alrededor del percentil 50. En el siguiente ejemplo, este estudiante muestra capacidad cognitiva tanto en el razonamiento cuantitativo como en el no verbal. Por lo general, estas fortalezas cognitivas pueden manifestarse y capitalizarse en áreas de contenido de ciencia, tecnología, ingeniería y matemáticas. El Rango de Percentil de Edad/Age Percentile Rank (APR) es el percentil nacional que Carolina del Sur utiliza para determinar la elegibilidad para GT en razonamiento verbal, razonamiento cuantitativo, razonamiento no verbal o áreas compuestas.

CogAT Form Level: 7-8 Test Date: 11/2019		Test Scores						APR Graph							
		RS	SAS	APR	AS	GPR	GS								
Verbal		36	99	48	5	52	5								
Quantitative		29	104	60	6	67	6								
Nonverbal		42	117	86	7	88	7								
Composite (VQN)			108	69	6	71	6								
Ability Profile 6B (N+): Visit www.cogat.com for more detailed information on profile 6B (N+). Click on the "Interactive Profile Interpretation System" button. Enter 6B (N+) in the "Input Your Score Profile" section. Click "Search."															

Las puntuaciones de IA se informan en el cuadro cerca de la parte superior izquierda del ISR. Al igual que los resultados de CogAT, estos se informan como percentiles y la mayoría de los estudiantes de segundo grado obtienen una puntuación en o alrededor del percentil 50. En el siguiente ejemplo, el estudiante muestra fortalezas tanto en lectura como en matemáticas. Además, este estudiante también cumplió con los criterios de superdotados y talentosos de SC para la "Dimensión B – Logros Académicos" en lectura con un Rango de Percentil Nacional/National Percentile Rank (NPR) de "95". Esta puntuación identifica parcialmente al estudiante y justifica una evaluación adicional. Al final de esta carta se discute más información sobre cómo SC identifica a los estudiantes por superdotación académica.



Criterios de Identificación de Dotados y Talentosos (GT) de Carolina del Sur

En lo que se refiere a los criterios y procesos para determinar si un estudiante es identificado como dotado y talentoso en lo académico, es importante entender que las pruebas del censo de segundo grado en las que participó su estudiante el otoño pasado no es la única vez que los estudiantes son evaluados para la identificación estatal de GT. Más bien, hay múltiples evaluaciones cognitivas y de rendimiento que se utilizan para detectar la superdotación académica a lo largo del año y todos los años desde el tercero hasta el décimo grado. En el sitio web de Dorchester Two se puede encontrar una cronología de estas mediciones, así como una descripción de lo que evalúa cada una.

Para ayudarte a entender las múltiples formas en que SC determina la elegibilidad de los superdotados y talentosos, un estudiante debe obtener una puntuación igual o superior al percentil 96 total o compuesta en una prueba de habilidades de razonamiento aprobada por el estado y normalizada a nivel nacional **O** el estudiante debe calificar en **2 de las 3 dimensiones** que se detallan a continuación:

Dimensión A: Habilidades de razonamiento - Una puntuación del 93% o más en una prueba de habilidades de razonamiento (es decir, CogAT) en las secciones verbal, no verbal, cuantitativa o compuesta identificará parcialmente a un estudiante. Un estudiante que recibe un puntaje compuesto o total de 96% o más en una evaluación de habilidades cognitivas lo identifica automáticamente como académicamente dotado y talentoso en SC.

Dimensión B: Rendimiento académico en lectura o matemáticas – Un puntaje de 94% o más en lectura o matemáticas en una prueba de rendimiento académico aprobada por el estado o normalizada a nivel nacional puede identificar parcialmente a un estudiante. SC READY, NWEA MAP y Iowa Assessment (IA) en lectura o matemáticas sirven como evaluadores.

Dimensión C: Rendimiento Intelectual/Académico- La Evaluación de Tareas de Desempeño de SC/The SC Performance Tasks Assessment (SC PTA) para estudiantes de 2º a 5º grado se administra en la primavera de cada año para los estudiantes que han cumplido parcialmente con los criterios estatales en la Dimensión A o la Dimensión B, pero no en ambas. Para los estudiantes de 6º a 10º grado, un GPA de 3.75 o más puede servir como identificación parcial, pero los estudiantes deben haber cumplido con los criterios de las Dimensiones A o B.

Después de revisar esta información y los datos presentados en el Informe Individual del Estudiante (ISR) de su estudiante, si tiene alguna pregunta adicional, no dude en ponerse en contacto conmigo. Dorchester Two agradece su apoyo a su estudiante y a nuestros programas educativos.

Saludos cordials,
Dr. Gem Massey
Educación para Dotados y Talentosos

DR. SHANE ROBBINS
Superintendent



Dorchester
School
District Two

815 SOUTH MAIN STREET SUMMERVILLE, SC 29483 • (843) 873-2901 • FAX (843) 873-4053

December 12, 2023

Dear Family,

Your student was recently screened for possible participation in Dorchester School District Two's Gifted & Talented Education (GATE) program as a state identified gifted student. This letter is to inform you that your student's Cognitive Abilities Test (CogAT) results **have met** South Carolina's gifted and talented eligibility criteria. Your student's state identification as "academically gifted and talented" will give them the opportunity to participate in our district's GATE program beginning in the 2024-2025 academic year and will give them access to specialized services through high school. However, if your student is currently enrolled in GATE/Honors classes as a "locally placed" student, they will now be guaranteed services throughout their K-12 educational career in SC.

Our district's GATE program is designed to provide differentiated curriculum and instructional experiences that challenge the minds and thinking of our state identified students within the academic disciplines. Moreover, these learning experiences are designed to capitalize on students' intellectual and academic strengths. All Dorchester School District Two elementary schools offer GATE services through a state-approved special class model in English/Language Arts and math beginning in third grade. These specialized services continue through middle school and high school.

Moreover, it is important to understand how your student was identified so that you can continue to support them throughout their educational career. A copy of your student's SC Student Profile sheet is included in this correspondence and paired with the information below will assist you in understanding how they were identified according to SC's gifted eligibility criteria. It is important to keep a copy of the SC Student Profile because your student's state identified status will be honored in any SC public school district should your family move in the future.

In order for a student to be eligible to receive services for the academically gifted and talented in South Carolina, a student must score at or above the 96th percentile total or composite score on a state-approved and nationally-normed reasoning abilities test **OR** the student must qualify in **2 of 3 dimensions** detailed below:

Dimension A: Reasoning Abilities - A score of 93% or higher on a reasoning abilities test (i.e. CogAT) in the verbal, non-verbal, quantitative, or composite sections will partially identify a student. A student receiving a composite or total score of 96% or higher on a cognitive abilities assessment automatically identifies them as academically gifted and talented in SC.

Dimension B: Academic Achievement in Reading or Math – A score of 94% or higher in reading or math on a state approved or nationally-normed academic achievement test can partially identify a student. SC READY, NWEA MAP and IOWA Assessment (IA) in reading or math serve as screeners.

Dimension C: Intellectual/Academic Performance- The SC Performance Tasks Assessment (SC PTA) for 2nd through 5th grade students is administered by the state in spring of each year for students who have partially qualified in either Dimension A or Dimension B, but not both. For rising 6th through 10th grade students, a GPA of 3.75 or higher can serve as partial identification but students need to have also met criteria in Dimensions A or B.

For more information about the services offered to state identified students in the district and resources to support the unique learning needs of this population, visit our district's website. Dorchester School District Two appreciates your continued support for your student and our educational programs. Please feel free to contact me should you have any questions.

