District Strategic Plan
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District Strategic Plan Signature Page

Strategic Plan for 5 Year Cycle: 2023/24 to 2027/28
Upcoming School Year: 2024/25

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:	Katie Barker
District Plan Contact Phone:	843-873-2901
District Plan E-mail Address:	kbarker@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

Superintendent		
Mr. Charles Daugherty Printed Name	Signature	4-8-25 Date
Chairperson, District Board of Trustees		
Dr. Ashley Wimberly Printed Name	Signature	4-8-25 Date
District Read To Succeed Literacy Leadership Team Lead		
Mrs. Jessica Farnsworth Printed Name	Signature	3/17/25 Date
District Gifted and Talented Coordinator		
Mrs. Amanda Wilkins Printed Name	Signature	3/17/25 Date
District Strategic Planning Contact Person		
Mrs. Katie Barker Printed Name	Signature	3/17/25 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 *et seq.* (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 *et seq.*)
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. (*Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios for 2017–18 in eligible districts.*)
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 *et seq.*)

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. *(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.)*
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**: Not Applicable	
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. • The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.

Yes	The district's Proficiency-Based System Plan: • 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	Proficiency-based courses meet all relevant state statutes and regulations unless the State Board of Education (SBE) approved the district's waiver request. • 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 et seq. and § 8-13-100 *et seq.* (Supp. 2016)).
Yes	Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2016)) if the amount of this award is $50,000 or more.

Terms and Conditions

Yes	**Completeness of Proposal** 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.
Yes	**Non-awards/Termination** 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). 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. 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.
Yes	**Reduction in Budgets and Negotiations** 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.
Yes	**Amendments to Grants** Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.
Yes	**Use of Grant Funds** Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative.
Yes	**Submission of Expenditure Reports** 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).

Yes	**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.
Yes	**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.
Yes	**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/.
Yes	**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.
Yes	**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.
Yes	**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.
Yes	**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.
Yes	**Certification Regarding Suspension and Debarment** By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the • Applicant and/or any of its principals, subgrantees, or subcontractors • 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	**Audits** Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows: • 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	**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.

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**	Mr. Charles Daugherty
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. Jessica Farnsworth
10.	**District Read To Succeed Literacy Leadership Team Member**	Mrs. Teresa Kelly
11.	**School Improvement Council Member**	Mrs. Ciara Male
12.	**District Gifted and Talented Coordinator**	Mrs. Amanda Wilkins
13.	**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	Mrs. Wramie Spafford
	District Level Administrator	Mrs. Tracy Tayloe
	District Level Administrator	Mrs. Sharon Kerley
	District Level Administrator	Mrs. Rebecca Malinowski
	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	Mrs. Deb Daugherty
	District Read To Succeed Literacy Leadership Team Member	Ms. Donna Alexander
	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. Melinda Anderson
	District Read To Succeed Literacy Leadership Team Member	Ms. Jaimelyn Knox
	District General Counsel	Mrs. Christy Graham
	Public Information Officer	Mrs. Jennifer Passmore
	Director of Nursing	Ms. Amanda Santamaria
	Chief Financial Officer	Ms. Tina Meunier

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 (*SBE Regulation 43-261*)	
2. Teachers teaching more than 1500 minutes (*SBE Regulation 43-205*)	
3. Teachers teaching more than 4 preps (*SBE Regulation 43-205*)	
4. High School Principal over two schools or grades more than 9-12 (*SBE Regulation 43-205*)	
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

2024-2025

The 2024 South Carolina School Report Card can be found at:

https://screportcards.com/overview/?q=eT0yMDI0JnQ9RCZzaWQ9MTgwMjAwMA

K-2 Need Assessment Data

myIGDIs - updated
KRA - updated
CogAT - updatad
Iowa - updated
SC Report Card On-track - updated

myIGDIs by Renaissance

Literacy

Test Administration	School (when tested)	Race	Gender	Instructional Setting	English Proficiency Level	PIP Status
All	All	All	All	All	All	All

Dimension 1	Dimension 2	Dimension 3	Dimension 4
Test Administration	N/A	N/A	N/A

MyIGDIS - Literacy - **Picture Naming - Count by Tier**

Test Administratin: All; School: All; Gender: All; Race: All; Instr Setting: All; Eng. Prof.: All; PIP Status: All
Dimension 1: Test Administration; Dimension 2: N/A; Dimension 3: N/A; Dimension 4:N/A

MyIGDIS Early Literacy+ > Picture Naming > Tier

Dimension1	Dimension2	Dimension3	Dimension4	Null	n/a	Tier II/III	Cut Range	Tier I	Grand Total
Fall 2023					26	229	273	128	656
FALL 2024				15	29	250	269	88	651
Spring 2024					8	129	276	256	669
Grand Total				15	63	608	818	472	1,976

MyIGDIS - Literacy - **Rhyming - Count by Tier**

Test Administratin: All; School: All; Gender: All; Race: All; Instr Setting: All; Eng. Prof.: All; PIP Status: All
Dimension 1: Test Administration; Dimension 2: N/A; Dimension 3: N/A; Dimension 4:N/A

MyIGDIS Early Literacy+ > Rhyming > Tier

Dimension1	Dimension2	Dimension3	Dimension4	Null	n/a	Tier II/III	Cut Range	Tier I	Grand Total
Fall 2023					93	410	102	51	656
FALL 2024				15	56	458	79	43	651
Spring 2024					21	240	130	278	669
Grand Total				15	170	1,108	311	372	1,976

MyIGDIS - Literacy - **Sound ID - Count by Tier**

Test Administratin: All; School: All; Gender: All; Race: All; Instr Setting: All; Eng. Prof.: All; PIP Status: All
Dimension 1: Test Administration; Dimension 2: N/A; Dimension 3: N/A; Dimension 4:N/A

MyIGDIS Early Literacy+ > Sound ID > Tier

Dimension1	Dimension2	Dimension3	Dimension4	Null	n/a	Tier II/III	Cut Range	Tier I	Grand Total
Fall 2023					62	316	180	98	656
FALL 2024				15	34	423	128	51	651
Spring 2024					16	217	177	259	669
Grand Total				15	112	956	485	408	1,976

MyIGDIS - Literacy - **WODB - Count by Tier**

Test Administratin: All; School: All; Gender: All; Race: All; Instr Setting: All; Eng. Prof.: All; PIP Status: All
Dimension 1: Test Administration; Dimension 2: N/A; Dimension 3: N/A; Dimension 4:N/A

MyIGDIS Early Literacy+ > Which One Doesn't Belong > Tier

Dimension1	Dimension2	Dimension3	Dimension4	Null	n/a	Cut Range	Tier II/III	Tier I	Grand Total
Fall 2023					84	137	339	96	656
FALL 2024				15	52	120	398	66	651
Spring 2024					27	193	164	285	669
Grand Total				15	163	450	901	447	1,976

MyIGDIS - Literacy - **Alliteration - Count by Tier**

Test Administratin: All; School: All; Gender: All; Race: All; Instr Setting: All; Eng. Prof.: All; PIP Status: All
Dimension 1: Test Administration; Dimension 2: N/A; Dimension 3: N/A; Dimension 4:N/A

MyIGDIS Early Literacy+ > Alliteration > Tier

Dimension1	Dimension2	Dimension3	Dimension4	Null	n/a	Cut Range	Tier I	Tier II/III	Grand Total
Fall 2023				656					656
FALL 2024				651					651
Spring 2024					15	188	352	114	669
Grand Total				1,307	15	188	352	114	1,976



MyIGDIS - Literacy - **Oral Counting - Count by Tier**

Test Administratin: All; School: All; Gender: All; Race: All; Instr Setting: All; Eng. Prof.: All; PIP Status: All
Dimension 1: Test Administration; Dimension 2: N/A; Dimension 3: N/A; Dimension 4:N/A

				MyIGDIS Early Numeracy > Oral Counting > Tier					
Dimension1	Dimension2	Dimension3	Dimension4	Null	n/a	Tier II/III	Cut Range	Tier I	Grand Total
Fall 2023					11	129	354	162	656
FALL 2024				2	13	187	316	133	651
Spring 2024					6	59	257	347	669
Grand Total				2	30	375	927	642	1,976

MyIGDIS - Literacy - **Quantity Comp. - Count by Tier**

Test Administratin: All; School: All; Gender: All; Race: All; Instr Setting: All; Eng. Prof.: All; PIP Status: All
Dimension 1: Test Administration; Dimension 2: N/A; Dimension 3: N/A; Dimension 4:N/A

				MyIGDIS Early Numeracy > Quantity Comparison > Tier				
Dimension1	Dimension2	Dimension3	Dimension4	n/a	Tier II/III	Cut Range	Tier I	Grand Total
Fall 2023				13	326	187	130	656
FALL 2024				14	350	172	115	651
Spring 2024				10	152	152	355	669
Grand Total				37	828	511	600	1,976

MyIGDIS - Literacy - **Number Naming - Count by Tier**

Test Administratin: All; School: All; Gender: All; Race: All; Instr Setting: All; Eng. Prof.: All; PIP Status: All
Dimension 1: Test Administration; Dimension 2: N/A; Dimension 3: N/A; Dimension 4:N/A

				MyIGDIS Early Numeracy > Number Naming > Tier				
Dimension1	Dimension2	Dimension3	Dimension4	n/a	Tier II/III	Cut Range	Tier I	Grand Total
Fall 2023				17	18	489	132	656
FALL 2024				13	7	517	114	651
Spring 2024				9	55	339	266	669
Grand Total				39	80	1,345	512	1,976

MyIGDIS - Literacy - **Correspondence Counting - Count by Tier**

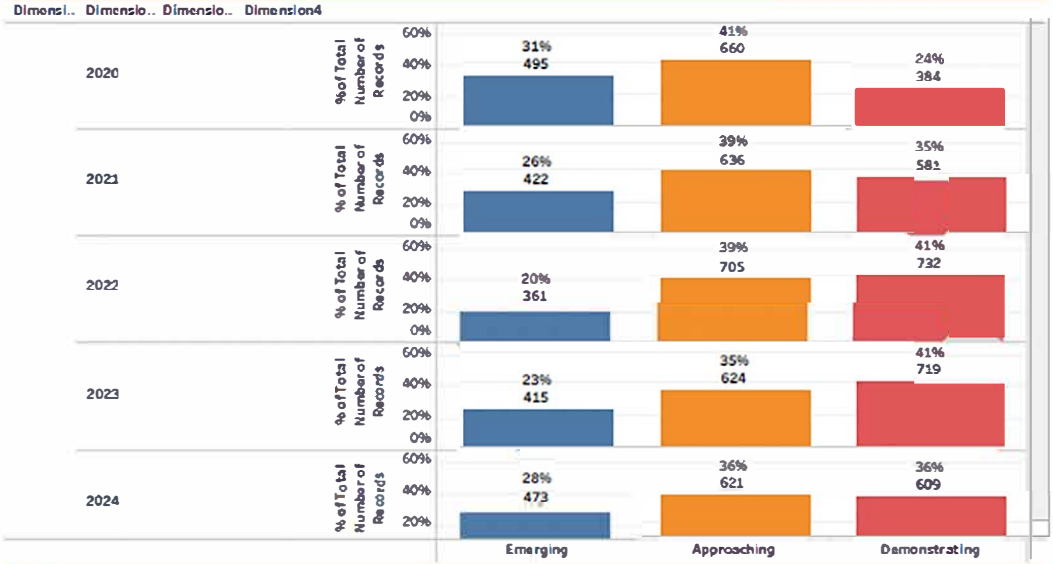
Test Administratin: All; School: All; Gender: All; Race: All; Instr Setting: All; Eng. Prof.: All; PIP Status: All
Dimension 1: Test Administration; Dimension 2: N/A; Dimension 3: N/A; Dimension 4:N/A

				MyIGDIS Early Numeracy > 1-to-1...ondence Counting > Tier				
Dimension1	Dimension2	Dimension3	Dimension4	n/a	Tier II/III	Cut Range	Tier I	Grand Total
Fall 2023				15	139	321	181	656
FALL 2024				16	216	268	151	651
Spring 2024				11	65	181	412	669
Grand Total				42	420	770	744	1,976

Dimension 1	Dimension 2	Dimension 3	Dimension 4
N/A	Year	N/A	N/A

KRA - "Overall Score" Performance Levels (Bar Graph)

Year: 2020, 2021, 2022 and 2 more; School Name:All; Gender: All; Race All; Instructional Setting: All; ML Status: All; Prior Care: All
Dimension 1: N/A; Dimension 2: Year Dimension 3:N/A; Dimension 4: N/A



"Overall Score" Performance Levels

Source: KRA Data File
Year: 2020, 2021, 2022 and 2 more; School Name:All; Gender: All; Race All; Instructional Setting: All; ML Status: All; Prior Care: All
Dimension 1: N/A; Dimension 2: Year Dimension 3:N/A; Dimension 4: N/A

				Perf. Level							
				Number of Records				% of Total Number of Records along Pane (Across)				Number of Recor..	% of Total N..
Dimension1	Dimension2	Dimension3	Dimension4	Did Not Participa..	Emergi..	Approac..	Demons..	Did Not Participa..	Emergi..	Approac..	Demons..	Total	Total
	2020			52	495	660	384	3%	31%	41%	24%	1,591	100%
	2021			7	422	636	581	0%	26%	39%	35%	1,646	100%
	2022			4	361	705	732	0%	20%	39%	41%	1,802	100%
	2023			15	415	624	719	1%	23%	35%	41%	1,773	100%
	2024			4	473	621	609	0%	28%	36%	36%	1,707	100%
Grand Total				82	2,166	3,246	3,025	1%	25%	38%	36%	8,519	100%

"Overall Score" Performance Levels

Source: KRA Data File

Year: 2020, 2021, 2022 and 2 more; School Name:All; Gender: All; Race All; Instructional Setting: All; ML Status: All; Prior Care: All

Dimension 1: Race/Ethnicity; Dimension 2: Year Dimension 3:N/A ; Dimension 4: N/A

					Perf. Level									
					Number of Records				% of Total Number of Records along Pan..				Number..	% of To..
Dimension1	Dimension2	Dimension3	Dimension4		Did Not Participa..	Emergi..	Approac..	Demons..	Did Not Participa..	Emergi..	Approac..	Demons..	Total	Total
Null	2020				1	4	4		11%	44%	44%		9	100%
	2021					2	1			67%	33%		3	100%
a	2020				1	13	15	7	3%	36%	42%	19%	36	100%
	2021					6	4	9		32%	21%	47%	19	100%
	2022					7	13	10		23%	43%	33%	30	100%
	2023					5	10	16		16%	32%	52%	31	100%
	2024					6	16	12		18%	47%	35%	34	100%
b	2020				23	185	155	55	6%	44%	37%	13%	418	100%
	2021				4	157	187	120	1%	34%	40%	26%	468	100%
	2022				2	123	204	153	0%	26%	42%	32%	482	100%
	2023				5	143	181	140	1%	30%	39%	30%	469	100%
	2024				3	175	172	119	1%	37%	37%	25%	469	100%
h	2020				1	34	28	6	1%	49%	41%	9%	69	100%
	2021					73	71	37		40%	39%	30%	181	100%
	2022					74	95	81		30%	38%	32%	250	100%
	2023				2	90	87	78	1%	35%	34%	30%	2571	100%
	2024					104	88	62		41%	35%	24%	254	100%
i	2020				1	4	4		11%	44%	44%		9	100%
	2021						1	2			33%	67%	3	100%
	2022							2				100%	2	100%
	2023					1	2			33%	67%		3	100%
m	2020				6	53	69	36	4%	32%	42%	22%	164	100%
	2021					41	65	60		25%	39%	36%	166	100%
	2022					27	60	61		18%	41%	41%	148	100%
	2023					37	57	81		21%	33%	46%	175	100%
	2024					43	66	69		24%	37%	39%	178	100%
p	2020					3	1			75%	25%		4	100%
	2021					1		1		50%		50%	2	100%
	2022						1				100%		1	100%
	2024						3				100%		3	100%
w	2020				19	199	384	280	2%	23%	44%	32%	882	100%
	2021				3	142	307	352	0%	18%	38%	44%	804	100%
	2022				2	130	332	425	0%	15%	37%	48%	889	100%
	2023				8	139	287	404	1%	17%	34%	48%	838	100%
	2024				1	145	276	347	0%	19%	36%	45%	769	100%
Grand Total					82	2,166	3,246	3,025	1%	25%	38%	36%	8,519	100%

KRA - "Overall Score" Performance Levels (Spreadsheet view)

Source: KRA Data File

Year: 2021, 2022, 2023 and 1 more; School Name:All; Gender: All; Race All; Instructional Setting: All; ML Status: All; Prior Care: All

Dimension 1: IEP; Dimension 2: Year Dimension 3:N/A ; Dimension 4: N/A

				Perf. Level									
				Number of Records				% of Total Number of Records along Pane (Across)				Number of Recor..	% of Total N..
Dimension1	Dimension2	Dimension3	Dimension4	Did Not Participa..	Emergi..	Approac..	Demons..	Did Not Participa..	Emergi..	Approac..	Demons..	Total	Total
No	2021			4	389	620	574	0%	25%	39%	36%	1,587	100%
	2022			1	256	643	697	0%	16%	40%	44%	1,597	100%
	2023			1	307	556	677	0%	20%	36%	44%	1,541	100%
	2024			4	307	542	585	0%	21%	38%	41%	1,438	100%
Yes	2021			3	33	16	7	5%	56%	27%	12%	59	100%
	2022			3	105	62	35	1%	51%	30%	17%	205	100%
	2023			14	108	68	42	6%	47%	29%	18%	232	100%
	2024				166	79	24		62%	29%	9%	269	100%
Grand Total				30	1,671	2,586	2,641	0%	24%	37%	38%	6,928	100%

KRA - "Overall Score" Performance Levels (Spreadsheet view)

Source: KRA Data File

Year: 2021, 2022, 2023 and 1 more; School Name:All; Gender: All; Race All; Instructional Setting: All; ML Status: All; Prior Care: All

Dimension 1: ML Status; Dimension 2: Year Dimension 3:N/A ; Dimension 4: N/A

				Perf. Level									
				Number of Records				% of Total Number of Records along Pane (Across)				Number of Recor..	% of Total N..
Dimension1	Dimension2	Dimension3	Dimension4	Did Not Participa..	Emergi..	Approac..	Demons..	Did Not Participa..	Emergi..	Approac..	Demons..	Total	Total
No	2021			7	398	619	568	0%	25%	39%	36%	1,592	100%
	2022			4	312	668	714	0%	18%	39%	42%	1,698	100%
	2023			15	340	575	696	1%	21%	35%	43%	1,626	100%
	2024			4	382	573	598	0%	25%	37%	38%	1,557	100%
Yes	2021				24	17	13		44%	31%	24%	54	100%
	2022				49	37	18		47%	36%	17%	104	100%
	2023				75	49	23		51%	33%	16%	147	100%
	2024				91	48	11		61%	32%	7%	150	100%
Grand Total				30	1,671	2,586	2,641	0%	24%	37%	38%	6,928	100%

CogAT (Universal Scale Score)

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015*		2015-2016		2016-2017	
WHES	158.9	WHAIES	161.2	OES	162.3	WHAIES	160.8	WHAIES	161.7	WHAIES	170.8	WHAIES	172.5	OES	173.2
SPANN	163.3	SPANN	163.4	ENES	163.1	ENES	161.8	SES	161.7	ENES	174.9	KES	173.9	WHAIES	173.8
ENES	163.7	OES	165.3	WHAIES	163.9	JPES	163.1	OES	164.1	SES	175.1	ENES	174.4	KES	174.2
KES	164.4	SES	165.4	NES	165.3	OES	164.4	ENES	164.2	NES	175.3	WRES	174.7	ENES	174.9
OES	164.9	KES	165.8	JPES	165.8	NES	165.4	NES	164.6	OES	175.7	SPANN	175.0	ABES	175.1
WRES	165.9	ENES	166.4	SPANN	166.4	FES	165.6	SPANN	165.8	FES	176.1	OES	175.7	NES	175.7
FES	166.2	WRES	167.1	WRES	167.6	SPANN	165.8	JPES	165.9	FDES	176.4	BHES	176.7	ESES	176.7
SES	168.0	FES	168.0	SES	168.1	WRES	167.7	KES	166.0	KES	176.7	JPES	176.9	SPANN	176.8
NES	168.5	NES	168.9	KES	168.2	KES	169.2	WRES	166.3	JPES	177.7	SES	177.0	JPES	177.4
BHES	170.0	FDES	170.0	FES	169.8	SES	170.6	BHES	168.4	SPANN	177.8	NES	177.6	WRES	178.0
FDES	171.3	BHES	172.5	BHES	171.9	FDES	171.0	FES	169.1	WRES	178.7	FES	177.7	FES	178.5
				FDES	172.0	BHES	172.6	FDES	170.0	BHES	181.5	FDES	180.6	SES	178.7
														SHES	179.0
														BHES	179.9
														FDES	182.7
DDTwo	**166.1**	**DDTwo**	**167.1**	**DDTwo**	**167.4**	**DDTwo**	**167.2**	**DDTwo**	**166.1**	**DDTwo**	**176.6**	**DDTwo**	**176.0**	**DDTwo**	**177.1**

2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022 - 2023		2023 - 2024		2024 - 2025	
ENES	170.7	ENES	171.4	WHAIES	169.8	WHAIES	170.8	WHAIES	170.1	NES	168.9	ABES	166.7	ABES	168.6
ABES	173.0	WHAIES	171.4	ABES	173.1	ENES	170.9	ABES	172.6	ABES	169.1	OES	169.2	ENES	169.7
WHAIES	173.1	FES	172.3	ENES	173.3	ABES	171.6	NES	173.8	ENES	169.9	FES	169.5	ESES	170.5
NES	173.6	SPANN	173.7	KES	174.0	OES	172.4	FES	173.9	KES	170.0	ENES	170.6	OES	170.9
SPANN	174.7	ABES	174.0	SPANN	176.1	NES	172.8	OES	174.6	WHAIES	170.5	SPANN	171.0	WHAIES	170.9
FES	175.8	OES	174.9	FES	176.7	ESES	173.0	SPANN	174.9	OES	172.6	ESES	171.6	FES	171.1
KES	176.6	KES	175.8	OES	177.1	SPANN	173.0	ESES	175.3	FES	172.8	WHAIES	171.7	SPANN	171.7
ESES	176.7	WRES	176.0	ESES	177.5	WRES	173.5	WRES	176.8	ESES	173.3	KES	173.6	KES	172.0
WRES	177.4	NES	176.6	NES	177.7	KES	174.2	JPES	177.2	JPES	173.4	JPES	174.2	NES	174.1
OES	177.6	ESES	177.1	JPES	178.1	FES	174.3	ENES	177.3	SHES	173.7	NES	174.5	JPES	174.2
SES	178.0	FDES	177.1	WRES	179.1	JPES	175.3	KES	177.3	SPANN	175.6	SHES	174.7	SHES	174.4
JPES	178.3	JPES	178.0	BHES	179.2	SES	176.0	SHES	178.0	FDES	176.0	WRES	175.6	WRES	175.0
SHES	178.5	SHES	178.0	FDES	181.6	SHES	176.4	FDES	178.3	SES	177.3	BHES	176.0	BHES	175.4
FDES	179.4	SES	181.2	SES	181.7	FDES	178.3	SES	179.1	BHES	180.3	FDES	176.2	SES	175.7
BHES	182.2	BHES	182.7	SHES	186.4	BHES	179.1	BHES	182.2	WRES	181.3	SES	177.7	FDES	176.3
DDTwo	**176.4**	**DDTwo**	**176.0**	**DDTwo**	**176.9**	**DDTwo**	**174.2**	**DDTwo**	**176.3**	**DDTwo**	**174.0**	**DDTwo**	**173.3**	**DDTwo**	**173.0**

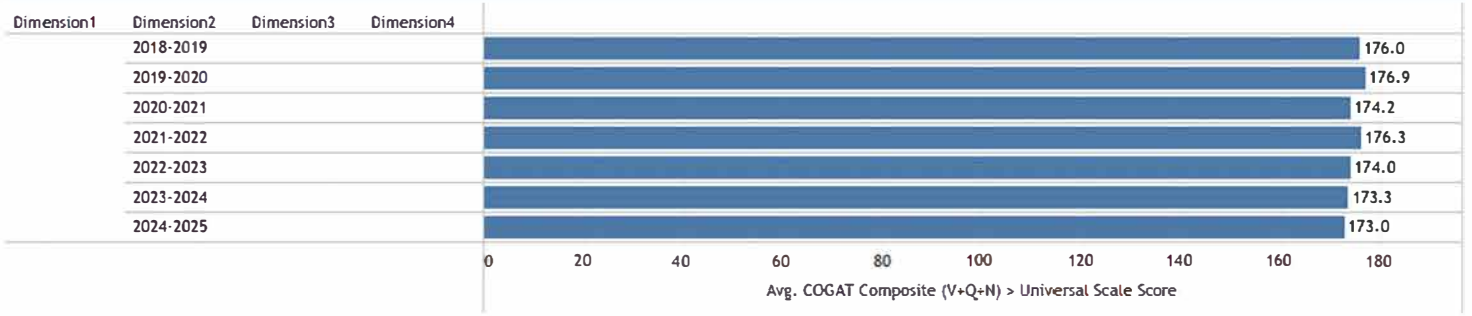
*Structure of CogAT test changed in 2014-2015 school year

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The Cognitive Abilities Test™

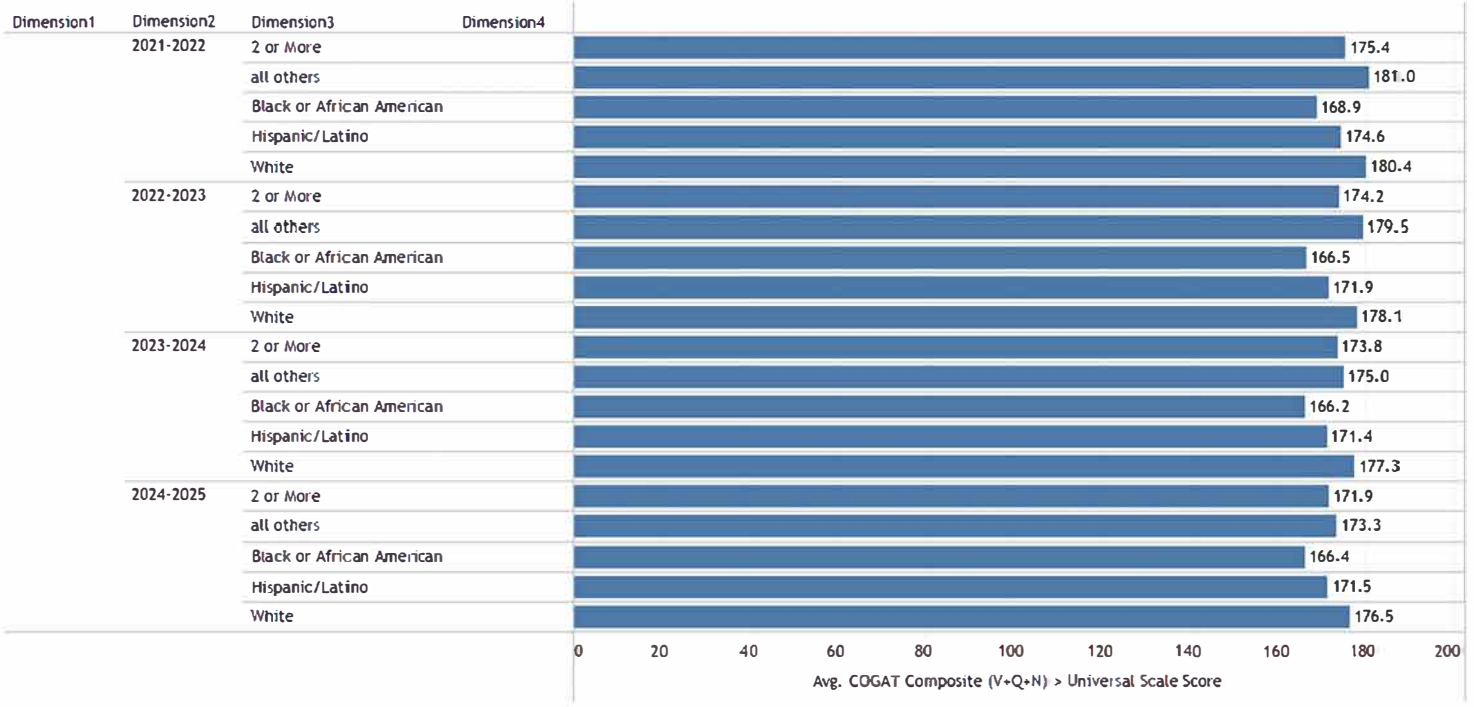
Average Composite Universal Scale Score - Composite (V+Q+N)

Year: All School: All Ethnicity: All Gender: All English Prof: All PIP: All Instr Setting: All
Dimension 1: N/A; Dimension 2:Year; Dimension 3: N/A; Dimension 4: N/A



Average Composite Universal Scale Score - Composite (V+Q+N)

Year: 2021-2022, 2022-2023, 2023-2024 and 1 more School: All Ethnicity: All Gender: All English Prof: All PIP: All Instr Setting: All
Dimension 1: N/A; Dimension 2:Year; Dimension 3: Race/Ethnicity; Dimension 4: N/A

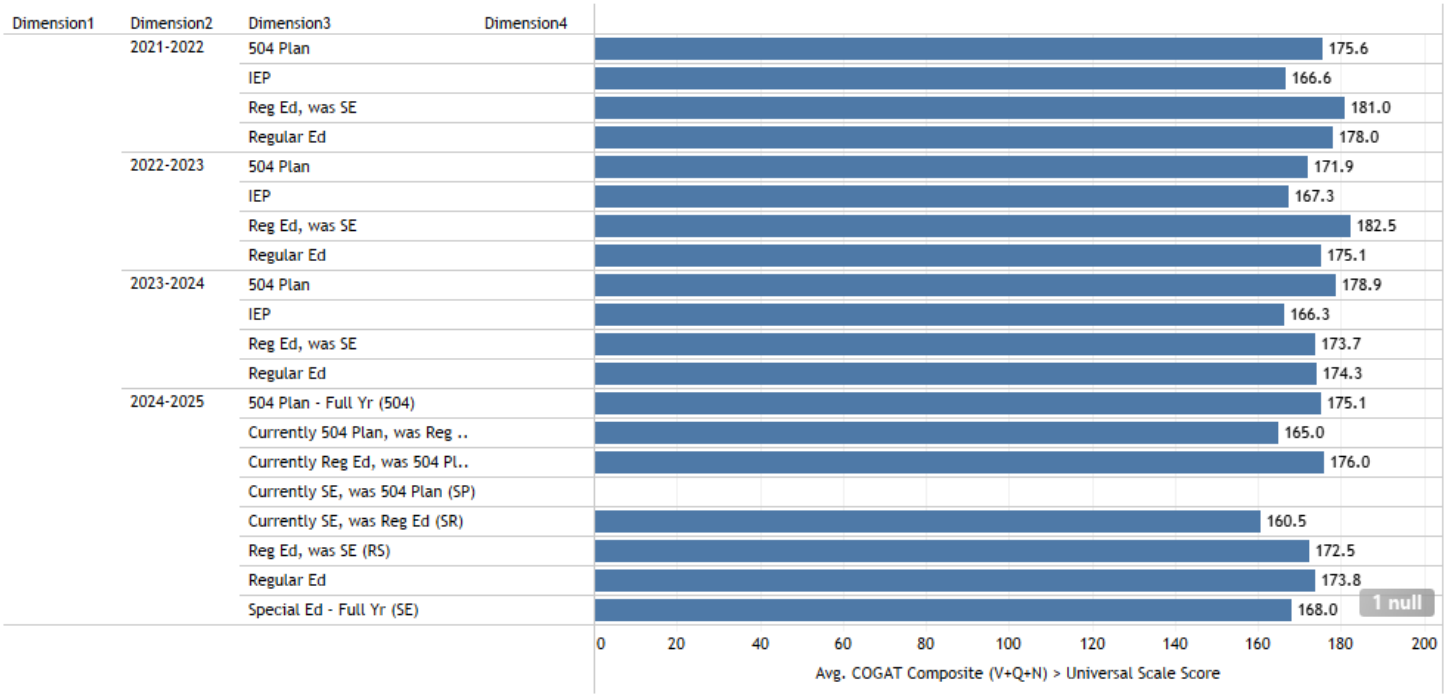


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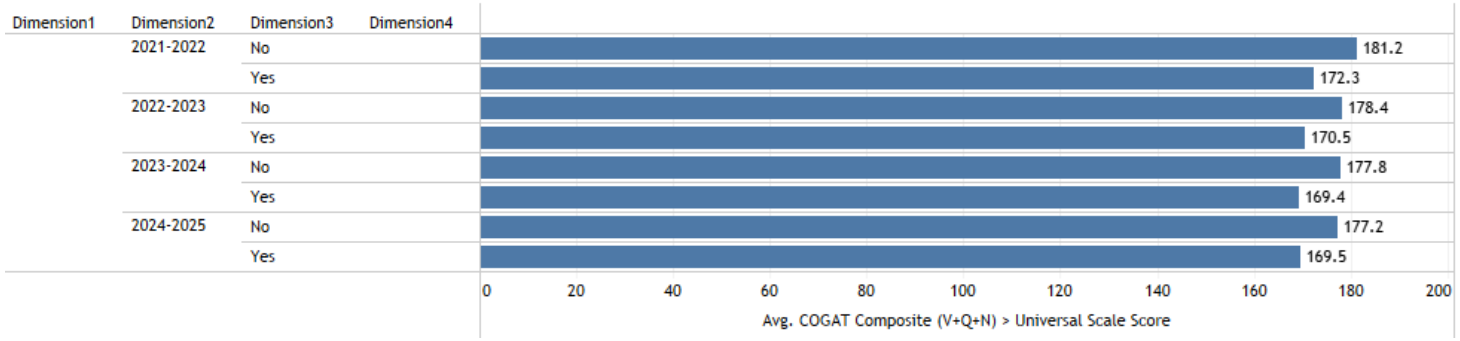
Average Composite Universal Scale Score - Composite (V+Q+N)

Year: 2021-2022, 2022-2023, 2023-2024 and 1 more School: All Ethnicity: All Gender: All English Prof: All PIP: All Instr Setting: All
Dimension 1: N/A; Dimension 2:Year; Dimension 3: Instructional Setting; Dimension 4: N/A



Average Composite Universal Scale Score - Composite (V+Q+N)

Year: 2021-2022, 2022-2023, 2023-2024 and 1 more School: All Ethnicity: All Gender: All English Prof: All PIP: All Instr Setting: All
Dimension 1: N/A; Dimension 2:Year; Dimension 3: PIP; Dimension 4: N/A



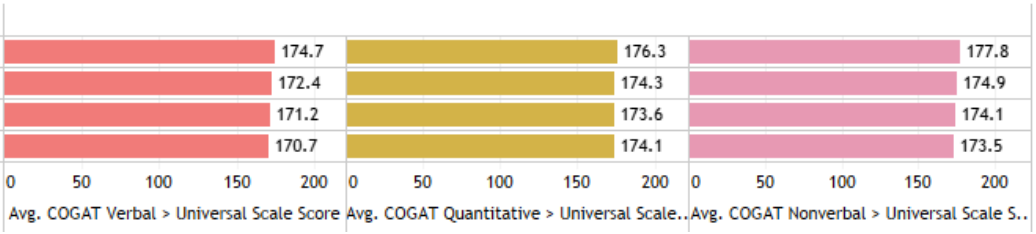
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Average Universal Scale Score by Domains

Year: 2021-2022, 2022-2023, 2023-2024 and 1 more School: All Ethnicity: All Gender: All English Prof: All PIP: All Instr Setting: All
Dimension 1: N/A; Dimension 2:Year; Dimension 3: N/A; Dimension 4: N/A

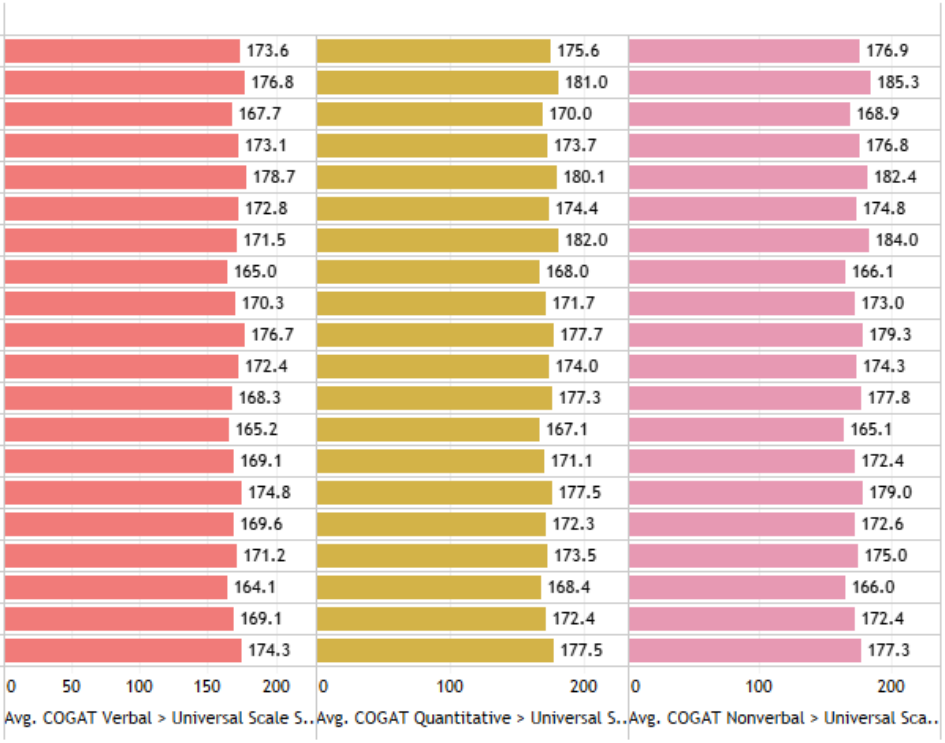
Dimension1	Dimension2	Dimension3	Dimension4	Avg. COGAT Verbal > Universal Scale Score	Avg. COGAT Quantitative > Universal Scale..	Avg. COGAT Nonverbal > Universal Scale S..
	2021-2022			174.7	176.3	177.8
	2022-2023			172.4	174.3	174.9
	2023-2024			171.2	173.6	174.1
	2024-2025			170.7	174.1	173.5



Average Universal Scale Score by Domains

Year: 2021-2022, 2022-2023, 2023-2024 and 1 more School: All Ethnicity: All Gender: All English Prof: All PIP: All Instr Setting: All
Dimension 1: N/A; Dimension 2:Year; Dimension 3: Race/Ethnicity; Dimension 4: N/A

Dimension1	Dimension2	Dimension3	Dimension4	Avg. COGAT Verbal > Universal Scale S..	Avg. COGAT Quantitative > Universal S..	Avg. COGAT Nonverbal > Universal Sca..
	2021-2022	2 or More		173.6	175.6	176.9
		all others		176.8	181.0	185.3
		Black or African American		167.7	170.0	168.9
		Hispanic/Latino		173.1	173.7	176.8
		White		178.7	180.1	182.4
	2022-2023	2 or More		172.8	174.4	174.8
		all others		171.5	182.0	184.0
		Black or African American		165.0	168.0	166.1
		Hispanic/Latino		170.3	171.7	173.0
		White		176.7	177.7	179.3
	2023-2024	2 or More		172.4	174.0	174.3
		all others		168.3	177.3	177.8
		Black or African American		165.2	167.1	165.1
		Hispanic/Latino		169.1	171.1	172.4
		White		174.8	177.5	179.0
	2024-2025	2 or More		169.6	172.3	172.6
		all others		171.2	173.5	175.0
		Black or African American		164.1	168.4	166.0
		Hispanic/Latino		169.1	172.4	172.4
		White		174.3	177.5	177.3



CogAT®

The Cognitive Abilities Test™

Average Universal Scale Score by Domains

Year: 2021-2022, 2022-2023, 2023-2024 and 1 more School: All Ethnicity: All Gender: All English Prof: All PIP: All Instr Setting: All

Dimension 1: N/A; Dimension 2:Year; Dimension 3: Instructional Setting; Dimension 4: N/A

Dimension1	Dimension2	Dimension3	Dimension4	Avg. COGAT Verbal > Universal Scale..	Avg. COGAT Quantitative > Universal..	Avg. COGAT Nonverbal > Universal Sc..
	2021-2022	504 Plan		172.9	176.2	177.4
		IEP		164.6	168.1	166.9
		Reg Ed, was SE		183.0	183.8	177.8
		Regular Ed		176.5	177.7	179.7
	2022-2023	504 Plan		172.7	170.4	172.0
		IEP		164.7	168.8	167.3
		Reg Ed, was SE		178.0	180.7	186.5
		Regular Ed		173.6	175.2	176.1
	2023-2024	504 Plan		176.1	179.4	178.8
		IEP		164.2	167.5	166.2
		Reg Ed, was SE		174.9	172.9	173.1
		Regular Ed		172.2	174.5	175.3
	2024-2025	504 Plan - Full Yr (504)		170.8	177.3	177.3
		Currently 504 Plan, was Reg ..		166.0	168.0	160.0
		Currently Reg Ed, was 504 Pl..		170.0	175.0	182.0
		Currently SE, was 504 Plan (SP)		152.0		156.0
		Currently SE, was Reg Ed (SR)		166.0	161.5	155.0
		Reg Ed, was SE (RS)		171.0	170.5	175.8
		Regular Ed		171.7	174.8	174.5
		Special Ed - Full Yr (SE)		165.2	169.8	>1 null

0 100 200 | 0 100 200 | 0 100 200

Average Universal Scale Score by Domains

Year: 2021-2022, 2022-2023, 2023-2024 and 1 more School: All Ethnicity: All Gender: All English Prof: All PIP: All Instr Setting: All

Dimension 1: N/A; Dimension 2:Year; Dimension 3: PIP; Dimension 4: N/A

Dimension1	Dimension2	Dimension3	Dimension4	Avg. COGAT Verbal > Universal Scale Score	Avg. COGAT Quantitative > Universal Scale..	Avg. COGAT Nonverbal > Universal Scale S..
	2021-2022	No		179.6	180.5	183.5
		Yes		170.7	172.9	173.1
	2022-2023	No		177.1	178.1	179.7
		Yes		168.7	171.2	170.9
	2023-2024	No		175.1	177.9	179.4
		Yes		167.8	170.0	169.4
	2024-2025	No		174.9	177.6	178.2
		Yes		167.2	171.2	169.6

0 50 100 150 200 | 0 50 100 150 200 | 0 50 100 150 200

Iowa Assessments (IA), Fall 2024

Predicted NPR Scores for School Year 2024-2025 **Purple Denotes Performance Exceeding Prediction**

School		English Language Arts					Mathematics			Core Total
		Reading	Vocab	Word Analysis	Listening	Total	Mathematics	Computations	Total	
ABES	NPR	26					9			
	Predicted NPR	42					31			
	Difference	**-16**					**-22**			
BHES	NPR	52					26			
	Predicted NPR	54					46			
	Difference	**-2**					**-20**			
ENES	NPR	26					8			
	Predicted NPR	43					33			
	Difference	**-17**					**-25**			
ESES	NPR	42					19			
	Predicted NPR	46					36			
	Difference	**-4**					**-17**			
FES	NPR	37					14			
	Predicted NPR	46					36			
	Difference	**-9**					**-22**			
FDES	NPR	44					25			
	Predicted NPR	54					46			
	Difference	**-10**					**-21**			
JPES	NPR	42					20			
	Predicted NPR	51					42			
	Difference	**-9**					**-22**			
KES	NPR	35					18			
	Predicted NPR	48					39			
	Difference	**-13**					**-21**			
NES	NPR	37					21			
	Predicted NPR	51					42			
	Difference	**-14**					**-21**			
OES	NPR	33					11			
	Predicted NPR	47					38			
	Difference	**-14**					**-27**			
SHES	NPR	45					25			
	Predicted NPR	53					44			
	Difference	**-8**					**-19**			
Spann	NPR	40					15			
	Predicted NPR	48					38			
	Difference	**-8**					**-23**			
SES	NPR	42					24			
	Predicted NPR	52					43			
	Difference	**-10**					**-19**			
WHAIES	NPR	24					11			
	Predicted NPR	45					35			
	Difference	**-21**					**-24**			
WRES	NPR	48					25			
	Predicted NPR	51					42			
	Difference	**-3**					**-17**			
DDTwo	NPR	40					19			
	Predicted NPR	49					40			
	Difference	**-9**					**-21**			

Count of NPR - ELA (Grouped in Quintiles)

Year: All School: All Ethnicity: All Gender: All English Prof: All PIP: All Instr Setting: All
Dimension 1: School Year Dimension 2: N/A Dimension 3: N/A Dimension 4: N/A

				Reading NPR (group)									
				Count of Union					% of Total Count of Union along Pane (Across)				
Dimension1	Dimension2	Dimension3	Dimension4	1-19 Quintile	20-39 Quintile	40-59 Quintile	60-79 Quintile	80-99 Quintile	1-19 Quintile	20-39 Quintile	40-59 Quintile	60-79 Quintile	80-99 Quintile
2018-2019				242	290	298	511	515	13.04%	15.62%	16.06%	27.53%	27.75%
2019-2020				261	301	275	464	519	14.34%	16.54%	15.11%	25.49%	28.52%
2020-2021				303	370	294	317	378	18.23%	22.26%	17.69%	19.07%	22.74%
2021-2022				399	422	303	287	324	23.00%	24.32%	17.46%	16.54%	18.67%
2022-2023				469	381	295	335	347	25.67%	20.85%	16.15%	18.34%	18.99%
2023-2024				563	383	325	310	203	31.56%	21.47%	18.22%	17.38%	11.38%
2024-2025				484	481	326	295	188	27.28%	27.11%	18.38%	16.63%	10.60%

Count of NPR - MATH (Grouped in Quintiles)

Year: All School: All Ethnicity: All Gender: All English Prof: All PIP: All Instr Setting: All
Dimension 1: School Year Dimension 2: N/A Dimension 3: N/A Dimension 4: N/A

				Math NPR (group)									
				Count of Union					% of Total Count of Union along Pane (Across)				
Dimension1	Dimension2	Dimension3	Dimension4	1-19 Quintile	20-39 Quintile	40-59 Quintile	60-79 Quintile	80-99 Quintile	1-19 Quintile	20-39 Quintile	40-59 Quintile	60-79 Quintile	80-99 Quintile
2018-2019				370	507	386	330	263	19.94%	27.32%	20.80%	17.78%	14.17%
2019-2020				373	500	350	332	267	20.47%	27.44%	19.21%	18.22%	14.65%
2020-2021				519	447	274	265	150	31.36%	27.01%	16.56%	16.01%	9.06%
2021-2022				506	423	295	339	184	28.96%	24.21%	16.89%	19.40%	10.53%
2022-2023				769	431	267	257	113	41.86%	23.46%	14.53%	13.99%	6.15%
2023-2024				917	426	216	169	116	49.73%	23.10%	11.71%	9.16%	6.29%
2024-2025				945	433	197	157	76	52.27%	23.95%	10.90%	8.68%	4.20%