Best Regards,
Dr. Gem Massey
Gifted & Talented Education

SOUTH CAROLINA DEPARTMENT OF EDUCATION DISTRICT PROFICIENCY-BASED SYSTEM
PLAN APPLICATION

Section I: Basic Information

Date	Apr 19, 2024
Please select your district from the drop-down list:	1802-Dorchester School District Two
Primary Contact Name	Kristi Selander
Primary Contact Position	Assistant Director of Secondary Schools
Contact Phone Number	(843) 873-2901
Contact Email Address	kselander@dorchester2.k12.sc.us

Section 2: Plan Information

1. Goals: Briefly describe the goals that the district hopes to achieve through its proficiency- based system.

Dorchester District Two seeks to provide students with multiple pathways to earn Carnegie units towards graduation. We understand that students may not be initially successful when taking a course and may need to retake the course to earn credit. Our goal is to provide opportunities for students within and outside of the regular school day in which to complete these credits. The district plans to utilize blended learning that combines high quality online curriculum with highly qualified teachers providing additional instruction. Students will then be able to earn credits to keep them on grade level and also work towards the four-year graduation goal. Additional program goals include:

- Improve academic support for students who cannot physically attend high school
- Improve academic support for students who are under disciplinary sanction
- Increase scheduling options for students who transfer or have scheduling conflicts
- Increase course options for students
- Provide levels of remediation that offer each student multiple paths to successful high school completion
- Increase graduation rates
- Reduce the number of dropouts
- Increase the use of instructional technology in high schools
- Provide additional instructional resources for teachers
- Increase completion rate for students participating in Initial Credit
- Increase completion rate for students participating in Credit Recovery

2. Types of Credit: Indicate the type(s) of proficiency-based system credit from the guidance document for which the district is seeking approval.

Initial Credit
Credit Recovery

3. Metrics for Accountability and Success: Provide a description of the process that the district will use to develop and finalize both short- and long-term metrics for how the district will determine whether its proficiency-based system has achieved success on its articulated goals. Also describe how you will integrate these metrics into your district strategic plan.

District and school leaders will collaborate to develop short and long-term metrics to determine success of the proficiency-based system. We will review the student recruitment efforts, student enrollment in blended programs, and student success in the blended programs. Information will help us determine if other opportunities for students should be implemented, such as additional days for Evening School or the need for additional teachers and resources. The utilization of the proficiency-based system is directly linked to the district's strategic plan's focus on graduation rate, math success, achievement of students with special needs, and college/career readiness.

4. Student Participation: Provide a description of how the district will develop strategies and tools to communicate the existence of or encourage student participation in the new proficiency-based system as well as a short statement denoting which school(s) within the district will be included. Furthermore, provide a description of how the district will develop its process to determine which students are eligible to participate in a proficiency-based system course or receive proficiency-based system credit(s).

District and school leaders will collaborate to develop strategies and tools to communicate about the proficiency-based system. All three high schools (Ashley Ridge High School, Fort Dorchester High School, Summerville High School) and RISE Academy (alternative program) will utilize the proficiency-based system for students to complete initial credit and credit recovery using online blended learning. Through our Prevention and Intervention program, students who fail a course are identified for additional interventions using our MTSS matrix. School administrators and counselors meet with students and parents to determine the best pathway for students to earn credits that were previously not earned.

Students may qualify for credit recovery if they failed the course in the previous school year with a final grade of 50-59. Students with other failure types will be required to complete initial credit courses. Student courses may be scheduled to occur during designated daytime class periods, in the Evening School program on Tuesdays and Wednesdays, during Saturday academic overtime sessions, and in the summer remediation program. Due to the easy web-access of the courses, students may also complete assignments from home. The district limits course offerings to courses in the main core subject areas of English, math, science, social studies, and some CTE courses that count toward required graduation credits. Students in initial credit courses must take the state End of Course Exams (EOCEP) or the blended learning/district-based exam. All exams count 20% of the student's final course grade.

5. Individual Student Learning Needs: For each of the proficiency-based credits that the district plans to offer, provide a description of the process that the district will use to develop and finalize strategies to ensure that individual student learning needs are addressed.

The district will provide strategies that ensure individual student learning needs are addressed. Students will complete the proficiency-based credits with a highly qualified classroom teacher that will provide instruction in a blended learning environment. Teachers will be able to teach mini lessons to further student understanding of concepts. Using technology, student learning needs for language translation and text to speech will be addressed. Special education and ML teachers will also provide assistance for students and ensure that IEP and ML accommodations are being provided. Parents and school counselors are added as coaches in the online curriculum so that they receive weekly progress updates for their students.

<p>6. Changes to District Policies: Describe the process that the district will use to determine what policies and structures may need to be changed to fully implement the proficiency- based system. This may include policies related to grading, reporting, and transcripts, among others.</p>	<p>The district firmly believes that ongoing reflection and data analysis is necessary to maintain quality programs. School administrators, counselors, and teachers are trained using the Blended Learning Policies and Procedures Manual that describes all aspects of the plan in detail. We collaborate yearly to determine if any changes are needed and then implement those changes. We have safeguards in place to ensure students meet the academic requirements, teachers submit grade changes, administrators approve changes, and that systems operators update final grades in Power School for transcripts. School counselors keep track of student progress and ensure transcripts are up to date. District staff work with schools to ensure the integrity of the program is ongoing and any concerns are addressed promptly.</p>
<p>7. Community Engagement: Describe the process that the district will use to ensure that community members and stakeholders, including parents, students, and school staff are aware of the opportunities provided by the proficiency-based system. Also describe the process that the district will use to engage these stakeholders in its development.</p>	<p>The district seeks to provide information to stakeholders about our proficiency-based system. Our district superintendent provides updates about the proficiency-based system in the state of the district address to the community. Additional information is shared through school and PTSA groups. Information is also provided by schools to parents, students, and school staff about opportunities for students to utilize the proficiency-based system. Feedback from stakeholders is used to develop, review, and adjust the proficiency-based system throughout each school year.</p>
<p>8. Method for Determining Proficiency: Provide a description of how the district will develop and finalize the methods of determining proficiency for the purposes of awarding credit for the courses offered through the proficiency-based system. The district should also describe how it will make sure that expectations are shared for all students enrolled in the course. Please also articulate whether and how the district will develop an appeals process.</p>	<p>Students must demonstrate adequate academic success in the proficiency-based system to receive credit. Based on the state Uniform Grading Scale, students must earn a minimum of 60 in the course to receive credit. Expectations are shared with students and parents by administrators and counselors and via the required application to take the proficiency-based course. The blended learning courses are comprised of graded written assignments, quizzes, assessments, and exams (when required). Audits of the course content are completed by district content area specialists to ensure the blended learning curriculum is aligned to the SC College and Career Ready Standards. Teachers must be highly qualified in the subject area to teach the blended learning course. Students who are denied entry to a course or completed credit of a course may appeal decisions to the school administrator and to district administrators.</p>

9. Academic Standards: Provide a description of the process that the district will use to ensure that the evaluation of mastery and any accompanying courses provided under the proficiency-based system address the appropriate academic standards and learning expectations for which credit is to be awarded.

The district provides online blended learning curriculum to schools and teachers to use for the proficiency-based system. Content area curriculum interventionists complete a stringent review of all courses to ensure alignment with SC College and Career Ready Standards. They also work to ensure the courses meet the level of academic rigor that students receive in traditional classroom instruction. Teachers and students may not alter, replace, or omit the required curriculum content and graded assignments, thus ensuring academic mastery occurs consistently. A graded student portfolio (print or digital) is kept that includes all written work. Each unit's work must be completed before students take the proctored unit assessment. School and district administrators utilize oversight protocols to ensure that teachers and students are adhering to these high standards.

10. Supports: Describe what type(s) of additional supports the district will consider making available to engender student success and demonstration of content proficiency for credit recovery. *The supports question is required for the Credit Recovery option only.

Students who take credit recovery courses must meet the requirement of having failed the course within the previous school year and with a final grade of 50-59. This ensures that the student has had recent exposure to concepts and success at a higher level than students with lower grades. In credit recovery, students are required to complete a minimum of one graded, written assignment per unit as well as take all quizzes and computer-scored tests. However, they are not required to complete teacher-scored tests and final exams. Students still utilize teacher-guided online blended learning with full academic support, including special education and ML services and accommodations. Students may also utilize technological supports, such as immersive readers for increased reading comprehension. Students may enroll in two credit recovery courses at a time in one program.

Assurances: By checking these boxes and submitting this application, I certify:

Any courses that will utilize the proficiency-based methods outlined in this application have been approved by the SCDE.
The district will take steps to ensure courses will be taught by teachers with the appropriate credentials.
If students take health, the district will ensure provisions required under Erin's Law are realized.
The district will remain under the 5% cap for students enrolling in full-time virtual programs.
The district has made students and families aware of NCAA regulations around proficiency-based courses/credits.

Policies and Procedures Blended Learning



**Dorchester School
District Two 2024-2025**

Table of Contents

Introduction to Blended Learning Programs	3
Program Goals	3
Program Locations	4
Program Descriptions.....	4
Apex/Edmentum Learning Digital Curriculum Overview	6
About Apex/Edmentum Learning.....	6
Pathways	6
Course Design	7
Approved Courses for Online Learning via Apex/Edmentum.....	8
Electives Offered Without the Apex/Edmentum Program.....	12
Science Laboratory Experience Requirements	12
Course Settings	13
Participation and Eligibility Requirements.....	14
NCAA Eligibility	15
Course Expectations and Completion Criteria	15
Apex/Edmentum Final Exams.....	19
Instruction	20
Before Students Arrive.....	20
Student Orientation	20
Communication	21
Academic Integrity	21
Monitoring Student Progress.....	22
PowerSchool Procedures and Scheduling	23
Roles and Responsibilities	25
District Computer Enhanced Learning Coordinator (DLC)	25
School-Based Administrator (SBA).....	25
School Counselors	26
District Modern Learning Specialists	26
High School Curriculum Interventionist.....	26
School Test Coordinator (STC).....	27
District Test Coordinator (DTC).....	27
Credit Recovery/Evening School Instructor.....	27
Evening School Administrator	27
Forms and Contracts.....	28
Student Success Agreement.....	29
Apex/Edmentum and Virtual SC Online Course Contract.....	30

Introduction to Blended Learning Programs

Dorchester District Two strives to provide quality instruction to all students. Computer Enhanced Instruction (CEI) is an effective online learning opportunity for secondary school students. Use of CEI in conjunction with teacher instruction can provide an effective alternative for motivated students to meet graduation requirements, to resolve scheduling conflicts, and as a homebound option. Digital curriculum enables schools to provide flexible scheduling options for students. Teachers utilizing digital curriculum can provide true differentiated instruction, meeting a wide range of student needs.

Students participating in blended learning environments receive direct instruction from the digital curriculum in addition to face-to-face support from a highly qualified teacher. The blended learning environment may not be suitable for all students. Some students have trouble with time management, need the structure of a classroom, or miss the face-to-face interaction with other students and the instructor. The following are some of the characteristics that students should have to be a successful online learner:

- Discipline to complete projects by deadlines instead of waiting until the end of the semester
- Motivation to read, write, and participate fully in class activities
- Time to devote a minimum of eight (8) hours a week for a one credit course
- Ability to work independently and in teams
- Flexibility in dealing with technology problems
- Self-starter; does not procrastinate
- Ability to learn from the printed work (a majority of material and communication happens through reading and writing.)
- Sets aside specific times on a routine basis to 'participate' in the course
- Asks questions when they do not understand
- Has access to a current computer and the Internet
- Possesses good computer skills
- Manages time effectively

Program Goals

- Improve academic support for students who cannot physically attend high school
- Improve academic support for students who are under disciplinary sanction
- Increase scheduling options for students who transfer or have scheduling conflicts
- Increase course options for students
- Provide levels of remediation that offer each student multiple paths to successful high school completion
- Increase graduation rate
- Reduce the number of dropouts
- Increase the use of instructional technology in high schools
- Provide additional instructional resources for teachers
- Increase completion rate for students participating in Initial Credit
- Increase completion rate for students participating in Credit Recovery

Program Locations

To meet our goals, Dorchester School District Two offers online programs at the high schools (during and after school, Saturdays), the evening school programs, alternative school program, and local residential group homes and treatment facilities.

The Dorchester District Two Evening School Program provides an alternative option for high school students who struggle in the traditional day classroom setting and may be behind in credits, enabling those with qualifying needs an opportunity to complete high school and earn a South Carolina State High School Diploma. Each high school hosts its own evening program Tuesday and Wednesday from 4-7pm. Students must be enrolled in the home high school before beginning the Evening High School Program.

Program Descriptions

Initial Credit (IC)

*Initial Credit provides a framework for return to a normal four-year graduation path by remediating students failing more than one course in the past year. Students who fail more than one class, those who traditionally fail to matriculate in 9th, 10th, and 11th grade, are targeted for intervention with this program. Participants may be scheduled for one or two periods in the designated credit recovery labs or scheduled in Evening School labs with a highly qualified teacher. Students with early completion are given the opportunity to recover additional classes and/or take an additional course for initial credit. The Initial Credit option is available through Day School, Evening School and Summer School. All students enrolled in an End-of-Course test subject **MUST** take the South Carolina EOC Exam. These courses include: English 2, Algebra I, Biology, and US History.*

Students may also seek Initial Credit through VirtualSC per the VirtualSC enrollment calendar. School counselors are available to help with enrollment and principals will advertise VirtualSC enrollment dates to teachers.

Credit Recovery (CR)

*Credit Recovery helps to remediate students who fail a course in the current or previous year with a final grade of **50-59** and return them to a normal four-year graduation path. Students with a course failure will access self-paced study options and complete assignments from school-based labs, home, residential treatment centers, or anywhere there is Internet access. Students **MUST** be scheduled with a certified teacher in the subject area in which they are recovering. The Credit Recovery option is available through Day School, Evening School Program, and Summer School. For transcribing the final grade in a credit recovery course, the following procedures shall be followed:*

- 1) The original failing grade will remain on the transcript but will be marked to not count in the GPA calculation if the student recovers the credit successfully.
- 2) A new course starting with the appropriate activity code, grade scale designation, and unit marker will be entered on the student record (i.e., 3024CRCW English 1-CR.) The new credit recovery course will be marked “CR” at the end of the course title in the student information system.
- 3) If a student passes the credit recovery course with a 60 or higher, the passing grade will be transcribed to the numeric grade equivalent to the GPA quality points of the student’s cumulative GPA at the time they complete the credit recovery course. For example, if the student’s cumulative GPA with the failing course grade included is 2.72, then the quality points applied to the “P” in the credit recovery course will be 2.72 or a grade of 77. If the student’s cumulative GPA is an “F,” then the grade entered for passing the credit recovery course is the lowest passing grade (60).
- 4) A student wishing to modify his or her GPA shall repeat the full course for credit and not seek a credit recovery solution.

Quarter Recovery (QR)

Quarter Recovery is intended for students with a quarter grade less than 60. Quarter Recovery provides preemptive classroom level remedial support to students before the need for formal credit recovery. Classroom teachers initiate and administer quarter recovery efforts on an individual basis with students completing the assignments before school, during ILT (Individualized Learning Time), and Academic Overtime (Saturdays and after school). Summative assessments are scheduled within a proctored environment. All students will have opportunities for remediation – teachers may design their own student improvement plans in lieu of digital curriculum. The Quarter Recovery option is available at the end of each quarter.

Quarter recovery assignments for Quarters 1-3 must be completed by the end of the following quarter. Fourth quarter recovery for seniors is available for seniors beginning the last day of senior classes until the Wednesday before graduation. Seniors may recover Quarters 1-4.