Count of NPR - ELA (Grouped in Quintiles)

Year: 2022-2023, 2023-2024, 2024-2025 School: All Ethnicity: Asian, Black or African American, Hispanic/Latino and 2 more Gender: All English
Prof: All PIP: All Instr Setting: All
Dimension 1: School Year Dimension 2: Ethnicity/Race Dimension 3: N/A Dimension 4: N/A

				Reading NPR (group)									
				Count of Union					% of Total Count of Union along Pane (Across)				
Dimension1	Dimension2	Dimension3	Dimension4	1-19 Quintile	20-39 Quintile	40-59 Quintile	60-79 Quintile	80-99 Quintile	1-19 Quintile	20-39 Quintile	40-59 Quintile	60-79 Quintile	80-99 Quintile
2022-2023	Asian			6	8	10	10	5	15.38%	20.51%	25.64%	25.64%	12.82%
	Black or African A..			162	117	76	60	55	34.47%	24.89%	16.17%	12.77%	11.70%
	Hispanic/Latino			79	44	40	37	29	34.50%	19.21%	17.47%	16.16%	12.66%
	Two or More			40	41	26	22	26	25.81%	26.45%	16.77%	14.19%	16.77%
	White			180	170	142	204	232	19.40%	18.32%	15.30%	21.98%	25.00%
2023-2024	Asian			9	4	7	5	2	33.33%	14.81%	25.93%	18.52%	7.41%
	Black or African A..			203	116	81	45	28	42.92%	24.52%	17.12%	9.51%	5.92%
	Hispanic/Latino			104	43	29	24	15	48.37%	20.00%	13.49%	11.16%	6.98%
	Two or More			38	36	30	27	28	23.90%	22.64%	18.87%	16.98%	17.61%
	White			200	183	178	208	129	22.27%	20.38%	19.82%	23.16%	14.37%
2024-2025	Asian			4	9	10	2	1	15.38%	34.62%	38.46%	7.69%	3.85%
	Black or African A..			137	133	89	52	22	31.64%	30.72%	20.55%	12.01%	5.08%
	Hispanic/Latino			68	61	31	25	16	33.83%	30.35%	15.42%	12.44%	7.96%
	Two or More			44	48	28	31	12	26.99%	29.45%	17.18%	19.02%	7.36%
	White			220	230	167	184	135	23.50%	24.57%	17.84%	19.66%	14.42%

Count of NPR - MATH (Grouped in Quintiles)

Year: 2022-2023, 2023-2024, 2024-2025 School: All Ethnicity: Asian, Black or African American, Hispanic/Latino and 2 more Gender: All English
Prof: All PIP: All Instr Setting: All
Dimension 1: School Year Dimension 2: Ethnicity/Race Dimension 3: N/A Dimension 4: N/A

				Math NPR (group)									
				Count of Union					% of Total Count of Union along Pane (Across)				
Dimension1	Dimension2	Dimension3	Dimension4	1-19 Quintile	20-39 Quintile	40-59 Quintile	60-79 Quintile	80-99 Quintile	1-19 Quintile	20-39 Quintile	40-59 Quintile	60-79 Quintile	80-99 Quintile
2022-2023	Asian			16	7	6	7	3	41.03%	17.95%	15.38%	17.95%	7.69%
	Black or African A..			313	94	39	27	5	65.48%	19.67%	8.16%	5.65%	1.05%
	Hispanic/Latino			117	47	36	24	5	51.09%	20.52%	15.72%	10.48%	2.18%
	Two or More			58	47	27	20	6	36.71%	29.75%	17.09%	12.66%	3.80%
	White			261	235	158	179	94	28.16%	25.35%	17.04%	19.31%	10.14%
2023-2024	Asian			11	9	3	4	1	39.29%	32.14%	10.71%	14.29%	3.57%
	Black or African A..			369	83	25	17	4	74.10%	16.67%	5.02%	3.41%	0.80%
	Hispanic/Latino			145	35	15	15	6	67.13%	16.20%	6.94%	6.94%	2.78%
	Two or More			67	51	18	15	12	41.10%	31.29%	11.04%	9.20%	7.36%
	White			317	246	154	117	93	34.20%	26.54%	16.61%	12.62%	10.03%
2024-2025	Asian			9	9	5	2		36.00%	36.00%	20.00%	8.00%	
	Black or African A..			340	69	21	12	4	76.23%	15.47%	4.71%	2.69%	0.90%
	Hispanic/Latino			129	42	14	13	6	63.24%	20.59%	6.86%	6.37%	2.94%
	Two or More			89	47	15	12	3	53.61%	28.31%	9.04%	7.23%	1.81%
	White			365	265	142	118	62	38.34%	27.84%	14.92%	12.39%	6.51%

Count of NPR - ELA (Grouped in Quintiles)

Year: 2022-2023, 2023-2024, 2024-2025 School: All Ethnicity: All Gender: All English Prof: All PIP: All Instr Setting: 504 Plan , IEP, Regular Ed
Dimension 1: School Year Dimension 2: PIP Status Dimension 3: N/A Dimension 4: N/A

				Reading NPR (group)									
				Count of Union					% of Total Count of Union along Pane (Across)				
Dimension1	Dimension2	Dimension3	Dimension4	1-19 Quintile	20-39 Quintile	40-59 Quintile	60-79 Quintile	80-99 Quintile	1-19 Quintile	20-39 Quintile	40-59 Quintile	60-79 Quintile	80-99 Quintile
2022-2023	No			142	150	121	185	215	17.47%	18.45%	14.88%	22.76%	26.45%
	Yes			327	231	174	150	132	32.25%	22.78%	17.16%	14.79%	13.02%
2023-2024	No			193	160	159	189	127	23.31%	19.32%	19.20%	22.83%	15.34%
	Yes			370	223	166	121	76	38.70%	23.33%	17.36%	12.66%	7.95%
2024-2025	No			173	188	152	168	127	21.41%	23.27%	18.81%	20.79%	15.72%
	Yes			311	293	174	127	61	32.19%	30.33%	18.01%	13.15%	6.31%

Count of NPR - MATH (Grouped in Quintiles)

Year: 2022-2023, 2023-2024, 2024-2025 School: All Ethnicity: All Gender: All English Prof: All PIP: All Instr Setting: 504 Plan , IEP, Regular Ed
Dimension 1: School Year Dimension 2: PIP Status Dimension 3: N/A Dimension 4: N/A

				Math NPR (group)									
				Count of Union					% of Total Count of Union along Pane (Across)				
Dimension1	Dimension2	Dimension3	Dimension4	1-19 Quintile	20-39 Quintile	40-59 Quintile	60-79 Quintile	80-99 Quintile	1-19 Quintile	20-39 Quintile	40-59 Quintile	60-79 Quintile	80-99 Quintile
2022-2023	No			228	185	156	166	78	28.04%	22.76%	19.19%	20.42%	9.59%
	Yes			541	246	111	91	35	52.83%	24.02%	10.84%	8.89%	3.42%
2023-2024	No			305	206	136	114	86	36.01%	24.32%	16.06%	13.46%	10.15%
	Yes			612	220	80	55	30	61.38%	22.07%	8.02%	5.52%	3.01%
2024-2025	No			313	226	116	112	54	38.12%	27.53%	14.13%	13.64%	6.58%
	Yes			632	207	81	45	22	64.03%	20.97%	8.21%	4.56%	2.23%

Count of NPR - ELA (Grouped in Quintiles)

Year: 2022-2023, 2023-2024, 2024-2025 School: All Ethnicity: All Gender: All English Prof: All PIP: All Instr Setting: 504 Plan , IEP, Regular Ed
Dimension 1: School Year Dimension 2: N/A Dimension 3: Instr. Setting Dimension 4: N/A

				Reading NPR (group)									
				Count of Union					% of Total Count of Union along Pane (Across)				
Dimension1	Dimension2	Dimension3	Dimension4	1-19 Quintile	20-39 Quintile	40-59 Quintile	60-79 Quintile	80-99 Quintile	1-19 Quintile	20-39 Quintile	40-59 Quintile	60-79 Quintile	80-99 Quintile
2022-2023		504 Plan		8	5	2	3	5	34.78%	21.74%	8.70%	13.04%	21.74%
		IEP		146	53	27	19	11	57.03%	20.70%	10.55%	7.42%	4.30%
		Regular Ed		315	323	266	313	331	20.35%	20.87%	17.18%	20.22%	21.38%
2023-2024		504 Plan		15	9	5	4	5	39.47%	23.68%	13.16%	10.53%	13.16%
		IEP		158	37	33	16	6	63.20%	14.80%	13.20%	6.40%	2.40%
		Regular Ed		390	337	287	290	192	26.07%	22.53%	19.18%	19.39%	12.83%
2024-2025		504 Plan		11	6	6	9	3	31.43%	17.14%	17.14%	25.71%	8.57%
		IEP		136	75	24	25	7	50.94%	28.09%	8.99%	9.36%	2.62%
		Regular Ed		337	400	296	261	178	22.89%	27.17%	20.11%	17.73%	12.09%

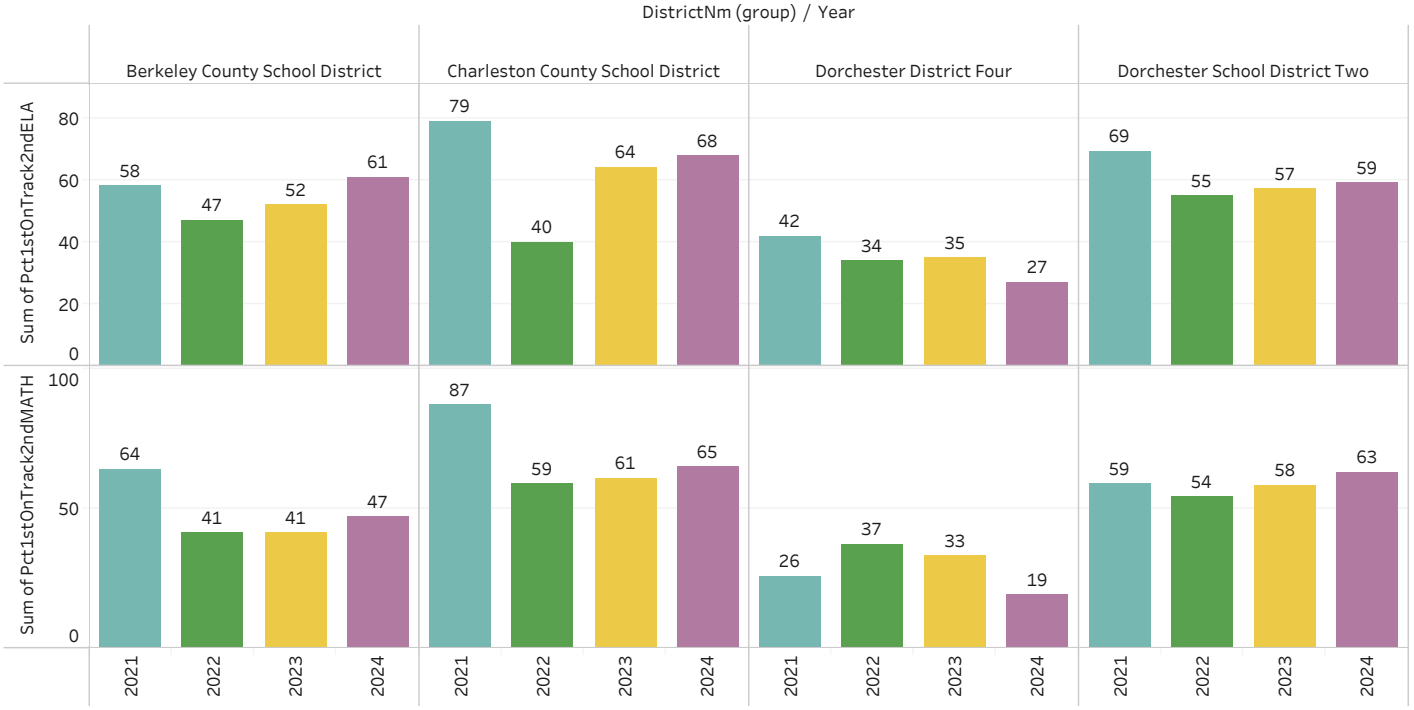
Count of NPR - MATH (Grouped in Quintiles)

Year: 2022-2023, 2023-2024, 2024-2025 School: All Ethnicity: All Gender: All English Prof: All PIP: All Instr Setting: 504 Plan , IEP, Regular Ed
Dimension 1: School Year Dimension 2: N/A Dimension 3: Instr. Setting Dimension 4: N/A

				Math NPR (group)									
				Count of Union					% of Total Count of Union along Pane (Across)				
Dimension1	Dimension2	Dimension3	Dimension4	1-19 Quintile	20-39 Quintile	40-59 Quintile	60-79 Quintile	80-99 Quintile	1-19 Quintile	20-39 Quintile	40-59 Quintile	60-79 Quintile	80-99 Quintile
2022-2023		504 Plan		11	5	3	3	1	47.83%	21.74%	13.04%	13.04%	4.35%
		IEP		183	38	16	19	5	70.11%	14.56%	6.13%	7.28%	1.92%
		Regular Ed		575	388	248	235	107	37.03%	24.98%	15.97%	15.13%	6.89%
2023-2024		504 Plan		17	11	3	5	5	41.46%	26.83%	7.32%	12.20%	12.20%
		IEP		191	46	13	9	4	72.62%	17.49%	4.94%	3.42%	1.52%
		Regular Ed		709	369	200	155	107	46.04%	23.96%	12.99%	10.06%	6.95%
2024-2025		504 Plan		15	12	4	3	2	41.67%	33.33%	11.11%	8.33%	5.56%
		IEP		197	41	19	15	1	72.16%	15.02%	6.96%	5.49%	0.37%
		Regular Ed		733	380	174	139	73	48.90%	25.35%	11.61%	9.27%	4.87%

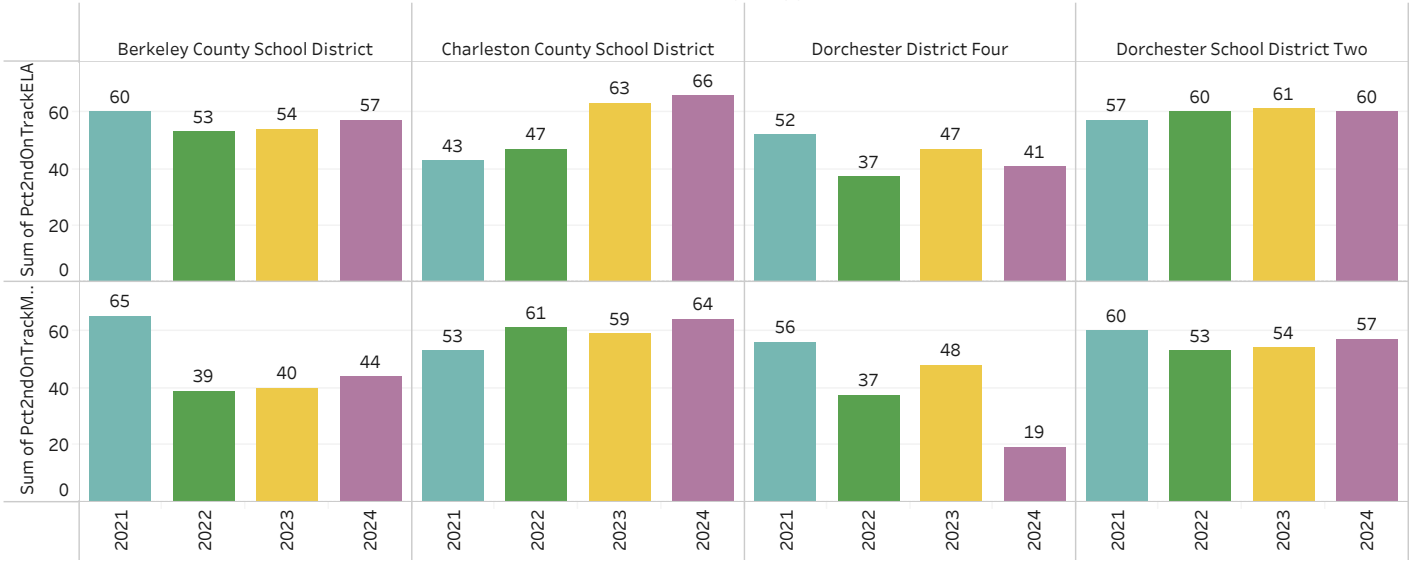
Percentage of Student in 1st Grade "On-track" for 2nd Grade ELA and Math - All Students

Source: SCDE Aditional Report Card Information



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

Source: SCDE Aditional Report Card Information



3-8 Achievement Data

SC Ready Achievement (ELA, math, science) -

complete NWEA MAP Growth - complete

PSAT - competed

Student Success Indicator (Growth) - completed

SC READY Performance Levels Counts/Percentages

Year: 2022, 2023, 2024; Subject: All; School: Null; Perf. Level:
Gender: All; Race: All; Instruct. Setting: ; GT Status: All; ML Status:

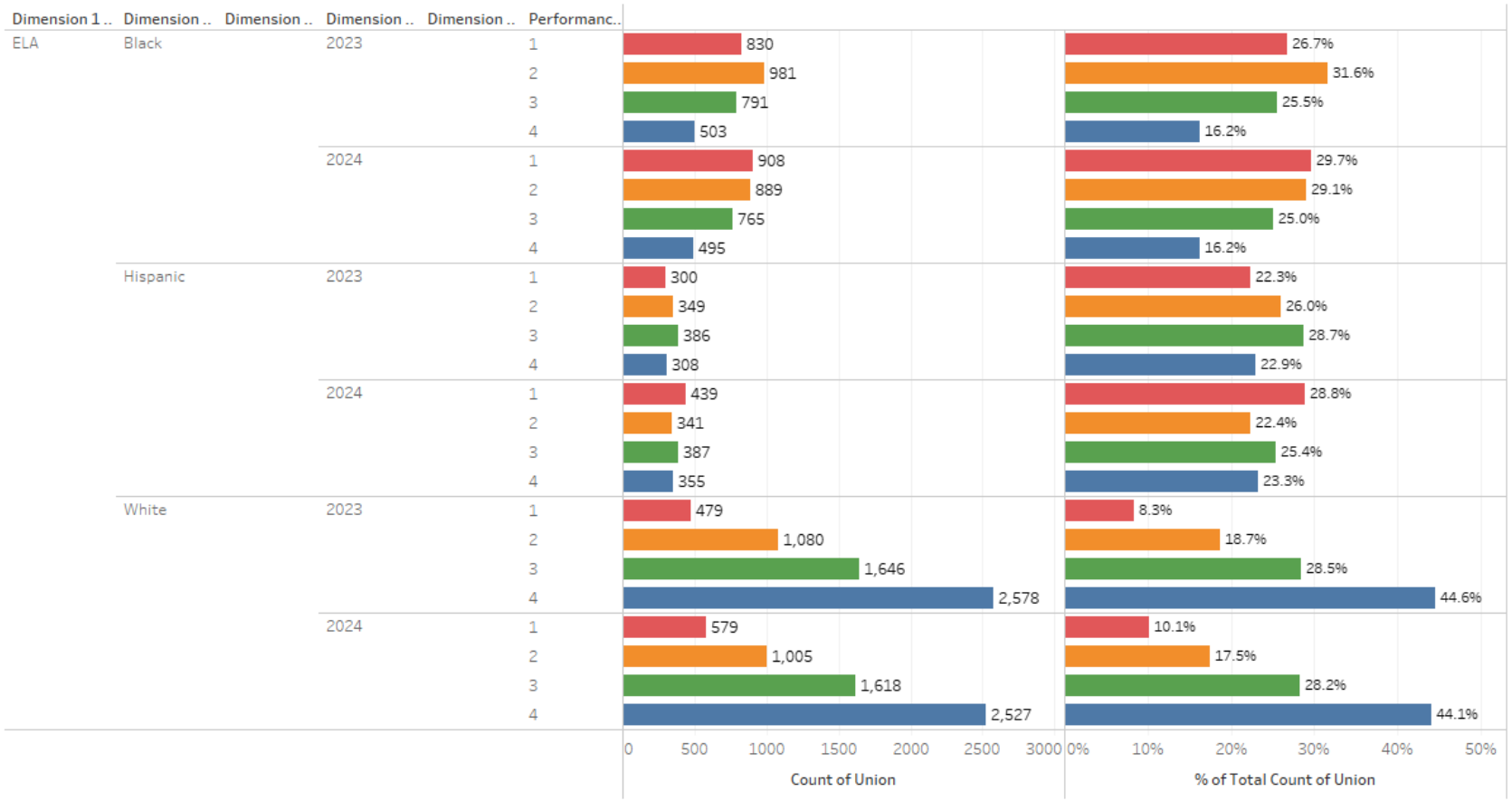
Dimension 1 ..	Dimension ..	Dimension ..	Dimension ..	Dimension ..	Performanc..	Count of Union	% of Total Count of Union
ELA			2022		1	2,445	21.3%
					2	3,086	26.8%
					3	2,981	25.9%
					4	2,983	26.0%
			2023		1	1,871	16.0%
					2	2,777	23.8%
					3	3,223	27.6%
					4	3,804	32.6%
			2024		1	2,214	18.8%
					2	2,580	21.9%
					3	3,151	26.7%
					4	3,845	32.6%
math			2022		1	3,458	30.1%
					2	3,310	28.8%
					3	2,391	20.8%
					4	2,336	20.3%
			2023		1	3,164	27.1%
					2	3,438	29.4%
					3	2,547	21.8%
					4	2,528	21.6%
			2024		1	3,154	26.8%
					2	3,271	27.7%
					3	2,694	22.9%
					4	2,670	22.6%

0K 1K 2K 3K 4K — Count of Union

0% 5% 10% 15% 20% 25% 30% 35% — % of Total Count of Union

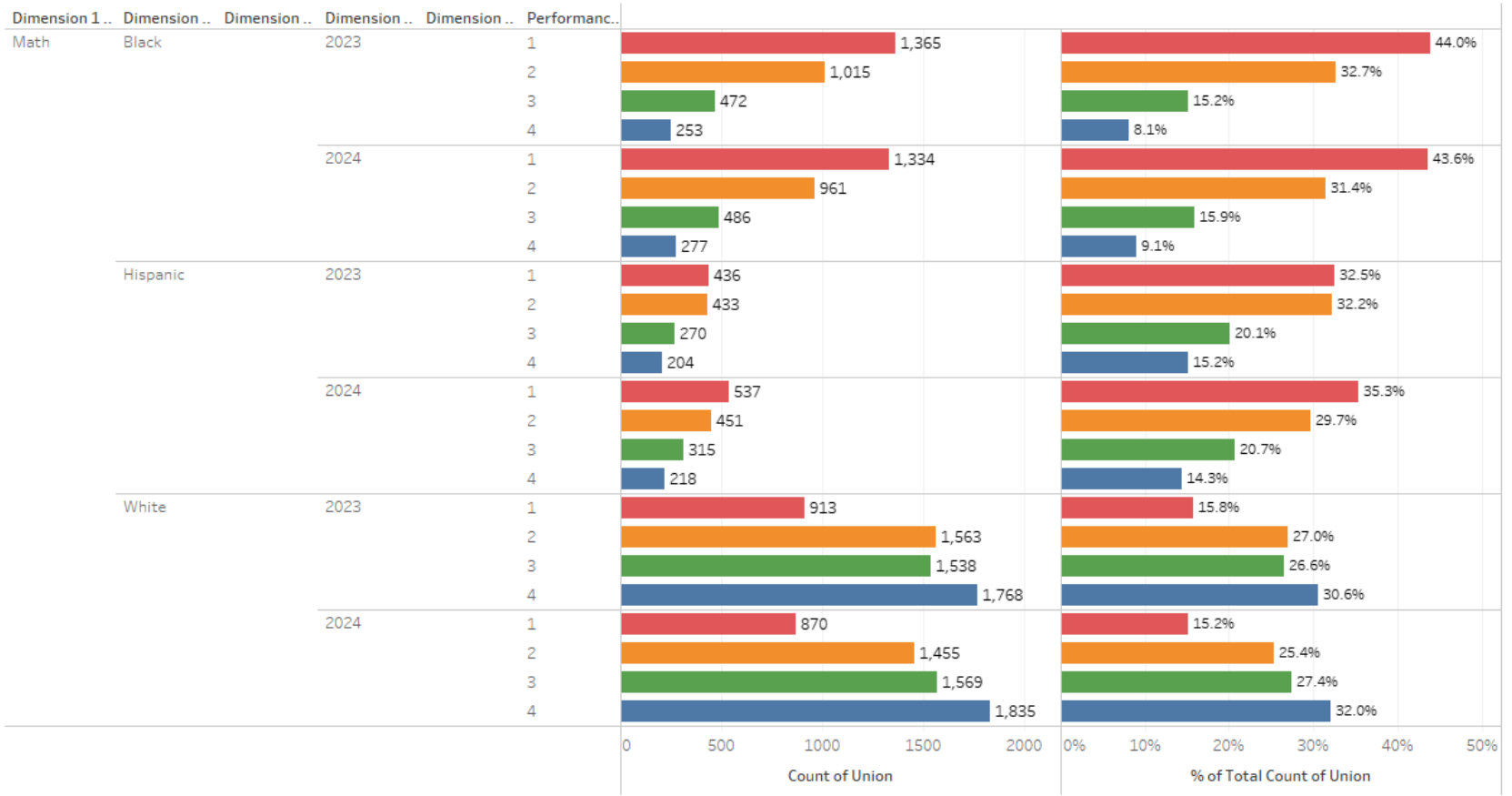
SC READY Performance Levels Counts/Percentages

Year: 2023 & 2024; Subject: ELA; School: Null; Perf. Level:
Gender: All; Race: Black, Hispanic, White; Instruct. Setting: ; GT Status: All: ML Status:



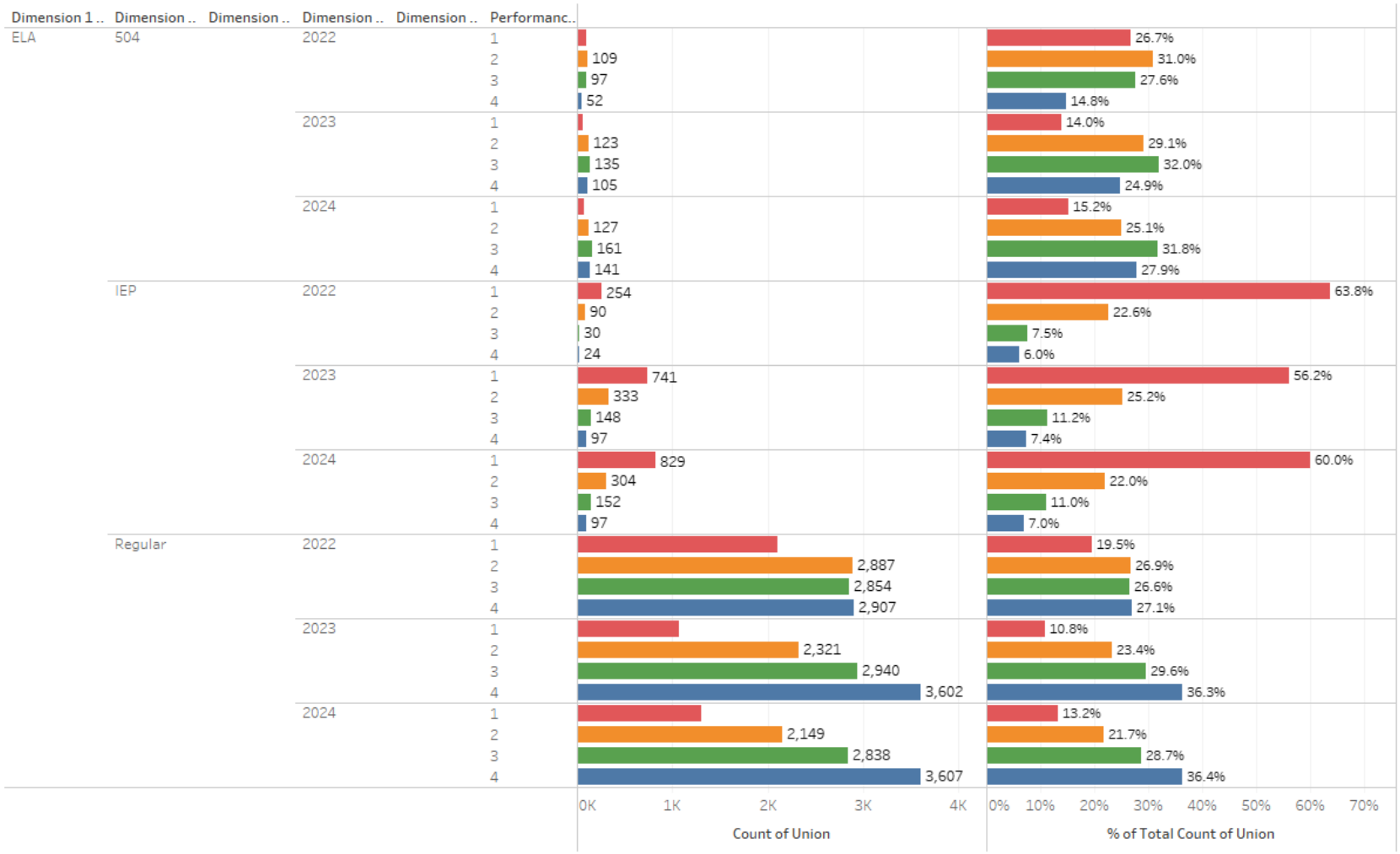
SC READY Performance Levels Counts/Percentages

Year: 2023 & 2024; Subject: math; School: Null; Perf. Level:
Gender: All; Race: Black, Hispanic, White; Instruct. Setting: ; GT Status: All: ML Status:



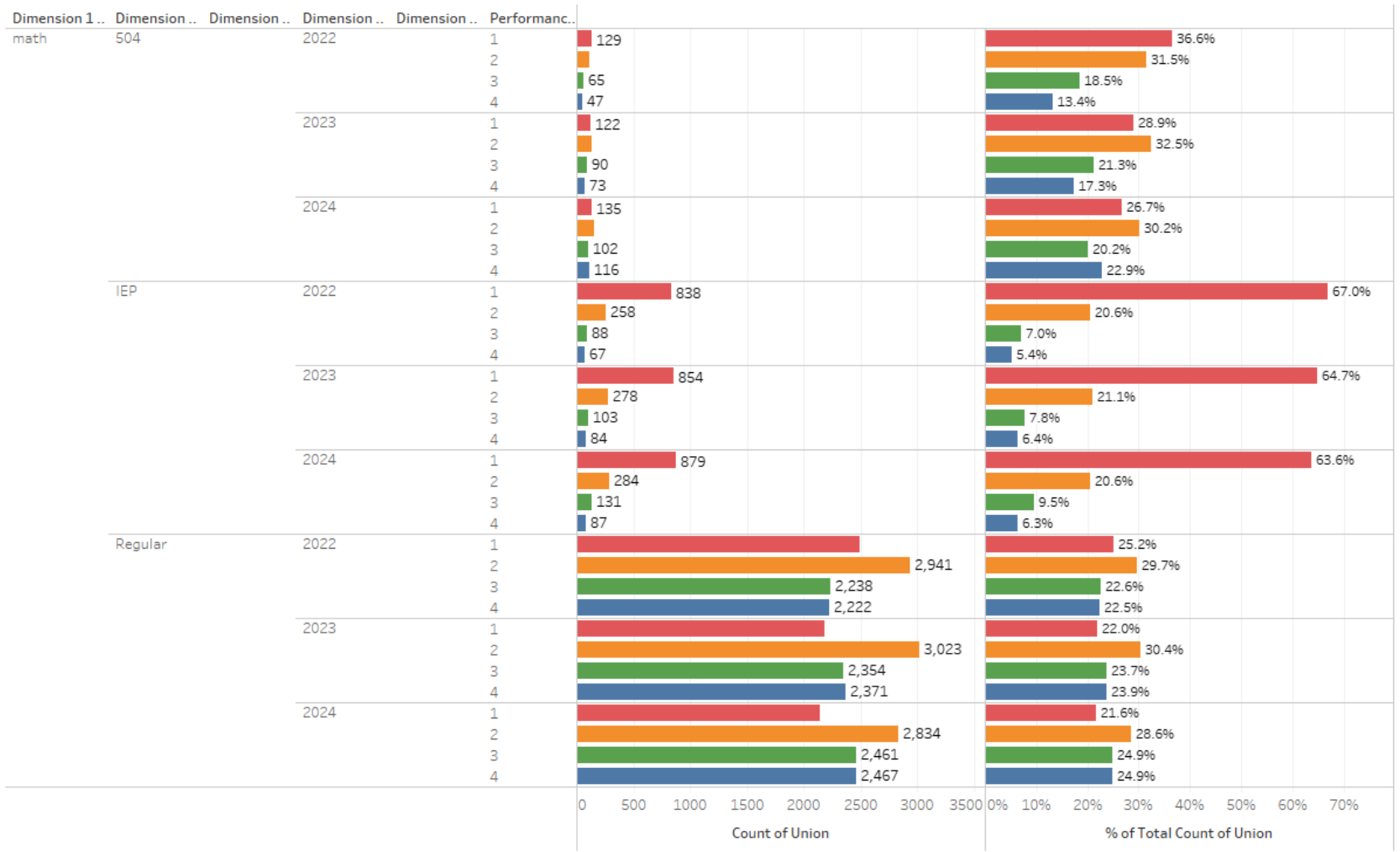
SC READY Performance Levels Counts/Percentages

Year: 2022, 2023, 2024; Subject: ELA; School: Null; Perf. Level:
Gender: All; Race: All; Instruct. Setting: ; GT Status: All; ML Status:



SC READY Performance Levels Counts/Percentages

Year: 2022, 2023, 2024; Subject: math; School: Null; Perf. Level:
Gender: All; Race: All; Instruct. Setting: ; GT Status: All; ML Status:



SC READY ELA Unofficial Comparison from 2016 to 2024 - EMBARGOED - DO NOT SHARE

ELA Performance Levels - "Met or Above" (Excel)

Yellow = Increase over 2023; Green = Higher than 2019 (pre-covid)

			Number of Records				Percentage of Students						
Year	Gr	School	Null	1	2	3 & 4	Null	1	2	**3 & 4**	Total	Difference from 2016-2019 average	3 year average calculation (2016-2019)
2015-2016	3	DDTwo	2	270	631	1,104	0.1%	13.5%	31.4%	55.0%	2,007		
2016-2017	3	DDTwo	7	322	613	1,110	0.3%	15.7%	29.9%	54.1%	2,052		3,447 3 yr num
2017-2018	3	DDTwo	5	275	539	1,156	0.3%	13.9%	27.3%	58.5%	1,975		5,958 3 yr dem
2018-2019	3	DDTwo	2	310	438	1,181	0.1%	16.1%	22.7%	61.2%	1,931		57.85% 3 yr avg
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		
2023-2024	**3**	**DDTwo**		**411**	**322**	**1,171**		**21.6%**	**16.9%**	**61.5%**	**1,904**	3.65%	
2015-2016	4	DDTwo	5	261	544	1,064	0.3%	13.9%	29.0%	56.8%	1,874		
2016-2017	4	DDTwo	4	357	550	1,132	0.2%	17.5%	26.9%	55.4%	2,043		3,545 3 yr num
2017-2018	4	DDTwo	3	384	524	1,171	0.1%	18.4%	25.2%	56.2%	2,082		6,149 3 yr dem
2018-2019	4	DDTwo	4	390	388	1,242	0.2%	19.3%	19.2%	61.4%	2,024		57.65% 3 yr avg
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		
2023-2024	**4**	**DDTwo**		**351**	**342**	**1,215**		**18.4%**	**17.9%**	**63.7%**	**1,908**	6.03%	
2015-2016	5	DDTwo	7	279	586	1,069	0.4%	14.4%	30.2%	55.1%	1,941		
2016-2017	5	DDTwo	4	281	578	1,029	0.2%	14.9%	30.5%	54.4%	1,892		3,232 3 yr num
2017-2018	5	DDTwo	2	342	632	1,074	0.1%	16.7%	30.8%	52.4%	2,050		6,051 3 yr dem
2018-2019	5	DDTwo		370	610	1,129		17.5%	28.9%	53.5%	2,109		53.41% 3 yr avg
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		
2023-2024	**5**	**DDTwo**		**288**	**446**	**1,237**		**14.6%**	**22.6%**	**62.8%**	**1,971**	9.35%	
2015-2016	6	DDTwo	6	206	751	977	0.3%	10.6%	38.7%	50.4%	1,940		
2016-2017	6	DDTwo	12	334	697	925	0.6%	17.0%	35.4%	47.0%	1,968		2,993 3 yr num
2017-2018	6	DDTwo	4	334	658	1,006	0.2%	16.7%	32.9%	50.2%	2,002		6,088 3 yr dem
2018-2019	6	DDTwo	6	394	656	1,062	0.3%	18.6%	31.0%	50.1%	2,118		49.16% 3 yr avg
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		
2023-2024	**6**	**DDTwo**		**297**	**489**	**1,191**		**15.0%**	**24.7%**	**60.2%**	**1,977**	11.08%	
2015-2016	7	DDTwo	6	240	652	1,017	0.3%	12.5%	34.0%	53.1%	1,915		
2016-2017	7	DDTwo	7	432	702	844	0.4%	21.8%	35.4%	42.5%	1,985		2,831 3 yr num
2017-2018	7	DDTwo	5	459	581	936	0.3%	23.2%	29.3%	47.2%	1,981		5,943 3 yr dem
2018-2019	7	DDTwo	3	399	524	1,051	0.2%	20.2%	26.5%	53.2%	1,977		47.64% 3 yr avg
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		
2023-2024	**7**	**DDTwo**	**5**	**462**	**455**	**1,068**	**0.3%**	**23.3%**	**22.9%**	**53.8%**	**1,985**	6.17%	
2015-2016	8	DDTwo	5	243	527	1,155	0.3%	12.6%	27.3%	59.8%	1,930		
2016-2017	8	DDTwo	8	333	648	962	0.4%	17.1%	33.2%	49.3%	1,951		2,940 3 yr num
2017-2018	8	DDTwo	5	378	646	915	0.3%	19.4%	33.2%	47.1%	1,944		5,870 3 yr dem
2018-2019	8	DDTwo	3	381	528	1,063	0.2%	19.3%	26.7%	53.8%	1,975		50.09% 3 yr avg
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		
2023-2024	**8**	**DDTwo**	**5**	**405**	**526**	**1,114**	**0.2%**	**19.8%**	**25.7%**	**54.5%**	**2,045**	4.39%	

SC READY MATH Unofficial Comparison from 2016 to 2024 - EMBARGOED - DO NOT SHARE

Math Performance Levels - "Met or Above" (Excel)

Yellow = Increase over 2023; Green = Higher than 2019 (pre-covid)

			Number of Records					Percentage of Students						3 year average calculation (2016-2019)	
Year	Gr	School	Null	1	2	3 & 4		Null	1	2	3 & 4	Total	Difference from 2016-2019 average		
2015-2016	3	DDTwo	2	284	435	1,286		0.1%	14.2%	21.7%	64.1%	2,007			
2016-2017	3	DDTwo	7	249	434	1,362		0.3%	12.1%	21.2%	66.4%	2,052		3,857	3 yr num
2017-2018	3	DDTwo	4	280	457	1,234		0.2%	14.2%	23.1%	62.5%	1,975		5,958	3 yr dem
2018-2019	3	DDTwo	1	274	395	1,261		0.1%	14.2%	20.5%	65.3%	1,931		64.74%	3 yr avg
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			
2023-2024	**3**	**DDTwo**	**0**	**384**	**391**	**1,129**		**0.0%**	**20.2%**	**20.5%**	**59.3%**	**1,904**	-5.44%		
2015-2016	4	DDTwo	1	244	527	1,102		0.1%	13.0%	28.1%	58.8%	1,874			
2016-2017	4	DDTwo	4	269	538	1,232		0.2%	13.2%	26.3%	60.3%	2,043		3,646	3 yr num
2017-2018	4	DDTwo		383	498	1,201			18.4%	23.9%	57.7%	2,082		6,149	3 yr dem
2018-2019	4	DDTwo	5	330	476	1,213		0.2%	16.3%	23.5%	59.9%	2,024		59.29%	3 yr avg
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			
2023-2024	**4**	**DDTwo**	**0**	**403**	**458**	**1,047**		**0.0%**	**21.1%**	**24.0%**	**54.9%**	**1,908**	-4.42%		
2015-2016	5	DDTwo	1	306	551	1,083		0.1%	15.8%	28.4%	55.8%	1,941			
2016-2017	5	DDTwo	3	326	562	1,001		0.2%	17.2%	29.7%	52.9%	1,892		3,216	3 yr num
2017-2018	5	DDTwo	1	365	565	1,119		0.0%	17.8%	27.6%	54.6%	2,050		6,051	3 yr dem
2018-2019	5	DDTwo	1	374	638	1,096		0.0%	17.7%	30.3%	52.0%	2,109		53.15%	3 yr avg
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			
2023-2024	**5**	**DDTwo**	**0**	**332**	**623**	**1,016**		**0.0%**	**16.8%**	**31.6%**	**51.5%**	**1,971**	-1.60%		
2015-2016	6	DDTwo	2	399	649	890		0.1%	20.6%	33.5%	45.9%	1,940			
2016-2017	6	DDTwo	10	386	657	915		0.5%	19.6%	33.4%	46.5%	1,968		2,822	3 yr num
2017-2018	6	DDTwo	3	468	595	936		0.1%	23.4%	29.7%	46.8%	2,002		6,088	3 yr dem
2018-2019	6	DDTwo	5	511	631	971		0.2%	24.1%	29.8%	45.8%	2,118		46.35%	3 yr avg
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			
2023-2024	**6**	**DDTwo**	**2**	**594**	**551**	**830**		**0.1%**	**30.0%**	**27.9%**	**42.0%**	**1,977**	-4.37%		
2015-2016	7	DDTwo	3	360	736	816		0.2%	18.8%	38.4%	42.6%	1,915			
2016-2017	7	DDTwo	2	483	727	773		0.1%	24.3%	36.6%	38.9%	1,985		2,366	3 yr num
2017-2018	7	DDTwo	5	527	632	817		0.3%	26.6%	31.9%	41.2%	1,981		5,943	3 yr dem
2018-2019	7	DDTwo	1	578	622	776		0.1%	29.2%	31.5%	39.3%	1,977		39.81%	3 yr avg
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			
2023-2024	**7**	**DDTwo**	**3**	**692**	**639**	**656**		**0.2%**	**34.8%**	**32.1%**	**33.0%**	**1,990**	-6.85%		
2015-2016	8	DDTwo		303	716	911			15.7%	37.1%	47.2%	1,930			
2016-2017	8	DDTwo	3	366	618	964		0.2%	18.8%	31.7%	49.4%	1,951		2,883	3 yr num
2017-2018	8	DDTwo	3	394	577	970		0.2%	20.3%	29.7%	49.9%	1,944		5,870	3 yr dem
2018-2019	8	DDTwo	2	423	601	949		0.1%	21.4%	30.4%	48.1%	1,975		49.11%	3 yr avg
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			
2023-2024	**8**	**DDTwo**	**6**	**749**	**609**	**686**		**0.3%**	**36.5%**	**29.7%**	**33.5%**	**2,050**	-15.65%		

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 Null	1	2	3	4	% of Total Count of 1802-Dorchester-2-SCREADY-Sprin along Table (.. Null	1	2	3	4	Count of 1802-D.. **Total**	% of Total C.. **Total**
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 1	2	3 & 4	% of Total Count of 1802-Dorchester-2-SCREADY-Sprin along T.. 1	2	3 & 4	Count of 1802-Dorchester-2.. Total	% of Total Count of 180.. Total
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)

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	4	ABES		29	33	74		21.3%	24.3%	54.4%	136		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**	-22.31%	
2016-2017	4	BHES		7	30	143		3.9%	16.7%	79.4%	180		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**	5.09%	
2016-2017	4	ENES		31	53	58		21.8%	37.3%	40.8%	142		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**	-6.25%	
2016-2017	4	ESES		34	29	74		24.8%	21.2%	54.0%	137		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**	-3.48%	
2016-2017	4	FDES		16	44	110		9.4%	25.9%	64.7%	170		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**	-10.99%	
2016-2017	4	FES		20	36	86		14.1%	25.4%	60.6%	142		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**	-2.25%	
2016-2017	4	JPES		26	39	66		19.8%	29.8%	50.4%	131		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**	-7.74%	
2016-2017	4	KES		23	31	71		18.4%	24.8%	56.8%	125		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**	-1.30%	

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	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

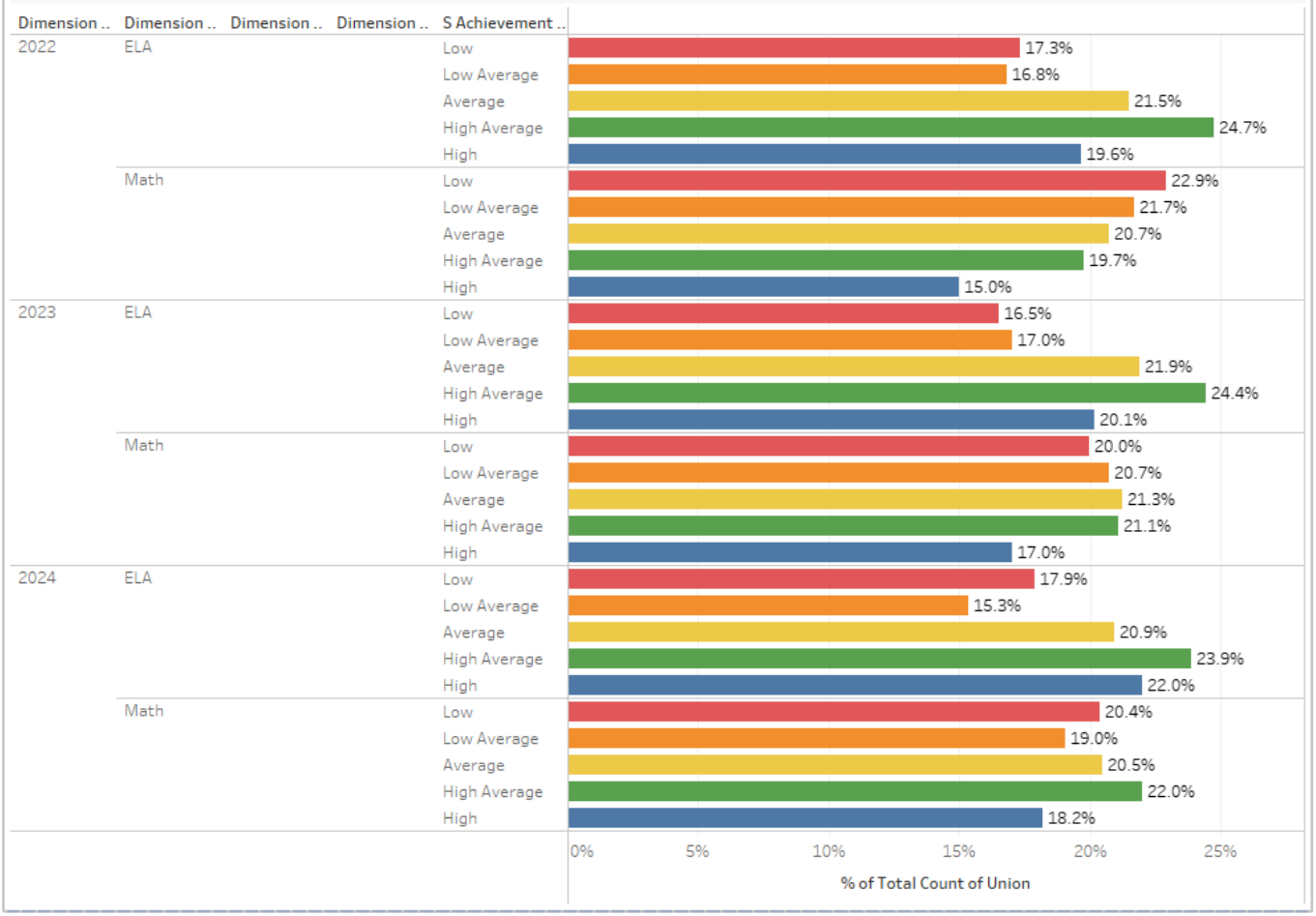
SS Performance Levels - "Met or Above"