Upon successful completion, those students enrolled in a digital curriculum will receive a grade of **60** for the recovered quarter.

Classroom Instruction

Classroom teachers have access to the full Apex/Edmentum Learning curriculum - a wealth of video and auditory resources, as well as prescriptive, formative and summative examinations. Apex Learning content, arranged by state standard can be used by inexperienced teachers to supplement classroom curriculum resources.

Homebound and Homebased Education (HB)

Digital curriculum allows schools the opportunity to revolutionize the administration of homebound and home-based education. Because the content can be delivered virtually, each student may be served by multiple, highly qualified teachers in the subject area. Students will receive work in a timely manner, be able to receive feedback and instruction from specialized teachers and have the support of an on-site academic coach who will visit the home to monitor assessments and provide general guidance. The virtual model will also allow for

quality instruction in home-based situations where finding instructors has proven difficult in the past.

Apex/Edmentum Learning Digital Curriculum Overview

About Apex/Edmentum Learning

Apex/Edmentum Learning digital curriculum provides teachers with standards-based instructional tools to deliver individualized, student-centered direct instruction with integrated diagnostic, formative, and summative assessment. Apex/Edmentum Learning digital curriculum creates active learning experiences that keep students attentive and engaged as they read, watch, listen, inquire, write, discuss, and manipulate. The use of multimedia tutorials provides students with opportunities to explore and understand new concepts, allowing each student to move at his or her own pace. A typical lesson comprises a number of activities including studies, practices, readings, journals, labs, discussions, projects, explorations, reviews, and embedded assessments.

Pathways

Apex/Edmentum Learning digital curriculum offers multiple course pathways to support academic success for all students, from those not prepared for grade-level academic challenges to those capable of accelerating their learning. Instruction is differentiated by placing students into the appropriate pathway. Dorchester School District Two only uses the Core for our Credit Recovery and Initial Credit courses. However, some teachers may pull information from Apex/Edmentum Tutorials, Foundations, or Honors pathways for quarter recovery, unit recovery, or homebound instruction.



Curriculum Information:

For more information about the different pathways, [Guide - Pathway Placement](#)

Course Design

Courses are either ½ credit or one credit in length. Courses are divided into units, lessons, and activities. Units break the course into major topics and are subdivided into lessons; each lesson contains activities.

Apex /Edmentum Learning Activity Types			
Type	Description	Scoring	Print Component
Unit Overview	Introduces the content of the unit	N/A	No
Lesson Overview	Includes lesson objectives and key terms	N/A	No
Study	Direct instruction that demonstrates course concepts using text, images, multimedia demonstrations, and interactive learning opportunities	N/A	Study Sheet
Quiz	Study-level or lesson-level diagnostic assessment	Computer	No
Checkup	Free-response activity that is self-assessed	N/A	Yes
Practice	Helps students apply and extend learned concepts	Teacher	Yes
Discuss	Open-ended prompts that promote online class discussions	Teacher	No
Explore	Enrichment activities that often include guided research using external web links	Teacher	Yes
Journal	Writing activities that offer opportunities for personal reflection on or analysis of unit concepts, themes, or readings	Teacher	Yes
Lab	Students perform hands-on (wet), virtual (dry), or hybrid (both wet and dry) laboratory work. Science courses only	Teacher	Yes
Log	Used for recording independent — and usually offline — practice. Music Appreciation and Physical Education only	Teacher	Yes
Review	Reviews content and skills to prepare students for comprehensive unit tests or semester exams	N/A	Print and/or Online
Computer-Scored Test (CST)	Summative unit-level assessment	Computer	No
Teacher-Scored Test (TST)	Summative unit-level assessment	Teacher	Yes
Exam	Summative semester-level assessment	Computer	No
Final Exam	Summative semester-level assessment	Teacher	Yes

Course Materials

Some courses require materials such as novels, calculators, or science lab materials



Access Materials List

To view the Materials List, follow this link: [Course Materials](#)

Approved Courses for Online Learning via Apex/Edmentum

Initial Credit and Credit Recovery courses will be delivered through Apex/Edmentum Learning's CORE pathway.

District Course Title	Apex Learning Course Title	Course Code	IC	CR
English/Language Arts				
English 1	English 1	3024CRCW 302400CW	Y	Y
English 2	English 2	3025CRCW 302500CW	Y	Y
English 3	English 3	3026CRCW 302600CW	Y	Y
English 4	English 4	3027CRCW 302700CW	Y	Y
Mathematics				
Algebra 1	Algebra 1	4114CRCW 411400CW	Y	Y
Algebra 2	Algebra 2	4115CRCW 411500CW	Y	Y
Geometry	Geometry	4122CRCW 412200CW	Y	Y
Probability & Statistics	Probability & Statistics	4141CRCW 414101CW	Y	Y
Pre-calculus	Pre-calculus Core	413100CW	Y	Y
Algebra 3	Algebra II and Pre-calculus Core	411300CW 411300CW	Y	Y
Science				
Earth Science	Earth Science	3265CRCW 326500CW	Y	Y
Environmental Science	Environmental Science	3261CRCW 326102CW	Y	Y
Physical Science	Physical Science	3211CRCW 321100CW	Y	Y
Biology	Biology	3221CRCW 322100CW	Y	Y

Chemistry	Chemistry	3231CRCW 323100CW	Y	Y
Physics	Physics	324100CW	Y	Y
Social Studies				
World Geography	Texas World Geography	3310CRCW 331001CW	Y	Y
Modern World History	World History	3360CRCW 336001CW	Y	Y
US History & Constitution	US History	3320CRCW 332000CW	Y	Y
US Government*	US Government and Politics	333000CH	Y	Y
Economics*	US and Global Economics	3350CRCH 335000CH	Y	Y
Sociology*	Sociology	334500CH	Y	Y
Psychology*	Psychology	334000CH	Y	Y
Modern and Classical Language				
Spanish 1	Spanish I	365100CW	Y	Y
Spanish 2	Spanish II	365200CW	Y	Y
Spanish 3	Spanish III	365300CW	Y	Y
French 1	French I	361100CW	Y	Y
French 2	French II	361200CW	Y	Y
Health and Physical Education				
Personal Health & Wellness*	Skills for Health*	340200CH	Y	Y
Physical Education 1*	Physical Education* (<i>does not satisfy PE requirement for graduation</i>)	344100CH	Y	Y
Electives				
Art Appreciation*	Art Appreciation*	351100CH	Y	Y
Music Appreciation	Music Appreciation	356100CW	Y	Y

Creative Writing*	Creative Writing*	303200CH	Y	Y
District Course Title	Apex/Edmentum Learning Course Title	Course Code	IC	CR
College & Career Preparation 1*	College & Career Preparation I*	309940CH	Y	N
College & Career Preparation 2*	College & Career Preparation II*	309942CH	Y	N
Financial Literacy*	Financial Literacy*	319919CH	Y	N

****Half Credit Course***

Science Laboratory Experience Requirements

Safety information is available in the Student Resources section of each science course. To complete the hands-on wet labs, students must work under the supervision of the laboratory instructor. Students who do not have access to a supervised laboratory, such as homebound students, may complete a dry lab with administrative approval. Dry labs teach students how to work with experimental data and draw conclusions based on evidence.

Initial Credit:

Students must complete the laboratory work to gain hands-on experience.

Credit Recovery

Students enrolled in credit recovery science courses have already met the laboratory requirements needed.

Laboratory Scheduling

Students enrolled in initial credit science courses will be assigned supervised lab time in order to complete the required lab activities.

Course Settings

Course settings are set by default and must remain as indicated by the chart below.