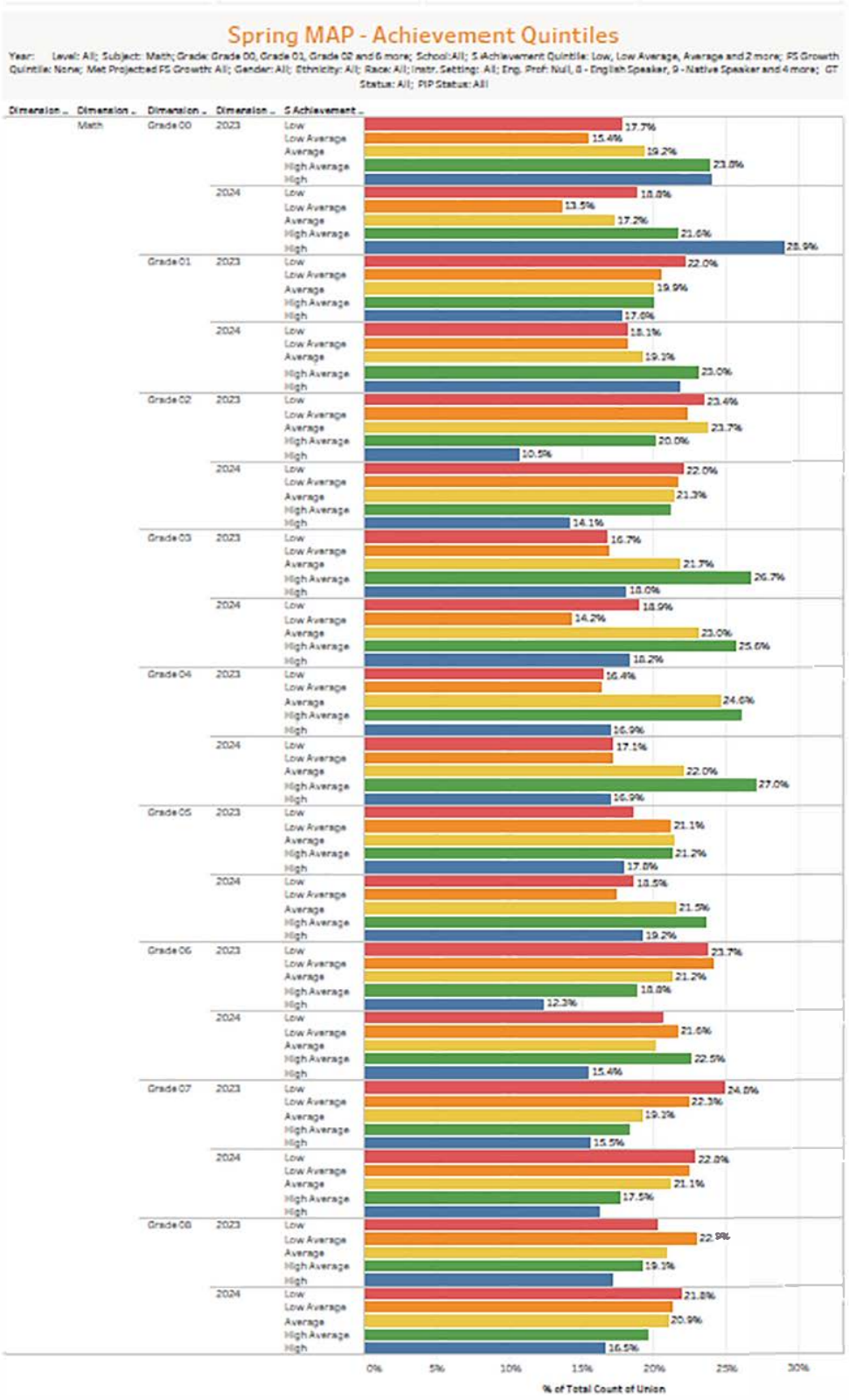
Yellow = Increase over 2022; Green = Higher than 2019 (pre-covid)

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%	

Spring MAP - Achievement Quintiles

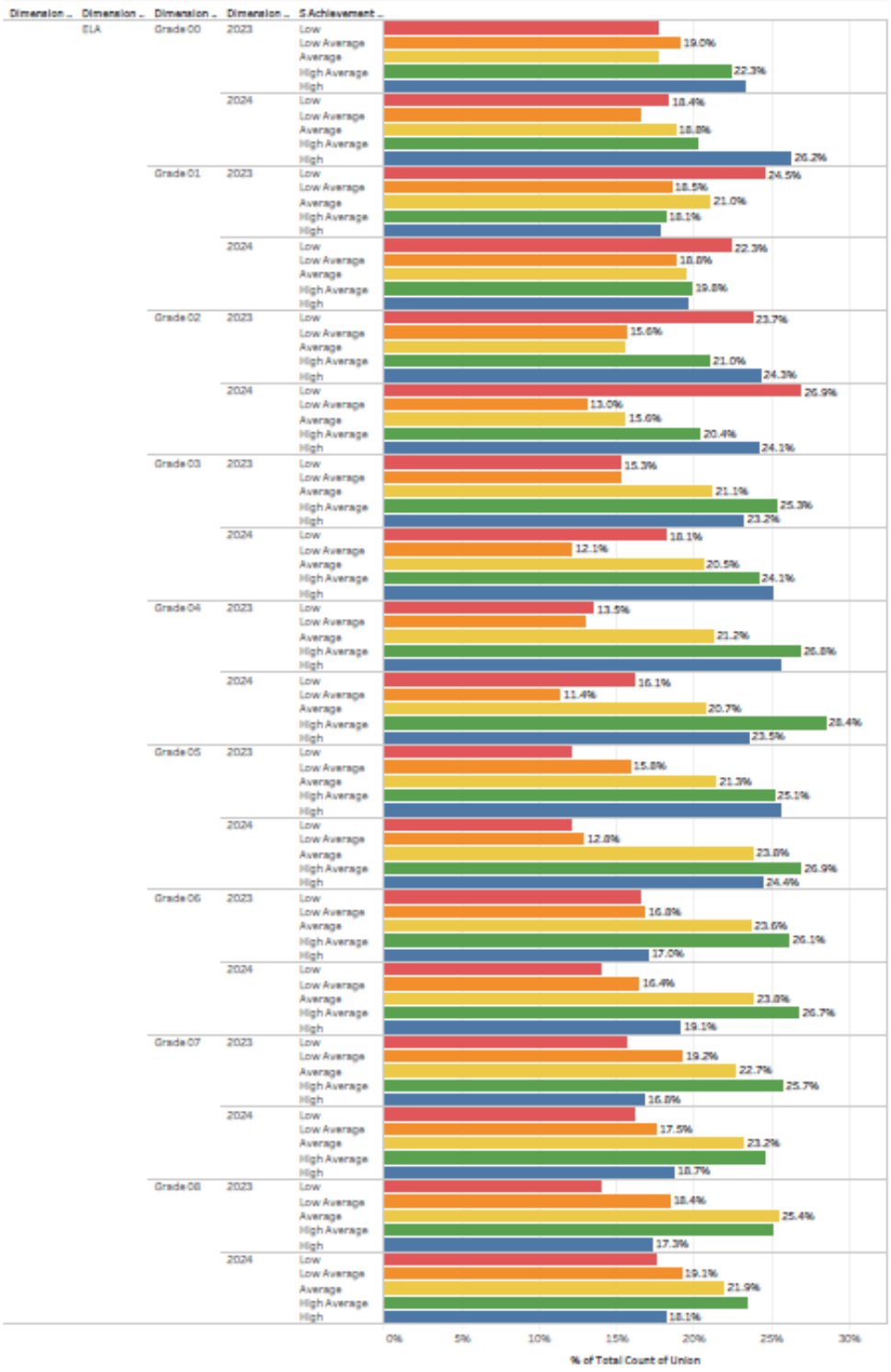
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Spring MAP - Achievement Quintiles
Year: Level: All; Subject: Math; Grade: Grade 00, Grade 01, Grade 02 and 6 more; School: All; S Achievement Quintile: Low, Low Average, Average and 2 more; FS Growth Quintile: None; Met Projected FS Growth: All; Gender: All; Ethnicity: All; Race: All; Instr. Setting: All; Eng. Prof: Null, 0 - English Speaker, 9 - Native Speaker and 4 more; GT Status: All; PIP Status: All
Dimension .. Dimension .. Dimension .. Dimension .. S Achievement ..
Math
Grade 00
2023
Low 17.7%
Low Average 15.4%
Average 19.2%
High Average 23.8%
High
2024
Low 18.8%
Low Average 13.5%
Average 17.2%
High Average 21.6%
High 28.9%
Grade 01
2023
Low 22.0%
Low Average
Average 19.9%
High Average
High 17.0%
2024
Low 18.1%
Low Average
Average 19.1%
High Average 23.0%
High
Grade 02
2023
Low 23.4%
Low Average
Average 23.7%
High Average 20.0%
High 10.5%
2024
Low 22.0%
Low Average
Average 21.3%
High Average
High 14.1%
Grade 03
2023
Low 16.7%
Low Average
Average 21.7%
High Average 26.7%
High 18.0%
2024
Low 18.9%
Low Average 14.2%
Average 23.0%
High Average 25.6%
High 18.2%
Grade 04
2023
Low 16.4%
Low Average
Average 24.6%
High Average
High 16.9%
2024
Low 17.1%
Low Average
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High Average 22.5%
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Grade 08
2023
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High Average 19.1%
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2024
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Average 20.9%
High Average
High 16.5%
0% 5% 10% 15% 20% 25% 30%
% of Total Count of Union

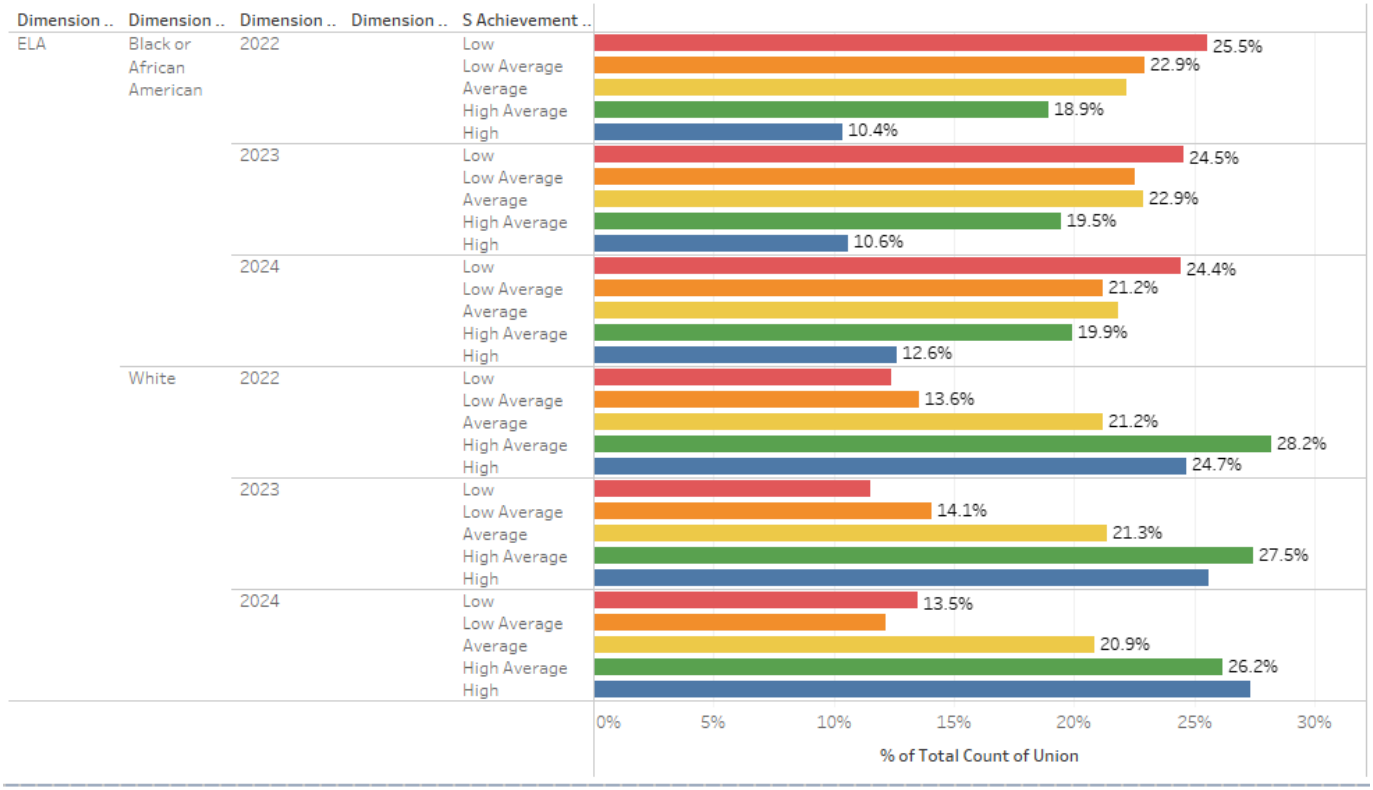
Spring MAP - Achievement Quintiles

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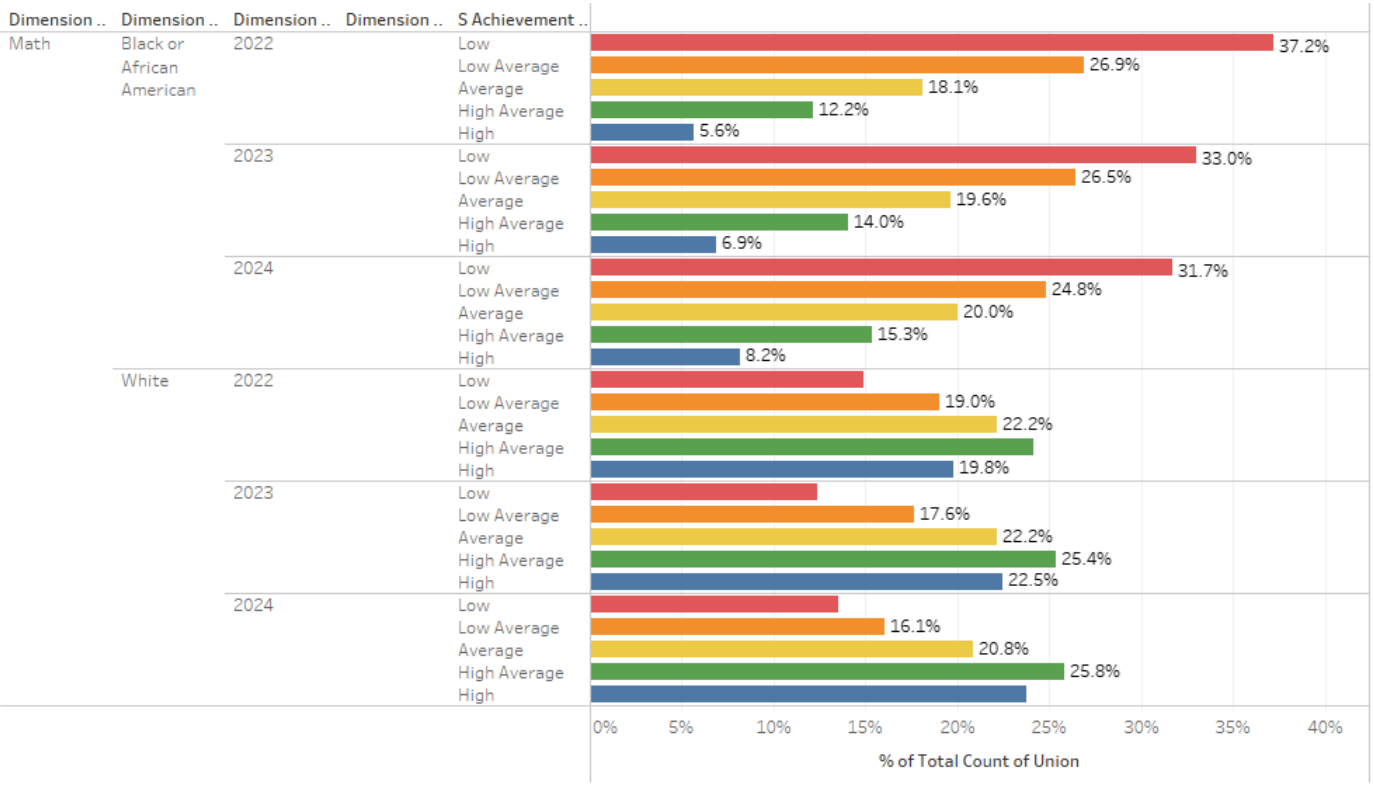
Spring MAP - Achievement Quintiles

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Spring MAP - Achievement Quintiles

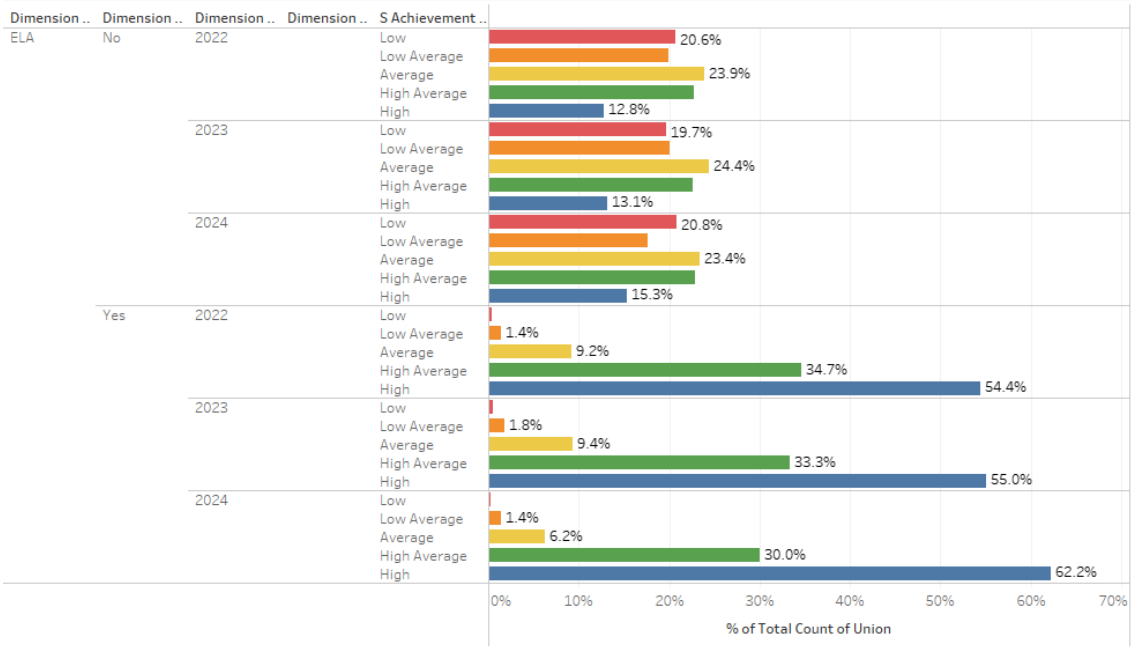
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Dimension 1: Subject | Dimension 2: GT Status | Dimension 3: Year | Dimension 4: n/a

Spring MAP - Achievement Quintiles

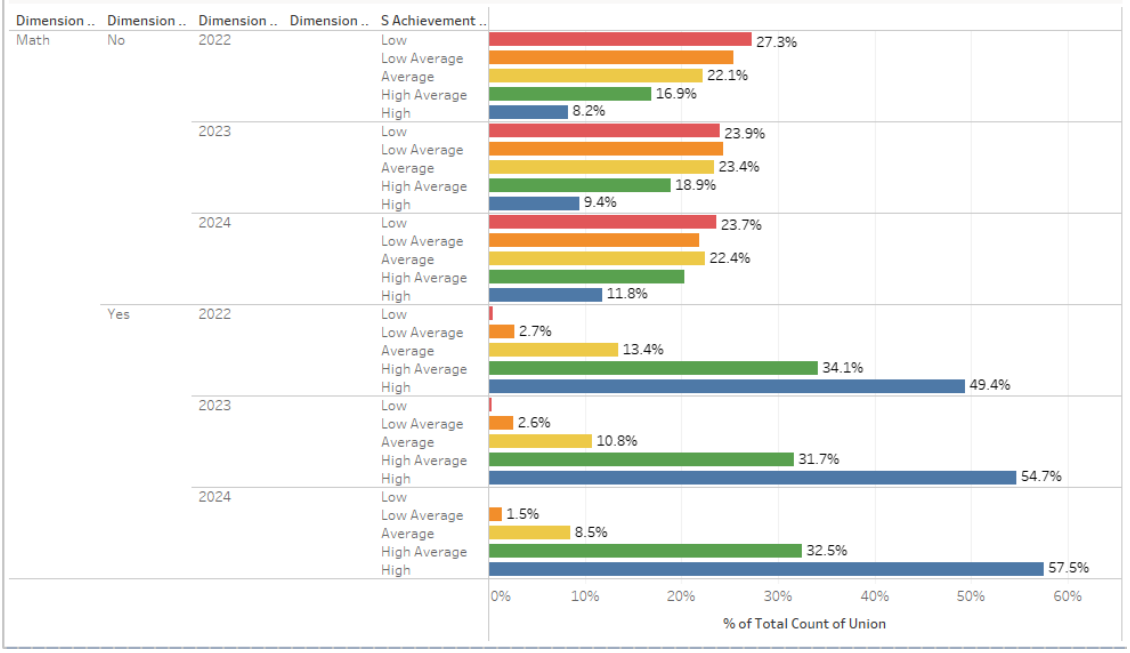
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Spring MAP - Achievement Quintiles

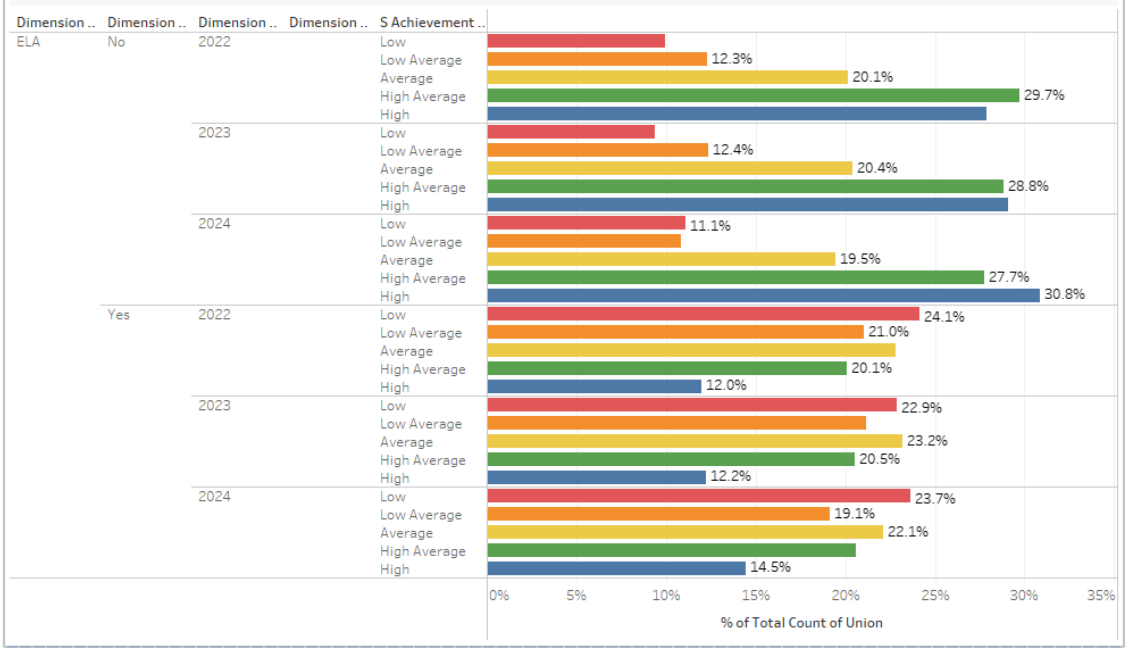
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Dimension 1: Subject | Dimension 2: PIP Status | Dimension 3: Year | Dimension 4: n/a

Spring MAP - Achievement Quintiles

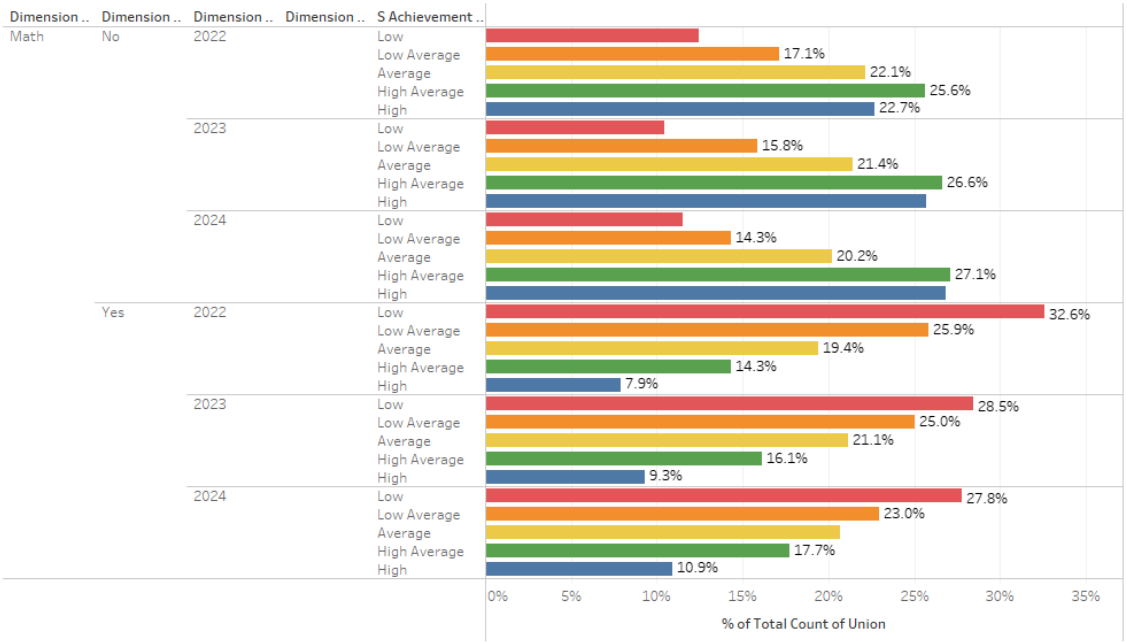
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Dimension 1: Subject | Dimension 2: PIP Status | Dimension 3: Year | Dimension 4: n/a

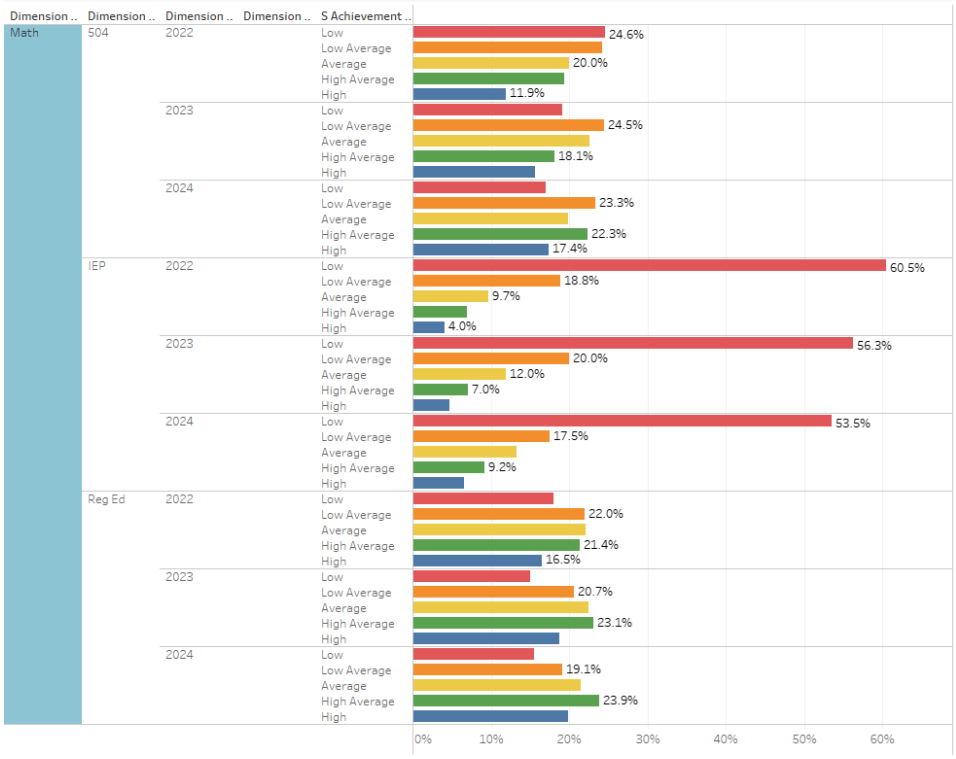
Spring MAP - Achievement Quintiles

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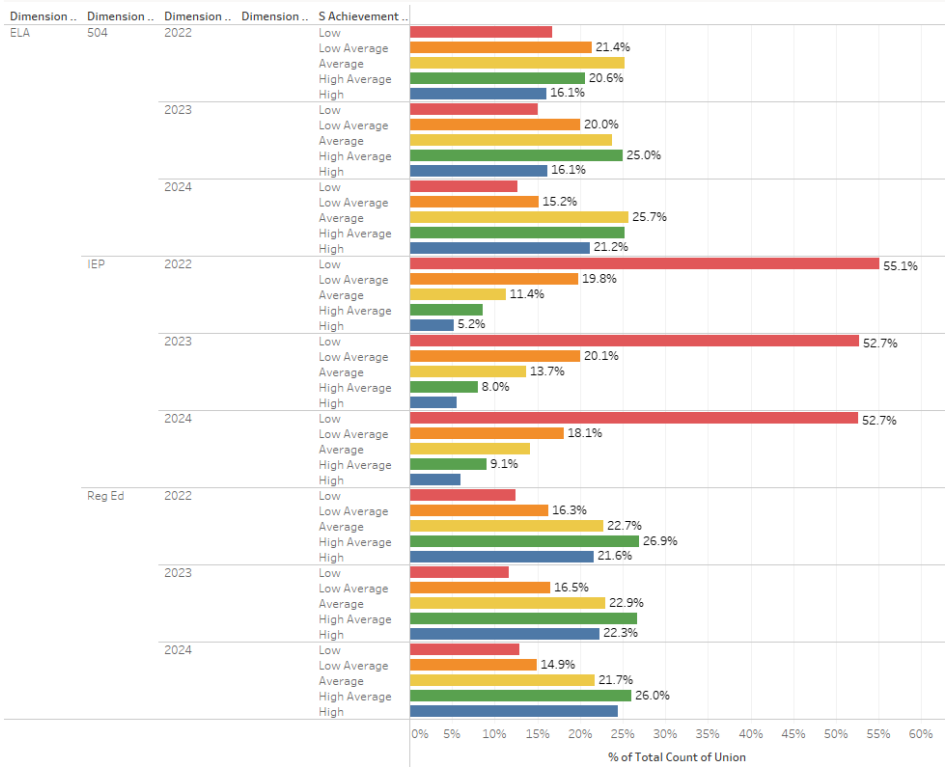
Spring MAP - Achievement Quintiles

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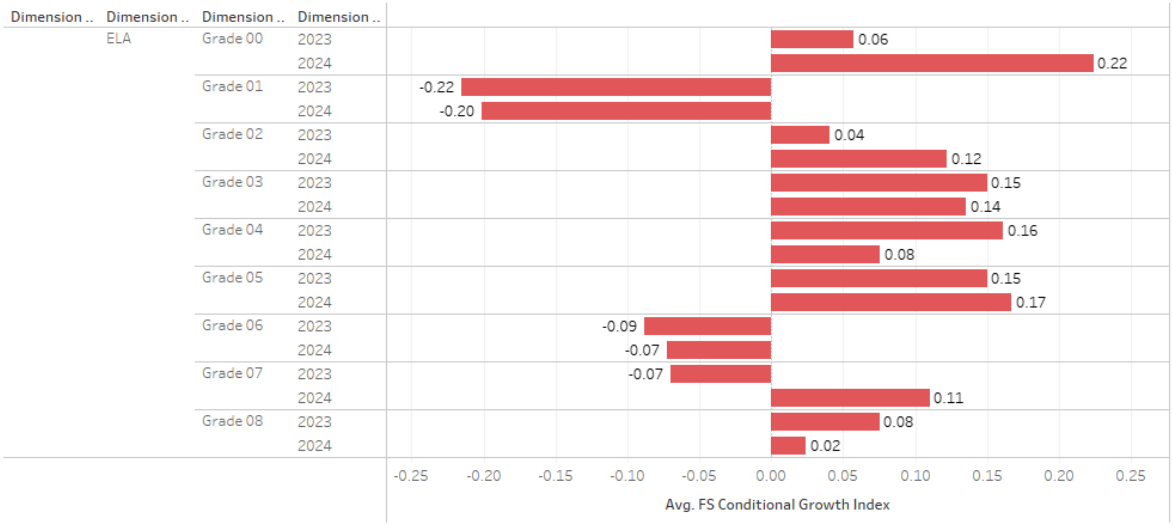
Spring MAP - Achievement Quintiles

Year: Level: All; Subject: ELA; Grade: All; School:All; S Achievement Quintile: Low, Low Average, Average and 2 more; FS Growth Quintile: None; Met Projected FS Growth: All; Gender: All; Ethnicity: All; Race: All; Instr. Setting: All; Eng. Prof: Null, 8 - English Speaker, 9 - Native Speaker and 4 more; GT Status: All; PIP Status: All



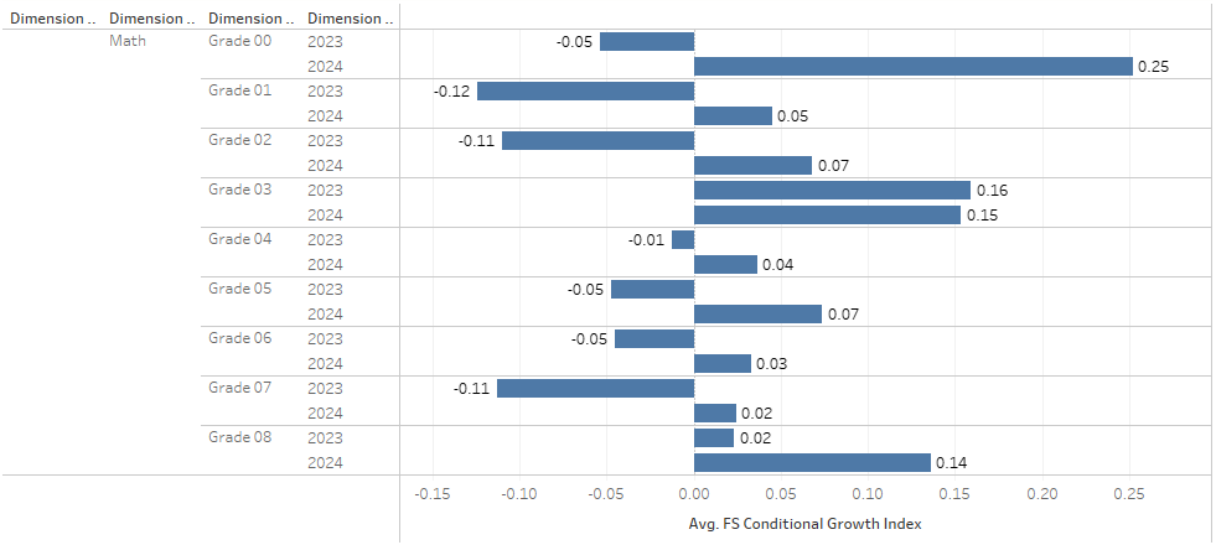
Fall to Spring Conditional Growth

Year: Level: All; Subject: ELA; Grade: Grade 00, Grade 01, Grade 02 and 6 more; School:All; S Achievement Quintile: Average, High, High Average and 2 more; FS Growth Quintile: None; Met Projected FS Growth: All; Gender: All; Ethnicity: All; Race: All; Instr. Setting: All; Eng. Prof: Null, 8 - English Speaker, 9 - Native Speaker and 4 more; GT Status: All; PIP Status: All



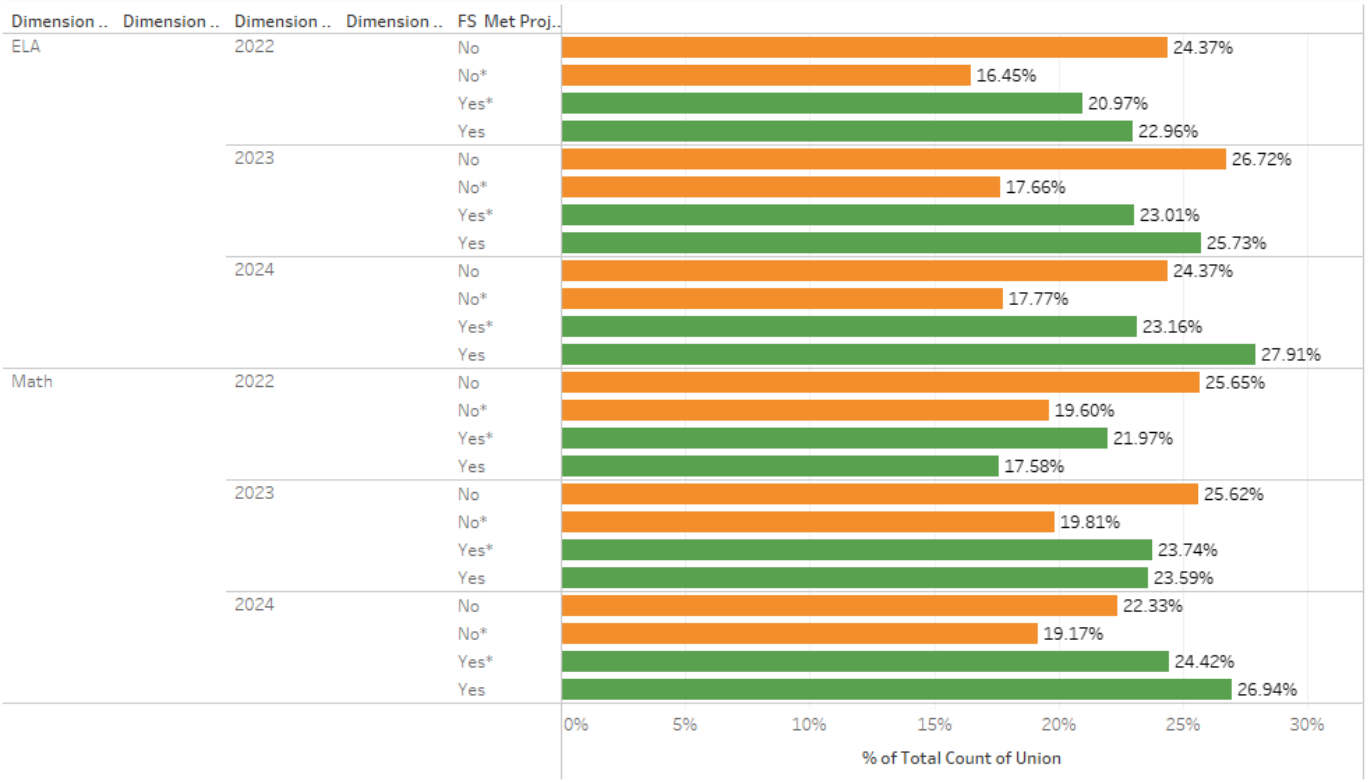
Fall to Spring Conditional Growth

Year: Level: All; Subject: Math; Grade: Grade 00, Grade 01, Grade 02 and 6 more; School:All; S Achievement Quintile: Average, High, High Average and 2 more; FS Growth Quintile: None; Met Projected FS Growth: All; Gender: All; Ethnicity: All; Race: All; Instr. Setting: All; Eng. Prof: Null, 8 - English Speaker, 9 - Native Speaker and 4 more; GT Status: All; PIP Status: All



Spring MAP - Fall to Spring Met Projected Growth (50th percentile)

Year: Level: All; Subject: All; Grade: All; School:All; S Achievement Quintile: Average, High, High Average and 2 more; FS Growth Quintile: None; Met Projected FS Growth: All; Gender: All; Ethnicity: All; Race: All; Instr. Setting: All; Eng. Prof: Null, 8 - English Speaker, 9 - Native Speaker and 4 more; GT Status: All; PIP Status: All



Spring MAP - Fall to Spring Met Projected Growth (50th percentile)

Year: Level: All; Subject: ELA; Grade: Grade 00, Grade 01, Grade 02 and 6 more; School: All; S Achievement Quintile: Average, High, High Average and 2 more; FS Growth Quintile: None; Met Projected FS Growth: All; Gender: All; Ethnicity: All; Race: All; Instr. Setting: All; Eng. Prof: Null, 8 - English Speaker, 9 - Native Speaker and 4 more; GT Status: All; PIP Status: All



Spring MAP - Fall to Spring Met Projected Growth (50th percentile)

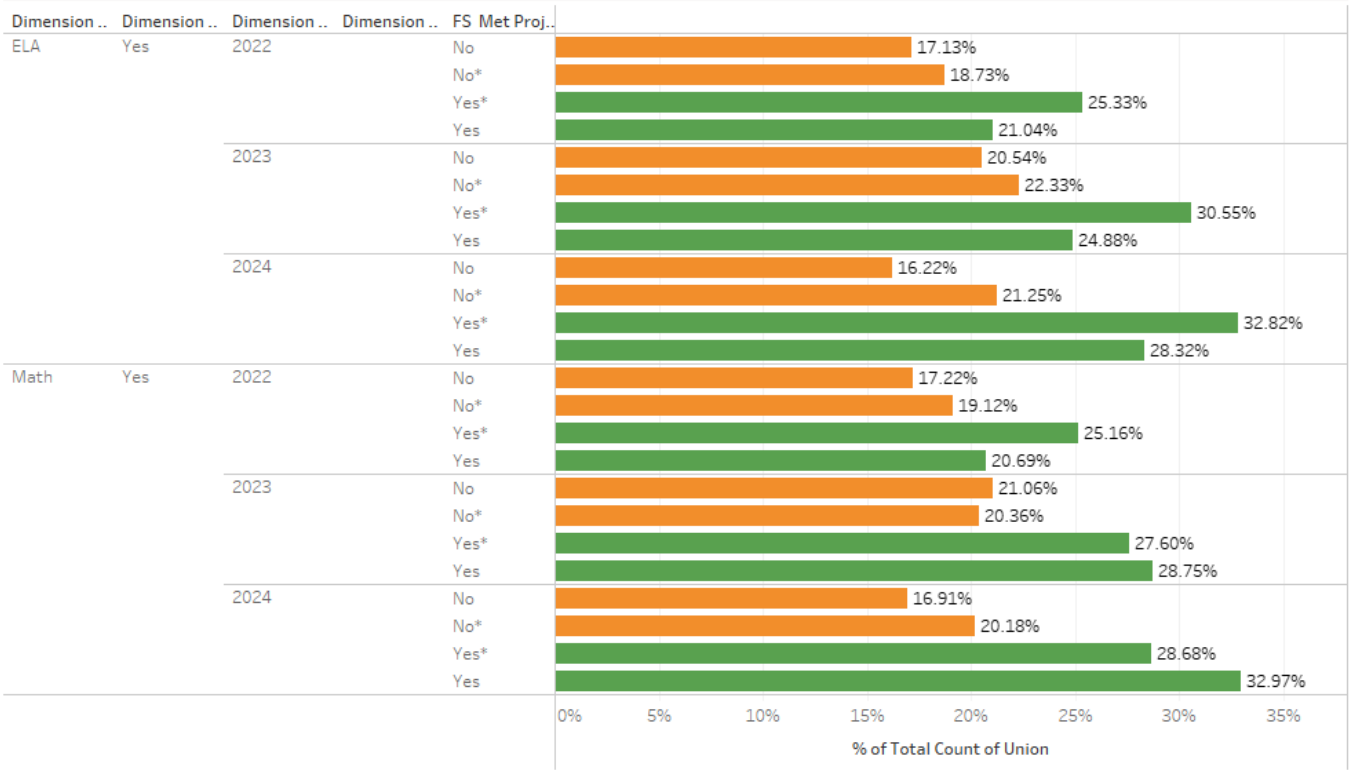
Year: Level: All; Subject: Math; Grade: Grade 00, Grade 01, Grade 02 and 6 more; School: All; S Achievement Quintile: Average, High, High Average and 2 more; FS Growth Quintile: None; Met Projected FS Growth: All; Gender: All; Ethnicity: All; Race: All; Instr. Setting: All; Eng. Prof: Null, 8 - English Speaker, 9 - Native Speaker and 4 more; GT Status: All; PIP Status: All



Dimension 1	Dimension 2	Dimension 3	Dimension 4
Subject	GT Status	Year	n/a

Spring MAP - Fall to Spring Met Projected Growth (50th percentile)