Description	Configuration		
	IC	CR	QR
Mastery-Based Learning (MBL) students work through course content sequentially, earning at least the stated minimum score on computer-scored assessments.	60%	60%	Disabled
MBL Attempts is the number of times a student may attempt to master an assessment before being blocked from retaking the assessment and from accessing subsequent course content.	1	1	n/a
Closed Book (CB) allows or prevents students from accessing course content while in an assessment.	Closed-book assessments		
Question Order Randomization (QOR) ensures students will have different assessments than their peers, including different questions on retakes.	Randomize question order		
Answer Review (AR) enables a student to review an assessment after it has been graded.	Allow answer review		
Proctoring prevents students from accessing activities until they have been unlocked by a teacher or mentor. It applies to all computer-scored tests, teacher-scored tests, midterm exams, and final exams.	Proctor summative assessments (CST, TST, Exams)		
Course Review allows or prevents students from accessing courses after the teacher has entered a final grade in the Grade Book.	Do not allow course review		

Note: Foreign Language courses do not contain an assessment question bank, thus quiz questions are not randomized. In order to maintain academic integrity, MBL is set at 0% so that students are required to complete the course sequentially, but only have one attempt with computer-scored assessments.

Participation and Eligibility Requirements

The following eligibility requirements apply to all students. Exceptions to the eligibility requirements MUST have the approval of the Director of High Schools. Students are eligible to enroll in blended learning opportunities if the student:

- Is a resident of the District.
- Has parent/legal guardian permission (signed forms) to participate.
- Has administrative and counselor approval.

Students are eligible to enroll if the student:			
Initial Credit	Credit Recovery	Quarter Recovery	Extended Year Seniors Only
<ul style="list-style-type: none"> • has failed to matriculate and needs to get back on track to graduate on time. 	<ul style="list-style-type: none"> • failed the course during the previous academic school year with a grade of 50-59. 	<ul style="list-style-type: none"> • is failing the course at the end of the quarter. 	<ul style="list-style-type: none"> • Is failing the course at the end of the year.
<ul style="list-style-type: none"> • finished the course earlier with a WF or FA. 	Students may only enroll in 2 credit recovery courses at a time per program (i.e. students can be in 2 courses during the day AND 2 coursed during Evening School.		Students who finished the year with WF and/or FA are not eligible.
<ul style="list-style-type: none"> • has unresolved scheduling conflicts. 	Students who finished the course with WF and/or FA are not eligible.		Seniors can recover any quarter when their final yearly grade is 50-59.
<ul style="list-style-type: none"> • is unable to physically attend classes. 	Student athletes must recover according to the timeline set by the high school league. Principals and Athletic Directors are advised to communicate with SCHSL on matters pertaining to student athletic eligibility and credit recovery.		
For EOC courses, enrollment must occur during the first 10 days of the second semester.			
For all other courses, enrollment must occur before day 135			
Students may only enroll in 2 initial credit courses at a time per program (i.e. students can be in 2 courses during the day AND 2 courses during Evening School.			
Students must complete all credit recovery work before attempting initial credit coursework in the same content area.			

NCAA Eligibility

Student-athletes who wish to attend an NCAA Division I or II college or university must ensure courses offered using a digital curriculum for original credit **and** credit recovery meet NCAA guidelines.

The National Collegiate Athletic Association (NCAA) has very strict guidelines regarding credit for courses taken online, such as courses offered by Dorchester School District Two. Many online courses ARE NOT APPROVED by the NCAA. Be sure to consult with your high school's athletic director and your school counselor to determine if the online course is approved for credit by the NCAA.



For more information regarding NCAA Eligibility, go to: [Best Practices - NCAA](#)

Course Expectations and Completion Criteria

Minimum Student Work Expectations

Students are expected to log between 5-8 hours in each course every week. Courses are to be completed within 90 days of their start date. **Students who pass the course have demonstrated proficiency and are therefore exempt from mandated 120 hours of seat time.**

INITIAL CREDIT

Students who do not access their course for over ten consecutive school days without prior approval will be recommended for withdrawal from the course and will receive a Withdraw Failing (WF=51). Failure to log required hours and/or complete assignments may result in removal from the course.

With the first day of enrollment in PowerSchool as the baseline, students who withdraw from an initial credit course within 10 days for a one-credit course and 5 days for a half-credit course will do so without penalty. Students who withdraw from the initial credit course after the specified time of 10 days or 5 days respectively, shall be assigned a Withdraw Failing (WF=51), and this grade will be calculated in the student's grade point ratio per District guidelines and the SC Uniform Grading Policy.

For Initial Credit and Credit Recovery, teachers will cascade due dates so that the first scored assignment is due no later than the fifth day of the semester and the last due date is one week before the end of the semester. Teachers may cascade due dates individually for students who enter the course after the fifth day of the semester. Teachers set due dates in order to guide students toward on-time course completion. Students may work ahead of scheduled due dates to accelerate course completion.

Under extreme circumstances, and only upon principal approval, one 30-day extension may be granted. Extension requests must be submitted **before** the course end date.

Student Portfolios

Students must keep a portfolio for each course according to these requirements:

- All written work, including Study Sheets must be kept in the portfolio.
- Completed Science lab sheets must be kept in the portfolio.
- There will be at least one written assignment per unit.
- Students must show completed unit written work before taking the proctored unit assessment.
- Teachers will review the portfolio before opening unit assessments and during weekly meetings to track student progress toward course completion.
- Students will not be allowed to remove portfolios from the classroom.
- Students will receive a maximum of **100** points per semester for their portfolio in the Apex/Edmentum Gradebook. Points will be awarded by the teacher at the end of each semester under Additional Activities.
- Student portfolios are not optional.
- Student portfolios should be stored in the records room of each school clearly labeled as APEX portfolios and the school year.

Final Grades

The Apex/Edmentum Learning Grade Book calculates Unit Averages based upon total points. The Apex/Edmentum Gradebook generates three averages, based on student performance, to give teachers assistance with assigning the Final Grade - Grade to Date, Quality of Work, and Overall Percent. All three averages will be the same when all assigned activities are completed.

Grade to Date: When due dates are set, the **Most Accurate** average reflects the inclusion of zeros for activities that are due but have not been submitted or scored. Students may improve their Grade to Date percentage by completing overdue activities at no penalty. Zeros for incomplete scored activities will be included in the final grade. Activities that are scored in advance of the due date are ignored. This average most accurately reflects student progress and performance at any given time. **[Calculation: points earned on activities due through today divided by points possible for activities due through today]**

Quality of Work is a student's average relative to the total points possible for completed activities. This average is based ONLY on performance on completed activities and provides no indication of pacing. Students and teachers may get a false impression of progress if they look only at this average. **[Calculation: points earned on activities completed divided by points possible for completed activities]**

Overall Percent is a student's average relative to total course points. Because this average is based on the TOTAL points possible for the course, this percentage increases as students complete activities. This average would not be an accurate reflection of student performance until the course is complete or the student has stopped working. **[Calculation: points earned on completed activities divided by points possible for the course]**

Credit Recovery students are not required to take exams provided through Apex/Edmentum Learning. All students enrolled in Initial Credit courses must take exams in accordance with district policy. Students enrolled in EOCEP courses will take the state EOC exam, which counts as the final exam. As long as Apex/Edmentum content has not been removed, the exam provided by Apex/Edmentum can be used. Where course modifications have been made, district-designed exams can be obtained by doing the following:

*Teacher should contact the Apex/Edmentum administrator to let the administrator know which district final exam is needed. High School Interventionists will give copies of the necessary district final exams to the Apex/Edmentum administrator at each high school site.

The information below explains the district grading policy for all initial credit courses.