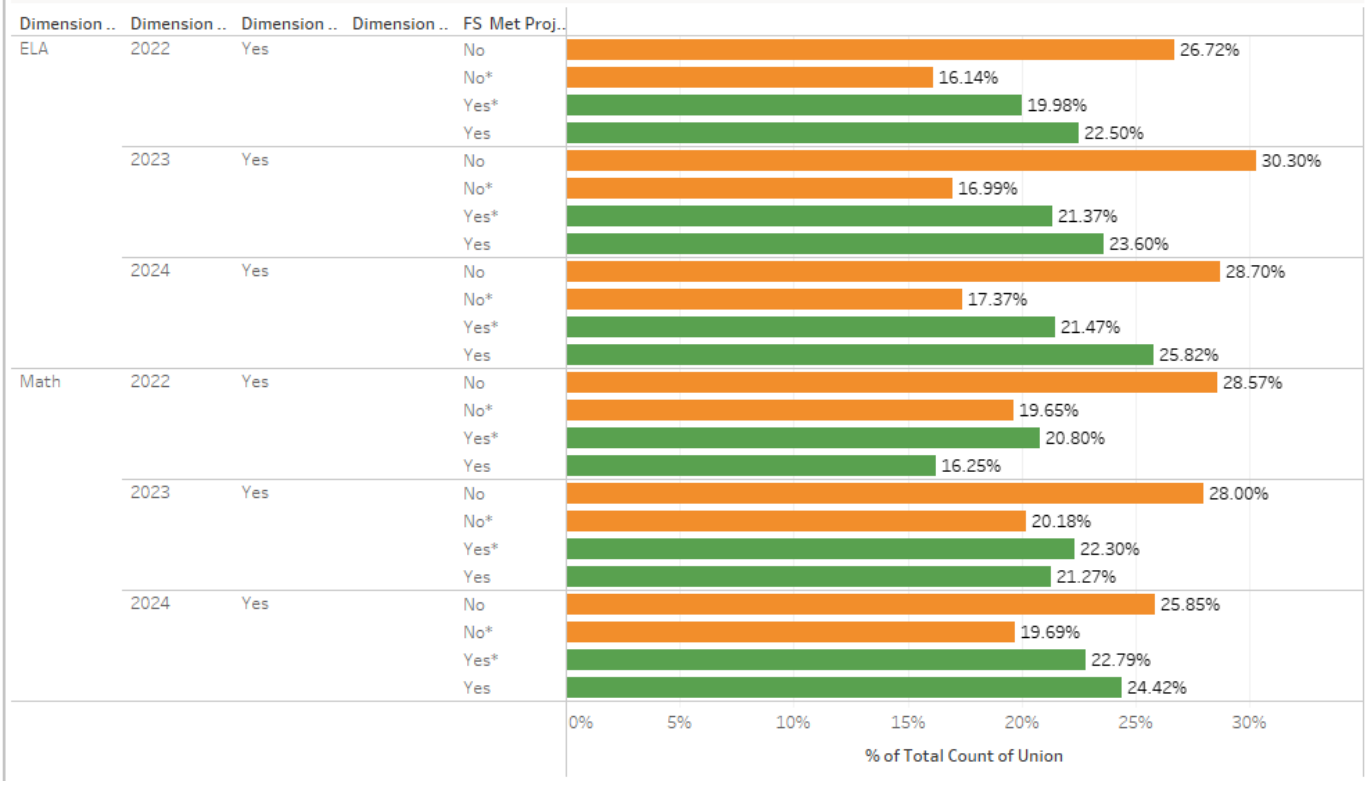
Year: Level: All; Subject: All; Grade: All; School:All; S Achievement Quintile: Average, High, High Average and 2 more; FS Growth Quintile: None; Met Projected FS Growth: All; Gender: All; Ethnicity: All; Race: All; Instr. Setting: All; Eng. Prof: Null, 8 - English Speaker, 9 - Native Speaker and 4 more; GT Status: Yes; PIP Status: All



Dimension 1	Dimension 2	Dimension 3	Dimension 4
Subject	Year	PIP Status	n/a

Spring MAP - Fall to Spring Met Projected Growth (50th percentile)

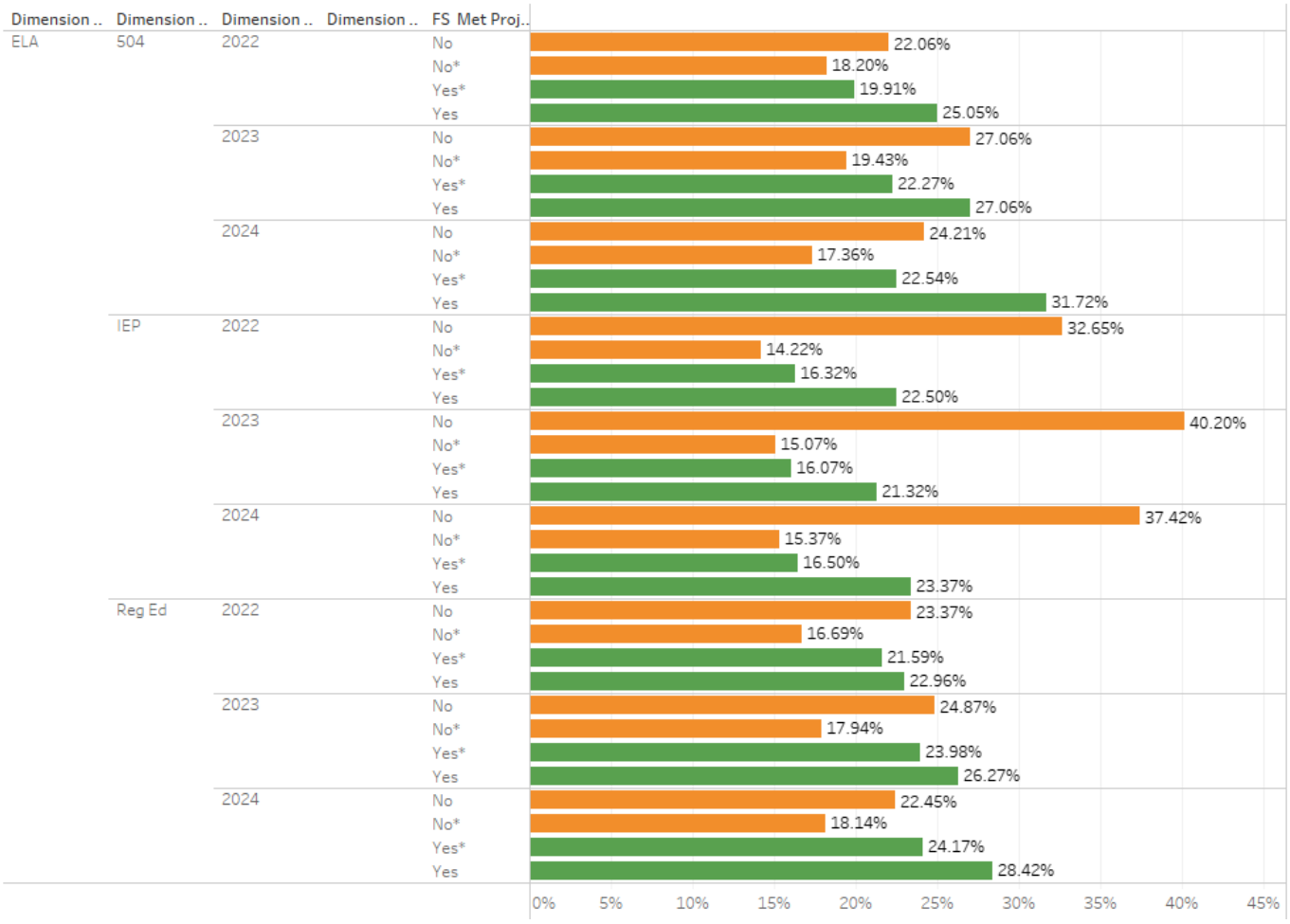
Year: Level: All; Subject: All; Grade: All; School:All; S Achievement Quintile: Average, High, High Average and 2 more; FS Growth Quintile: None; Met Projected FS Growth: All; Gender: All; Ethnicity: All; Race: All; Instr. Setting: All; Eng. Prof: Null, 8 - English Speaker, 9 - Native Speaker and 4 more; GT Status: All; PIP Status: Yes



Dimension 1	Dimension 2	Dimension 3	Dimension 4
Subject	Instruction Setting	Year	n/a

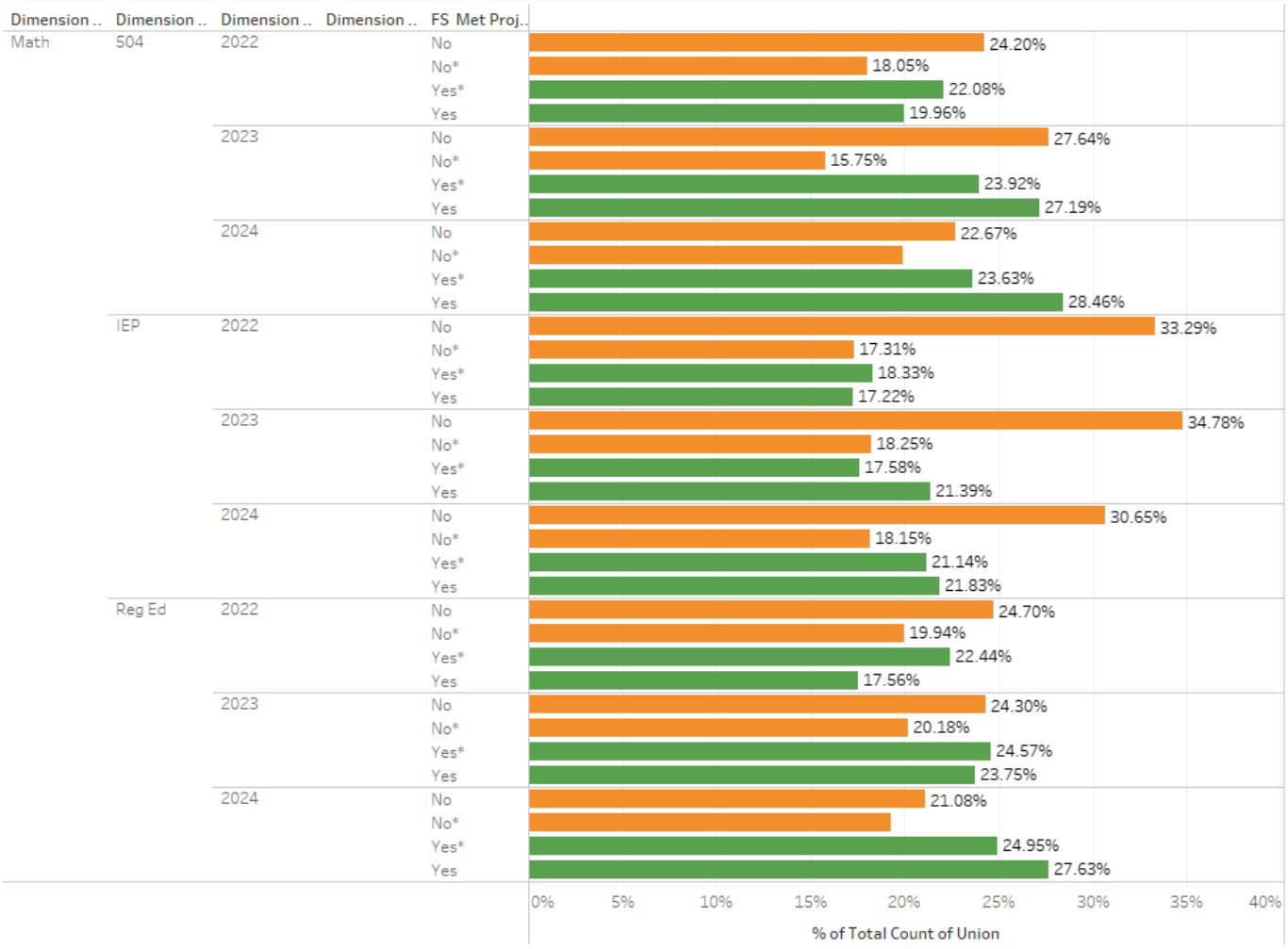
Spring MAP - Fall to Spring Met Projected Growth (50th percentile)

Year: Level: All; Subject: ELA; Grade: All; School:All; S Achievement Quintile: Average, High, High Average and 2 more; FS Growth Quintile: None; Met Projected FS Growth: All; Gender: All; Ethnicity: All; Race: All; Instr. Setting: All; Eng. Prof: Null, 8 - English Speaker, 9 - Native Speaker and 4 more; GT Status: All; PIP Status: All



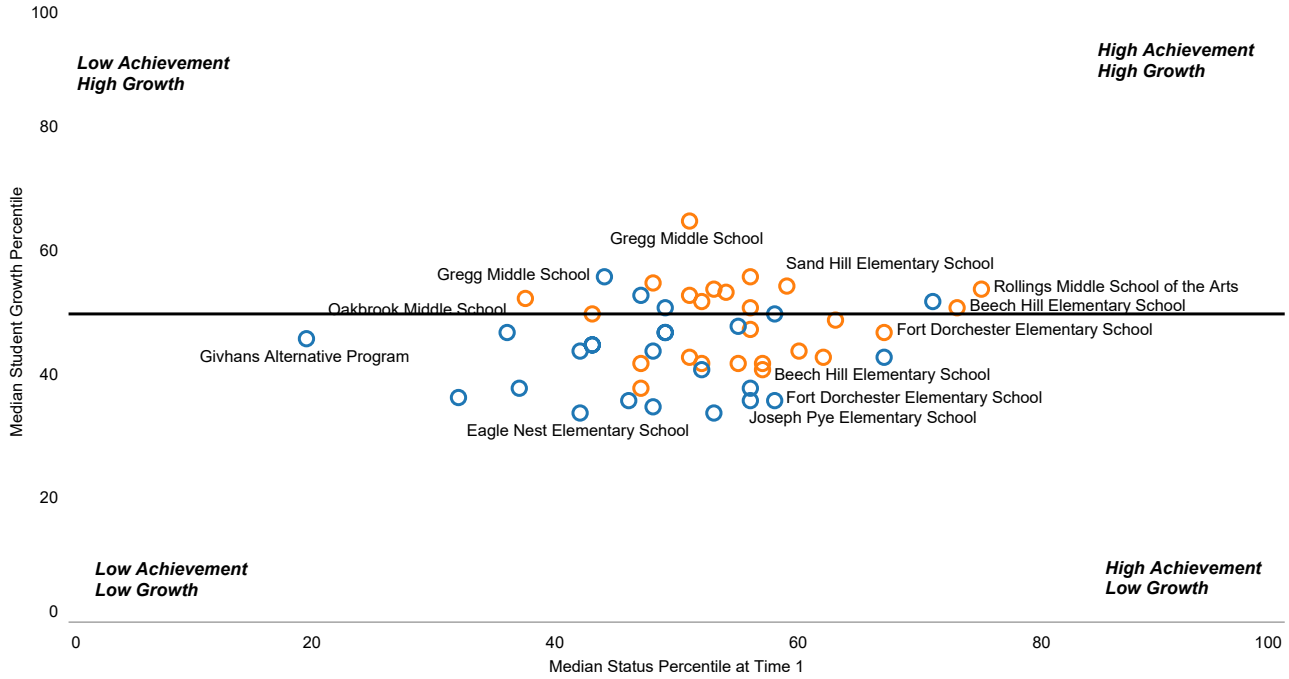
Spring MAP - Fall to Spring Met Projected Growth (50th percentile)

Year: Level: All; Subject: Math; Grade: All; School:All; S Achievement Quintile: Average, High, High Average and 2 more; FS Growth Quintile: None; Met Projected FS Growth: All; Gender: All; Ethnicity: All; Race: All; Instr. Setting: All; Eng. Prof: Null, 8 - English Speaker, 9 - Native Speaker and 4 more; GT Status: All; PIP Status: All



Dorchester School District 2 Growth Report Fall 2021 to Spring 2022

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



Select School(s)
All

Select Subject(s)
All

Select Gender(s)
All

Select Race/ Ethnic Group(s)
All

Select Grade(s)
All

Subject
Mathematics
Reading

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

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Dorchester School District 2 Growth Report Fall 2022 to Spring 2023

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



Select School(s)
All

Select Subject(s)
All

Select Gender(s)
All

Select Race/ Ethnic Group(s)
All

Select Grade(s)
All

Subject
Mathematics
Reading

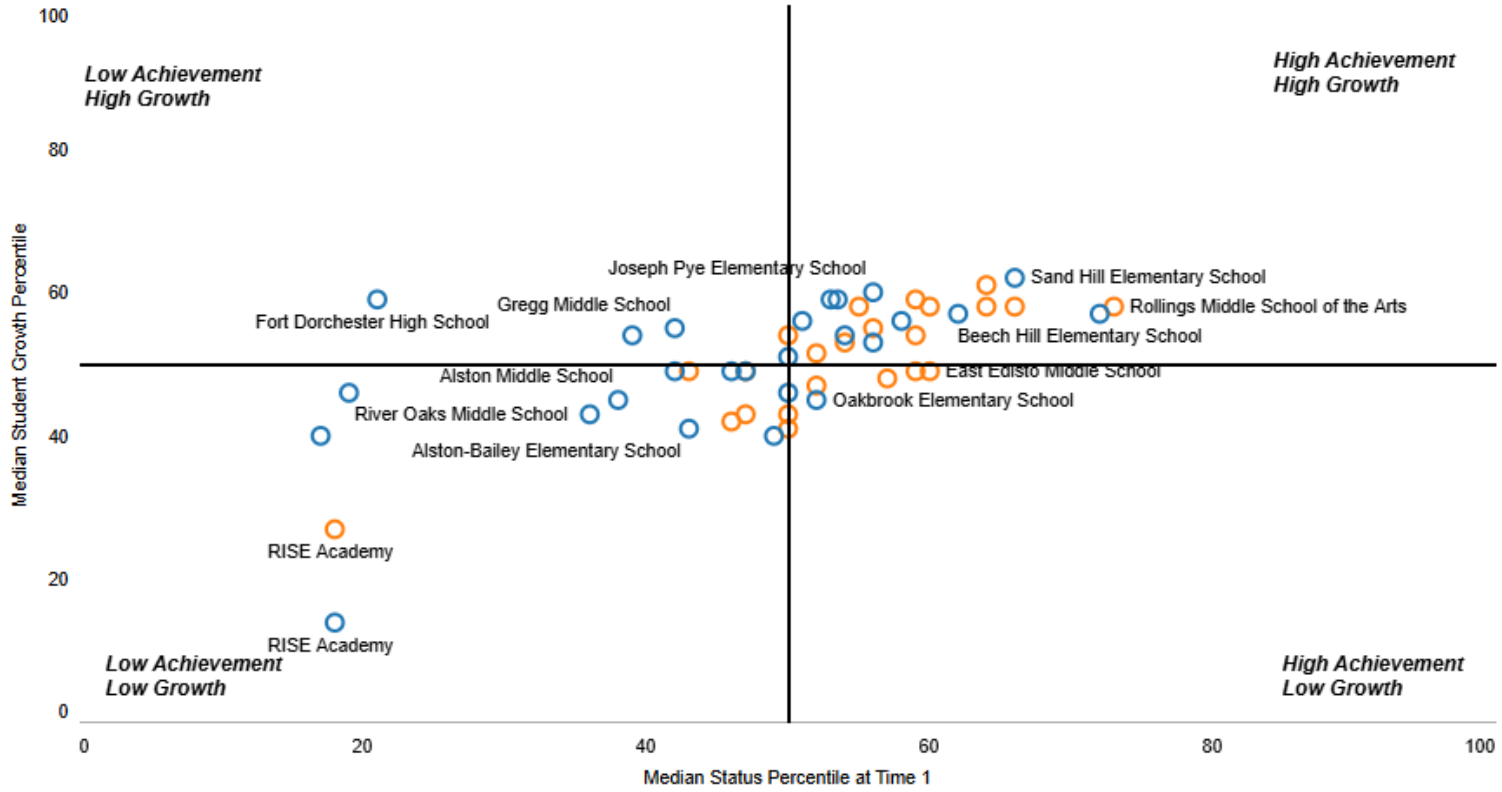
Click on a School Above to See Grade Level Growth Summaries and Student Level Details

©NWEA 2019

Dorcester School District 2 F23.S24 Growth Report

District Overview | **Quadrant Report** | Achievement and Growth Perspectives | Flexible Growth Report | Proficiency Projections | Testing Conditions at Times 1 and 2 | Impa Con Obs

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



nwea

Select School(s)
(All)

Select Subject(s)
(All)

Select Gender(s)
(All)

Select Race/ Ethnic Group(s)
(All)

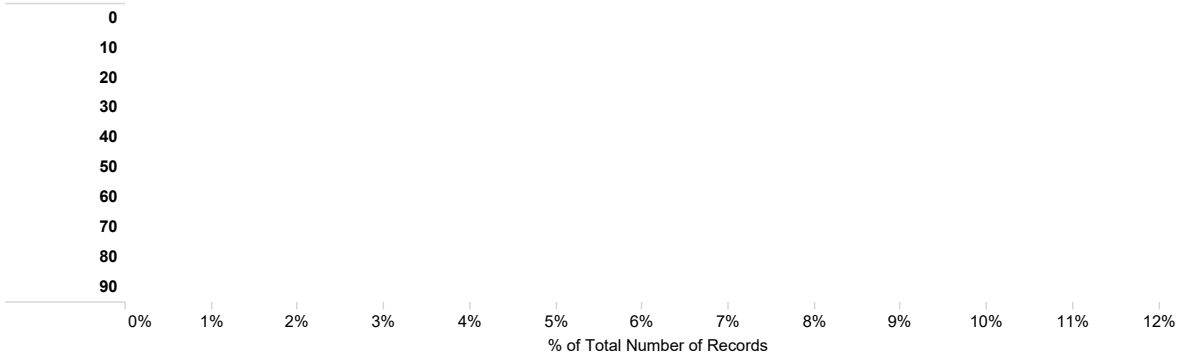
Select Grade(s)
(All)

Subject
Mathematics
Reading

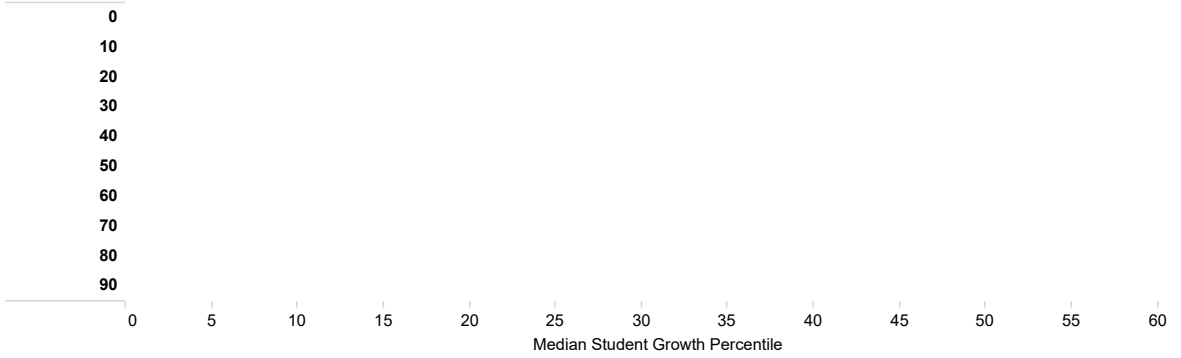
Click on a School Above to See Grade Level Growth Summaries and Student Level Details

Dorchester School District 2 Growth Report Fall 2021 to Spring 2022

Observed vs. Expected Percentages of Students within Each Achievement Band



Median Student Growth Percentile by Initial Achievement Band



Select Final School(s)
All

Select Subject(s)
All

Select Gender(s)
All

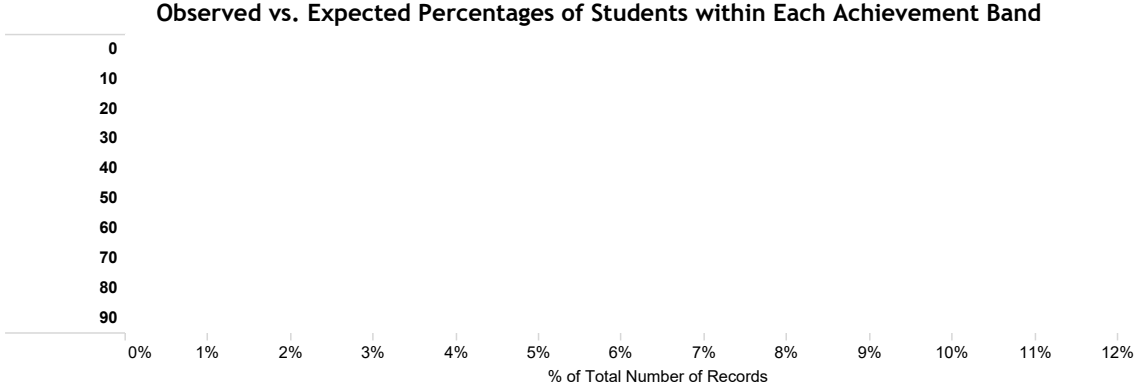
Select Race/Ethnic Group(s)
All

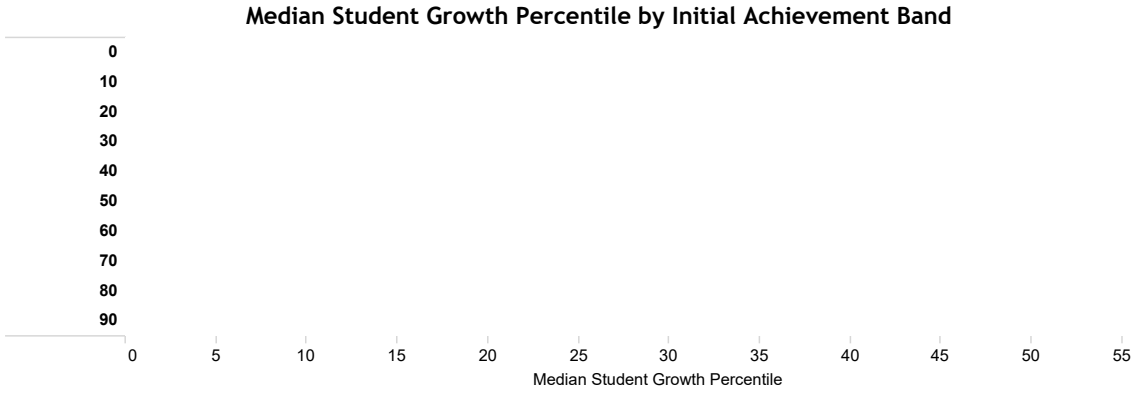
Final Enrolled Grade
All

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

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Dorchester School District 2 Growth Report Fall 2022 to Spring 2023





Select Final School(s)
All

Select Subject(s)
All

Select Gender(s)
All

Select Race/Ethnic Group(s)
All

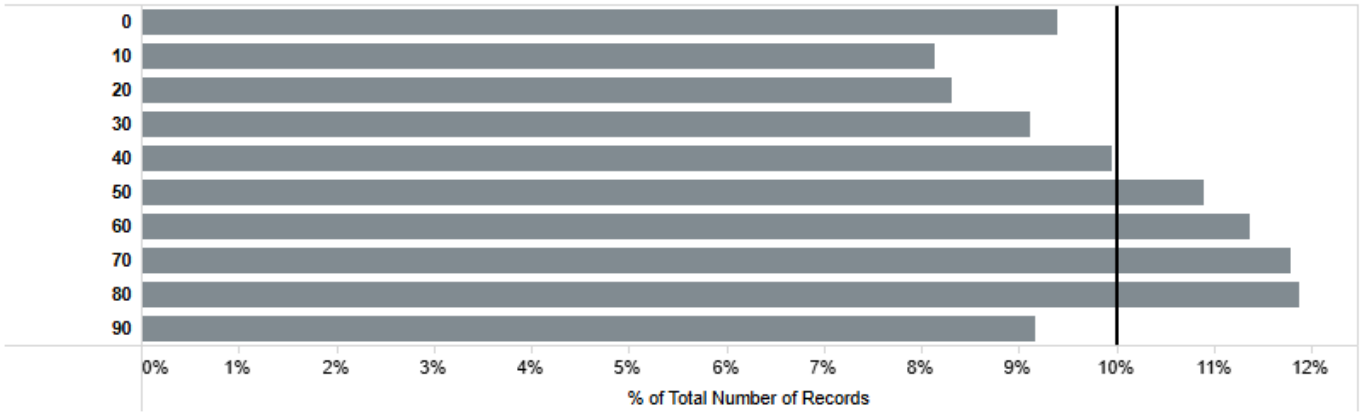
Final Enrolled Grade
All

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

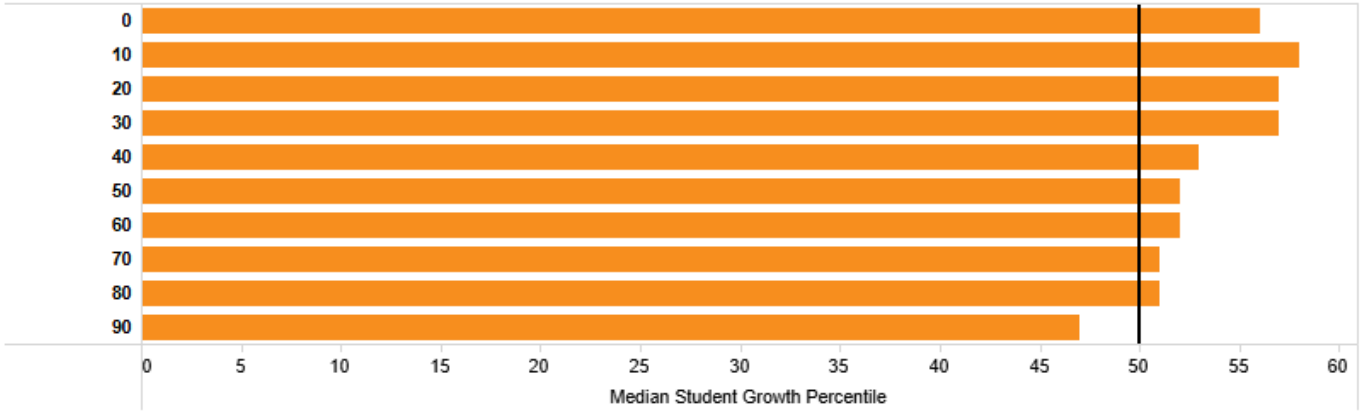
©NWEA 2019

Dorcester School District 2 F23.S24 Growth Report

Observed vs. Expected Percentages of Students within Each Achievement Band



Median Student Growth Percentile by Initial Achievement Band



nwea

Select Final School(s)
(All)

Select Subject(s)
(All)

Select Gender(s)
(All)

Select Race/Ethnic Group(s)
(All)

Final Enrolled Grade
(All)

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

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Dorchester School District 2 Growth Report Fall 2021 to Spring 2022

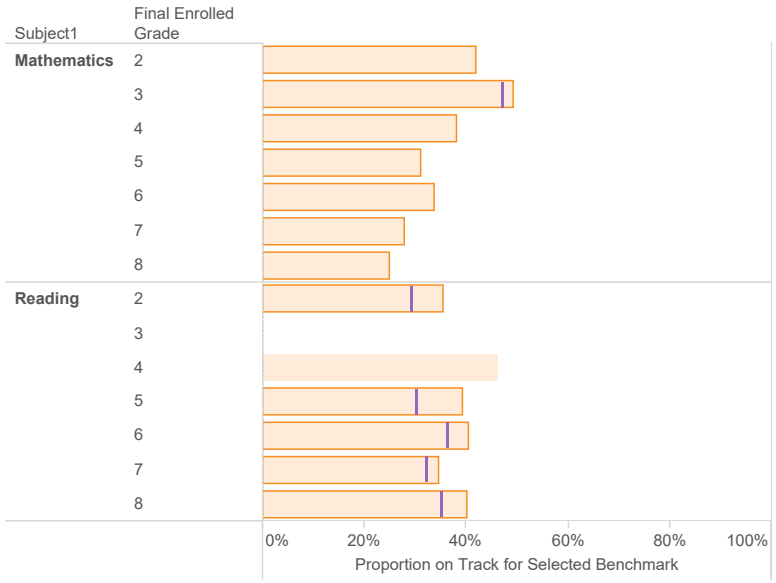
Select Proficiency Standard
State Summative

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

X Not On Track for Selected Benchmark



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Dorchester School District 2 Growth Report Fall 2022 to Spring 2023

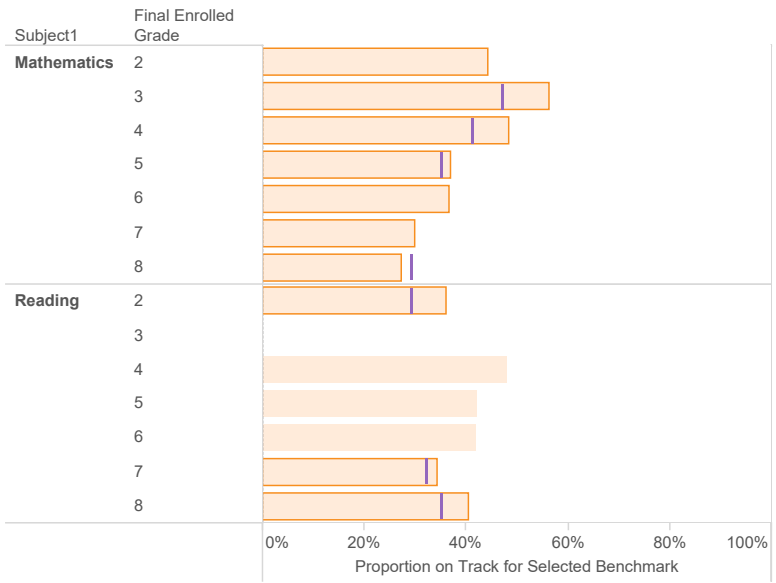
Select Proficiency Standard
State Summative

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

X Not On Track for Selected Benchmark



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Dorcester School District 2 F23.S24 Growth Report

Select Proficiency Standard

State Summative

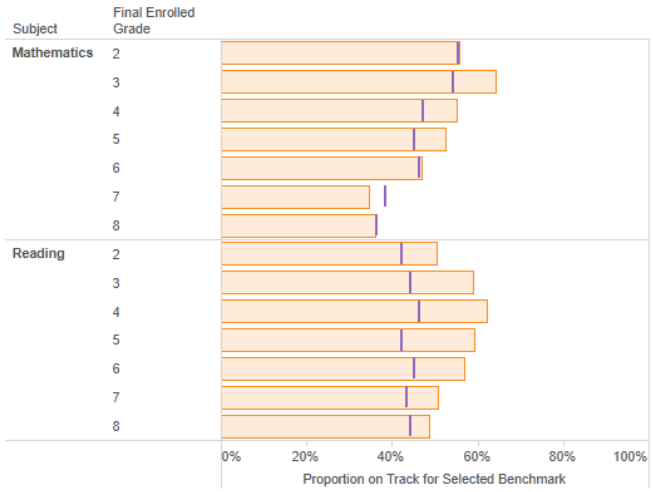
Select a School to View Projected Proficiency Rates

(All)

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

√ **On Track for Selected Benchmark**

X **Not On Track for Selected Benchmark**

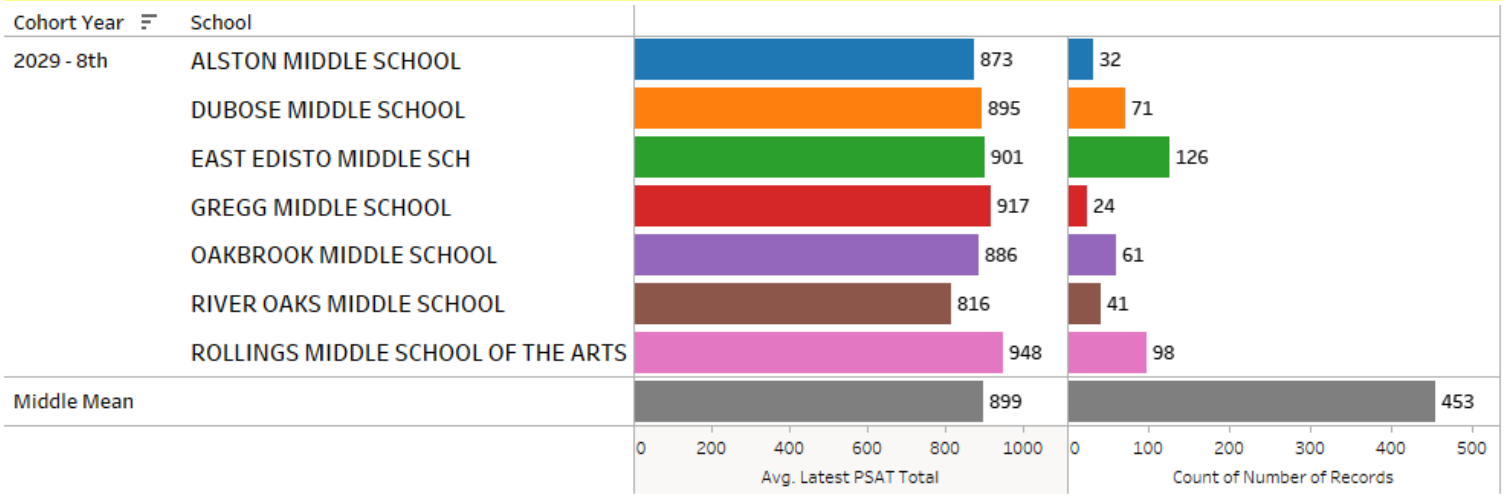


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Dorchester Two PSAT Fall 2024 - Mean Total Score (Middle)

(Sum of Two Section Scores)

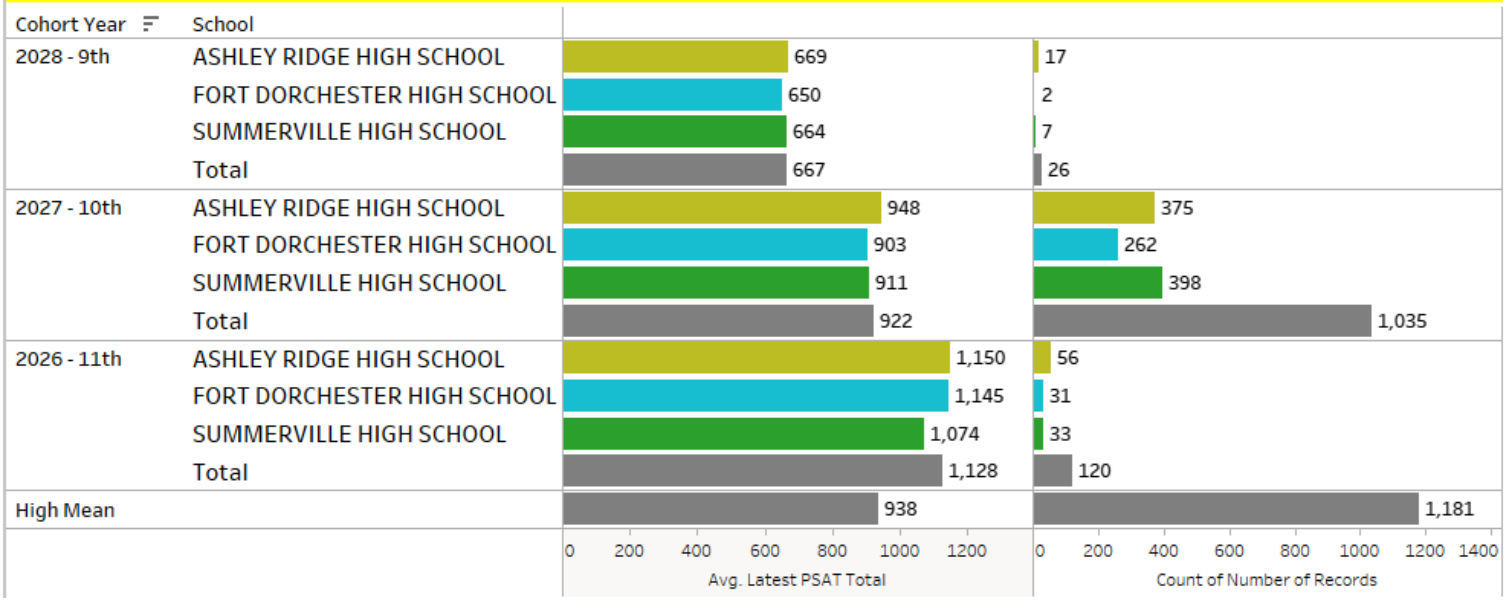
Range is 320-1520



Dorchester Two PSAT Fall 2024 - Mean Total Score (High)

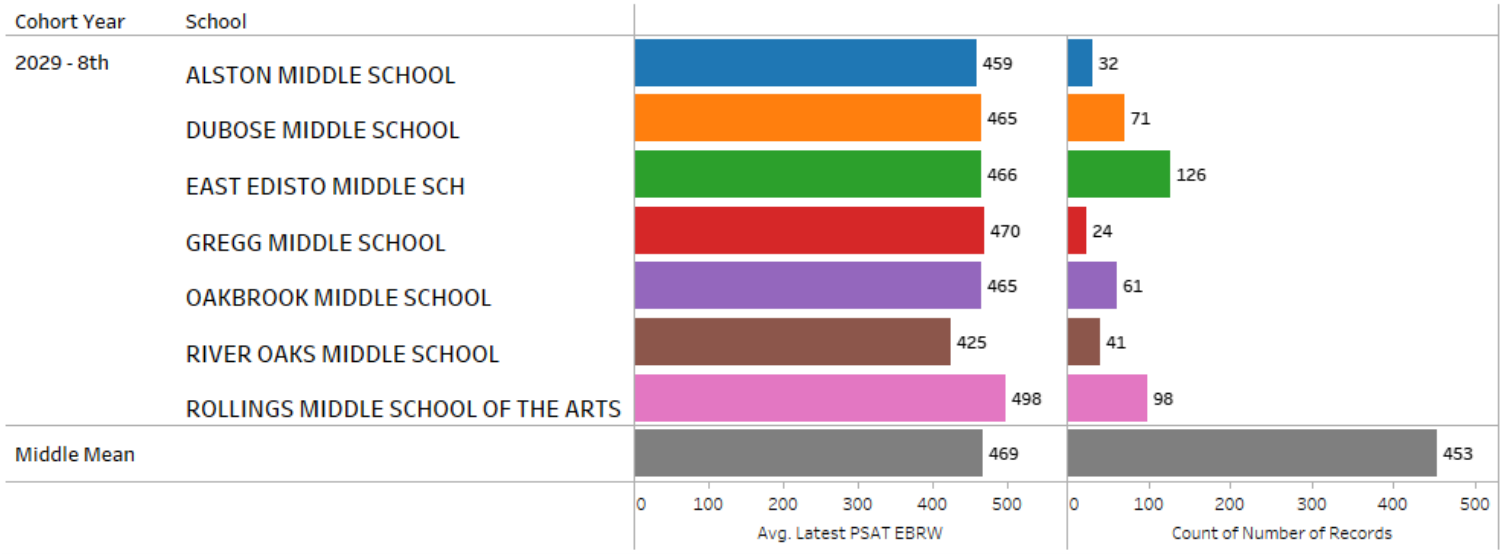
(Sum of Two Section Scores)

Range is 320-1520



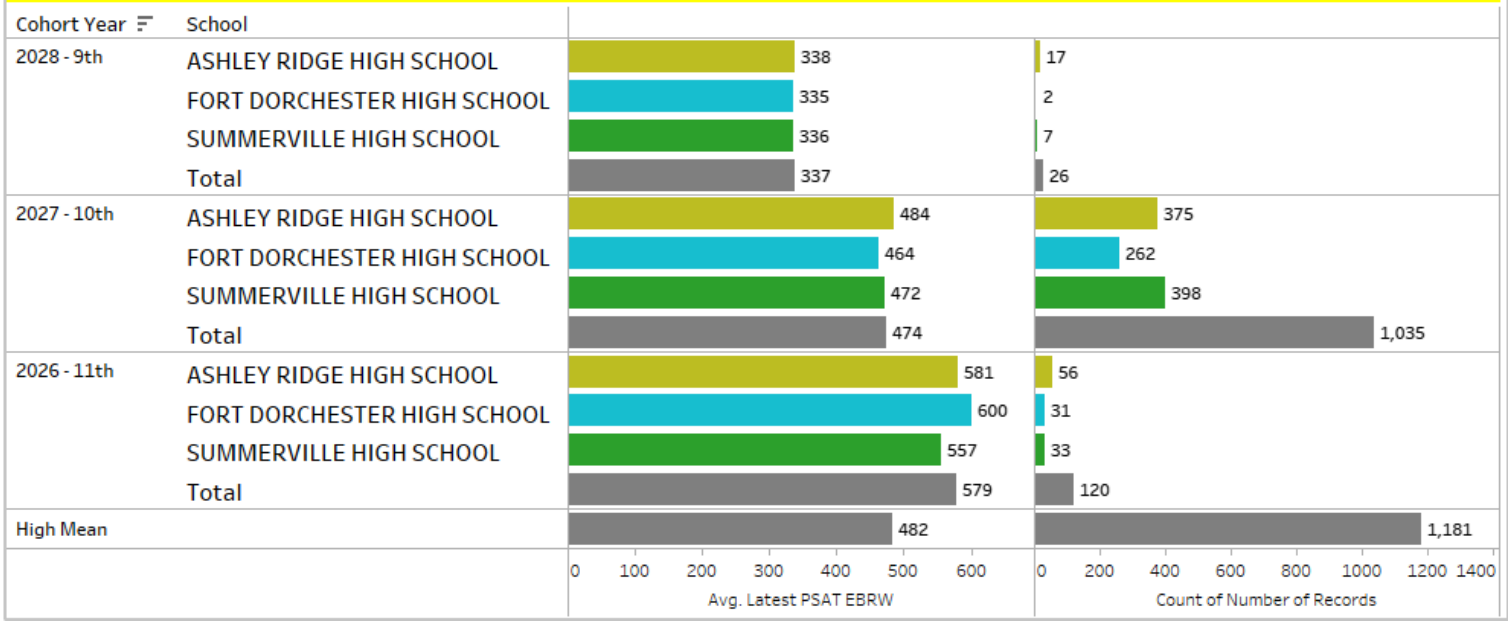
Dorchester Two PSAT Fall 2024 - Mean Evidence-Based Reading and Writing Section Score (Middle)