1st Semester Final Grade	2nd Semester Final Grade	Year Final Grade
1 st quarter final grade=20%	3 rd quarter final grade=20%	1 st semester= 40%
2 nd quarter final grade=20%	4 th quarter final grade=20%	2 nd semester= 40%
Quarter 1 + Quarter 2 Divided by 2=First Semester Grade	Quarter 3 + Quarter 4 Divided by 2= Second Semester Grade	Final Exam= 20%

Assessments and Proctoring

- Students may work on activities, including quizzes, from any computer with Internet access. Unit assessments, mid-term, final exams, and end of course exams must be proctored in the designated computer lab.
- Teachers should lock all unit tests after each unit is completed.
- Students taking AP exams and SC End of Course exams will take the exams on the same scheduled date and time as their traditional school peers.
- Students who are medically homebound will have assessments proctored by the homebound teacher according to a mutually agreed upon location and schedule.
- No TEST OUT is allowed via the Diagnostic.

Activity Resets

- For Credit Recovery, the student will have one initial chance to meet mastery (60%) on the quiz. Because students have prior exposure to the material, students may choose to take the quiz PRIOR to the study. If mastery is met, a student may move forward with no teacher intervention. If mastery is not met, students will need to show their completed study sheet to their teacher in order to get a second chance (reset). They are allowed to use this study sheet while taking the quiz. If this second attempt at the quiz does not show mastery, after conferencing with their teacher, students will be given a third chance to achieve mastery. **STUDENTS WILL HAVE NO MORE THAN THREE TOTAL ATTEMPTS AT MEETING MASTERY ON ANY GIVEN QUIZ.** Teachers will permit progress after this third attempt and monitor student progress closely to determine if students need additional help.
- For Initial Credit, the student will have one initial chance to meet mastery (60%) on the quiz. Students participate in the Study before attempting the quiz for the first time. If mastery is met, students move forward with no teacher intervention. If mastery is not met, students will need to show their completed study sheet to their teacher in order to get a second chance (reset). They are allowed to use this study sheet while taking the quiz. If this second attempt at the quiz does not show mastery, after conferencing with their teacher, students will be given a third chance to achieve mastery. **STUDENTS WILL HAVE NO MORE THAN THREE TOTAL ATTEMPTS AT MEETING MASTERY ON ANY GIVEN QUIZ.** Teachers will permit progress after this third attempt and monitor student progress closely to determine if students need additional help.
- Students will have no more than TWO total attempts at meeting mastery on summative computer-scored assessments. (CST and Exams).

APEX/Edmentum FINAL EXAMS CHART 2022-2023

Subject	Course	Final
English	English 1	Apex Final
	English 2	SC EOCEP
	English 3	Apex Final
	English 4	Apex Final
	Electives	Apex Finals
Math	Algebra 1	SC EOCEP
	Geometry	Apex Final
	Algebra 2	Apex Final
	Algebra 3	District Final
	Probability and Statistics	Apex Final
	Pre-Calculus	Apex Final
Science	Physical Science	Apex Final
	Biology	SC EOCEP
	Chemistry	Apex Final
	Physics	Apex Final
	Earth Science	Apex Final
	Environmental Science	Apex Final
Social Studies	Geography	Apex Final
	Modern World History	District Final
	US History	SC EOCEP
	Government	Apex Final
	Economics	Apex Final
	Electives	Apex Final

- ❖ Final exams are given only in Initial Credit courses, not Credit Recovery.
- ❖ Please note that final exams are always **EXCLUDED** in your Apex/Edmentum gradebook. These grades should be entered under Additional Activities by adding the First Semester and Second Semester scores together and doing calculations for total points to be entered.
- ❖ If your course requires a **DISTRICT** exam, please contact your school's Apex/Edmentum assistant principal to request the paper copy ahead of time. This will be sent from the Professional Development Coaches for the content area.

Instruction

Students are placed in classes with a highly qualified teacher. Students receive direct instruction primarily from the digital curriculum. Teachers facilitate instruction, utilize reporting tools to identify areas of student weakness, and develop instructional interventions including small group and individual direct instruction.

Before Students Arrive

Gather all course materials. Print roster with student usernames and temporary passwords. Cut strips for easy distribution to students.

Due dates for all courses are set initially for a 90-day completion. Adjust dates by cascading in the gradebook, as needed, to coincide with the school calendar and completion expectations.

Ensure students will have access to printer, paper, portfolios, headphones, English course materials, and science lab materials.

Student Orientation

All students are required to participate in student orientation as they enter class. Students must attend one of these sessions or they will not be permitted to continue with the program.

During the orientation, teachers will:

1. Introduce themselves to students.
2. Explain policies and procedures.
 - a. Student Work/Due dates
 - b. Student portfolio/ Weekly progress checks
 - c. Tutoring/Assessment
 - d. Academic Dishonesty Policy
3. Have students complete the success agreement and Academic Honesty Policy.
4. If students are working from home computers, show them the System Setup as well as Support contact information.
5. Instruct students to watch the Student Guided Tour.
6. Share the reset policy and ensure students are comfortable with teacher expectations for course navigation.
7. Discuss routines (key words, study sheets, Unit Test Preparation, managing due dates)
8. Explain your motivational support system (stoplight colors, wall of fame, announcements)
9. Point students to the Appendix where Additional Activities are located.
10. Help students sign in and establish their permanent passwords.
11. Set-up parents and students as coaches to receive the weekly student progress email.
12. Configure the student profile with Spanish language assistance if appropriate.
13. Assist students with check out of materials.

Communication

Regular communication between teachers, parents and students creates a support system for students. Teachers are expected to establish and maintain lines of communication to discuss student progress and performance.

Teachers should communicate:

- ❑ At the beginning of the course by sending a welcome email to introduce themselves, share office hours, and important course information.
- ❑ With parents when students are not making progress.
- ❑ If a student does not sign in and access the course in over 3 consecutive school days.
- ❑ With parents when a student does not have required materials for a course.
- ❑ When there is an opportunity to participate in small group instruction sessions, such as tutoring.
- ❑ When student performance is excellent and deserves recognition.
- ❑ During the weekly meeting with each student to review course progress.
- ❑ With periodic announcements posted to the entire class.
- ❑ With any student falling below 60% Quality of Work or Grade to Date in their course.
- ❑ State required course exam dates
- ❑ Final due date reminder for the final exam and all remaining work.
- ❑ By sending a congratulatory email upon course completion.

Every Sunday, parents, students, and mentors are sent an automated coach email with weekly student progress information from Apex/Edmentum Learning.

Academic Integrity

Teaching with a digital curriculum presents new classroom management challenges. The advent of digital curriculum has enabled new models of classroom instruction that offer a higher degree of individualization to better meet the needs of each student. However, an unintended consequence of this integration of technology is that students may have access to information that provides them with an inappropriate advantage when completing their coursework.

Concerns about academic integrity — such as ensuring that the work a student submits is his or her own and that the final grade awarded to a student is based on that student's completion of the required course material — are not new, nor are such concerns unique to online learning.

The following best practices will help to discourage academic dishonesty:

- ❑ Set and communicate clear academic expectations
- ❑ Prevent unauthorized access to staff accounts
- ❑ Use recommended course settings
- ❑ Proctor and protect assessments
- ❑ Investigate suspected dishonesty
- ❑ Adjust classroom layout to enable teacher view of student screens
- ❑ Require offline student work portfolios



More information about promoting academic integrity: [Best Practices - Academic Integrity](#)

Monitoring Student Progress

In addition to utilizing the Grade Book to monitor student work, the following reports should be used by teachers and students to track student progress. *Note that several of these reports require due dates to be set by the teacher.

Course Activity Scores Report

The Course Activity Scores Report provides teachers, mentors, and students with data for individual student courses, including:

- Due dates / completion dates / scores for all scored activities
- Excel spreadsheets (reveals time spent on each activity)

Student Progress Report

The Student Progress Report provides an overall snapshot of all students in a classroom. Special attention should be paid to the following data on this report:

- Due dates / completion dates / scores for all scored activities*(Course Activity Score Report)
- Activities overdue or not yet scored
- On Schedule percent
- Quality of Work percent
- Days since last access (Available to teachers and mentors)

Student Summary Report

The Student Summary Report for teachers and mentors displays individual student performance for all course enrollments, including total course session time.

Coach Report

Every Sunday, parents, students, and mentors will be sent an automated email with weekly student progress information from Apex/Edmentum Learning.

The coach report includes summary information for each course the student is enrolled in. There is also a link to a Detail Report that includes current and historical information about course access, activities due, and activities completed.

Completing Students

Prior to course completion, the final student conference should be conducted. At this time, the student portfolio for second semester should be assigned a grade and recorded in the Apex/Edmentum Gradebook under “Additional Activities.” The portfolio should be maintained and filed for a period of five years. These should be stored in a designated area within each school clearly labeled as Apex/Edmentum portfolios and the school year. Students should not be allowed to leave the Apex/Edmentum classroom with the portfolio. Any other Additional Activities (Initial Credit courses may Final Exams entered in this area) should be assigned the appropriate point values.

When a student completes a course, teachers will perform the following tasks:

1. Notify the School Testing Coordinator when a student completes an EOC course for Initial Credit so that EOC testing can be arranged.
2. Enter the appropriate points earned for Additional Activities during the final semester. For Initial Credit, midterms and exams will be “housed” under Additional Activities. EOC scores will be entered as the final exam score for the EOCEP courses. Course grades will be calculated according to district grading policy.
3. Enter a final numeric grade in the Apex/Edmentum Learning Gradebook.
 - Students receive a **60** when credit recovery courses are successfully completed.
 - Students receive the “Apex/Edmentum Overall Percent” when initial credit courses are successfully completed.
 - No final grade is entered in the Apex/Edmentum Learning Gradebook for Quarter Recovery, or Extended Year assignments.
 - No final grade is entered in the Apex/Edmentum Learning Gradebook when students fail in their Credit Recovery efforts.
4. Print the Grade Letter, attach to a grade change form and submit to the School-Based Apex/Edmentum Administrator for approval.
5. The systems operator will change the grade in PowerSchool. Afterward, check historical grades to verify the grade has been updated.

PowerSchool Procedures and Scheduling

Credit Recovery Sections:

Credit Recovery sections should be set up with the Credit Recovery courses that end in CR. The section id for these sections should be **BELOW 100**.

Example: Algebra 1 Credit Recovery section – 319909CR.1

Initial Credit Sections:

Initial credit sections use the “original” course number, so in order to distinguish them from the regular classes the section number should be **Greater Than or equal to 100**.

Example: Algebra 1 – 411100CW.100

Scheduling Considerations

Sections should be created that provide the most flexibility. Online sections are also scheduled during the same period as half-credit courses. This allows students who finish their online course at semester end to move to a traditional classroom course if necessary. (This is especially useful for students with multiple sections of online courses in their schedule first semester)

1. Each section will be marked with the appropriate **Instruction Type** as indicated below.

Course Provider	Instructional Type
Course is provided by VirtualSC	B: VirtualSC teacher information must also be included (i.e. Certificate # SSN, etc.)

2. If the student fails to meet mastery in a credit recovery course, no grade is entered in the grade book since a failing grade has already been recorded on the transcript from the original initial credit course.
3. If the student fails to meet mastery in an initial credit course, a WF(51) is entered for the final grade in PowerSchool via a grade change form.

Grading Requirements

*Teachers do not put any grades in PowerSchool; teachers use PowerSchool for attendance only.

NOTE: Schools with questions about the course numbers should contact the District Power School facilitator.

Roles and Responsibilities

District Computer Enhanced Learning Coordinator (DLC)

The District Apex/Edmentum Learning Coordinator oversees policy and staff development and is responsible for the overall implementation of the Apex/Edmentum Learning program.

Specific duties include:

- Recommending specific products, policies and procedures related to student enrollment and completion in all aspects of the Apex/Edmentum Learning program.
- Organizing training and support for all school-based site coordinators and teachers.
- Researching and developing strategies for increasing the effectiveness of the online learning program.
- Assessing and reporting on student enrollment, usage and course completion for the district.
- Serving as the liaison between Apex/Edmentum Learning personnel and district Apex/Edmentum Learning users.
- Serving as the liaison between the district and the schools.

School-Based Administrator (SBA)

The School Administrator is responsible for the implementation of the Apex/Edmentum learning program at their school site.

Specific duties include:

- Collaborating with the school administrative team to create a flexible master schedule with opportunities for student movement.
- Recommending highly qualified teachers to participate in the Apex/Edmentum Learning program.
- Ensuring compliance with guidelines and policies for computer enhanced instruction.
- Collecting and securing all student contracts.
- The system operators at all schools enter grades and comments into Power School following the PowerSchool procedures identified by district policy.
- Verifying that final grades are recorded on student transcripts.
- Staffing the online learning lab.

School Counselors

School Counselors are responsible for recommending students for courses based on their individual graduation plan.

Specific duties include:

- Conferencing with students to determine the best plan of action for participation in online courses.
- Communicating with site coordinator and credit recovery lab instructor to ensure proper student course placement in day and evening programs.
- Ensuring proper student placement and accurate recording of final grades in PowerSchool.

District Professional Development Coach (PDC)

The district based PDC will fill the role as Site Coordinator in the Apex/Edmentum Learning Management System.

Technical duties include:

- Managing all user accounts, enrollments, and classrooms in day and evening programs.
- Serving as the school level expert and trainer in using Apex/Edmentum Learning.
- Serving as the liaison between the lab facilitator and teachers of record as needed.
- Providing teacher training and support for content recovery, whole group instruction, and differentiated instruction.
- Maintaining a clean and accurate records database by working with the lab facilitator in monitoring reports.
- Generating student progress reports for day and evening school programs as directed by the school administration.
- Collaborating with school administration to implement extended year and make up time.

Content duties include:

- Reviewing the digital curriculum course offerings, pathways and activity types.
- Aligning the digital curriculum courses with district course pacing.
- Determining the activities to include for Initial Credit and Credit Recovery programs.
- Designing assessments for online learners.
- Assisting teachers with quarter recovery content decisions as they relate to digital curriculum.

School Test Coordinator (STC)

Specific duties include:

- Verifying that all students enrolled in gateway courses participate in the EOCEP.
- Notifying the District Testing Coordinator when a student requires an EOC to be administered outside the normal testing window.

District Test Coordinator (DTC)

Specific duties include:

- Requesting permission to offer an EOC test outside the regular test window.

Credit Recovery/Evening School Instructor

Specific duties include:

- Providing a student-centered learning experience to participants in the Apex/Edmentum Learning program.
- Maintaining Apex/Edmentum Learning Gradebooks.
- Communicating with parents, school counselors, and school administrators regarding student progress.
- Generating student progress reports as directed by the school administration.
- Preparing substitute plans in case of illness, power outage or network outage.
- Communicating with STC regarding student completion of EOC courses.
- Grading teacher-scored activities within 48 hours of completion and ensuring that grades are entered in the Apex/Edmentum Learning Gradebook.

Evening School Administrator

The Evening school administrator is responsible for the implementation of the Apex/Edmentum learning program at their school site.

Specific duties include:

- Collaborating with the day school administrative team and school counselors regarding student attendance.
- Ensuring compliance with guidelines and policies for computer enhanced instruction.
- Collecting and securing all student contracts.
- Communicating with guidance director regarding student individual graduation plans and course placement.

Forms and Contracts

Student Success Agreement

Student (Print): _____

Teacher/Mentor: _____

Read each statement and sign as acknowledgement of your responsibilities.