(Consists of Reading and Writing & Language Tests) Range is 160-760



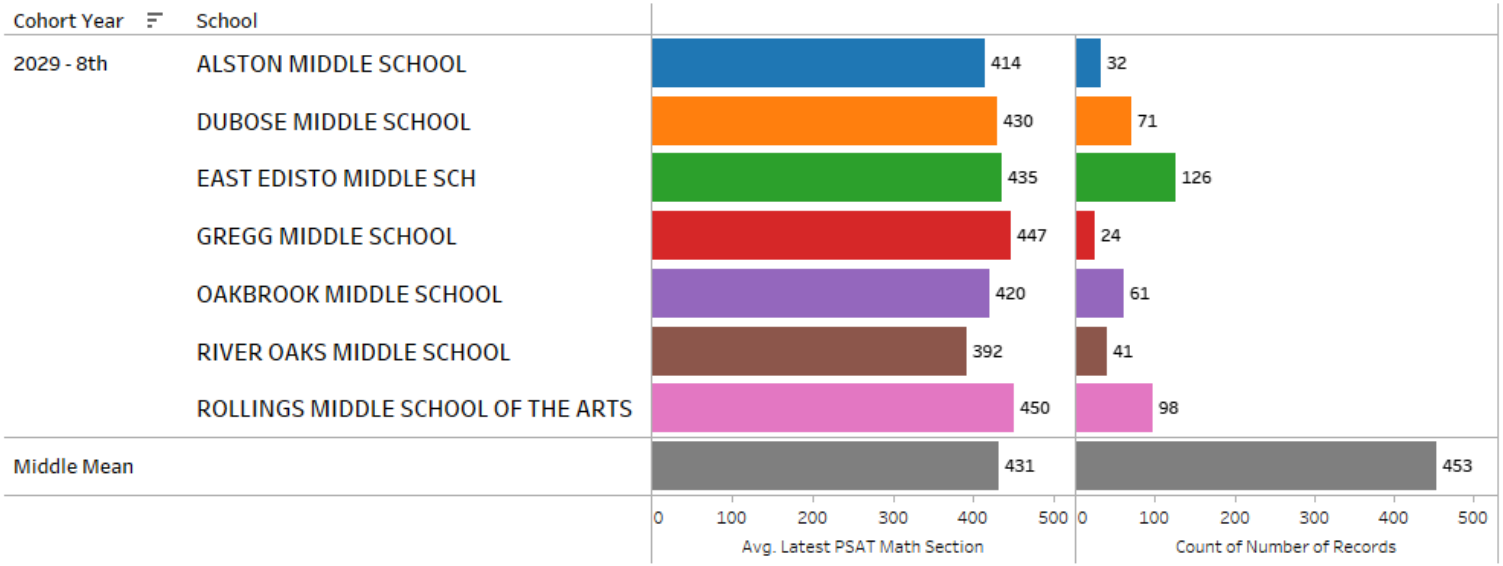
Dorchester Two PSAT Fall 2024 - Mean Evidence-Based Reading and Writing Section Score (High)

(Consists of Reading and Writing & Language Tests) Range is 160-760



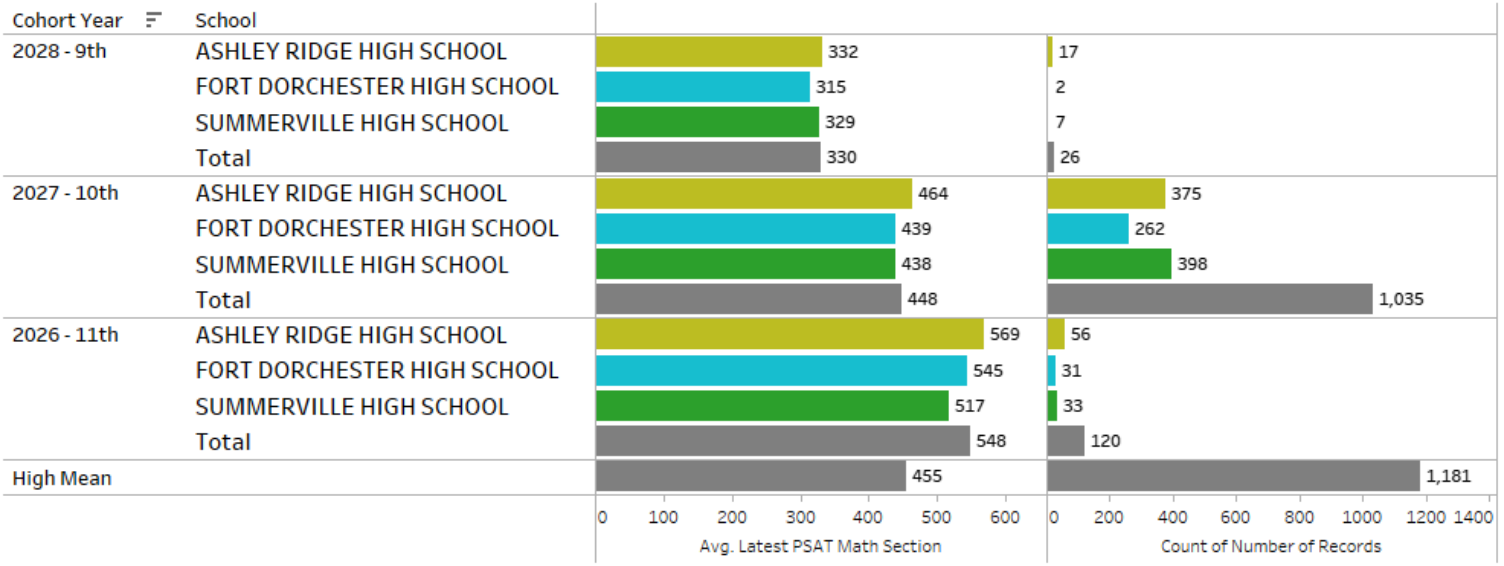
Dorchester Two PSAT Fall 2024 - Mean Math Section Score (Middle)

(Consists of Math Tests)
Range is 160-760



Dorchester Two PSAT Fall 2024 - Mean Math Section Score (High)

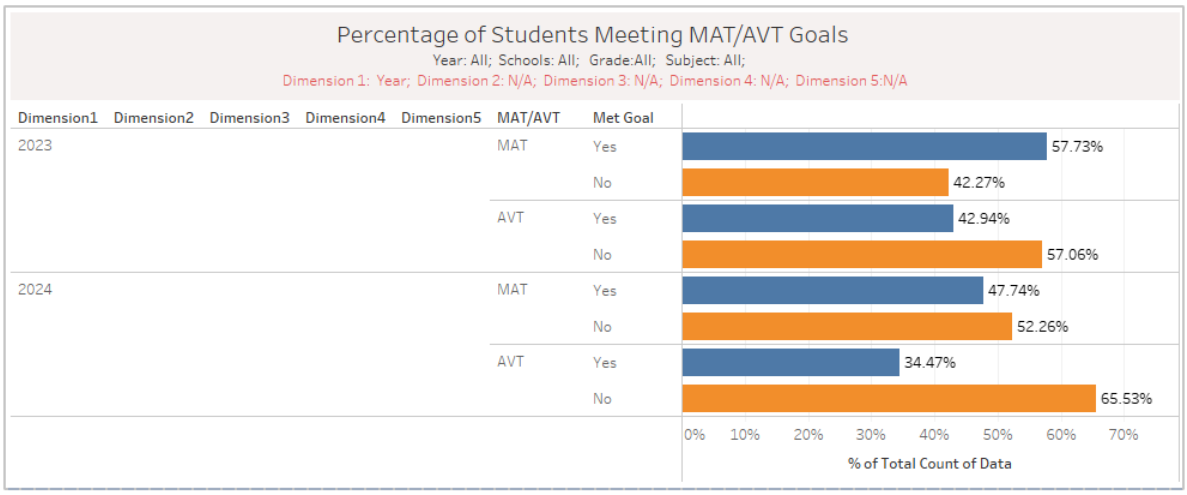
(Consists of Math Tests)
Range is 160-760

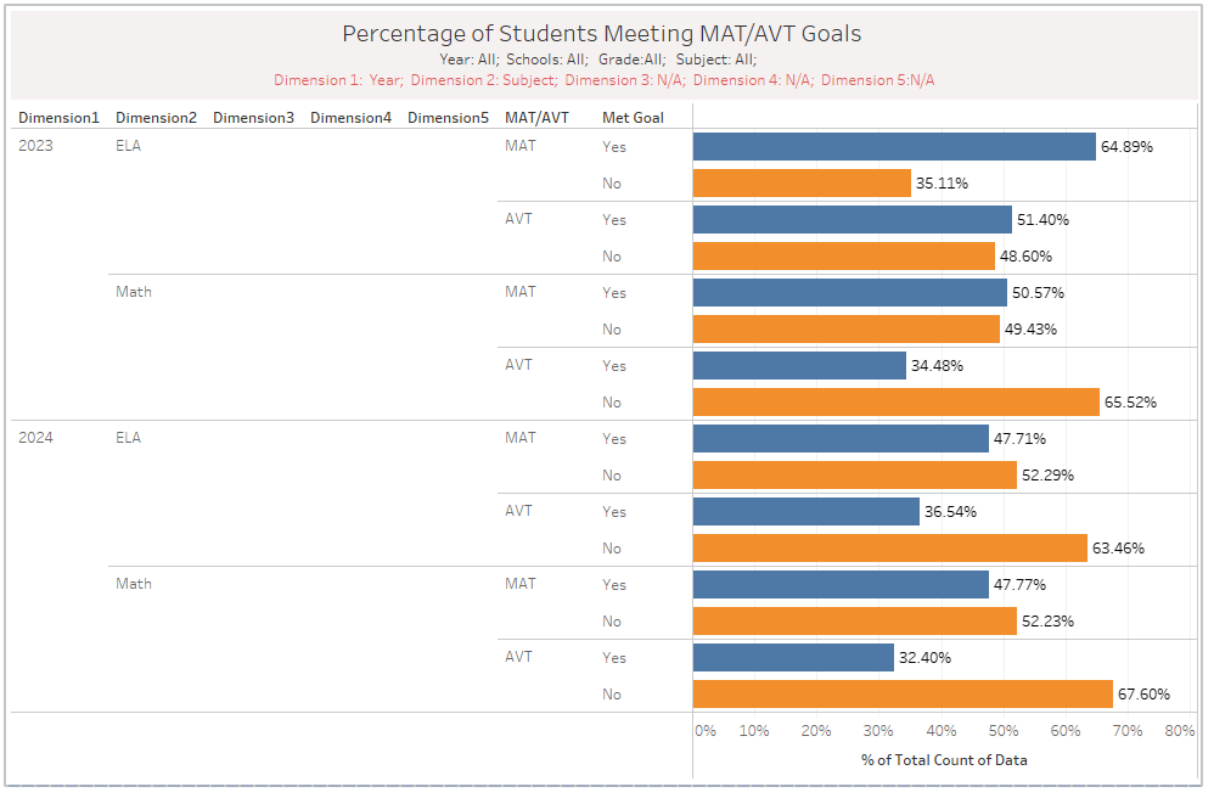


Dorchester Two PSAT Fall 2024 - National Merit Y or N

High Schools Only

Coho..	School	National Merit					
		Number of Records		% of Total Number of Reco..		Number of ..	% of Total N..
		Y	N	Y	N	Total	Total
2028 - 9th	ASHLEY RIDGE HIGH SCHOOL	2	15	12%	88%	17	100%
	FORT DORCHESTER HIGH SCHOOL		2		100%	2	100%
	SUMMERVILLE HIGH SCHOOL		7		100%	7	100%
2027 - 10th	ASHLEY RIDGE HIGH SCHOOL		375		100%	375	100%
	FORT DORCHESTER HIGH SCHOOL	5	257	2%	98%	262	100%
	SUMMERVILLE HIGH SCHOOL	5	393	1%	99%	398	100%
2026 - 11th	ASHLEY RIDGE HIGH SCHOOL	54	2	96%	4%	56	100%
	FORT DORCHESTER HIGH SCHOOL	29	2	94%	6%	31	100%
	SUMMERVILLE HIGH SCHOOL	32	1	97%	3%	33	100%
Dorchester Two		127	1,054	11%	89%	1,181	100%


Percentage of Students Meeting MAT/AVT Goals
Year: All; Schools: All; Grade:All; Subject: All;
Dimension 1: Year; Dimension 2: N/A; Dimension 3: N/A; Dimension 4: N/A; Dimension 5:N/A
Dimension1 Dimension2 Dimension3 Dimension4 Dimension5 MAT/AVT Met Goal
2023 MAT Yes 57.73%
No 42.27%
AVT Yes 42.94%
No 57.06%
2024 MAT Yes 47.74%
No 52.26%
AVT Yes 34.47%
No 65.53%
0% 10% 20% 30% 40% 50% 60% 70%
% of Total Count of Data


Percentage of Students Meeting MAT/AVT Goals
Year: All; Schools: All; Grade:All; Subject: All;
Dimension 1: Year; Dimension 2: Subject; Dimension 3: N/A; Dimension 4: N/A; Dimension 5:N/A
Dimension1 Dimension2 Dimension3 Dimension4 Dimension5 MAT/AVT Met Goal
2023 ELA MAT Yes 64.89%
No 35.11%
AVT Yes 51.40%
No 48.60%
Math MAT Yes 50.57%
No 49.43%
AVT Yes 34.48%
No 65.52%
2024 ELA MAT Yes 47.71%
No 52.29%
AVT Yes 36.54%
No 63.46%
Math MAT Yes 47.77%
No 52.23%
AVT Yes 32.40%
No 67.60%
0% 10% 20% 30% 40% 50% 60% 70% 80%
% of Total Count of Data

Percentage of Students Meeting MAT/AVT Goals by Growth Category

Year: All; Schools: All; Grade:All; Subject: ELA;
Dimension 1: Year; Dimension 2: Subject; Dimension 3: N/A; Dimension 4: N/A; Dimension 5:N/A

Dimension1	Dimension2	Dimension3	Dimension4	Dimension5	Growth Per..	Met Goal	
2023	ELA				55	Yes	62.83%
						No	37.17%
					60	Yes	51.51%
						No	48.49%
					65	Yes	50.86%
						No	49.14%
					70	Yes	46.06%
						No	53.94%
					75	Yes	44.49%
						No	55.51%
					80	Yes	36.09%
						No	63.91%
2024	ELA				55	Yes	45.23%
						No	54.77%
					60	Yes	35.75%
						No	64.25%
					65	Yes	36.22%
						No	63.78%
					70	Yes	30.91%
						No	69.09%
					75	Yes	27.59%
						No	72.41%
					80	Yes	19.66%
						No	80.34%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90%

% of Total Count of Data

Percentage of Students Meeting MAT/AVT Goals by Growth Category

Year: All; Schools: All; Grade:All; Subject: Math;
Dimension 1: Year; Dimension 2: Subject; Dimension 3: N/A; Dimension 4: N/A; Dimension 5:N/A

Dimension1	Dimension2	Dimension3	Dimension4	Dimension5	Growth Per..	Met Goal	
2023	Math				55	Yes	41.32%
						No	58.68%
					60	Yes	43.20%
						No	56.80%
					65	Yes	34.86%
						No	65.14%
					70	Yes	28.76%
						No	71.24%
					75	Yes	29.61%
						No	70.39%
					80	Yes	22.63%
						No	77.37%
2024	Math				55	Yes	37.71%
						No	62.29%
					60	Yes	38.55%
						No	61.45%
					65	Yes	31.81%
						No	68.19%
					70	Yes	29.53%
						No	70.47%
					75	Yes	27.44%
						No	72.56%
					80	Yes	21.39%
						No	78.61%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90%

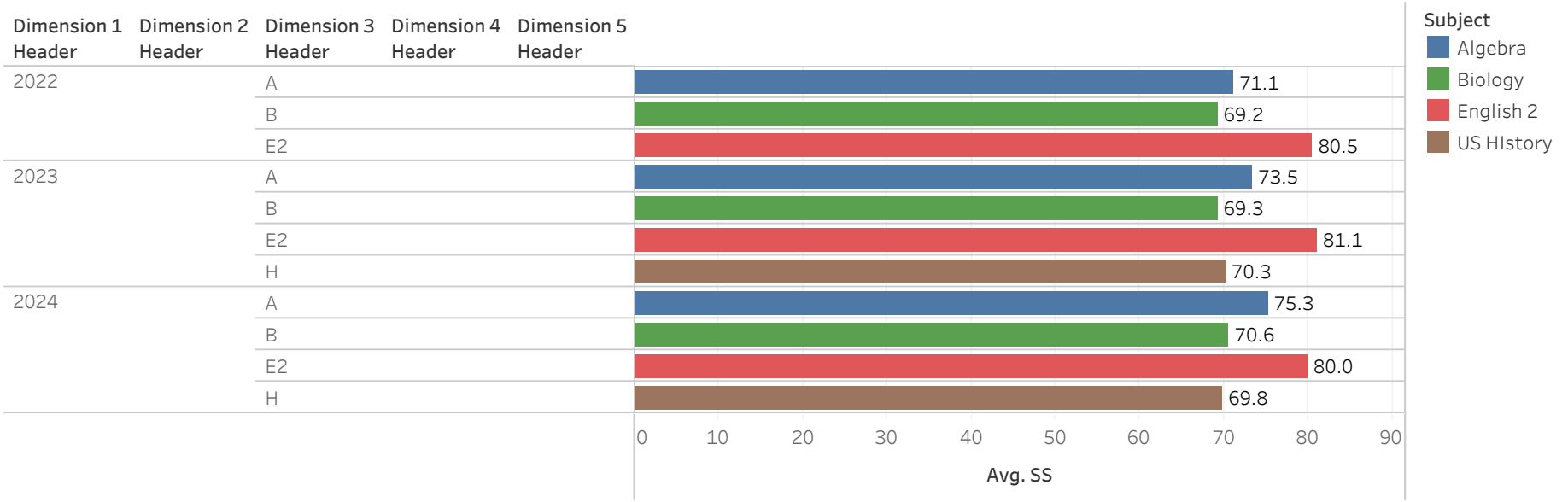
% of Total Count of Data

9-12 Data

EOCEP - updated
Grad Rate - updated
ACT - updated
SAT - updated
AP - updated
College and Career Readiness (SC Report Card) - updated
Percentage of CTE Completers - updated
Career Readiness Exam – Silver or Better ASVAB – Local District - updated Dual Credit

”Unofficial” District EOCEP Mean Scores and Counts

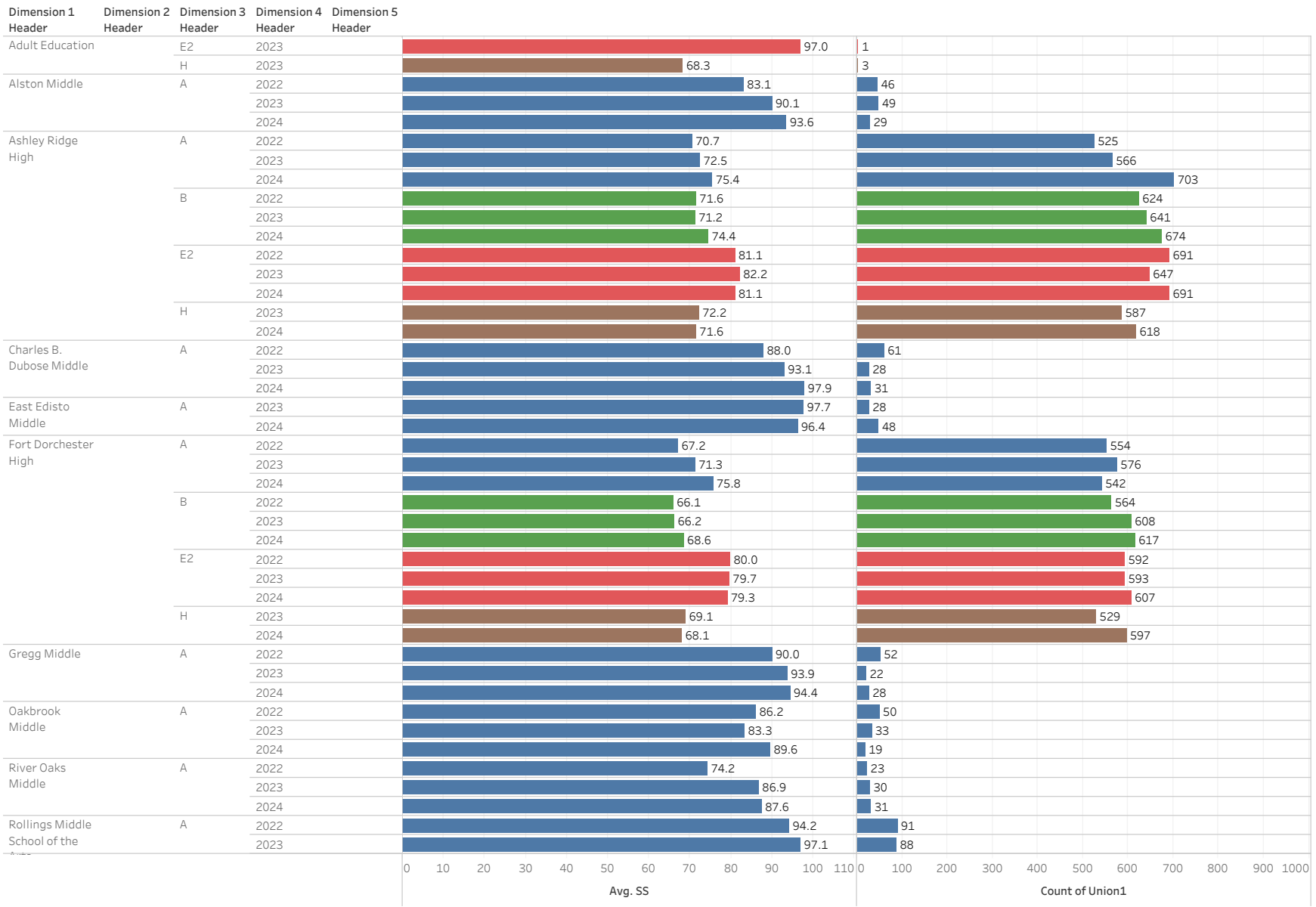
Year: All; Test Admin: AllSchool: AE, AMS, ARHS and 8 more; Subject: All; Course: All; Grade: All; Gender: All; Race: All; English Prof: Null, 2.6, 5.2 and 7 more: Gifted: All; Instr Setting: All



Average of SS and count of Union1 for each Dimension 5 Header broken down by Dimension 1 Header, Dimension 2 Header, Dimension 3 Header and Dimension 4 Header. Color shows details about Subject. The data is filtered on School, Course, Grade, Gender, Race, Eng Prof (group), Gifted, InstrSetting (group), Year and TestAdmin. The School filter keeps 11 of 11 members. The Course filter keeps 10 of 10 members. The Grade filter keeps 7 of 7 members. The Gender filter keeps Null, F and M. The Race filter keeps 8 of 8 members. The Eng Prof (group) filter keeps 10 of 10 members. The Gifted filter keeps B, C, N and R. The InstrSetting (group) filter keeps 504, Regular and SPED. The Year filter keeps 2022, 2023 and 2024. The TestAdmin filter keeps 6 of 6 members. The view is filtered on Subject, which keeps Algebra, Biology, English 2 and US HIstory. Percents are based on each column of each pane of the table.

"Unofficial" District EOCEP Mean Scores and Counts

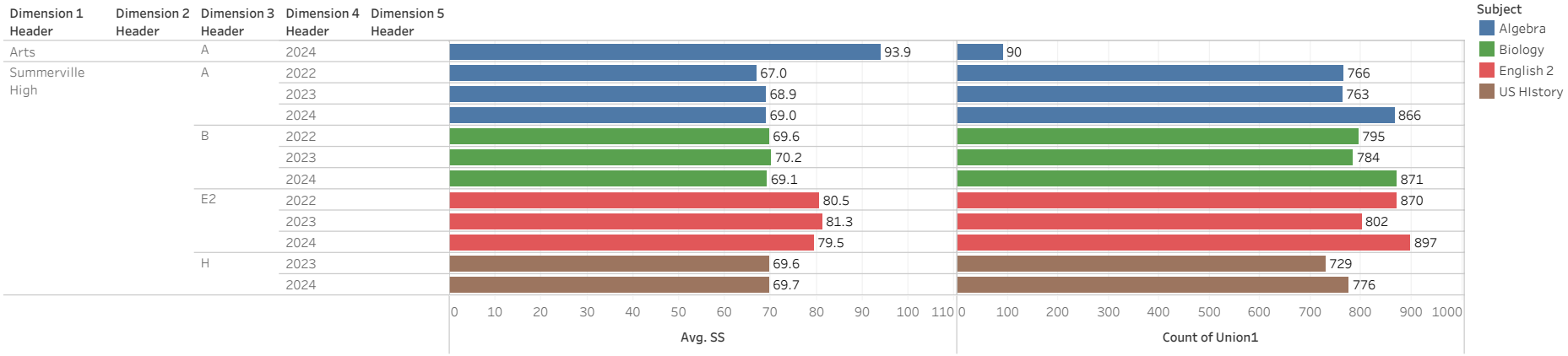
Year: All; Test Admin: AllSchool: AE, AMS, ARHS and 8 more; Subject: All; Course: All; Grade: All;
Gender: All; Race: All; English Prof: Null, 2.6, 5.2 and 7 more: Gifted: All; Instr Setting: All



Average of SS and count of Union1 for each Dimension 5 Header broken down by Dimension 1 Header, Dimension 2 Header, Dimension 3 Header and Dimension 4 Header. Color shows details about Subject. The data is filtered on School, Course, Grade, Gender, Race, Eng Prof (group), Gifted, InstrSetting (group), Year and TestAdmin. The School filter keeps 11 of 11 members. The Course filter keeps 10 of 10 members. The Grade filter keeps 7 of 7 members. The Gender filter keeps Null, F and M. The Race filter keeps 8 of 8 members. The Eng Prof (group) filter keeps 10 of 10 members. The Gifted filter keeps B, C, N and R. The InstrSetting (group) filter keeps 504, Regular and SPED. The Year filter keeps 2022, 2023 and 2024. The TestAdmin filter keeps 6 of 6 members. The view is filtered on Subject, which keeps Algebra, Biology, English 2 and US HIstory. Percents are based on each column of each pane of the table.

"Unofficial" District EOCEP Mean Scores and Counts

Year: All; Test Admin: AllSchool: AE, AMS, ARHS and 8 more; Subject: All; Course: All; Grade: All;
Gender: All; Race: All; English Prof: Null, 2.6, 5.2 and 7 more: Gifted: All; Instr Setting: All



Average of SS and count of Union1 for each Dimension 5 Header broken down by Dimension 1 Header, Dimension 2 Header, Dimension 3 Header and Dimension 4 Header. Color shows details about Subject. The data is filtered on School, Course, Grade, Gender, Race, Eng Prof (group), Gifted, InstrSetting (group), Year and TestAdmin. The School filter keeps 11 of 11 members. The Course filter keeps 10 of 10 members. The Grade filter keeps 7 of 7 members. The Gender filter keeps Null, F and M. The Race filter keeps 8 of 8 members. The Eng Prof (group) filter keeps 10 of 10 members. The Gifted filter keeps B, C, N and R. The InstrSetting (group) filter keeps 504, Regular and SPED. The Year filter keeps 2022, 2023 and 2024. The TestAdmin filter keeps 6 of 6 members. The view is filtered on Subject, which keeps Algebra, Biology, English 2 and US HIstory. Percents are based on each column of each pane of the table.

”Unofficial” District EOCEP Grade Distribution

Year: All; Test Admin: AllSchool: AE, AMS, ARHS and 8 more; Subject: All; Course: All; Grade: All; Gender: All; Race: All; English Prof: Null, 2.6, 5.2 and 7 more: Gifted: All; Instr Setting: All

					Letter Grade									
					Count of Union1					% of Total Count of Union1 along Pane (Across)				
Dimension 1 Header	Dimension 2 H..	Dimension 3 Header	Dimension 4 Head..	Dimension 5 Header	A	B	C	D	F	A	B	C	D	F
		A	2022		307.0	299.0	524.0	494.0	544.0	14.16%	13.79%	24.17%	22.79%	25.09%
			2023		400.0	358.0	518.0	460.0	447.0	18.32%	16.40%	23.73%	21.07%	20.48%
			2024		550.0	400.0	581.0	408.0	448.0	23.04%	16.76%	24.34%	17.09%	18.77%
		B	2022		422.0	221.0	325.0	297.0	718.0	21.28%	11.14%	16.39%	14.98%	36.21%
			2023		383.0	273.0	336.0	332.0	709.0	18.84%	13.43%	16.53%	16.33%	34.87%
			2024		480.0	278.0	330.0	356.0	718.0	22.20%	12.86%	15.26%	16.47%	33.21%
		E2	2022		672.0	539.0	432.0	267.0	229.0	31.21%	25.03%	20.07%	12.40%	10.64%
			2023		676.0	507.0	408.0	256.0	183.0	33.09%	24.82%	19.97%	12.53%	8.96%
			2024		637.0	568.0	460.0	299.0	221.0	29.02%	25.88%	20.96%	13.62%	10.07%
		H	2023		384.0	240.0	303.0	317.0	604.0	20.78%	12.99%	16.40%	17.15%	32.68%
			2024		376.0	272.0	331.0	322.0	690.0	18.88%	13.66%	16.62%	16.17%	34.66%

Count of Union1 and % of Total Count of Union1 along Pane (Across) broken down by Letter Grade vs. Dimension 1 Header, Dimension 2 Header, Dimension 3 Header, Dimension 4 Header and Dimension 5 Header. Details are shown for count of Union1 and % of Total Count of Union1 along Pane (Across). The data is filtered on School, Subject, Course, Grade, Gender, Race, Eng Prof (group), Gifted, InstrSetting (group), Year and TestAdmin. The School filter keeps 11 of 11 members. The Subject filter keeps Algebra, Biology, English 2 and US HIstory. The Course filter keeps 10 of 10 members. The Grade filter keeps 7 of 7 members. The Gender filter keeps Null, F and M. The Race filter keeps 8 of 8 members. The Eng Prof (group) filter keeps 10 of 10 members. The Gifted filter keeps B, C, N and R. The InstrSetting (group) filter keeps 504, Regular and SPED. The Year filter keeps 2022, 2023 and 2024. The TestAdmin filter keeps 6 of 6 members. Percents are based on each row of each pane of the table.

”Unofficial” District EOCEP Grade Distribution

Year: All; Test Admin: AllSchool: AE, AMS, ARHS and 8 more; Subject: All; Course: All; Grade: All; Gender: All; Race: All; English Prof: Null, 2.6, 5.2 and 7 more: Gifted: All; Instr Setting: All

					Letter Grade									
					Count of Union1					% of Total Count of Union1 along Pane (Acr..				
Dimension 1 Header	Dimension 2 H..	Dimension 3 Header	Dimension 4 Head..	Dimension 5 Header	A	B	C	D	F	A	B	C	D	F
Adult Education		E2	2023		1.0					#####				
		H	2023		1.0			1.0	1.0	33.33%			33.33%	33.33%
Alston Middle		A	2022		15.0	12.0	15.0	3.0	1.0	32.61%	26.09%	32.61%	6.52%	2.17%
			2023		27.0	14.0	8.0			55.10%	28.57%	16.33%		
			2024		21.0	8.0				72.41%	27.59%			
Ashley Ridge High		A	2022		56.0	78.0	146.0	120.0	125.0	10.67%	14.86%	27.81%	22.86%	23.81%
			2023		77.0	97.0	152.0	131.0	109.0	13.60%	17.14%	26.86%	23.14%	19.26%
			2024		144.0	135.0	186.0	116.0	122.0	20.48%	19.20%	26.46%	16.50%	17.35%
		B	2022		166.0	78.0	93.0	81.0	206.0	26.60%	12.50%	14.90%	12.98%	33.01%
			2023		146.0	95.0	98.0	95.0	207.0	22.78%	14.82%	15.29%	14.82%	32.29%
			2024		202.0	104.0	88.0	93.0	187.0	29.97%	15.43%	13.06%	13.80%	27.74%
		E2	2022		226.0	163.0	148.0	91.0	59.0	32.71%	23.59%	21.42%	13.17%	8.54%
			2023		242.0	163.0	117.0	73.0	52.0	37.40%	25.19%	18.08%	11.28%	8.04%
			2024		227.0	176.0	127.0	91.0	60.0	32.85%	25.47%	18.38%	13.17%	8.68%
		H	2023		132.0	92.0	93.0	100.0	170.0	22.49%	15.67%	15.84%	17.04%	28.96%
			2024		131.0	93.0	103.0	101.0	190.0	21.20%	15.05%	16.67%	16.34%	30.74%
Charles B. Dubose Middle		A	2022		32.0	15.0	12.0	1.0	1.0	52.46%	24.59%	19.67%	1.64%	1.64%
			2023		22.0	1.0	4.0	1.0		78.57%	3.57%	14.29%	3.57%	
			2024		28.0	3.0				90.32%	9.68%			
East Edisto		A	2023		27.0		1.0			96.43%		3.57%		

Count of Union1 and % of Total Count of Union1 along Pane (Across) broken down by Letter Grade vs. Dimension 1 Header, Dimension 2 Header, Dimension 3 Header, Dimension 4 Header and Dimension 5 Header. Details are shown for count of Union1 and % of Total Count of Union1 along Pane (Across). The data is filtered on School, Subject, Course, Grade, Gender, Race, Eng Prof (group), Gifted, InstrSetting (group), Year and TestAdmin. The School filter keeps 11 of 11 members. The Subject filter keeps Algebra, Biology, English 2 and US HIstory. The Course filter keeps 10 of 10 members. The Grade filter keeps 7 of 7 members. The Gender filter keeps Null, F and M. The Race filter keeps 8 of 8 members. The Eng Prof (group) filter keeps 10 of 10 members. The Gifted filter keeps B, C, N and R. The InstrSetting (group) filter keeps 504, Regular and SPED. The Year filter keeps 2022, 2023 and 2024. The TestAdmin filter keeps 6 of 6 members. Percents are based on each row of each pane of the table.

”Unofficial” District EOCEP Grade Distribution

Year: All; Test Admin: AllSchool: AE, AMS, ARHS and 8 more; Subject: All; Course: All; Grade: All; Gender: All; Race: All; English Prof: Null, 2.6, 5.2 and 7 more: Gifted: All; Instr Setting: All

					Letter Grade									
					Count of Union1					% of Total Count of Union1 along Pane (Acr..				
Dimension 1 Header	Dimension 2 H..	Dimension 3 Header	Dimension 4 Head..	Dimension 5 Header	A	B	C	D	F	A	B	C	D	F
Middle		A	2024		43.0	4.0	1.0			89.58%	8.33%	2.08%		
Fort Dorchester High		A	2022		29.0	65.0	142.0	154.0	164.0	5.23%	11.73%	25.63%	27.80%	29.60%
			2023		62.0	94.0	160.0	138.0	122.0	10.76%	16.32%	27.78%	23.96%	21.18%
			2024		98.0	103.0	175.0	93.0	73.0	18.08%	19.00%	32.29%	17.16%	13.47%
		B	2022		79.0	56.0	94.0	104.0	231.0	14.01%	9.93%	16.67%	18.44%	40.96%
			2023		72.0	76.0	108.0	113.0	239.0	11.84%	12.50%	17.76%	18.59%	39.31%
			2024		112.0	72.0	103.0	101.0	229.0	18.15%	11.67%	16.69%	16.37%	37.12%
		E2	2022		172.0	157.0	123.0	65.0	72.0	29.05%	26.52%	20.78%	10.98%	12.16%
			2023		175.0	135.0	141.0	74.0	68.0	29.51%	22.77%	23.78%	12.48%	11.47%
			2024		169.0	149.0	137.0	89.0	63.0	27.84%	24.55%	22.57%	14.66%	10.38%
		H	2023		102.0	54.0	94.0	97.0	182.0	19.28%	10.21%	17.77%	18.34%	34.40%
			2024		99.0	80.0	97.0	90.0	231.0	16.58%	13.40%	16.25%	15.08%	38.69%
Gregg Middle		A	2022		28.0	17.0	7.0			53.85%	32.69%	13.46%		
			2023		15.0	6.0	1.0			68.18%	27.27%	4.55%		
			2024		22.0	5.0		1.0		78.57%	17.86%		3.57%	
Oakbrook Middle		A	2022		21.0	14.0	12.0	3.0		42.00%	28.00%	24.00%	6.00%	
			2023		9.0	12.0	9.0	2.0	1.0	27.27%	36.36%	27.27%	6.06%	3.03%
			2024		12.0	5.0	1.0		1.0	63.16%	26.32%	5.26%		5.26%
River Oaks Middle		A	2022		1.0	3.0	12.0	5.0	2.0	4.35%	13.04%	52.17%	21.74%	8.70%
			2023		13.0	8.0	7.0	2.0		43.33%	26.67%	23.33%	6.67%	

Count of Union1 and % of Total Count of Union1 along Pane (Across) broken down by Letter Grade vs. Dimension 1 Header, Dimension 2 Header, Dimension 3 Header, Dimension 4 Header and Dimension 5 Header. Details are shown for count of Union1 and % of Total Count of Union1 along Pane (Across). The data is filtered on School, Subject, Course, Grade, Gender, Race, Eng Prof (group), Gifted, InstrSetting (group), Year and TestAdmin. The School filter keeps 11 of 11 members. The Subject filter keeps Algebra, Biology, English 2 and US HIstory. The Course filter keeps 10 of 10 members. The Grade filter keeps 7 of 7 members. The Gender filter keeps Null, F and M. The Race filter keeps 8 of 8 members. The Eng Prof (group) filter keeps 10 of 10 members. The Gifted filter keeps B, C, N and R. The InstrSetting (group) filter keeps 504, Regular and SPED. The Year filter keeps 2022, 2023 and 2024. The TestAdmin filter keeps 6 of 6 members. Percents are based on each row of each pane of the table.

”Unofficial” District EOCEP Grade Distribution

Year: All; Test Admin: AllSchool: AE, AMS, ARHS and 8 more; Subject: All; Course: All; Grade: All; Gender: All; Race: All; English Prof: Null, 2.6, 5.2 and 7 more: Gifted: All; Instr Setting: All

					Letter Grade									
					Count of Union1					% of Total Count of Union1 along Pane (Acr..				
Dimension 1 Header	Dimension 2 H..	Dimension 3 Header	Dimension 4 Head..	Dimension 5 Header	A	B	C	D	F	A	B	C	D	F
Middle		A	2024		17.0	6.0	6.0	1.0	1.0	54.84%	19.35%	19.35%	3.23%	3.23%
Rollings Middle School of t..		A	2022		71.0	18.0	2.0			78.02%	19.78%	2.20%		
			2023		77.0	11.0				87.50%	12.50%			
			2024		70.0	17.0	3.0			77.78%	18.89%	3.33%		
Summerville High		A	2022		54.0	77.0	176.0	208.0	251.0	7.05%	10.05%	22.98%	27.15%	32.77%
			2023		71.0	115.0	176.0	186.0	215.0	9.31%	15.07%	23.07%	24.38%	28.18%
			2024		95.0	114.0	209.0	197.0	251.0	10.97%	13.16%	24.13%	22.75%	28.98%
		B	2022		177.0	87.0	138.0	112.0	281.0	22.26%	10.94%	17.36%	14.09%	35.35%
			2023		165.0	102.0	130.0	124.0	263.0	21.05%	13.01%	16.58%	15.82%	33.55%
			2024		166.0	102.0	139.0	162.0	302.0	19.06%	11.71%	15.96%	18.60%	34.67%
		E2	2022		274.0	219.0	161.0	111.0	98.0	31.49%	25.17%	18.51%	12.76%	11.26%
			2023		258.0	209.0	150.0	109.0	63.0	32.17%	26.06%	18.70%	13.59%	7.86%
			2024		241.0	243.0	196.0	119.0	98.0	26.87%	27.09%	21.85%	13.27%	10.93%
		H	2023		149.0	94.0	116.0	119.0	251.0	20.44%	12.89%	15.91%	16.32%	34.43%
			2024		146.0	99.0	131.0	131.0	269.0	18.81%	12.76%	16.88%	16.88%	34.66%

Count of Union1 and % of Total Count of Union1 along Pane (Across) broken down by Letter Grade vs. Dimension 1 Header, Dimension 2 Header, Dimension 3 Header, Dimension 4 Header and Dimension 5 Header. Details are shown for count of Union1 and % of Total Count of Union1 along Pane (Across). The data is filtered on School, Subject, Course, Grade, Gender, Race, Eng Prof (group), Gifted, InstrSetting (group), Year and TestAdmin. The School filter keeps 11 of 11 members. The Subject filter keeps Algebra, Biology, English 2 and US HIstory. The Course filter keeps 10 of 10 members. The Grade filter keeps 7 of 7 members. The Gender filter keeps Null, F and M. The Race filter keeps 8 of 8 members. The Eng Prof (group) filter keeps 10 of 10 members. The Gifted filter keeps B, C, N and R. The InstrSetting (group) filter keeps 504, Regular and SPED. The Year filter keeps 2022, 2023 and 2024. The TestAdmin filter keeps 6 of 6 members. Percents are based on each row of each pane of the table.