I agree to the following:

- ☐ I will attend the student orientation on _____ (date).
- ☐ I will abide by the student code of conduct, acceptable use policy and academic honesty policy.
- ☐ If I fail to abide by the school and district policies, I may be removed from the course with penalties.
- ☐ I will log in and complete work for 5-8 hours/week for each course in which I am enrolled.
- ☐ I will complete all assignments in accordance with the scheduled due dates. I understand that the course must be completed no later than _____ (date).
- ☐ I will need to come in about once a week for test proctoring, tutoring, or a science lab.
- ☐ All assessments (unit tests and exams) must be taken in a proctored setting by a designated staff member.
- ☐ The lab is open for proctored assessments every Tuesday 4:15pm -7:15 pm, Wednesday 4:15 pm-:15 pm during Evening School.
- ☐ When I get stuck on a topic, I will come to the school to get help.
- ☐ If I am enrolled in a science course, I may need to come to school to complete hands-on laboratory activities according to a designated lab schedule. Labs are supervised.
- ☐ I agree to meet each week with each of my teachers either in person, phone or via webinar.
- ☐ If I am not able to keep to my school schedule for more than three days, I will talk to my counselor or come to school and discuss the situation in person so that it can be resolved.
- ☐ I can access my grades in each course daily by using the Student Progress Report.
- ☐ I agree to attend student-teacher conferences to address issues such as overdue assignments, low test scores, or similar academic concerns.
- ☐ In order to earn credit for the course, I must complete all assignments and demonstrate at least 60% proficiency by the course end date.
- ☐ I agree to attend school to take any district and/or state mandated assessments.
- ☐ I understand that if I fail to attain minimum academic standards I will not be eligible to participate in courses in the future.
- ☐ I will return all materials and equipment that belong to the school when my course is complete.
- ☐ I understand that to withdraw from Initial Credit courses without penalty, I must withdraw by the 5th day of class for one semester courses. Failure to withdraw by the 5th day will result in a WF=51, and this grade will be posted on my transcript.
- ☐ I understand that technology hardware, software, and Internet access are my responsibility. Dorchester School District Two assumes no responsibility for technical support nor will the district be obligated to provide hardware or software to facilitate access to courses off-campus.

 Student Signature

 Date

 Parent Signature

 Date

Advisement for Student Athletes

The National Collegiate Athletic Association (NCAA) has very strict guidelines regarding credit for courses taken online, such as courses offered by Dorchester School District Two. Many online courses ARE NOT APPROVED by the NCAA. Before enrolling in any online course, be sure to consult with your high school's athletic director and your school counselor to determine if the online course that you are considering is approved for credit by the NCAA.



Apex/Edmentum & VirtualSC Online Course Contract

Student Name _____ Grade: 9_10_11_12

Student State ID# _____

Parent/Guardian Name _____

Parent/Guardian Phone Number _____

Student Email Address _____

Parent/Guardian Email Address _____

Does the student have internet access at home? _____ Yes _____ No

Is the student seeking NCAA qualification? _____ Yes _____ No
****(If Yes, student must discuss course enrollment with school counselor regarding NCAA policies.)*

Course Location:

_____ **Apex/Edmentum** in Blended Learning Environment – Apex/Edmentum courses offered in Dorchester School District Two are offered within a blended learning environment. Blended learning is a mix of online learning and traditional face-to-face instruction. Blended learning combines classroom learning with online learning in which students can in part control the time, pace and place of their learning.

_____ **VirtualSC** in Online Learning Environment—Courses offered by VirtualSC are offered in a completely online learning environment. Students have an assigned online teacher with asynchronous instruction. Students can in part control the time, pace, and place of their learning. Students must come to the school to take proctored final exams.

Type of Course (See Definitions Below):

_____ Credit Recovery

_____ Initial Credit

Credit recovery refers to a block of instruction that is less than the entirety of the course. Credit Recovery targets specific components or a subset of the standards to address deficiencies necessary for student proficiency in the overall course. Credit Recovery helps to remediate students who fail a course in the current or previous year with a final grade of **50-59** and return them to a normal four-year graduation path. Students with a course failure will access self-paced study options and complete assignments from school, home, residential treatment centers, or anywhere there is Internet access. Students **MUST** be scheduled with a certified teacher in the subject area in which they are recovering. The Credit Recovery option is available through Day School, Evening School Program, and Summer School.

For transcribing the final grade in a credit recovery course, the following procedures shall be followed.

1. The original failing grade will remain on the transcript as is.
2. A new course starting with the appropriate activity code, grades scale designation, and unit marker will be entered on the student record (i.e., 3024CRCW English 1-CR.) The new credit recovery course will be marked “CR” at the end of the course title in the student information system.
3. If a student passes the credit recovery course with a 60 or higher, the passing grade is entered as a “P” as the final grade and transcribed to the numerical grade value of “0” as indicated by the addition of the “P” to the grade scale chart. If a student fails the credit recovery course with a grade below a 60, the grade is entered as an “NP” and transcribed to the numerical grade value of “0” as indicated by the addition of “NP” to the grade scale chart. Thus, the credit recovery course does not impact the student’s GPA.
4. A student wishing to modify his or her GPA shall repeat the full course for credit and not seek a credit recovery solution.

Initial Credit provides a framework for return to a normal four-year graduation path by remediating students failing more than one course in the past year. Students who fail more than one class, those who traditionally fail to matriculate in 9th, 10th, and 11th grade, are targeted for intervention with this program. Participants may be scheduled for one or two periods of credit recovery during the school day or scheduled in Evening School labs with a highly qualified teacher. The Initial Credit option is available through Day School, Evening School and Summer School. All students enrolled in an End-of-Course test subject **MUST** take the South Carolina EOC Exam. These courses include: English 2, Algebra 1, Biology, and US History. Students may also seek Initial Credit through VirtualSC per the state’s program. School counselors are available to help with VirtualSC enrollment.

Course(s) Request:

Subject Area	Course Name	Credit Recovery	Initial Credit	Full Year Course	Semester One Course	Semester Two Course	Summer Course
English		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science*		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elective		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Signature _____

Date _____

Parent/Guardian Signature _____

Date _____

Counselor Signature _____

Date _____

2024 District Summer School Program Sites Identification

District Name: Dorchester School District Two

District Summer School Contact: Katie Barker

Contact's Phone Number: 843-873-2901

Contact's Email Address: kbarker@dorchester2.k12.sc.us



NO SUMMER SCHOOL PROGRAM SITES

Directions:

- 1) List and complete all information for all school sites in the district that will implement a Summer School Program.
- 2) **SBE Regulation 43-240: Summer School Program Criteria**
 - a. Answer "Yes" if the Summer School Program meets the following SBE Regulation 43-240 criteria:
 - **Grade 1–8** students are required to attend the Summer School Program in order to be promoted to the next grade level;
or
 - **Grade 9–12** students are awarded high school credit.

Name of Physical Site(s) for Summer School Program	Name of Site Administrator	Administrator E-mail Address	Purpose of Summer School Program (Promotion in grades 1-8, Initial HS Credit, Read to Succeed, Credit Recovery, or other)	Meets SBE Reg. 43-240: Summer School Program Criteria (YES or NO)	Elementary, Middle or High School
Ashley Ridge High School	Justin Buckingham	jbuckingham@dorchester2.k12.sc.us	Credit Recovery	Yes	High School
Fort Dorchester High School	Samantha Hoffman	shoffman@dorchester2.k12.sc.us	Credit Recovery	Yes	High School
Summerville High School	AJ Glover	aglover@dorchester2.k12.sc.us	Credit Recovery	Yes	High School
Gregg Middle School	Kelly Purvis	kpurvis@dorchester2.k12.sc.us	Promotion	Yes	Middle School
Eagle Nest Elementary	Katie Barker	kbarker@dorchester2.k12.sc.us	Read to Succeed	No	Elementary
Newington Elementary	Katie Barker	kbarker@dorchester2.k12.sc.us	Read to Succeed	No	Elementary

Please upload this completed form as a PDF document into the Strategic Renewal Application (as part of the District Strategic Plan) no later than April 30, 2024. If you have any questions, contact Barret Leviner at 803-734-3477 or by e-mail at bleviner@ed.sc.gov.