Dimension 1	Dimension 2	Dimension 3
N/A	N/A	Subject

Dimension 4	Dimension 5
InstrSetting	Year

"Unofficial" District EOCEP Grade Distribution

Year: All; Test Admin: AllSchool: ARHS, FDHS, SHS; Subject: All; Course: All; Grade: All;
Gender: All; Race: All; English Prof: Null, 2.6, 5.2 and 7 more: Gifted: All; Instr Setting: All

Dimension 1: N/A; Dimension 2: N/A; Dimension 3: Subject<Parameters.Dimension 3; Dimension 4: InstrSetting; Dimension 5: Year

					Letter Grade												
					Count of Union1						% of Total Count of Union1 along Pane (Across)						Count of Union1
Dimension 1 Header	Dimension 2 Header	Dimension 3 Header	Dimension 4 Header	Dimension 5 Header	Null	A	B	C	D	F	Null	A	B	C	D	F	Total
		A	504	2022		3	4	2	4	8		14.29%	19.05%	9.52%	19.05%	38.10%	21
				2023		8	10	23	21	20		9.76%	12.20%	28.05%	25.61%	24.39%	82
				2024		15	11	30	19	25		15.00%	11.00%	30.00%	19.00%	25.00%	100
			Regular	2022		132	214	453	440	436		7.88%	12.78%	27.04%	26.27%	26.03%	1,675
				2023		201	290	440	379	326		12.29%	17.73%	26.89%	23.17%	19.93%	1,636
				2024		317	331	498	339	314		17.62%	18.40%	27.68%	18.84%	17.45%	1,799
			SPED	2022		4	2	9	38	96		2.68%	1.34%	6.04%	25.50%	64.43%	149
				2023		1	6	25	55	100		0.53%	3.21%	13.37%	29.41%	53.48%	187
				2024		5	10	42	48	107		2.36%	4.72%	19.81%	22.64%	50.47%	212
		B	504	2022		15	4	5	8	14		32.61%	8.70%	10.87%	17.39%	30.43%	46
				2023		13	11	16	12	32		15.48%	13.10%	19.05%	14.29%	38.10%	84
				2024		25	15	19	20	35		21.93%	13.16%	16.67%	17.54%	30.70%	114
			Regular	2022		402	211	309	273	544		23.12%	12.13%	17.77%	15.70%	31.28%	1,739
				2023		368	257	312	300	563		20.44%	14.28%	17.33%	16.67%	31.28%	1,800
				2024		452	257	293	308	531		24.55%	13.96%	15.92%	16.73%	28.84%	1,841
			SPED	2022		5	6	11	16	160		2.53%	3.03%	5.56%	8.08%	80.81%	198
				2023		2	5	8	20	114		1.34%	3.36%	5.37%	13.42%	76.51%	149
				2024		3	6	18	28	152		1.45%	2.90%	8.70%	13.53%	73.43%	207
		E2	504	2022		11	7	14	8	5		24.44%	15.56%	31.11%	17.78%	11.11%	45
				2023	2	22	24	15	12	6	2.47%	27.16%	29.63%	18.52%	14.81%	7.41%	81
				2024	1	30	20	29	16	4	1.00%	30.00%	20.00%	29.00%	16.00%	4.00%	100
			Regular	2022	11	655	521	388	223	144	0.57%	33.73%	26.83%	19.98%	11.48%	7.42%	1,942
				2023	11	643	475	367	198	125	0.60%	35.35%	26.11%	20.18%	10.89%	6.87%	1,819
				2024	8	604	530	396	241	131	0.42%	31.62%	27.75%	20.73%	12.62%	6.86%	1,910
			SPED	2022	3	6	11	30	36	80	1.81%	3.61%	6.63%	18.07%	21.69%	48.19%	166
				2023		10	8	26	46	52		7.04%	5.63%	18.31%	32.39%	36.62%	142
				2024	1	3	18	35	42	86	0.54%	1.62%	9.73%	18.92%	22.70%	46.49%	185
		H	504	2023		16	11	16	23	35		15.84%	10.89%	15.84%	22.77%	34.65%	101
				2024		18	14	15	9	29		21.18%	16.47%	17.65%	10.59%	34.12%	85
			Regular	2023		364	227	276	278	487		22.30%	13.91%	16.91%	17.03%	29.84%	1,632
				2024		355	251	306	300	561		20.02%	14.16%	17.26%	16.92%	31.64%	1,773
			SPED	2023		3	2	11	15	81		2.68%	1.79%	9.82%	13.39%	72.32%	112
				2024		3	7	10	13	100		2.26%	5.26%	7.52%	9.77%	75.19%	133
Grand Total					37	4,714	3,776	4,447	3,788	5,503	0.17%	21.17%	16.96%	19.97%	17.01%	24.72%	22,265

"Unofficial" District EOCEP Grade Distribution

Year: All; Test Admin: AllSchool: ARHS, FDHS, SHS; Subject: Algebra & English 2; Course: All; Grade: All;
Gender: All; Race: All; English Prof: Null, 2.6, 5.2 and 7 more: Gifted: All; Instr Setting: All

Dimension 1: N/A; Dimension 2: N/A; Dimension 3: Subject<Parameters.Dimension 3; Dimension 4: Race; Dimension 5: Year

					Letter Grade											
					Count of Union1					% of Total Count of Union1 along Pane (Across)					Count o..	% of To..
Dimension 1 Header	Dimension 2 Header	Dimension 3 Header	Dimension 4 Header	Dimension 5 Header	A	B	C	D	F	A	B	C	D	F	Total	Total
		A	B	2024	57	88	189	159	201	8.21%	12.68%	27.23%	22.91%	28.96%	694	100.00%
			H	2022	11	16	49	52	65	5.70%	8.29%	25.39%	26.94%	33.68%	193	100.00%
				2023	24	28	69	56	53	10.43%	12.17%	30.00%	24.35%	23.04%	230	100.00%
				2024	35	45	76	50	65	12.92%	16.61%	28.04%	18.45%	23.99%	271	100.00%
			I	2022	1			1	1	33.33%			33.33%	33.33%	3	100.00%
				2023	1			2	2	20.00%			40.00%	40.00%	5	100.00%
				2024	1			1		50.00%			50.00%		2	100.00%
			M	2022	8	23	34	33	25	6.50%	18.70%	27.64%	26.83%	20.33%	123	100.00%
				2023	14	25	27	39	29	10.45%	18.66%	20.15%	29.10%	21.64%	134	100.00%
				2024	19	31	56	33	27	11.45%	18.67%	33.73%	19.88%	16.27%	166	100.00%
			P	2022				1	1				50.00%	50.00%	2	100.00%
			W	2022	100	126	233	184	131	12.92%	16.28%	30.10%	23.77%	16.93%	774	100.00%
				2023	129	173	222	163	86	16.69%	22.38%	28.72%	21.09%	11.13%	773	100.00%
				2024	214	176	230	140	110	24.60%	20.23%	26.44%	16.09%	12.64%	870	100.00%
		E2	A	2022	11	11	5	2	1	36.67%	36.67%	16.67%	6.67%	3.33%	30	100.00%
				2023	17	7	1	1	3	58.62%	24.14%	3.45%	3.45%	10.34%	29	100.00%
				2024	19	5	4	4	2	55.88%	14.71%	11.76%	11.76%	5.88%	34	100.00%
			B	2022	101	125	160	130	78	16.86%	20.87%	26.71%	21.70%	13.02%	599	100.00%
				2023	111	132	169	130	98	17.18%	20.43%	26.16%	20.12%	15.17%	646	100.00%
				2024	97	151	180	153	98	14.18%	22.08%	26.32%	22.37%	14.33%	684	100.00%
			H	2022	50	62	47	31	26	22.83%	28.31%	21.46%	14.16%	11.87%	219	100.00%
				2023	62	55	46	33	21	28.57%	25.35%	21.20%	15.21%	9.68%	217	100.00%
				2024	62	51	53	37	48	24.60%	20.24%	21.03%	14.68%	19.05%	252	100.00%
			I	2022	2	2	2		2	25.00%	25.00%	25.00%		25.00%	8	100.00%
				2023			1		1			50.00%		50.00%	2	100.00%
				2024	1	1	1	1		25.00%	25.00%	25.00%	25.00%		4	100.00%
			M	2022	56	43	38	14	15	33.53%	25.75%	22.75%	8.38%	8.98%	167	100.00%
				2023	49	46	30	13	3	34.75%	32.62%	21.28%	9.22%	2.13%	141	100.00%
				2024	44	42	36	21	10	28.57%	27.27%	23.38%	13.64%	6.49%	154	100.00%
			P	2022	1	4			1	16.67%	66.67%			16.67%	6	100.00%
				2023	1					100.00%					1	100.00%
				2024	1					100.00%					1	100.00%
			W	2022	443	282	174	71	58	42.93%	27.33%	16.86%	6.88%	5.62%	1,032	100.00%
				2023	427	260	154	68	29	45.43%	27.66%	16.38%	7.23%	3.09%	940	100.00%
				2024	409	303	172	70	41	40.98%	30.36%	17.23%	7.01%	4.11%	998	100.00%
Grand Total					2,642	2,452	2,772	2,079	1,799	22.44%	20.82%	23.54%	17.66%	15.28%	11,775	100.00%

"Unofficial" District EOCEP Grade Distribution

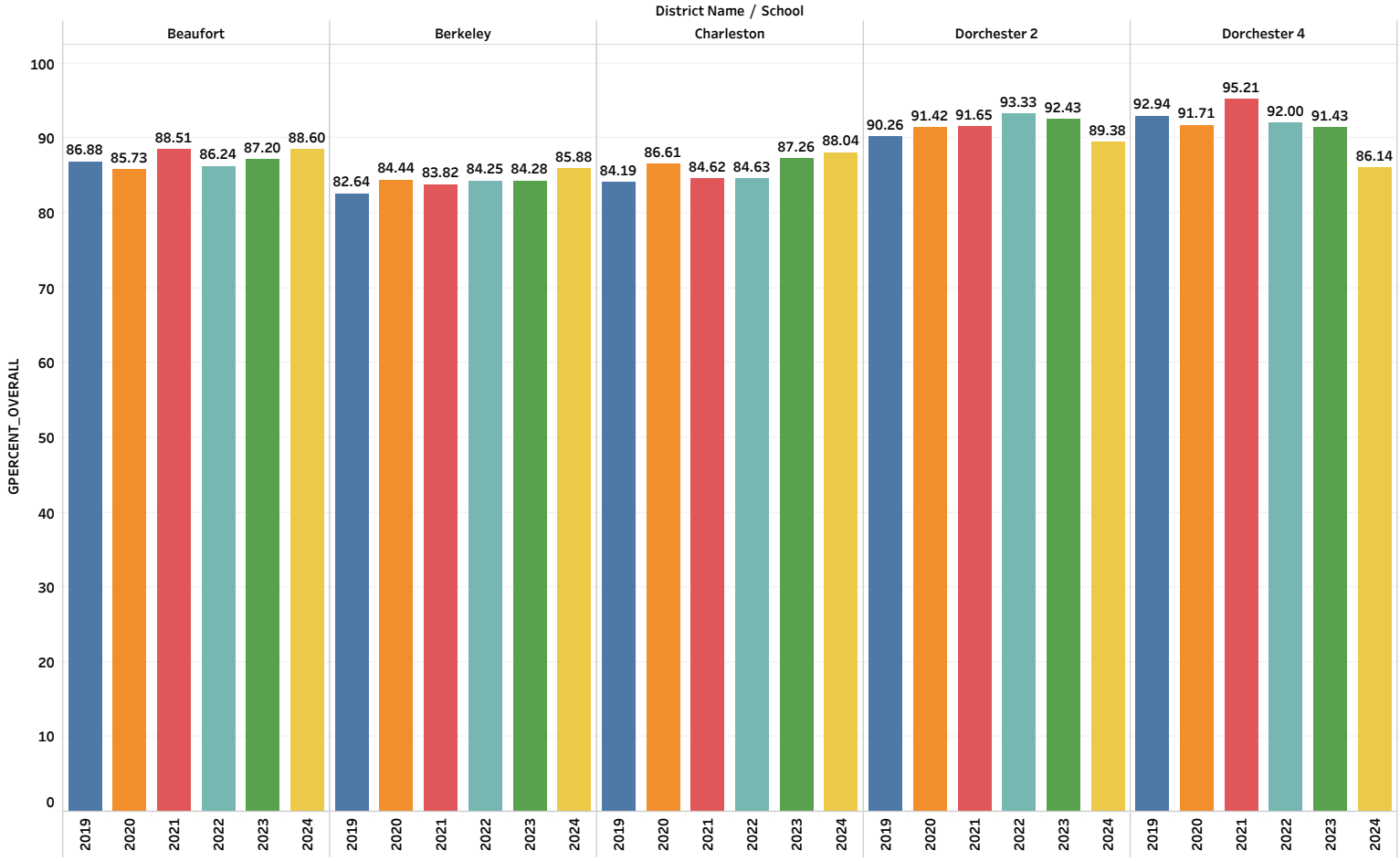
Year: All; Test Admin: AllSchool: ARHS, FDHS, SHS; Subject: Biology & US HIstory; Course: All; Grade: All;
Gender: All; Race: All; English Prof: Null, 2.6, 5.2 and 7 more: Gifted: All; Instr Setting: All

Dimension 1: N/A; Dimension 2: N/A; Dimension 3: Subject<Parameters.Dimension 3; Dimension 4: Race; Dimension 5: Year

					Letter Grade											
					Count of Union1					% of Total Count of Union1 along Pane (Across)					Count of Union1	% of Total C..
Dimension 1 Header	Dimension 2 Header	Dimension 3 Header	Dimension 4 Header	Dimension 5 Header	A	B	C	D	F	A	B	C	D	F	Total	Total
		B	A	2022	10	4	5	3	7	34.48%	13.79%	17.24%	10.34%	24.14%	29	100.00%
				2023	10	3	7	3	6	34.48%	10.34%	24.14%	10.34%	20.69%	29	100.00%
				2024	12	3	5	3	5	42.86%	10.71%	17.86%	10.71%	17.86%	28	100.00%
			B	2022	44	34	74	102	320	7.67%	5.92%	12.89%	17.77%	55.75%	574	100.00%
				2023	51	50	83	121	355	7.73%	7.58%	12.58%	18.33%	53.79%	660	100.00%
				2024	63	59	92	138	347	9.01%	8.44%	13.16%	19.74%	49.64%	699	100.00%
			H	2022	28	14	42	48	77	13.40%	6.70%	20.10%	22.97%	36.84%	209	100.00%
				2023	28	32	31	44	81	12.96%	14.81%	14.35%	20.37%	37.50%	216	100.00%
				2024	40	26	33	41	116	15.62%	10.16%	12.89%	16.02%	45.31%	256	100.00%
			I	2022	1	3	1		1	16.67%	50.00%	16.67%		16.67%	6	100.00%
				2023	1	1			1	33.33%	33.33%			33.33%	3	100.00%
				2024	1		1	1	1	25.00%		25.00%	25.00%	25.00%	4	100.00%
			M	2022	29	16	26	24	46	20.57%	11.35%	18.44%	17.02%	32.62%	141	100.00%
				2023	26	24	30	23	38	18.44%	17.02%	21.28%	16.31%	26.95%	141	100.00%
				2024	36	24	24	34	38	23.08%	15.38%	15.38%	21.79%	24.36%	156	100.00%
			P	2022	1		2	1	2	16.67%		33.33%	16.67%	33.33%	6	100.00%
				2023	1					100.00%					1	100.00%
			W	2022	306	149	168	112	195	32.90%	16.02%	18.06%	12.04%	20.97%	930	100.00%
				2023	266	161	182	133	184	28.73%	17.39%	19.65%	14.36%	19.87%	926	100.00%
				2024	320	161	172	126	171	33.68%	16.95%	18.11%	13.26%	18.00%	950	100.00%
		H	A	2023	21	4	5	2	7	53.85%	10.26%	12.82%	5.13%	17.95%	39	100.00%
				2024	12	2	5	3	8	40.00%	6.67%	16.67%	10.00%	26.67%	30	100.00%
			B	2023	43	44	71	106	281	7.89%	8.07%	13.03%	19.45%	51.56%	545	100.00%
				2024	41	50	85	102	322	6.83%	8.33%	14.17%	17.00%	53.67%	600	100.00%
			H	2023	24	27	37	35	85	11.54%	12.98%	17.79%	16.83%	40.87%	208	100.00%
				2024	26	32	37	35	101	11.26%	13.85%	16.02%	15.15%	43.72%	231	100.00%
			I	2023	1		2	1		25.00%		50.00%	25.00%		4	100.00%
				2024		1	1				50.00%	50.00%			2	100.00%
			M	2023	34	14	27	24	39	24.64%	10.14%	19.57%	17.39%	28.26%	138	100.00%
				2024	30	22	31	26	29	21.74%	15.94%	22.46%	18.84%	21.01%	138	100.00%
			P	2023	1		1	2		25.00%		25.00%	50.00%		4	100.00%
			W	2023	258	148	155	143	170	29.52%	16.93%	17.73%	16.36%	19.45%	874	100.00%
				2024	264	162	168	148	201	28.00%	17.18%	17.82%	15.69%	21.31%	943	100.00%
Grand Total					2,029	1,270	1,603	1,584	3,234	20.87%	13.07%	16.49%	16.30%	33.27%	9,720	100.00%

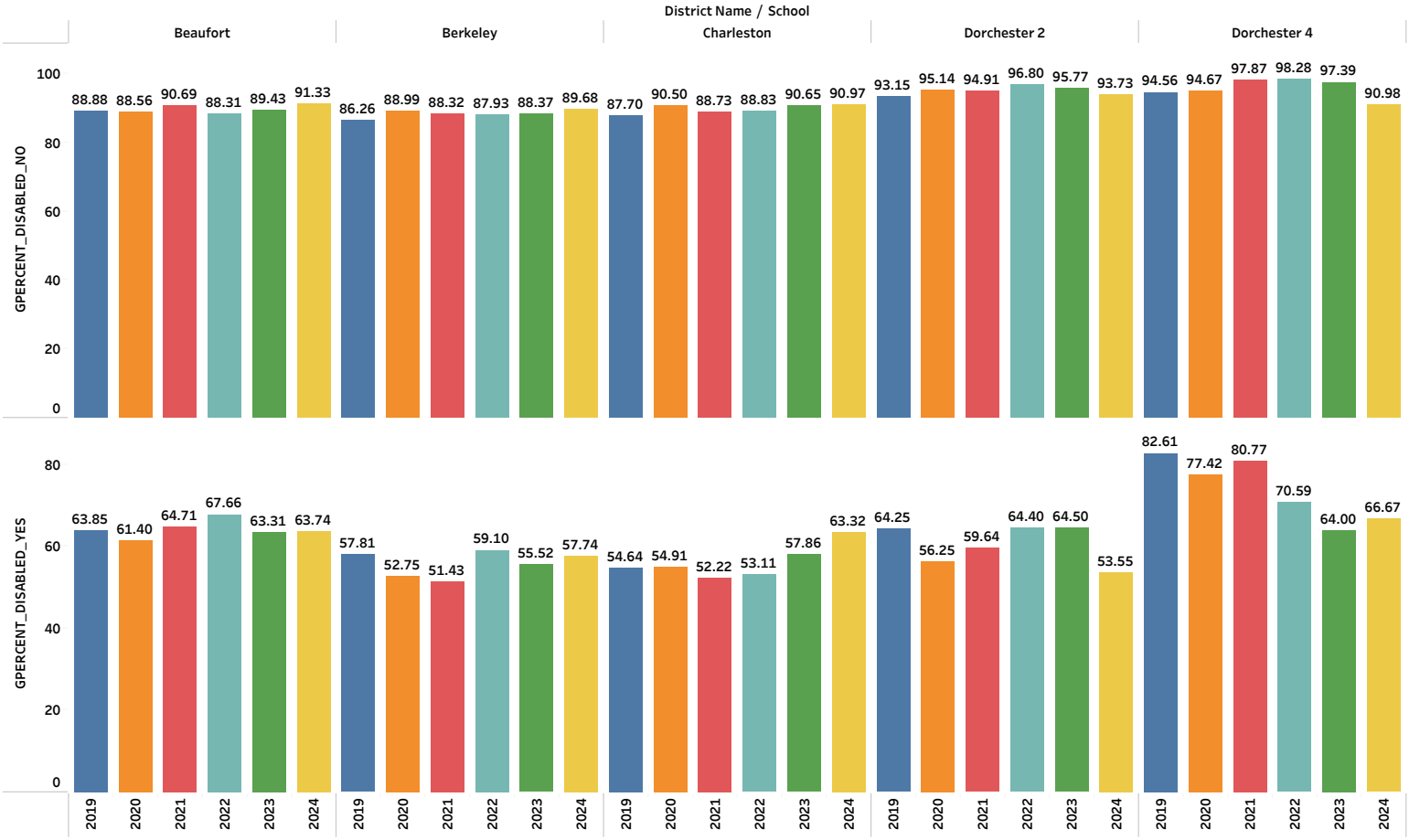
Grad Rate Comparison by District

Source: SC Report Card Overall Graduation Rate



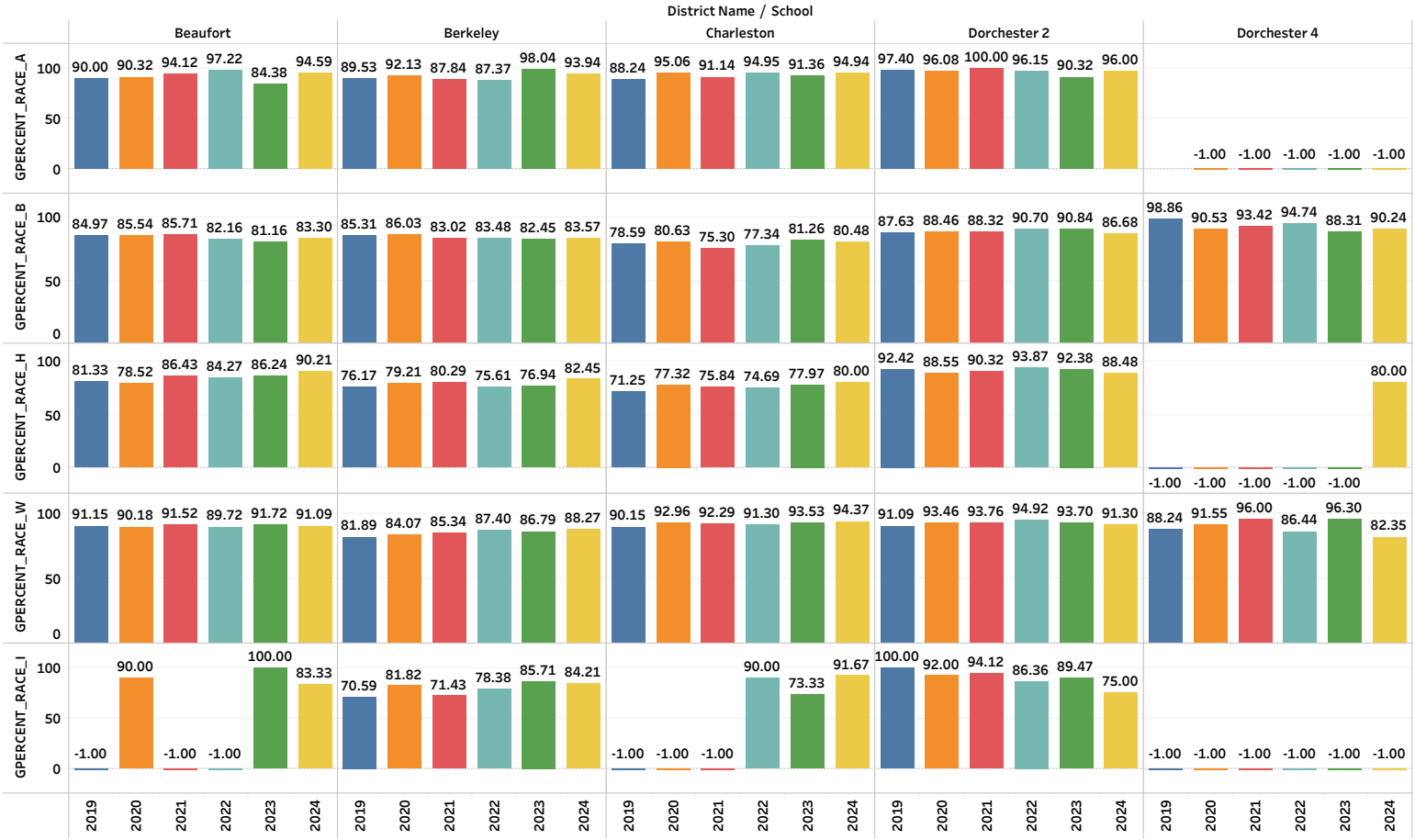
Grad Rate of Students with IEPs by District

Source: SC Report Card Overall Graduation Rate



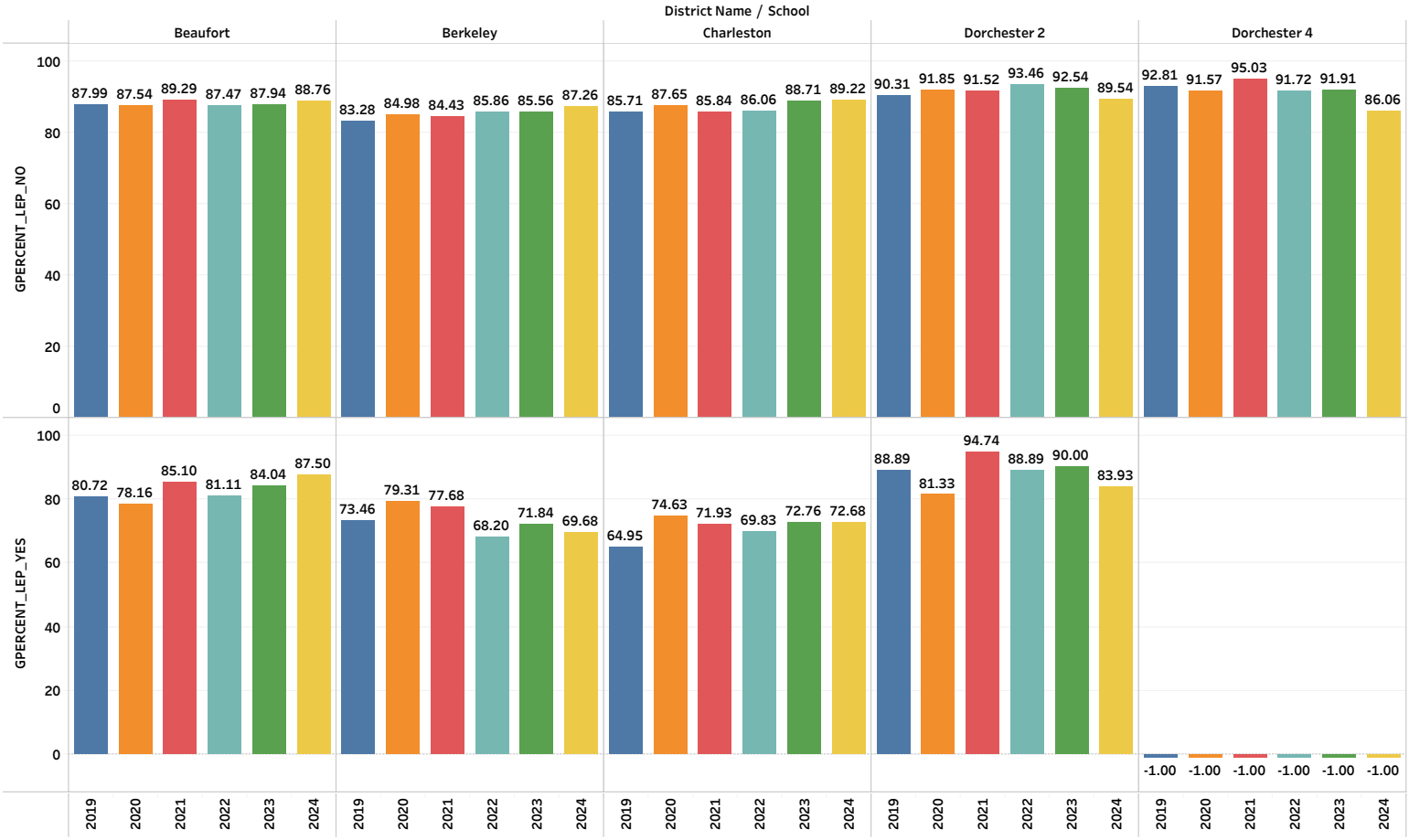
Grad Rate of Ethnicities/Race by District

Source: SC Report Card Overall Graduation Rate



Grad Rate of ML Students by District

Source: SC Report Card Overall Graduation Rate



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
2023-2024	**ARHS**	**232**	**49**	**27**	**41**	**31**	**17**	**17.6**	**18.7**	**20.3**	**19.5**	**19.2**	**NA**	**19.3**	**46**	**92**
Difference			1	-3	0	7	0	0.1	0.0	0.4	0.2	0.2		0.0	-2	1
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
2023-2024	**FDHS**	**198**	**31**	**11**	**26**	**16**	**8**	**15.4**	**16.3**	**17.9**	**17.9**	**17.0**	**NA**	**17.4**	**35**	**90**
Difference			5	-2	3	3	1	1.2	0.3	0.9	0.8	0.8		0.6	4	8
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
2023-2024	**SHS**	**280**	**35**	**18**	**30**	**21**	**12**	**16.0**	**17.1**	**18.3**	**18.1**	**17.5**	**NA**	**17.9**	**35**	**86**
Difference			-9	-2	-5	1	-2	-0.6	-0.4	-0.6	-0.4	-0.5		-0.3	-9	0
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
2023-2024	**DDTwo**	**710**	**38**	**19**	**32**	**23**	**13**	**16.4**	**17.4**	**18.8**	**18.5**	**17.9**	**NA**	**18.2**	**38**	**89**
Difference			-1	-2	-1	4	0	0.3	0.0	0.3	0.2	0.2		0.1	-3	2
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
2023-2024	**SC**	**11892**	**37**	**18**	**30**	**21**	**12**	**16.1**	**17.3**	**18.4**	**18.2**	**17.6**	**NA**	**18.0**	**35**	**86**
Difference			-3	-2	-2	-2	-2	-0.3	-0.3	-0.3	-0.2	-0.3		-0.3	-3	-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

Progress Toward Career Readiness Indicator

This indicator is based upon The ACT Composite score, representing the level at which students perform relative to the NCRC. This indicator symbolizes attainment of workplace employability skills critical to job success.

0 = Unlikely to Obtain at NCRC
1 = Likely to obtain a Bronze level NCRC
2 = Likely to obtain a Silver level NCRC
3 = Likely to obtain a Gold level NCRC
4 = Likely to obtain a Platinum level NCRC

		C Readiness												
		Number of Records					% of Total Number of Records along Pane (Across)					Number of Records	% of Total Number ..
Year	HS Code	0	1	2	3	4	0	1	2	3	4	Total	Total
2023	ARHS	23	70	92	46	16	9.31%	28.34%	37.25%	18.62%	6.48%	247	100.00%
	FDHS	68	133	66	28	7	22.52%	44.04%	21.85%	9.27%	2.32%	302	100.00%
	SHS	52	96	86	51	21	16.99%	31.37%	28.10%	16.67%	6.86%	306	100.00%
	Total	143	299	244	125	44	16.73%	34.97%	28.54%	14.62%	5.15%	855	100.00%
2024	ARHS	26	68	82	58	20	10.24%	26.77%	32.28%	22.83%	7.87%	254	100.00%
	FDHS	33	94	73	23	6	14.41%	41.05%	31.88%	10.04%	2.62%	229	100.00%
	SHS	53	119	80	49	17	16.67%	37.42%	25.16%	15.41%	5.35%	318	100.00%
	Total	112	281	235	130	43	13.98%	35.08%	29.34%	16.23%	5.37%	801	100.00%
Grand Total		255	580	479	255	87	15.40%	35.02%	28.93%	15.40%	5.25%	1,656	100.00%

Dorchester Two Unofficial State SAT Longitudinal Score Report 2023-2024

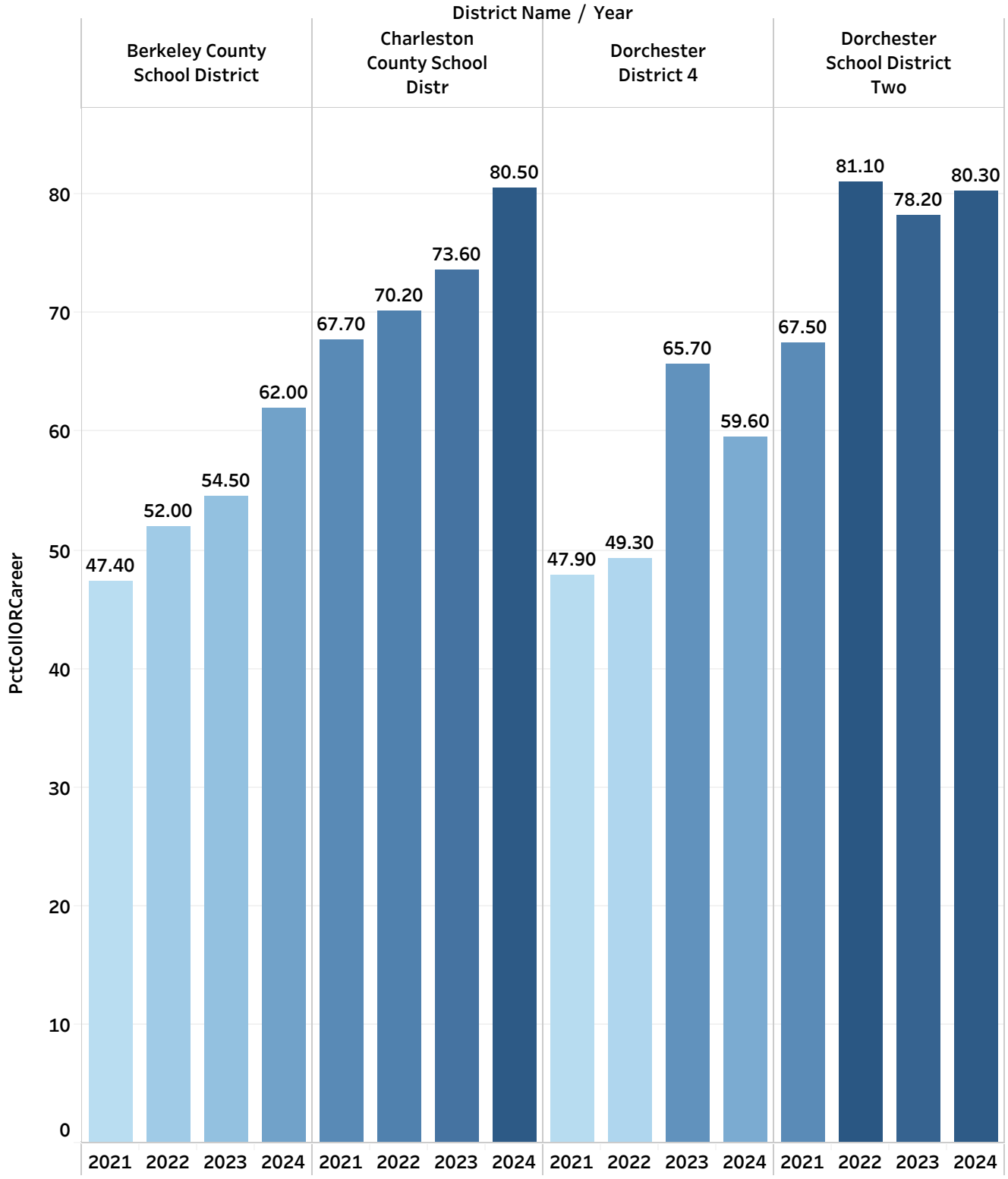
		Mean Scores				Percent Meeting Benchmark		
		No. Tested	EBRW	Math	Total Score	EBRW	Math	Total*
2017-2018	ARHS	178	533.0	508.0	1041.0	72	43	55
2018-2019	ARHS	169	545.3	523.0	1068.2	80	47	59
2019-2020	ARHS	213	507.4	489.1	996.5	64	35	43
2020-2021	ARHS	213	520.5	497.0	1017.5	69	38	50
2021-2022	ARHS	201	520.7	491.0	1011.8	67	37	49
2022-2023	ARHS	263	501.3	479.2	980.5	65	32	42
2023-2024	**ARHS**	**282**	**511.5**	**487.9**	**999.4**	**66**	**31**	**41**
Difference		19	10.2	8.7	18.9	1	-1	-1
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
2023-2024	**FDHS**	**248**	**482.7**	**458.1**	**940.8**	**54**	**18**	**31**
Difference		74	-22.8	-12.1	-34.8	-6	-10	-9
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
2023-2024	**SHS**	**328**	**497.8**	**473.0**	**970.9**	**58**	**27**	**39**
Difference		14	11.1	12.8	24.1	7	2	6
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
2023-2024	**DDTwo**	**858**	**497.9**	**473.6**	**971.6**	**59**	**26**	**38**
Difference		107	1.7	4.5	6.3	1	-2	0

*Total score benchmark not set by College Board

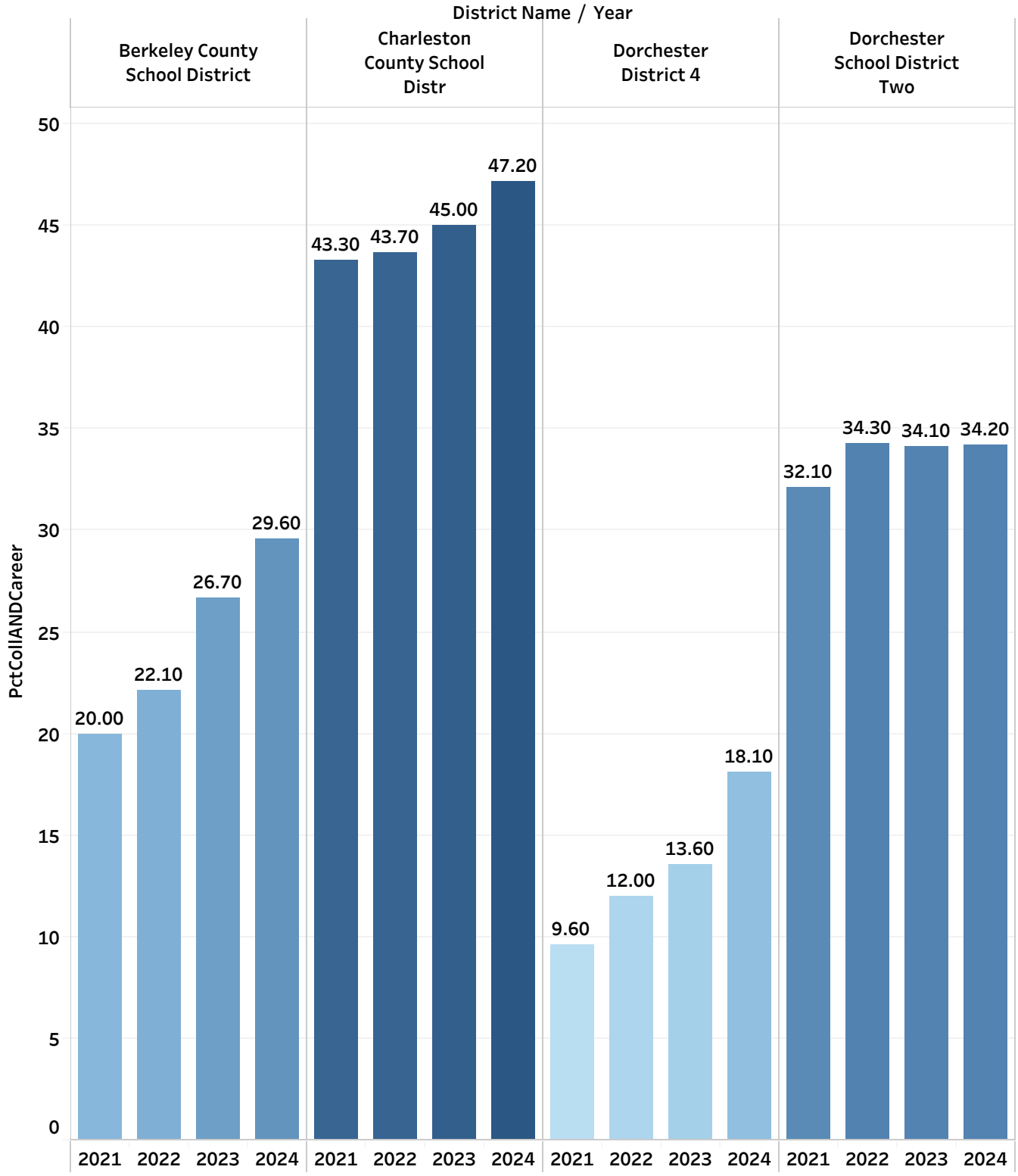
Dorchester District Two Advanced Placement (AP) Test Results

	2024								2023								2022								2021								2020							
	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
African Amer Stud	23	4	6	8	3	2	18	78%																																
Art Hist	7			1	4	2	1	14%	10			1	7	2	1	10%	8			1	6	1	1	13%	10	2		2	3	3	4	40%	3			1	2		1	33%
Biology	46	13	15	15	2	1	43	93%	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%
Calculus AB	91	16	31	15	24	5	62	68%	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%
Calculus BC	38	9	10	8	9	2	27	71%	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%
Chemistry	62	8	26	25	2	1	59	95%	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%
Comp. Sci A	7	1		2	3	1	3	43%	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%
Comp. Sci Prin.	152	9	19	53	51	20	81	53%	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%
Engl - Lang	272	18	56	79	99	20	153	56%	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%
Engl Lit/Comp	276	7	77	126	54	12	210	76%	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%
Enviro Sci.	90	10	26	27	23	4	63	70%	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%
Euro History	94	7	29	33	19	6	69	73%	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%
French Lang								N/A	0						0	N/A	1				1		0	0%								N/A								N/A
German Lang	1	1					1	100%	1	1					1	100%	1	1					1	100%																
Human Geo	219	37	56	55	40	31	148	68%	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%
Latin: Vergil								N/A	0						0	N/A	0						0	N/A								N/A								N/A
Macroecon	18	5	6	5	1	1	16	89%	15	3	4	5	1	2	12	80%	1					1	0	0%								N/A	7	1	2	1	2	1	4	57%
Microecon	22		3	6	9	4	9	41%	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%
Music Theory								N/A	0						0	N/A	11			1	3	7	1	9%	14		1		6	7	1	7%	36	2	2	6	12	14	10	28%
Phys 1	28		1	1	10	16	2	7%	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%
Phys 2								N/A	0						0	N/A	0						0	N/A								N/A								N/A
Phys C - Mech	21	1	6	4	6	4	11	52%	11	1	1	2	7		4	36%	10		1	2	5	2	3	30%	44		2	15	15	12	17	39%	36	3	12	6	10	5	21	58%
Psychology	187	22	44	41	35	45	107	57%	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%
Research	58	4	18	33	3		55	95%	44	4	17	18	5		39	89%	36	2	15	16	2	1	33	92%	31	3	7	18	2	1	28	90%	52	4	17	18	12	1	39	75%
Seminar	58	13	19	26			58	100%	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%
Span Lang/Cult	7	1		6			7	100%	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%
Statistics	85	7	20	24	22	12	51	60%	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%
Studio Art - 2D	16	3	6	6	1		15	94%	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%
Studio Art - 3D	1				1		0	0%	5		1	3	1		4	80%	3			2	1		2	67%	5		1	2	2		3	60%	5			1	3	1	1	20%
Studio Art-Draw	15		3	9	3		12	80%	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%
US Gov't	44	8	18	17	1		43	98%	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%
US History	99	20	50	26	3		96	97%	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%
World History	72	4	21	19	28		44	61%	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%
Total	2109	228	566	670	456	189	1464	69%	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%

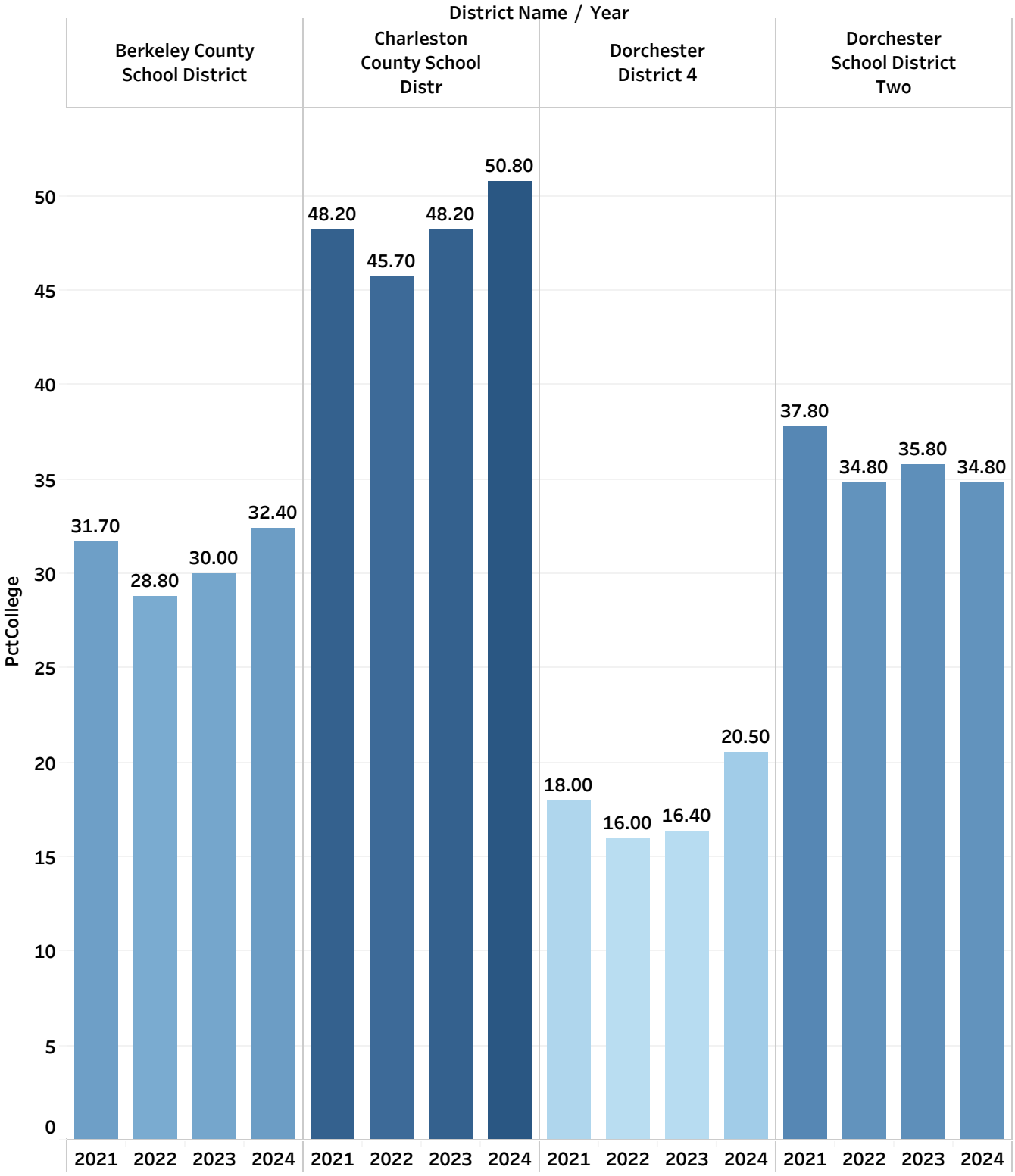
Percentage of students considered College OR Career Ready (District)



Percentage of students considered College AND Career Ready(District)

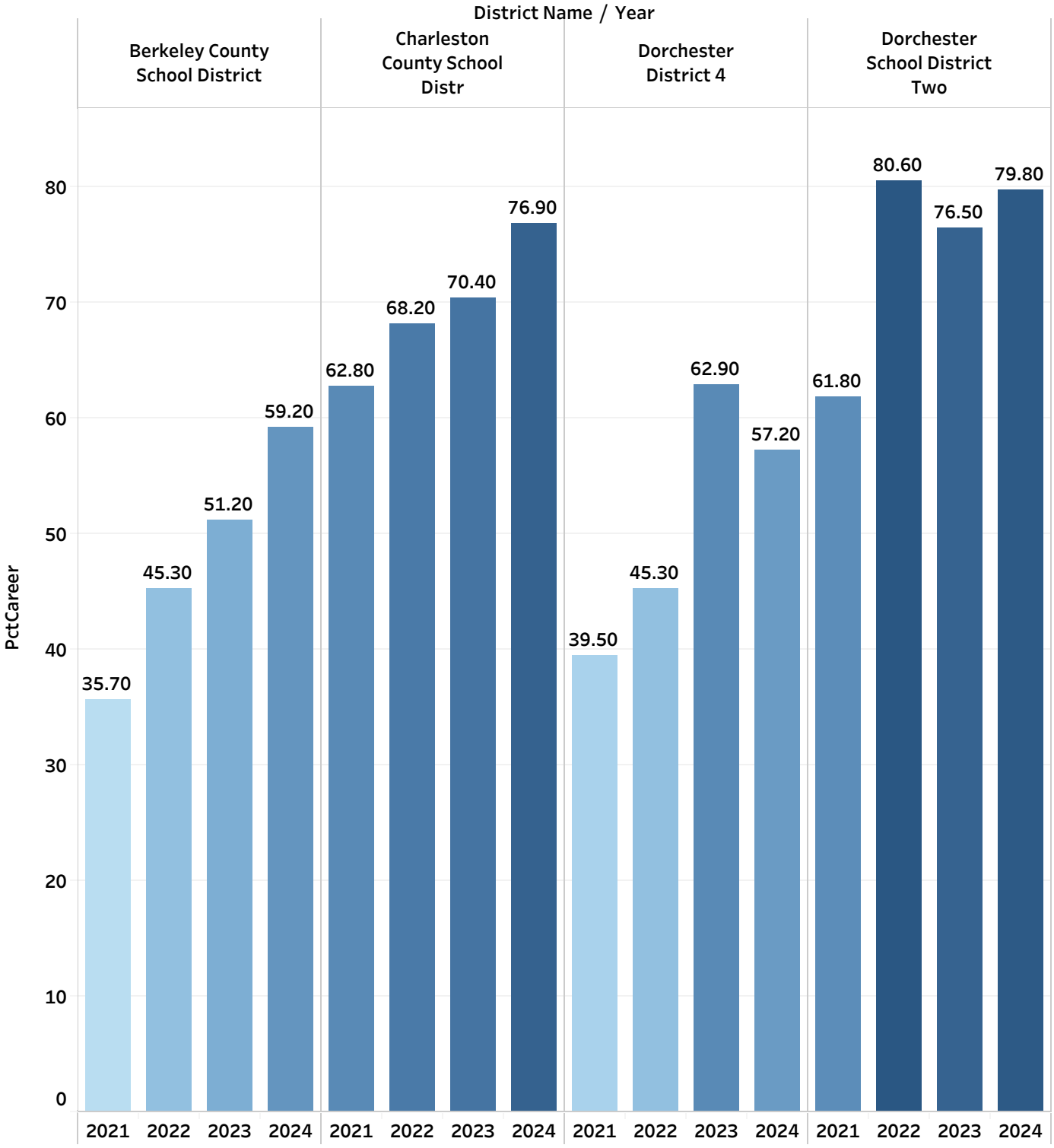


Percentage of students considered College Ready (District)



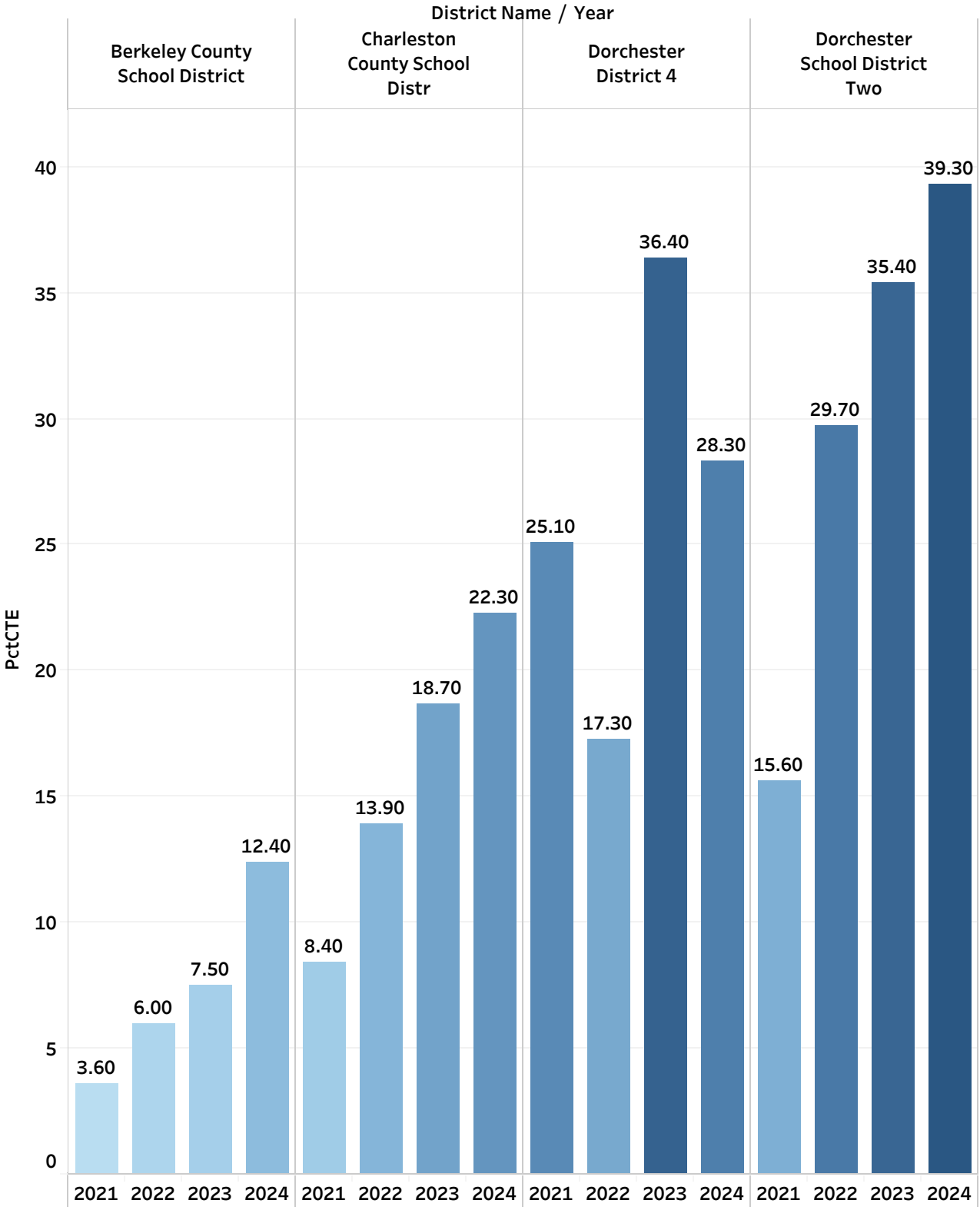
Percentage of Students considered Career Ready by District

Source: Additional Information for Researchers



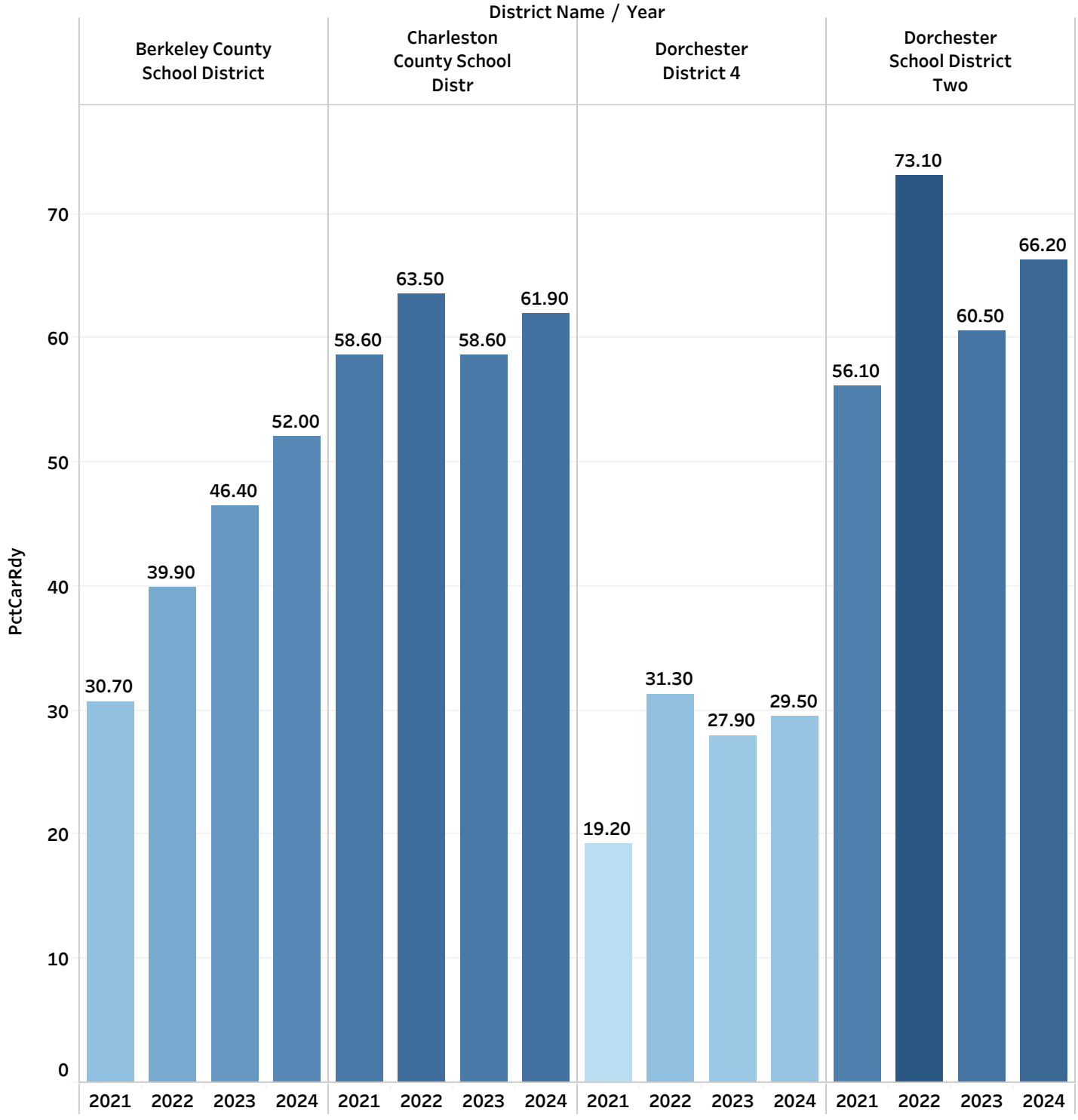
Percentage of students who were CTE Completers (District)

Source: Additional Information for Researchers



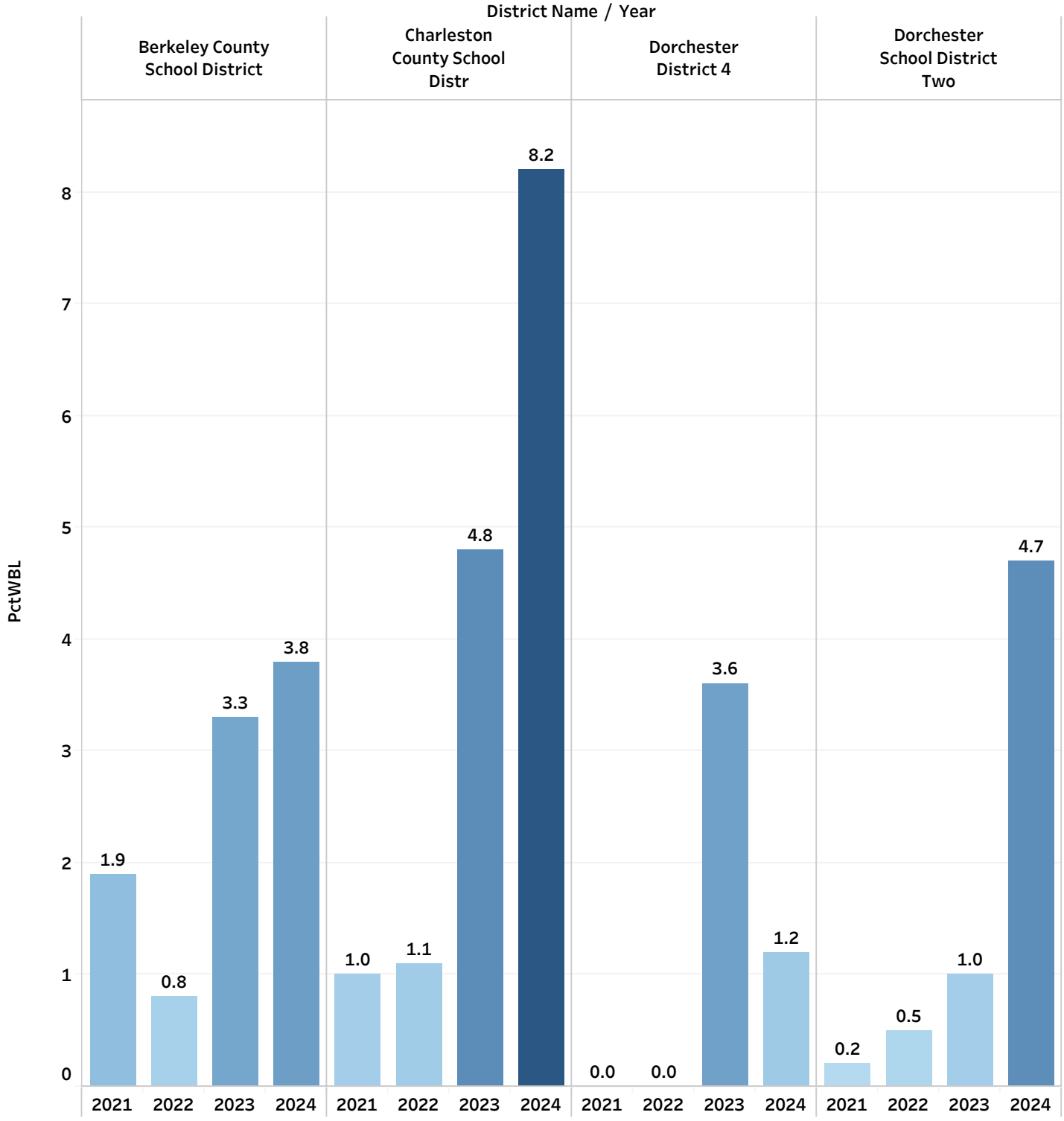
Percentage of students who earned a Silver or better on the Career Readiness Assessment (District)

Source: Additional Information for Researchers



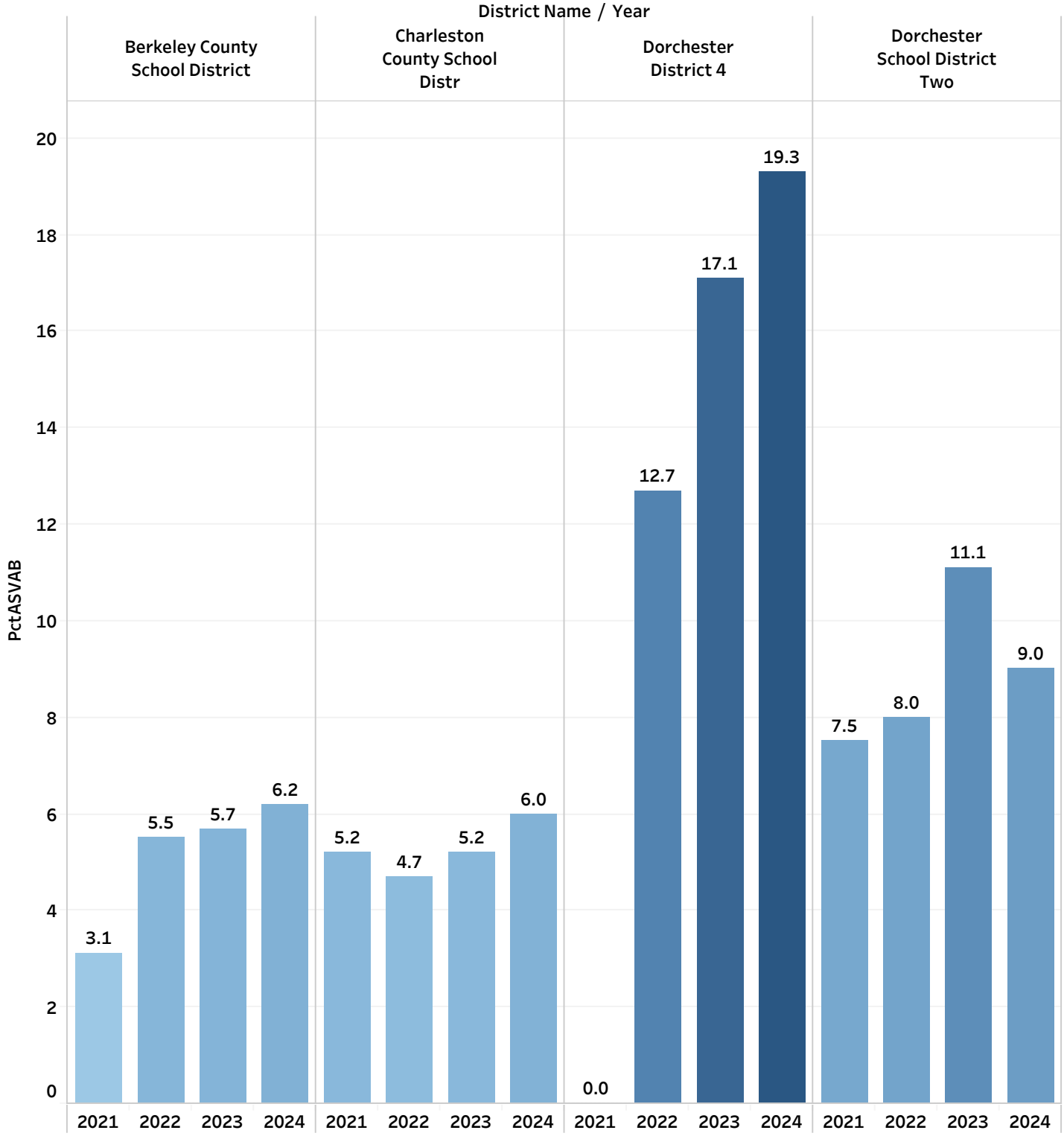
Percentage of students who met the career readiness threshold for WBL (District)

Source: Additional Information for Researchers

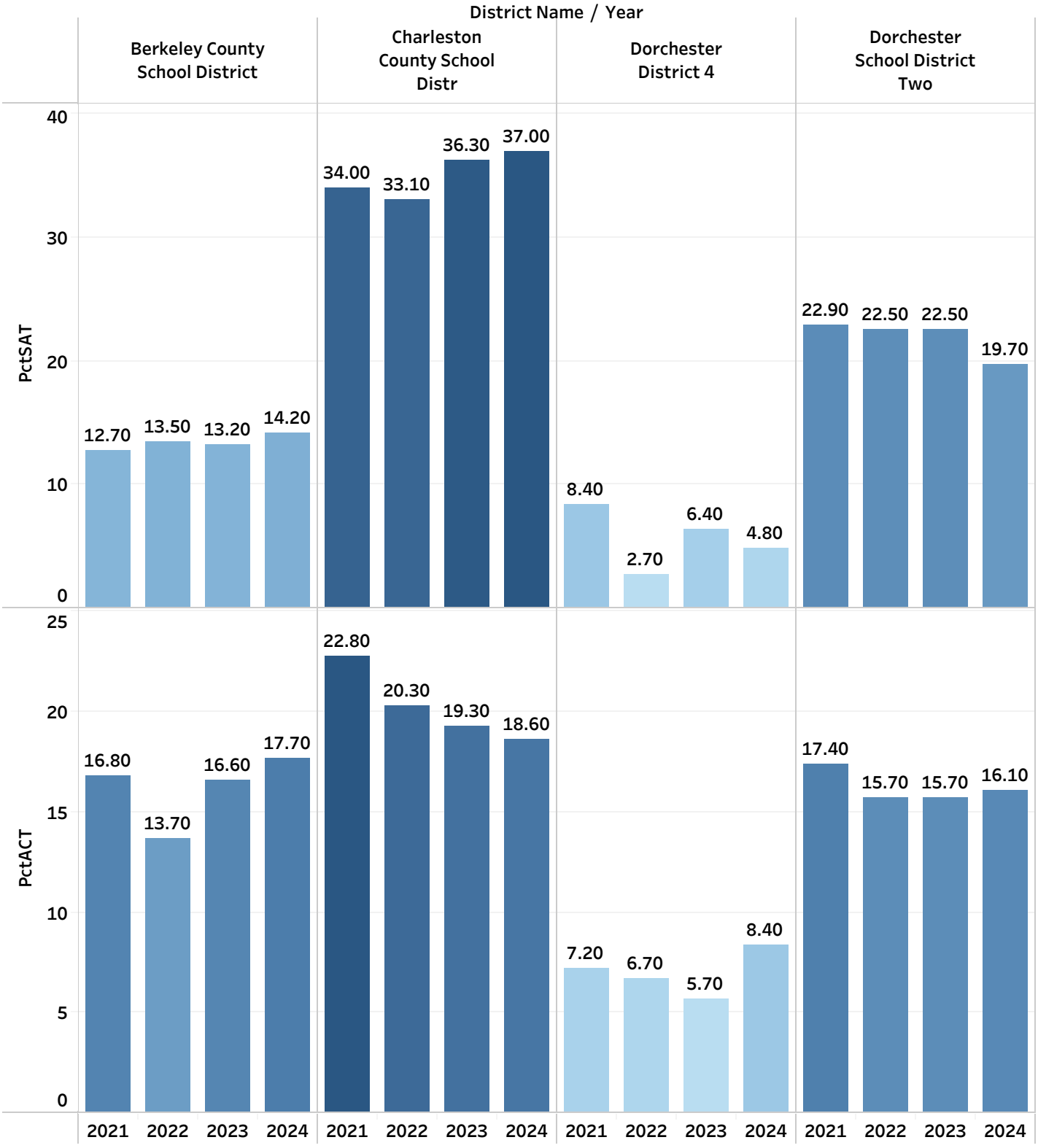


Percentage of students who earned a score of 31 or Higher on the ASVAB.

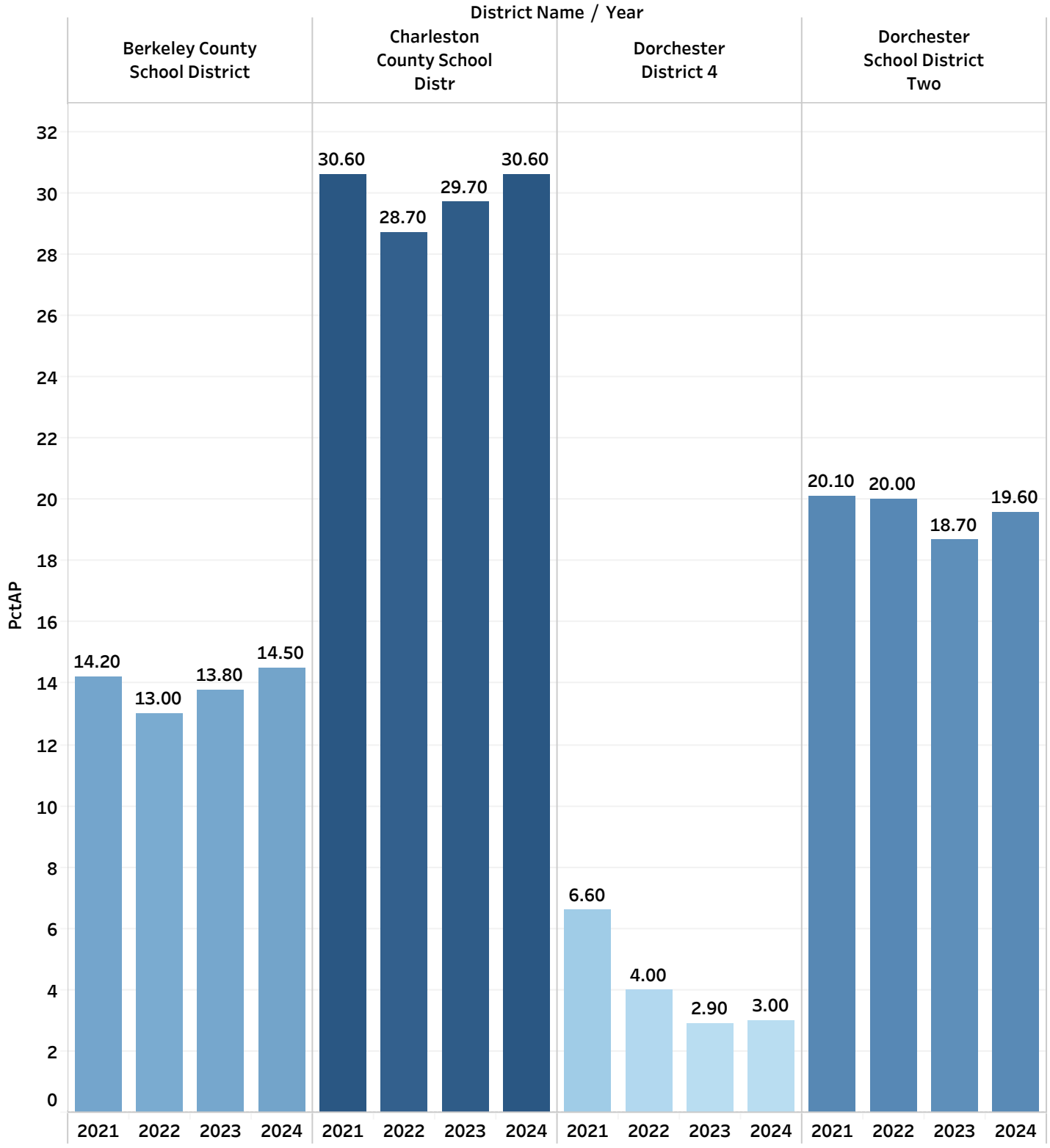
Source: Additional Information for Researchers



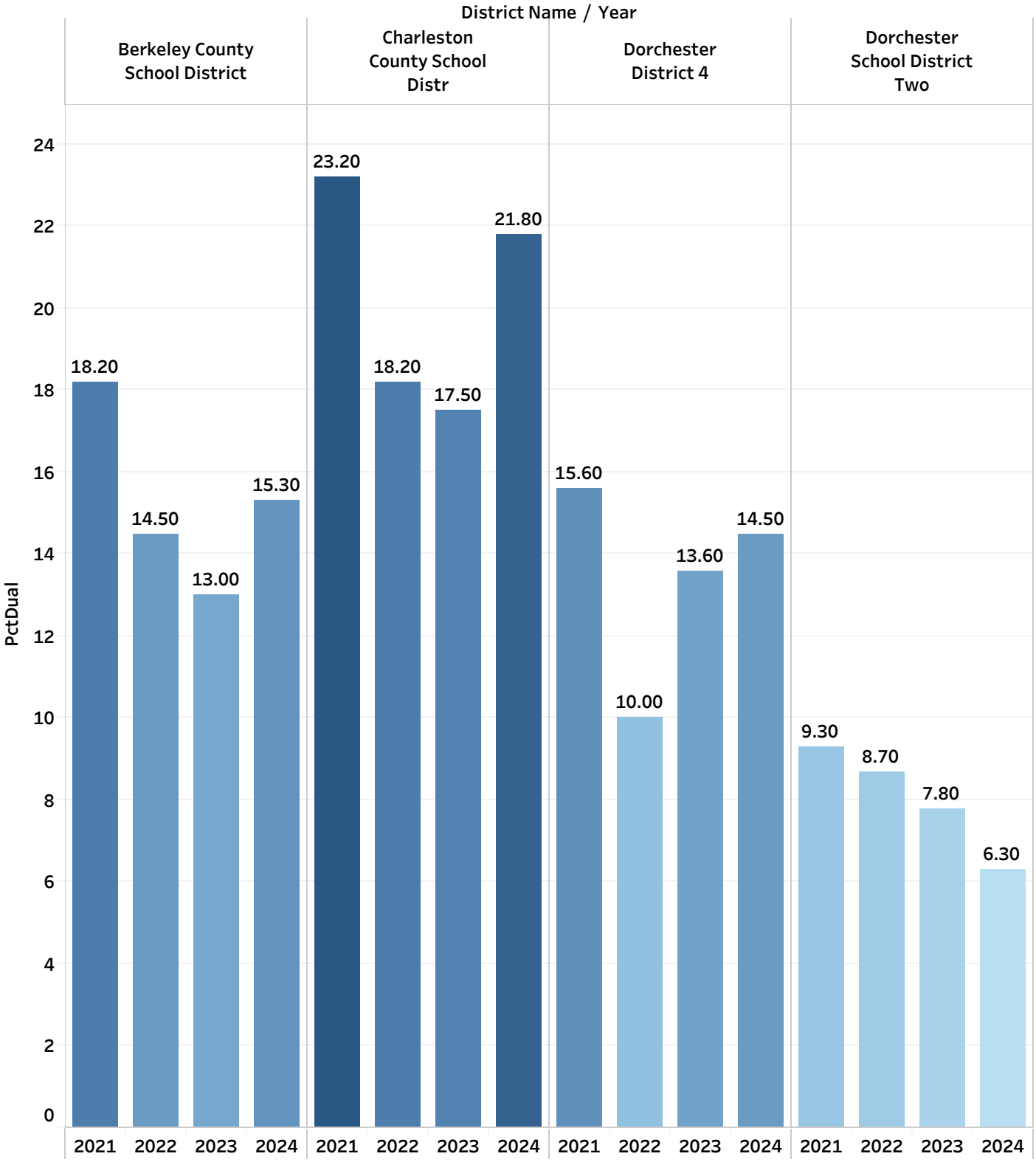
Percentage of Students who were considered "College Ready" based on ACT/SAT - ACT score of 20 or higher; SAT score of 1020 or higher. (by District)



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 completed 6 hours of Dual Credit (by District)



October 2024 Career Readiness (WIN) Results - 9GR22
True Retakes (Comparison to March 2024)

District Level

Number of students who took **both March 2024 and October 2043** Career Readiness Assessments						TOTAL	540	
How many of these DID NOT receive an IMPROVED achievement level score for October 2024?						DID NOT IMPROVE	284	53%	% of TOTAL
How many of these DID receive an IMPROVED achievement level score for October 2024?						IMPROVED	256	47%	% of TOTAL
------How many of the students who IMPROVED received an achievement score for October 2024 of 3 or higher?						3 OR HIGHER	173	32%	% of TOTAL
------How many of the students who IMPROVED received an achievement score for October 2024 of 3 or higher for the first time?						FIRST TIME 3 OR HIGHER	142	26%	% of TOTAL

October 2024 Cert Level	Number of Students IMPROVED	Number of Students 3 OR HIGHER		Number of Students 3 OR HIGHER Earned CCR	
2	83				
3	118	118		118	
4	55	55		24	
Grand Total	**256**	**173**	68%	**142**	55%

ARHS

Number of students who took **both March 2024 and October 2043** Career Readiness Assessments						TOTAL	187	
How many of these DID NOT receive an IMPROVED achievement level score for October 2024?						DID NOT IMPROVE	86	46%	% of TOTAL
How many of these DID receive an IMPROVED achievement level score for October 2024?						IMPROVED	101	54%	% of TOTAL
------How many of the students who IMPROVED received an achievement score for October 2024 of 3 or higher?						3 OR HIGHER	83	44%	% of TOTAL
------How many of the students who IMPROVED received an achievement score for October 2024 of 3 or higher for the first time?						FIRST TIME 3 OR HIGHER	52	28%	% of TOTAL

October 2024 Cert Level	Number of Students IMPROVED	Number of Students 3 OR HIGHER		Number of Students 3 OR HIGHER Earned CCR	
2	18				
3	41	41		41	
4	42	42		11	
Grand Total	**101**	**83**	82%	**52**	51%

FDHS

Number of students who took **both March 2024 and October 2043** Career Readiness Assessments						TOTAL	125	
How many of these DID NOT receive an IMPROVED achievement level score for October 2024?						DID NOT IMPROVE	78	62%	% of TOTAL
How many of these DID receive an IMPROVED achievement level score for October 2024?						IMPROVED	47	38%	% of TOTAL
------How many of the students who IMPROVED received an achievement score for October 2024 of 3 or higher?						3 OR HIGHER	28	22%	% of TOTAL
------How many of the students who IMPROVED received an achievement score for October 2024 of 3 or higher for the first time?						FIRST TIME 3 OR HIGHER	28	22%	% of TOTAL

October 2024 Cert Level	Number of Students IMPROVED	Number of Students 3 OR HIGHER		Number of Students 3 OR HIGHER Earned CCR	
2	19				
3	23	23		23	
4	5	5		5	
Grand Total	**47**	**28**	60%	**28**	60%

SHS

Number of students who took **both March 2024 and October 2043** Career Readiness Assessments						TOTAL	227	
How many of these DID NOT receive an IMPROVED achievement level score for October 2024?						DID NOT IMPROVE	119	52%	% of TOTAL
How many of these DID receive an IMPROVED achievement level score for October 2024?						IMPROVED	108	48%	% of TOTAL
------How many of the students who IMPROVED received an achievement score for October 2024 of 3 or higher?						3 OR HIGHER	62	27%	% of TOTAL
------How many of the students who IMPROVED received an achievement score for October 2024 of 3 or higher for the first time?						FIRST TIME 3 OR HIGHER	62	27%	% of TOTAL

October 2024 Cert Level	Number of Students IMPROVED	Number of Students 3 OR HIGHER		Number of Students 3 OR HIGHER Earned CCR	
2	46				
3	54	54		54	
4	8	8		8	
Grand Total	**108**	**62**	57%	**62**	57%

October 2024 Career Readiness (WIN) Results - 9GR22
NEW Test Takers (No Comparison to March 2024 Available)

District Level

Number of students who took Career Readiness Assessment for **first time in October 2024**	TOTAL	30	
How many of these earned an achievement level of zero or blank?	ZERO OR BLANK	14	47% % of TOTAL
How many of these earned an achievement level of 2 or higher?	2 OR HIGHER	16	53% % of TOTAL
How many of these earned an achievement level of 3 or higher making them career ready?	3 OR HIGHER	7	23% % of TOTAL

October 2024 Cert Level	Number of Students 2 OR HIGHER	Number of Students 3 OR HIGHER Earned CCR
2	9	
3	1	1
4	6	6
Grand Total	**16**	**7**

ARHS

Number of students who took Career Readiness Assessment for **first time in October 2024**	TOTAL	11	
How many of these earned an achievement level of zero or blank?	ZERO OR BLANK	6	55% % of TOTAL
How many of these earned an achievement level of 2 or higher?	2 OR HIGHER	5	45% % of TOTAL
How many of these earned an achievement level of 3 or higher making them career ready?	3 OR HIGHER	2	18% % of TOTAL

October 2024 Cert Level	Number of Students 2 OR HIGHER	Number of Students 3 OR HIGHER Earned CCR
2	3	
3	0	0
4	2	2
Grand Total	**5**	**2**

FDHS

Number of students who took Career Readiness Assessment for **first time in October 2024**	TOTAL	1	
How many of these earned an achievement level of zero or blank?	ZERO OR BLANK	0	0% % of TOTAL
How many of these earned an achievement level of 2 or higher?	2 OR HIGHER	1	100% % of TOTAL
How many of these earned an achievement level of 3 or higher making them career ready?	3 OR HIGHER	1	100% % of TOTAL

October 2024 Cert Level	Number of Students 2 OR HIGHER	Number of Students 3 OR HIGHER Earned CCR
2	0	
3	0	0
4	1	1
Grand Total	**1**	**1**

SHS

Number of students who took Career Readiness Assessment for **first time in October 2024**	TOTAL	18	
How many of these earned an achievement level of zero or blank?	ZERO OR BLANK	8	44% % of TOTAL
How many of these earned an achievement level of 2 or higher?	2 OR HIGHER	10	56% % of TOTAL
How many of these earned an achievement level of 3 or higher making them career ready?	3 OR HIGHER	4	22% % of TOTAL

October 2024 Cert Level	Number of Students 2 OR HIGHER	Number of Students 3 OR HIGHER Earned CCR
2	6	
3	1	1
4	3	3
Grand Total	**10**	**4**

SC Report Card Information

Overall Ratings
Achievement Indicator
Preparing for Success Indicator
EL Indicator
College and Career Indicator
Student Progress Indicator
High School Student Success Indicator

SC Report Card
Overall School Rating and Total Points (not rounded)

DistrictNm / Year

SchoolNm (group)	Dorchester School District Two				
	2018	2019	2022	2023	2024
Alston Middle School		Good	Good	Average	Average
	36.66	50.81	53.63	46.41	41.37
Alston-Bailey Elementary School	Average	Average	Average	Average	Below Average
	48.57	50.74	42.35	48.98	38.73
Ashley Ridge High School	E xcellent	Excellent	Excellent	Excellent	Excellent
	73.11	71.95	73.72	70.93	68.58
Beech Hill Elementary School	Excellent	Excellent	Excellent	Excellent	Excellent
	77.2	73.1	73.18	74.04	66.87
Charles B Dubose Middle School	Average	Average	Average	Good	Good
	43.78	43.25	40.75	50.47	50.01
Dr. Eugene Sires Elementary School	Below Average	Below Average	Average	Good	Good
	36.24	41.16	43.72	55.61	53.82
Eagle Nest Elementary School	Below Average	Average	Average	Average	Average
	41.37	47.56	47.91	48.07	44.35
East Edisto Middle School				Good	Good
				50.93	51.34
Flowertown Elementary School	Average	Average	Good	Good	Average
	42.68	51.36	52.98	53.7	52.43
Fort Dorchester Elementary School	Good	Excellent	Excellent	Excellent	Good
	60.35	69	60.55	64.13	58.34
Fort Dorchester High School	Good	Excellent	Excellent	Excellent	Excellent
	63.87	67.65	68.92	67.28	70.66
Gregg Middle School	Average	Average	Average	Good	Average
	43.78	43.71	41.55	50.89	41.74
James H. Spann Elementary School	Below Average	Average	Excellent	Excellent	Average
	39.62	51.92	61.08	63.46	52.13
Joseph R. Pye Elementary School	Average	Good	Good	Good	Excellent
	52.08	54.83	56.16	59.24	71.06
Knightsville Elementary School	Average	Average	Excellent	Excellent	Good
	51.48	51.95	63.8	69.32	53.12
Newington Elementary School	Average	Average	Average	Good	Average
	47.11	50.84	48.74	53.91	47.28
Oakbrook Elementary School	Below Average	Average	Good	Good	Average
	36.39	51.97	53.82	55.33	46.38
Oakbrook Middle School	Good	Good	Good	Average	Good
	52.49	50.68	47.55	45.77	51.91
River Oaks Middle School	Unsatisfactory	Average	Average	Average	Below Average
	28.29	40.17	39.04	40.26	34.46
Rollings Middle School Of The Arts	Excellent	Excellent	Excellent	Excellent	Excellent
	64.49	68.96	80.31	73.77	61.74
Sand Hill Elementary School	Good	Excellent	Average	Excellent	Good
	58.71	66.97	47.43	65.63	54.48
Summerville Elementary School	Below Average	Excellent	Excellent	Excellent	Good
	36.63	63.73	67.49	66.51	58.11
Summerville High School	Good	Excellent	Excellent	Good	Good
	64.42	67.81	70.27	65.87	62.16
William M. Reeves, Jr. Elementary School	Average	Average	Good	Excellent	Excellent
	48.75	45.2	60.01	63.98	60.83
Windsor Hill Arts Infused Elementary School	Good	Good	Excellent	Excellent	Good
	55.99	54.1	61.49	64.7	53.49

RATE_OVERALL and NUM_OVERALL broken down by DistrictNm and Year vs. SchoolNm (group). The data is filtered on SchoolNm and SCHOOLTYPECD. The SchoolNm filter keeps 1,963 of 1,963 members. The SCHOOLTYPECD filter keeps E, H and M. The view is filtered on DistrictNm, which keeps Dorchester School District Two.

SC Report Card
Achievement Points and Indicator Rating
(based on 35 point scale)

	DistrictNm / Year				
	Dorchester School District Two				
SchoolNm (group)	2018	2019	2022	2023	2024
Alston Middle School	15.71 Average	16.5 Average	15.42 Average	14.53 Average	13.41 Average
Alston-Bailey Elementary School	18.71 Good	19.59 Good	14.42 Average	15.91 Average	15.45 Average
Ashley Ridge High School	15.53 Good	15.65 Good	14.07 Good	14.85 Good	14.95 Good
Beech Hill Elementary School	29.24 Excellent	29.68 Excellent	25.39 Excellent	26.61 Excellent	25.15 Excellent
Charles B Dubose Middle School	17.16 Good	16.89 Good	14.07 Average	16.79 Good	17.13 Good
Dr. Eugene Sires Elementary School	21.01 Average	19.11 Good	18.04 Average	21.32 Good	20.74 Good
Eagle Nest Elementary School	16.6 Average	16.51 Average	15.13 Average	17.01 Average	16.54 Average
East Edisto Middle School				18.04 Good	18.33 Good
Flowertown Elementary School	18.38 Average	19.3 Good	17.17 Average	18.34 Average	18.94 Good
Fort Dorchester Elementary School	22.62 Excellent	24.6 Excellent	19.75 Good	21.48 Excellent	22.03 Excellent
Fort Dorchester High School	13.11 Average	12.98 Average	11.84 Average	13.31 Average	14.68 Good
Gregg Middle School	20.9 Good	21.26 Good	14.86 Average	15.63 Average	15.2 Average
James H. Spann Elementary School	20.24 Good	21.79 Excellent	19.03 Good	22.15 Excellent	20.76 Good
Joseph R. Pye Elementary School	18.83 Good	18.82 Good	18.26 Average	20.29 Good	22.75 Excellent
Knightsville Elementary School	22.78 Good	22.93 Good	18.4 Average	20.23 Good	18.86 Good
Newington Elementary School	18.31 Average	22.52 Good	16.56 Average	17.96 Average	17.43 Average
Oakbrook Elementary School	17.68 Average	17.9 Average	16.82 Average	18.89 Good	17.74 Average
Oakbrook Middle School	17.05 Good	16.66 Average	13.13 Average	14.29 Average	15.74 Average
River Oaks Middle School	12.66 Average	12.67 Average	11.08 Below Average	12.44 Average	12.48 Average
Rollings Middle School Of The Arts	31.72 Excellent	31.91 Excellent	30.95 Excellent	26.86 Excellent	26.39 Excellent
Sand Hill Elementary School	25.6 Excellent	27.06 Excellent	19.72 Good	23.52 Excellent	23.56 Excellent
Summerville Elementary School	22.06 Good	22.28 Good	23.41 Good	22.53 Excellent	21.94 Excellent
Summerville High School	13.63 Good	14.09 Good	12.9 Average	13.32 Average	13.01 Average
William M. Reeves, Jr. Elementary School	21.5 Excellent	20.81 Good	20.77 Good	22.05 Excellent	23.3 Excellent
Windsor Hill Arts Infused Elementary School	18.54 Average	17.84 Average	16.54 Average	17.93 Average	16.85 Average

NUM_ACHIEVE and RATE_ACHIEVE broken down by DistrictNm and Year vs. SchoolNm (group). The data is filtered on SchoolNm and SCHOOLTYPECD. The SchoolNm filter keeps 1,963 of 1,963 members. The SCHOOLTYPECD filter keeps E, H and M. The view is filtered on DistrictNm, which keeps Dorchester School District Two.

SC Report Card
Preparing for Success Points and Indicator Rating
(based on 10 point scale)

	DistrictNm / Year				
	Dorchester School District Two				
SchoolNm (group)	2018	2019	2022	2023	2024
Alston Middle School	15.71 Average	16.5 Average	15.42 Average	14.53 Average	13.41 Average
Alston-Bailey Elementary School	18.71 Good	19.59 Good	14.42 Average	15.91 Average	15.45 Average
Ashley Ridge High School	15.53 Good	15.65 Good	14.07 Good	14.85 Good	14.95 Good
Beech Hill Elementary School	29.24 Excellent	29.68 Excellent	25.39 Excellent	26.61 Excellent	25.15 Excellent
Charles B Dubose Middle School	17.16 Good	16.89 Good	14.07 Average	16.79 Good	17.13 Good
Dr. Eugene Sires Elementary School	21.01 Average	19.11 Good	18.04 Average	21.32 Good	20.74 Good
Eagle Nest Elementary School	16.6 Average	16.51 Average	15.13 Average	17.01 Average	16.54 Average
East Edisto Middle School				18.04 Good	18.33 Good
Flowertown Elementary School	18.38 Average	19.3 Good	17.17 Average	18.34 Average	18.94 Good
Fort Dorchester Elementary School	22.62 Excellent	24.6 Excellent	19.75 Good	21.48 Excellent	22.03 Excellent
Fort Dorchester High School	13.11 Average	12.98 Average	11.84 Average	13.31 Average	14.68 Good
Gregg Middle School	20.9 Good	21.26 Good	14.86 Average	15.63 Average	15.2 Average
James H. Spann Elementary School	20.24 Good	21.79 Excellent	19.03 Good	22.15 Excellent	20.76 Good
Joseph R. Pye Elementary School	18.83 Good	18.82 Good	18.26 Average	20.29 Good	22.75 Excellent
Knightsville Elementary School	22.78 Good	22.93 Good	18.4 Average	20.23 Good	18.86 Good
Newington Elementary School	18.31 Average	22.52 Good	16.56 Average	17.96 Average	17.43 Average
Oakbrook Elementary School	17.68 Average	17.9 Average	16.82 Average	18.89 Good	17.74 Average
Oakbrook Middle School	17.05 Good	16.66 Average	13.13 Average	14.29 Average	15.74 Average
River Oaks Middle School	12.66 Average	12.67 Average	11.08 Below Average	12.44 Average	12.48 Average
Rollings Middle School Of The Arts	31.72 Excellent	31.91 Excellent	30.95 Excellent	26.86 Excellent	26.39 Excellent
Sand Hill Elementary School	25.6 Excellent	27.06 Excellent	19.72 Good	23.52 Excellent	23.56 Excellent
Summerville Elementary School	22.06 Good	22.28 Good	23.41 Good	22.53 Excellent	21.94 Excellent

NUM_ACHIEVE and RATE_ACHIEVE broken down by DistrictNm and Year vs. SchoolNm (group). The data is filtered on SchoolNm and SCHOOLTYPECD. The SchoolNm filter keeps 1,963 of 1,963 members. The SCHOOLTYPECD filter keeps E, H and M. The view is filtered on DistrictNm, which keeps Dorchester School District Two.

SC Report Card
Preparing for Success Points and Indicator Rating
(based on 10 point scale)

	DistrictNm / Year				
	Dorchester School District Two				
SchoolNm (group)	2018	2019	2022	2023	2024
Summerville High School	13.63 Good	14.09 Good	12.9 Average	13.32 Average	13.01 Average
William M. Reeves, Jr. Elementary School	21.5 Excellent	20.81 Good	20.77 Good	22.05 Excellent	23.3 Excellent
Windsor Hill Arts Infused Elementary School	18.54 Average	17.84 Average	16.54 Average	17.93 Average	16.85 Average

NUM_ACHIEVE and RATE_ACHIEVE broken down by DistrictNm and Year vs. SchoolNm (group). The data is filtered on SchoolNm and SCHOOLTYPECD. The SchoolNm filter keeps 1,963 of 1,963 members. The SCHOOLTYPECD filter keeps E, H and M. The view is filtered on DistrictNm, which keeps Dorchester School District Two.

SC Report Card
EL Points and Indicator Rating
(based on 10 point scale)

	DistrictNm / Year				
	Dorchester School District Two				
SchoolNm (group)	2018	2019	2022	2023	2024
Alston Middle School	3.18 Below Average	4.23 Average	5.69 Average	5.43 Average	3.83 Below Average
Alston-Bailey Elementary School	7.14 Good	6.94 Good	5.79 Average	6.08 Good	4.51 Average
Ashley Ridge High School	6.79 Good	5.15 Average	6.44 Good	6.3 Good	6.55 Good
Beech Hill Elementary School	Not Rated	Not Rated	8.33 Excellent	8.22 Excellent	6.29 Good
Charles B Dubose Middle School	6.43 Good	5.6 Average	5.58 Average	5.32 Average	5.56 Average
Dr. Eugene Sires Elementary School	Not Rated	7.73 Good	7.21 Good	7.55 Good	4.78 Average
Eagle Nest Elementary School	7.05 Good	5.54 Average	6.01 Good	6.06 Good	4.11 Average
East Edisto Middle School				Not Rated	7.14 Good
Flowertown Elementary School	6.09 Good	6.19 Good	6.55 Good	6.58 Good	4.36 Average
Fort Dorchester Elementary School	9.25 Excellent	8.78 Excellent	8.11 Excellent	8.27 Excellent	7.93 Good
Fort Dorchester High School	5.62 Average	6.7 Good	7.16 Good	6.48 Good	6.53 Good
Gregg Middle School	Not Rated	Not Rated	6.92 Good	7.42 Good	5.81 Average
James H. Spann Elementary School	3.21 Below Average	5.42 Average	5.59 Average	5.68 Average	4.88 Average
Joseph R. Pye Elementary School	7.08 Good	7.33 Good	8.41 Excellent	7.4 Good	7.33 Good
Knightsville Elementary School	Not Rated	Not Rated	7.39 Good	7.5 Good	5.88 Average
Newington Elementary School	7.5 Good	Not Rated	6.92 Good	7.73 Good	3.75 Below Average
Oakbrook Elementary School	7.62 Good	8 Excellent	6.33 Good	7 Good	Not Rated
Oakbrook Middle School	7.65 Good	7.42 Good	8.03 Excellent	7.79 Good	8.04 Excellent
River Oaks Middle School	5 Average	4.39 Average	5.27 Average	5.98 Average	3.42 Below Average
Rollings Middle School Of The Arts	Not Rated	Not Rated	Not Rated	8.57 Excellent	Not Rated
Sand Hill Elementary School	Not Rated	Not Rated	4.14 Average	4.86 Average	6.22 Good

NUM_EL and RATE_EL broken down by DistrictNm and Year vs. SchoolNm (group). The data is filtered on SchoolNm and SCHOOLTYPECD. The SchoolNm filter keeps 1,963 of 1,963 members. The SCHOOLTYPECD filter keeps E, H and M. The view is filtered on DistrictNm, which keeps Dorchester School District Two.

SC Report Card
EL Points and Indicator Rating
(based on 10 point scale)

	DistrictNm / Year				
	Dorchester School District Two				
SchoolNm (group)	2018	2019	2022	2023	2024
Summerville Elementary School	Not Rated	Not Rated	Not Rated	Not Rated	5.65 Average
Summerville High School	4.83 Average	4.55 Average	6.02 Good	5.6 Average	4.51 Average
William M. Reeves, Jr. Elementary School	6.74 Good	7.45 Good	7.5 Good	7.32 Good	5.56 Average
Windsor Hill Arts Infused Elementary School	7.14 Good	7.38 Good	4.75 Average	4.89 Average	4.19 Average

NUM_EL and RATE_EL broken down by DistrictNm and Year vs. SchoolNm (group). The data is filtered on SchoolNm and SCHOOLTYPECD. The SchoolNm filter keeps 1,963 of 1,963 members. The SCHOOLTYPECD filter keeps E, H and M. The view is filtered on DistrictNm, which keeps Dorchester School District Two.

SC Report Card
Student Progress Points and Indicator Rating
(based on 35 point scale)

DistrictNm / Year

Dorchester School District Two

SchoolNm (group)	2018	2019	2022	2023	2024
Alston Middle School	11.83 Below Average	18.78 Average	21.26 Good	15.53 Average	13.31 Below Average
Alston-Bailey Elementary School	11.19 Below Average	16.79 Average	11.38 Below Average	17.64 Average	8.66 Unsatisfactory
Ashley Ridge High School			Not Rated	Not Rated	Not Rated
Beech Hill Elementary School	31.52 Excellent	27.04 Good	23.55 Good	23.15 Good	20.55 Good
Charles B Dubose Middle School	13.65 Average	13.59 Average	10.41 Below Average	18.26 Average	16.03 Average
Dr. Eugene Sires Elementary School	9.78 Unsatisfactory	8.75 Unsatisfactory	7.6 Unsatisfactory	15.21 Average	16.41 Average
Eagle Nest Elementary School	11.8 Below Average	18.87 Average	16.9 Average	15.24 Average	14 Average
East Edisto Middle School				16.15 Average	14.36 Average
Flowertown Elementary School	10.69 Below Average	19.22 Average	15.81 Average	15.4 Average	15.96 Average
Fort Dorchester Elementary School	14.85 Average	20.15 Good	18.5 Average	20.06 Good	14.56 Average
Fort Dorchester High School			Not Rated	Not Rated	Not Rated
Gregg Middle School	14.63 Average	13.37 Below Average	9.65 Below Average	17.58 Average	11.38 Below Average
James H. Spann Elementary School	6.83 Unsatisfactory	11.74 Below Average	23.55 Good	22.69 Good	14.37 Average
Joseph R. Pye Elementary School	15.21 Average	20.9 Good	17.44 Average	19.67 Average	26.31 Excellent
Knightsville Elementary School	18.83 Average	21.03 Average	26.48 Excellent	28.94 Excellent	16.32 Average
Newington Elementary School	13.5 Below Average	16.67 Average	14.15 Below Average	16.98 Average	14.2 Average
Oakbrook Elementary School	5.57 Unsatisfactory	12.68 Below Average	18.83 Average	17.56 Average	12.66 Below Average
Oakbrook Middle School	21.16 Good	19.34 Average	16.77 Average	13.47 Average	16.81 Average
River Oaks Middle School	3.92 Unsatisfactory	11.63 Below Average	14.36 Average	13.99 Average	10.86 Below Average
Rollings Middle School Of The Arts	22.48 Average	20.75 Average	33.61 Excellent	23.49 Good	15.67 Average
Sand Hill Elementary School	22.57 Average	29.18 Excellent	12.64 Below Average	25.61 Excellent	13.23 Below Average

NUM_PROGRESS and RATE_PROGRESS broken down by DistrictNm and Year vs. SchoolNm (group). The data is filtered on SchoolNm and SCHOOLTYPECD. The SchoolNm filter keeps 1,963 of 1,963 members. The SCHOOLTYPECD filter keeps E, H and M. The view is filtered on DistrictNm, which keeps Dorchester School District Two.

SC Report Card
Student Progress Points and Indicator Rating
(based on 35 point scale)

	DistrictNm / Year				
	Dorchester School District Two				
SchoolNm (group)	2018	2019	2022	2023	2024
Summerville Elementary School	6.63 Unsatisfactory	28.6 Excellent	29.8 Excellent	23.6 Good	17.68 Average
Summerville High School			Not Rated	Not Rated	Not Rated
William M. Reeves, Jr. Elementary School	13.26 Below Average	9.82 Below Average	17.43 Average	19.69 Average	17.35 Average
Windsor Hill Arts Infused Elementary School	22.34 Good	20.61 Good	28.65 Excellent	29.89 Excellent	19.95 Good

NUM_PROGRESS and RATE_PROGRESS broken down by DistrictNm and Year vs. SchoolNm (group). The data is filtered on SchoolNm and SCHOOLTYPECD. The SchoolNm filter keeps 1,963 of 1,963 members. The SCHOOLTYPECD filter keeps E, H and M. The view is filtered on DistrictNm, which keeps Dorchester School District Two.

SC Report Card
College and Career Readiness Points and Indicator Rating

	DistrictNm / Year				
	Dorchester School District Two				
SchoolNm (group)	2018	2019	2022	2023	2024
Alston Middle School	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Alston-Bailey Elementary School	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Ashley Ridge High School	21.9 Excellent	21.4 Excellent	21.14 Excellent	20.37 Excellent	15.99 Excellent
Beech Hill Elementary School	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Charles B Dubose Middle School	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Dr. Eugene Sires Elementary School	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Eagle Nest Elementary School	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
East Edisto Middle School				Not Rated	Not Rated
Flowertown Elementary School	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Fort Dorchester Elementary School	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Fort Dorchester High School	19 Good	18.3 Good	19.99 Excellent	18.55 Good	15.37 Excellent
Gregg Middle School	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
James H. Spann Elementary School	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Joseph R. Pye Elementary School	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Knightsville Elementary School	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Newington Elementary School	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Oakbrook Elementary School	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Oakbrook Middle School	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
River Oaks Middle School	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated

NUM_CCR and RATE_CCR broken down by DistrictNm and Year vs. SchoolNm (group). The data is filtered on SchoolNm and SCHOOLTYPECD. The SchoolNm filter keeps 1,963 of 1,963 members. The SCHOOLTYPECD filter keeps E, H and M. The view is filtered on DistrictNm, which keeps Dorchester School District Two.

SC Report Card
College and Career Readiness Points and Indicator Rating

	DistrictNm / Year				
	Dorchester School District Two				
SchoolNm (group)	2018	2019	2022	2023	2024
Rollings Middle School Of The Arts	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Sand Hill Elementary School	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Summerville Elementary School	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Summerville High School	20.6 Excellent	20.3 Excellent	19.91 Excellent	19.61 Excellent	14.62 Good
William M. Reeves, Jr. Elementary School	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Windsor Hill Arts Infused Elementary School	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated

NUM_CCR and RATE_CCR broken down by DistrictNm and Year vs. SchoolNm (group). The data is filtered on SchoolNm and SCHOOLTYPECD. The SchoolNm filter keeps 1,963 of 1,963 members. The SCHOOLTYPECD filter keeps E, H and M. The view is filtered on DistrictNm, which keeps Dorchester School District Two.

SC Report Card
High School Student Success Points and Indicator Rating

	DistrictNm / Year				
	Dorchester School District Two				
SchoolNm (group)	2018	2019	2022	2023	2024
Alston Middle School					Not Rated
Alston-Bailey Elementary School					Not Rated
Ashley Ridge High School					8.12 Good
Beech Hill Elementary School					Not Rated
Charles B Dubose Middle School					Not Rated
Dr. Eugene Sires Elementary School					Not Rated
Eagle Nest Elementary School					Not Rated
East Edisto Middle School					Not Rated
Flowertown Elementary School					Not Rated
Fort Dorchester Elementary School					Not Rated
Fort Dorchester High School					9.56 Good
Gregg Middle School					Not Rated
James H. Spann Elementary School					Not Rated
Joseph R. Pye Elementary School					Not Rated
Knightsville Elementary School					Not Rated
Newington Elementary School					Not Rated
Oakbrook Elementary School					Not Rated
Oakbrook Middle School					Not Rated
River Oaks Middle School					Not Rated
Rollings Middle School Of The Arts					Not Rated

NUM_SUCCESS and RATE_SUCCESS broken down by DistrictNm and Year vs. SchoolNm (group). The data is filtered on SchoolNm and SCHOOLTYPECD. The SchoolNm filter keeps 1,963 of 1,963 members. The SCHOOLTYPECD filter keeps E, H and M. The view is filtered on DistrictNm, which keeps Dorchester School District Two.

SC Report Card
High School Student Success Points and Indicator Rating

	DistrictNm / Year				
	Dorchester School District Two				
SchoolNm (group)	2018	2019	2022	2023	2024
Sand Hill Elementary School					Not Rated
Summerville Elementary School					Not Rated
Summerville High School					8.85 Good
William M. Reeves, Jr. Elementary School					Not Rated
Windsor Hill Arts Infused Elementary School					Not Rated

NUM_SUCCESS and RATE_SUCCESS broken down by DistrictNm and Year vs. SchoolNm (group). The data is filtered on SchoolNm and SCHOOLTYPECD. The SchoolNm filter keeps 1,963 of 1,963 members. The SCHOOLTYPECD filter keeps E, H and M. The view is filtered on DistrictNm, which keeps Dorchester School District Two.

SC Report Card
High School Student Success Points and Indicator Rating

	DistrictNm / Year				
	Dorchester School District Two				
SchoolNm (group)	2018	2019	2022	2023	2024
Alston Middle School			6.58 Average	7.05 Good	7.01 Good
Alston-Bailey Elementary School			6.64 Below Average	5.74 Below Average	6.66 Below Average
Ashley Ridge High School			6.16 Average	2.95 Average	2.94 Average
Beech Hill Elementary School			8.28 Excellent	8.29 Excellent	8.34 Excellent
Charles B Dubose Middle School			6.09 Average	4.96 Below Average	6.57 Average
Dr. Eugene Sires Elementary School			6.85 Average	6.85 Average	6.54 Below Average
Eagle Nest Elementary School			6.13 Below Average	6.09 Below Average	5.34 Unsatisfactory
East Edisto Middle School				7.43 Excellent	6.85 Good
Flowertown Elementary School			8.43 Excellent	8.35 Excellent	8.22 Excellent
Fort Dorchester Elementary School			8.05 Good	8.2 Good	8.63 Excellent
Fort Dorchester High School			5.67 Average	2.8 Average	3.23 Average
Gregg Middle School			5.72 Average	6.19 Average	5.56 Average
James H. Spann Elementary School			7.05 Average	6.88 Average	7.12 Average
Joseph R. Pye Elementary School			7.44 Average	7.16 Average	7.63 Average
Knightsville Elementary School			7.18 Average	7.44 Average	6.99 Average
Newington Elementary School			6.39 Below Average	6.76 Average	7.41 Average
Oakbrook Elementary School			7.05 Average	7.71 Good	7.28 Average
Oakbrook Middle School			4.79 Below Average	5.7 Average	6.68 Good
River Oaks Middle School			4.62 Below Average	4.92 Below Average	4.38 Below Average
Rollings Middle School Of The Arts			8.4 Excellent	8.02 Excellent	7.71 Excellent
Sand Hill Elementary School			6.15 Below Average	6.55 Below Average	6.23 Below Average

NUM_CLIMATE and RATE_CLIMATE broken down by DistrictNm and Year vs. SchoolNm (group). The data is filtered on SchoolNm and SCHOOLTYPECD. The SchoolNm filter keeps 1,963 of 1,963 members. The SCHOOLTYPECD filter keeps E, H and M. The view is filtered on DistrictNm, which keeps Dorchester School District Two.

SC Report Card
High School Student Success Points and Indicator Rating

	DistrictNm / Year				
	Dorchester School District Two				
SchoolNm (group)	2018	2019	2022	2023	2024
Summerville Elementary School			8.22 Excellent	7.97 Good	7.19 Average
Summerville High School			7.09 Good	2.92 Average	3.39 Average
William M. Reeves, Jr. Elementary School			8.83 Excellent	8.8 Excellent	8.84 Excellent
Windsor Hill Arts Infused Elementary School			7.19 Average	7.02 Average	7.24 Average

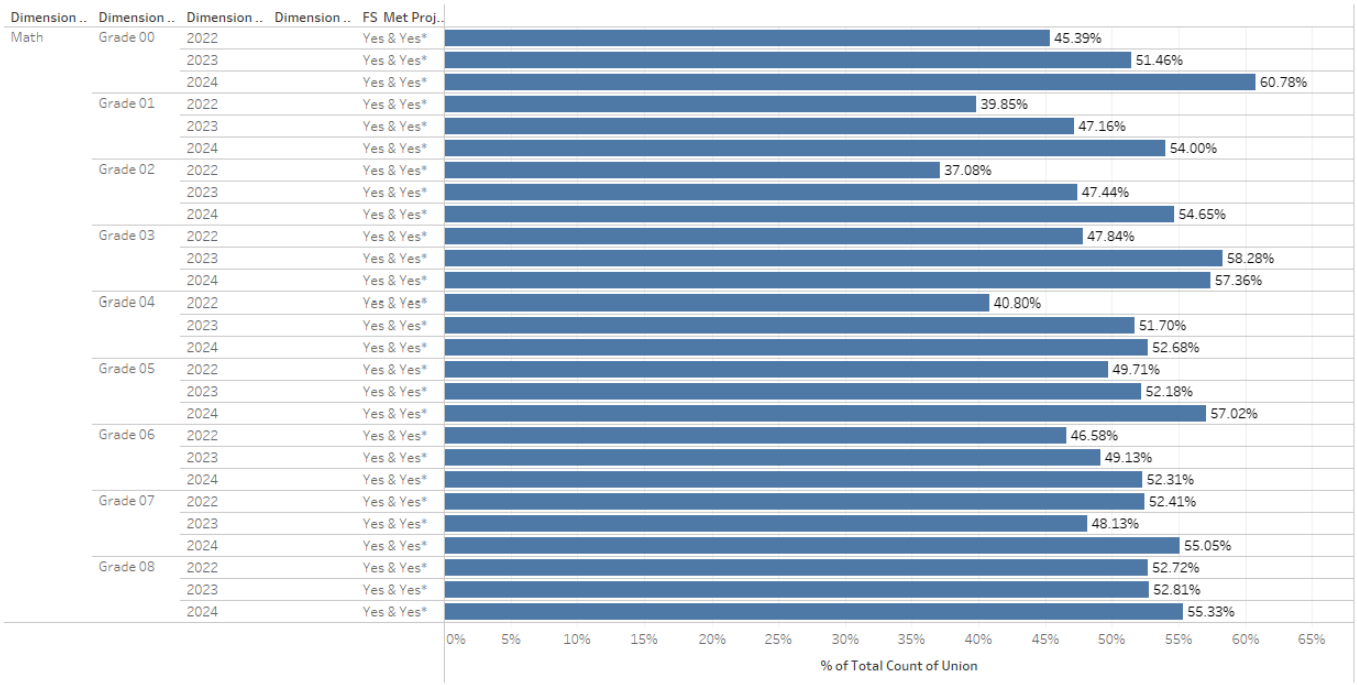
NUM_CLIMATE and RATE_CLIMATE broken down by DistrictNm and Year vs. SchoolNm (group). The data is filtered on SchoolNm and SCHOOLTYPECD. The SchoolNm filter keeps 1,963 of 1,963 members. The SCHOOLTYPECD filter keeps E, H and M. The view is filtered on DistrictNm, which keeps Dorchester School District Two.

Data Special to Performance Goals

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

Spring MAP - Fall to Spring Met Projected Growth (50th percentile)

Year: Level: All; Subject: Math; Grade: Grade 00, Grade 01, Grade 02 and 6 more; School:All; S Achievement Quintile: Average, High, High Average and 2 more; FS Growth Quintile: None; Met Projected FS Growth: All; Gender: All; Ethnicity: All; Race: All; Instr. Setting: All; Eng. Prof: Null, 8 - English Speaker, 9 - Native Speaker and 4 more; GT Status: All; PIP Status: All



Poverty Indices as Published by the SCDE

Year: 2019, 2020, 2021 and 3 more; District: DORCHESTER 02; School: SCHOOL DISTRICT; Index Range: All

[Please note that there are two choices for each district - the one with an extra zero is the district itself]

District	School	Year	Sum of INDEX
DORCHESTER 02	SCHOOL DISTRICT	2019	51.260
		2020	50.900
		2021	52.200
		2022	52.100
		2023	53.700
		2024	54.100



Sum of INDEX

2019
2020
2021
2022
2023
2024

Sum of INDEX for each Year broken down by District and School. Color shows details about Year. The data is filtered on INDEX, which keeps 1,898 of 1,898 members. The view is filtered on District, School and Year. The District filter keeps DORCHESTER 02. The School filter keeps 1,388 of 1,388 members. The Year filter keeps 6 of 6 members.

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 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 Lev (group) 1

	Count of 1802-Dorchester-2-SCREADY-Sprin1				% of Total Count of 1802-Dorchester-2-SCREADY-Sprin1 al..				Count of 1802-D..	% of Total C..
ELA Grade	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 Lev (group) 1									
	Count of 1802-Dorchester-2-SCREADY-Sprin				% of Total Count of 1802-Dorchester-2-SCREADY-Sprin ..				Count of 1802-D..	% of Total C..
ELA Grade	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 2023-2024 SC READY ELA PERFORMANCE LEVELS by IEP - ATSI Schools Only (DO E IEP ATSI Dis)

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 SC Ready Data				% of Total Count of SC Ready Data along Pane (Across)				Count of SC Rea..	% of Total C..
ELA ..	IEP1	1	2	3	4	1	2	3	4	**Total**	**Total**
03	Y	70.0	23.0	12.0	17.0	57%	19%	10%	14%	122.0	100%
	Total	70.0	23.0	12.0	17.0	57%	19%	10%	14%	122.0	100%
04	Y	78.0	20.0	10.0	15.0	63%	16%	8%	12%	123.0	100%
	Total	78.0	20.0	10.0	15.0	63%	16%	8%	12%	123.0	100%
05	Y	53.0	38.0	8.0	5.0	51%	37%	8%	5%	104.0	100%
	Total	53.0	38.0	8.0	5.0	51%	37%	8%	5%	104.0	100%
06	Y	55.0	20.0	8.0	5.0	63%	23%	9%	6%	88.0	100%
	Total	55.0	20.0	8.0	5.0	63%	23%	9%	6%	88.0	100%
07	Y	76.0	14.0	5.0	2.0	78%	14%	5%	2%	97.0	100%
	Total	76.0	14.0	5.0	2.0	78%	14%	5%	2%	97.0	100%
08	Y	69.0	19.0	9.0	1.0	70%	19%	9%	1%	98.0	100%
	Total	69.0	19.0	9.0	1.0	70%	19%	9%	1%	98.0	100%
Grand Total		401.0	134.0	52.0	45.0	63%	21%	8%	7%	632.0	100%

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 Lev (group)									
	Count of 1802-Dorchester-2-SCREADY-Sprin1				% of Total Count of 1802-Dorchester-2-SCREADY-Sprin1 ..				Count of 180..	% of Total ..
Math Gra..	Null	1	2	3 & 4	Null	1	2	3 & 4	**Total**	**Total**
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%

Dorchester Two 2023-2024 SC READY MATH PERFORMANCE LEVELS by IEP - ATSI School Only (DO M IEP ATSI Dis)

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

Math Gr..	IEP1	Count of SC Ready Data 1	2	3	4	% of Total Count of SC Ready Data along Pane (Across) 1	2	3	4	Count of SC .. **Total**	% of Total .. **Total**
03	Y	70.0	20.0	20.0	12.0	57%	16%	16%	10%	122.0	100%
	Total	70.0	20.0	20.0	12.0	57%	16%	16%	10%	122.0	100%
04	Y	71.0	23.0	12.0	17.0	58%	19%	10%	14%	123.0	100%
	Total	71.0	23.0	12.0	17.0	58%	19%	10%	14%	123.0	100%
05	Y	58.0	29.0	11.0	6.0	56%	28%	11%	6%	104.0	100%
	Total	58.0	29.0	11.0	6.0	56%	28%	11%	6%	104.0	100%
06	Y	64.0	14.0	6.0	3.0	74%	16%	7%	3%	87.0	100%
	Total	64.0	14.0	6.0	3.0	74%	16%	7%	3%	87.0	100%
07	Y	79.0	17.0	1.0	1.0	81%	17%	1%	1%	98.0	100%
	Total	79.0	17.0	1.0	1.0	81%	17%	1%	1%	98.0	100%
08	Y	79.0	16.0	3.0		81%	16%	3%		98.0	100%
	Total	79.0	16.0	3.0		81%	16%	3%		98.0	100%
Grand Total		421.0	119.0	53.0	39.0	67%	19%	8%	6%	632.0	100%

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

ReportCardYear	Suppot Status	SchoolNm	NUM_CCR	DEN_CCR	INDX_CCR	RATE_CCR	Denominator	Numerator	%
2024	ATSI_2nd_Cycle_ NOTEXITED DISABLED	Ashley Ridge High School	8.89	19	2	Below Average	62	29	0.47
2024	ATSI_2nd_Cycle_ NOTEXITED DISABLED	Fort Dorchester High School	7.08	19	2	Below Average	51	19	0.37
2024	ATSI_2nd_Cycle_ NOTEXITED DISABLED	Summerville High School	7.48	19	2	Below Average	94	37	0.39
							207	85	0.41

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%

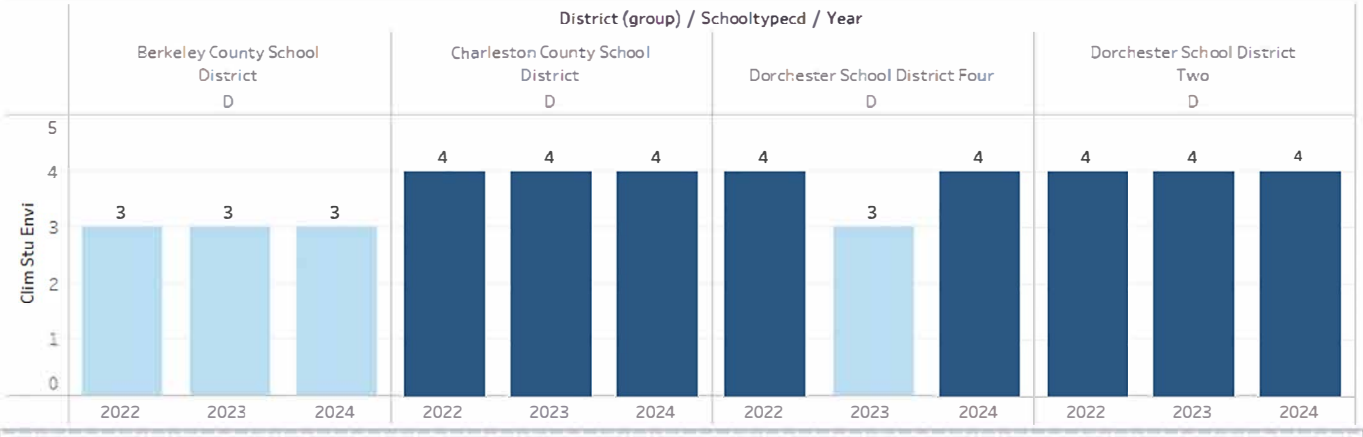
2024 SC Report Card Climate Data

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	1692	18337	2049
Percent satisfied with learning environment	93.1%	82.3%	85.9%
Percent satisfied with social and physical environment	93.5%	82.6%	86.9%
Percent satisfied with school-home relations	91.1%	92.2%	85.4%

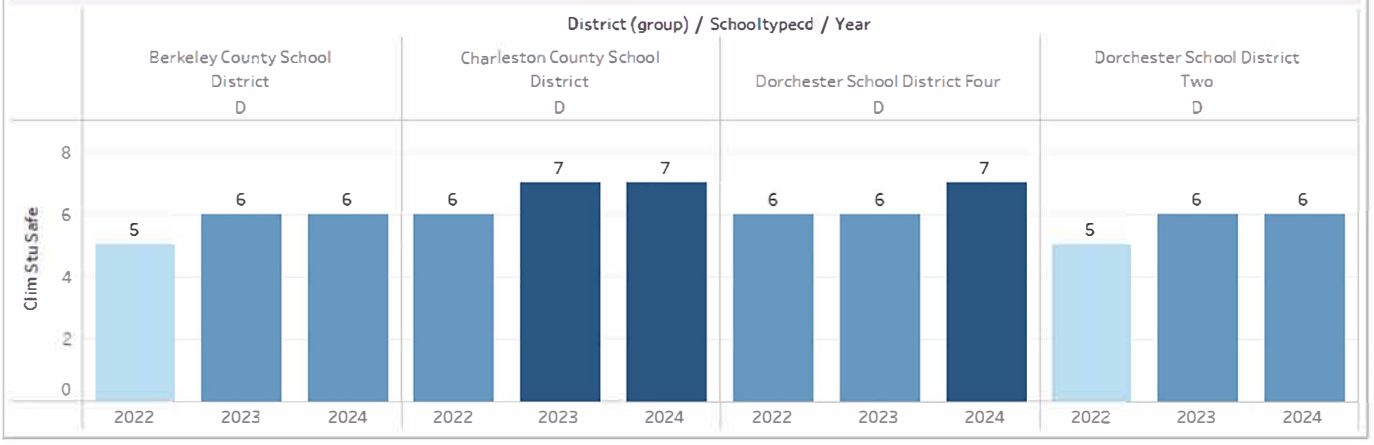
Student Perceptions of Social-Physical Environment
[Scale of 1-10]

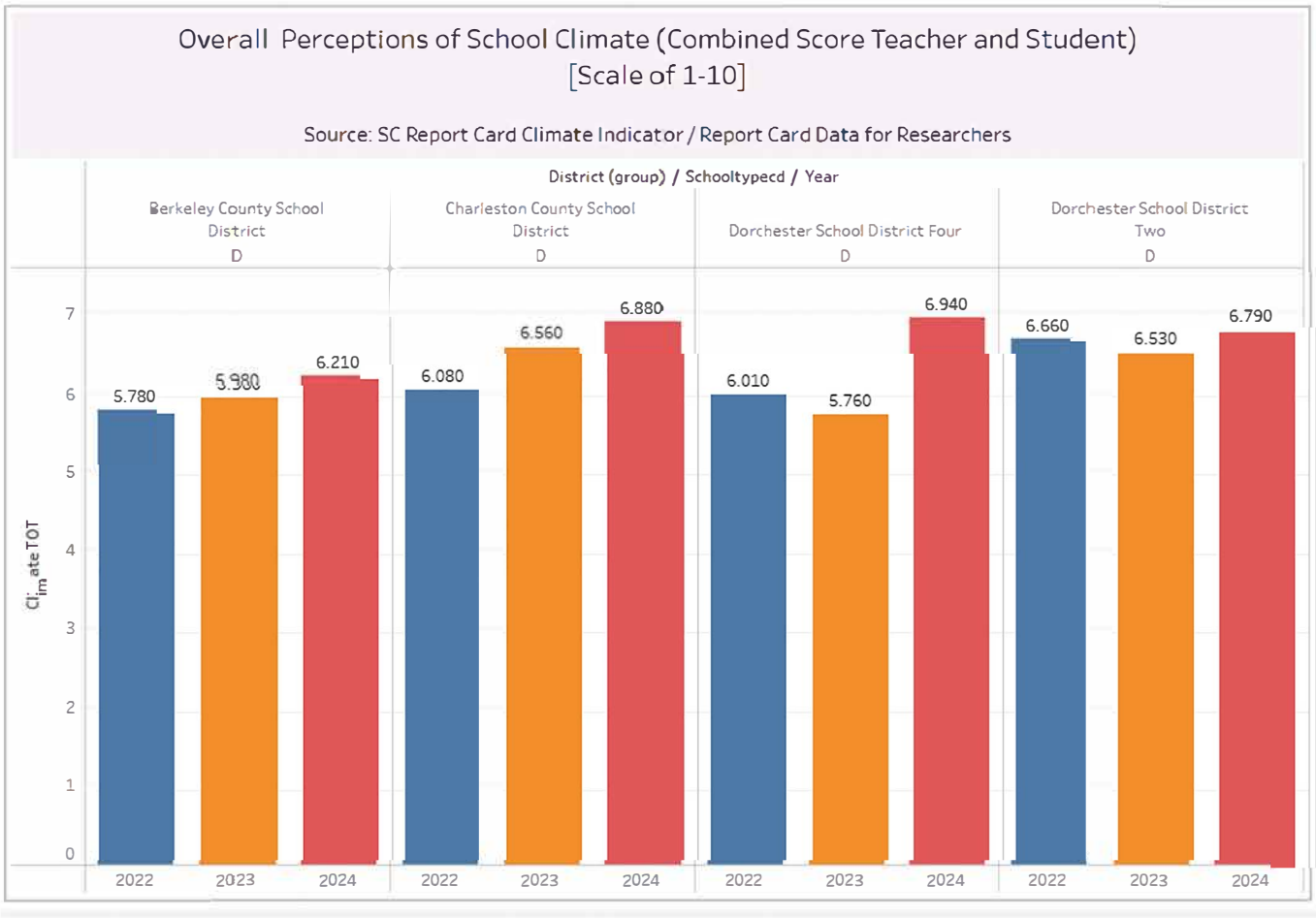
Source: SC Report Card Climate Indicator / Report Card Data for Researchers



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

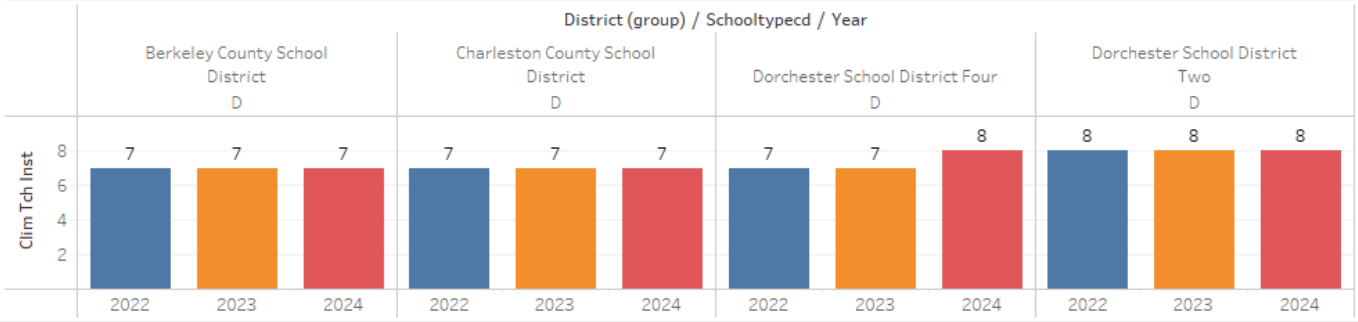
Source: SC Report Card Climate Indicator / Report Card Data for Researchers




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
District (group) / Schooltypecd / Year
Berkeley County School District D
Charleston County School District D
Dorchester School District Four D
Dorchester School District Two D
Climate TOT
0
1
2
3
4
5
6
7
5.780
5.980
6.210
6.080
6.560
6.880
6.010
5.760
6.940
6.660
6.530
6.790
2022
2023
2024

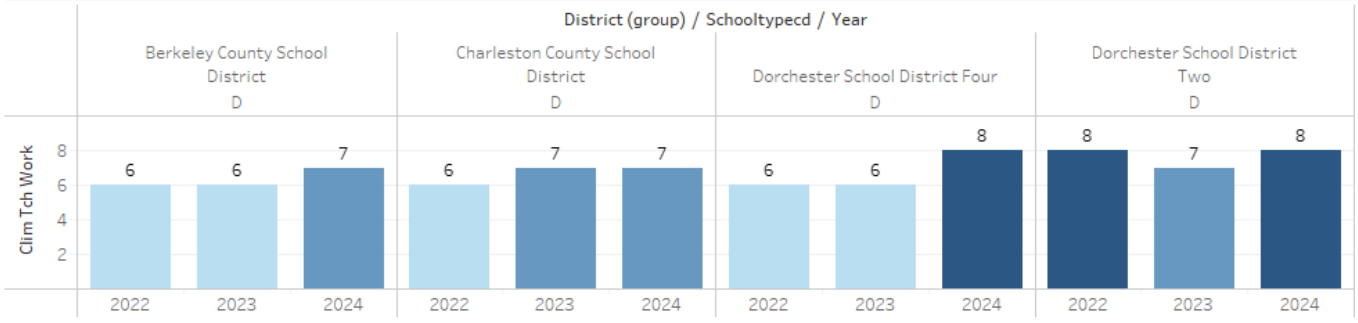
Teacher Perceptions of Instructional Focus
[Scale of 1-10]

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



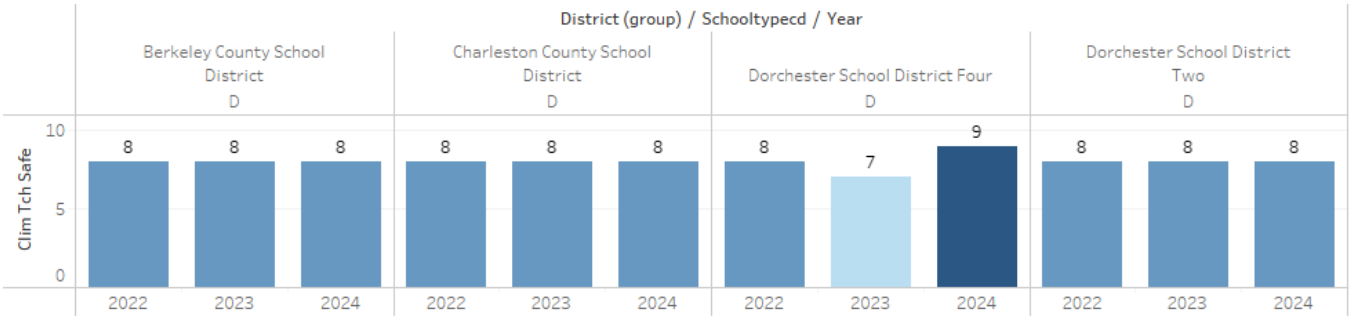
Teacher Perceptions of Working Conditions
[Scale of 1-10]

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

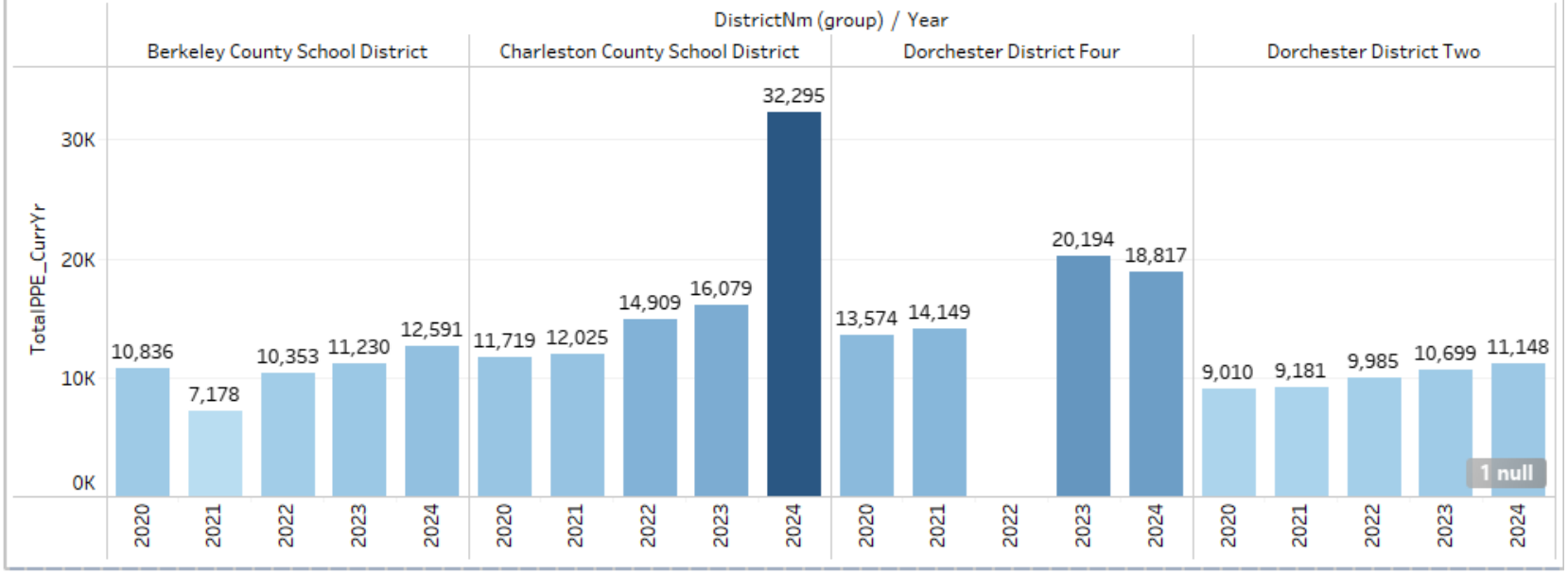


Teacher Perceptions of School Safety
[Scale of 1-10]

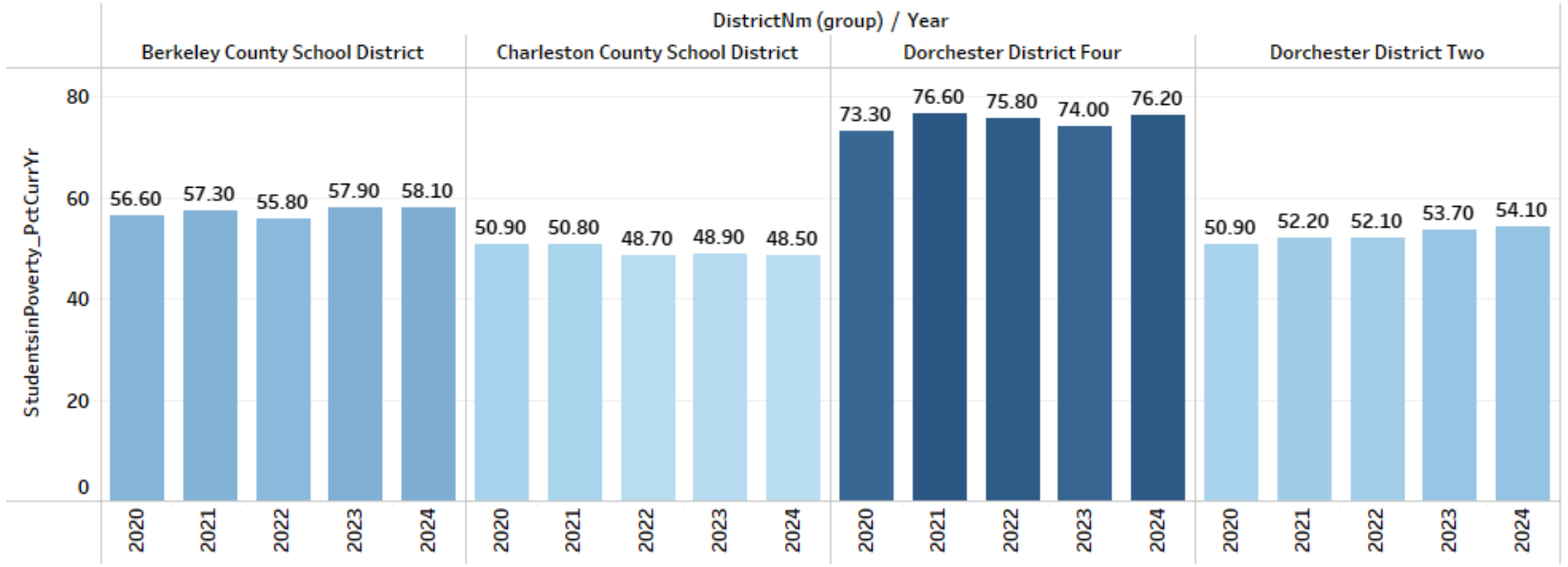
Source: SC Report Card Climate Indicator / Report Card Data for Researchers



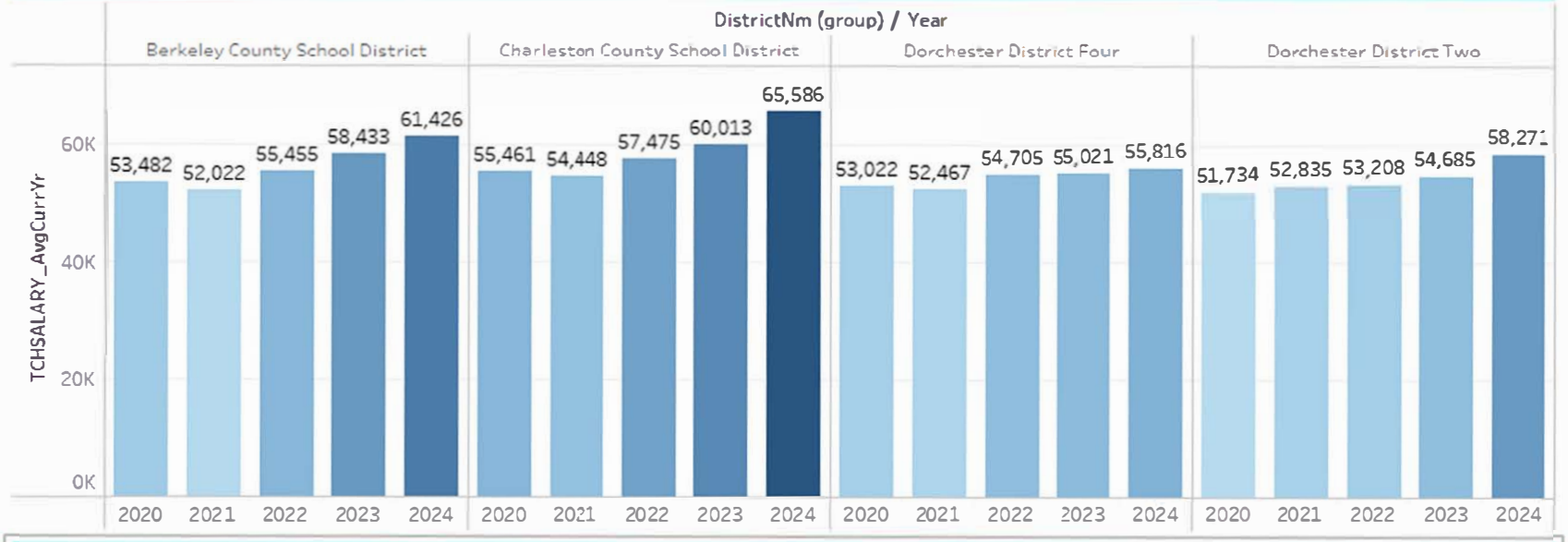
Per Pupil Expenditure by District



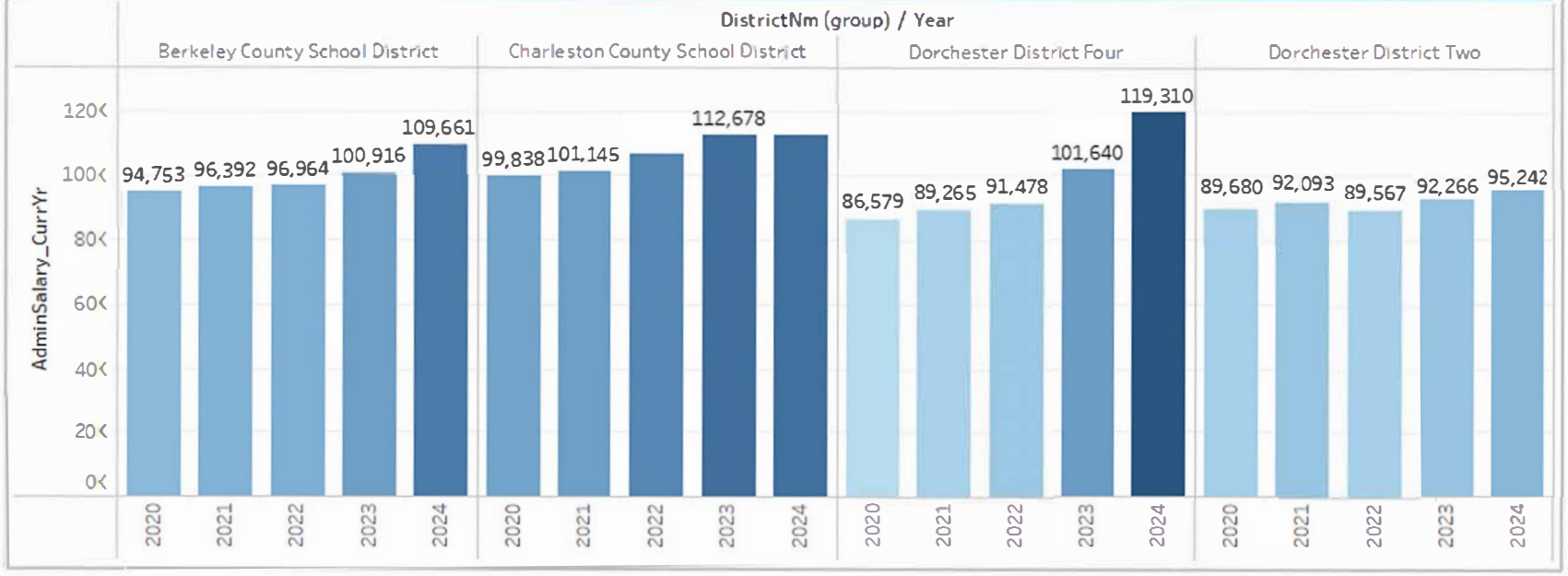
Percent of Pupils in Poverty by District



Average Teacher Salary by District

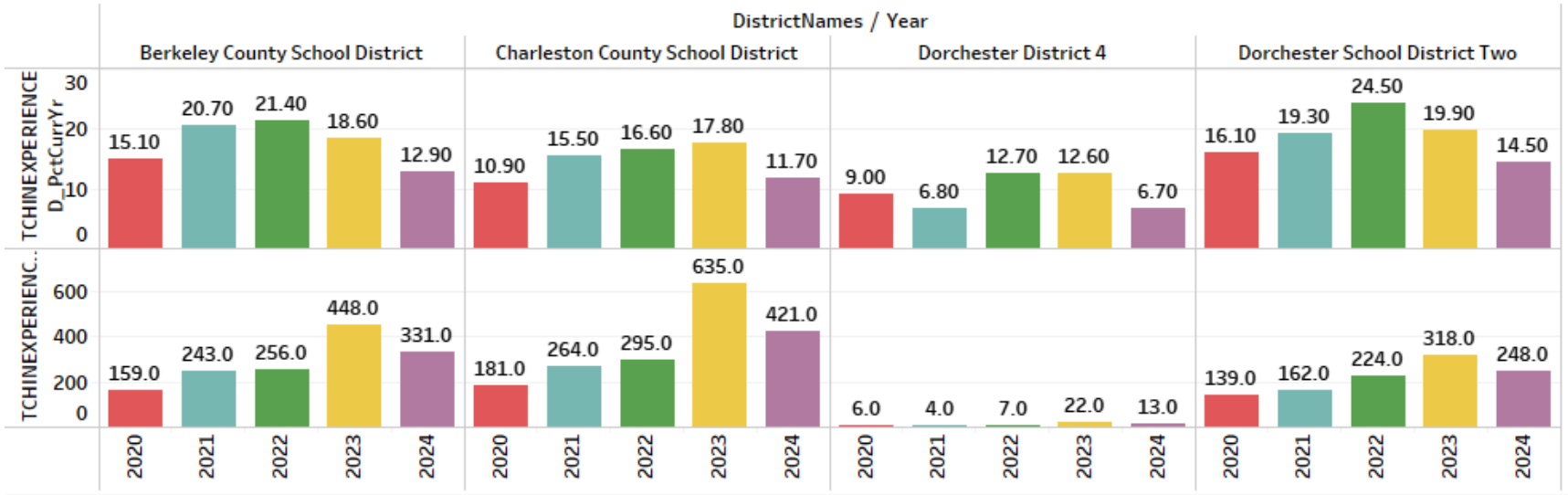


Average Admin Salary by District

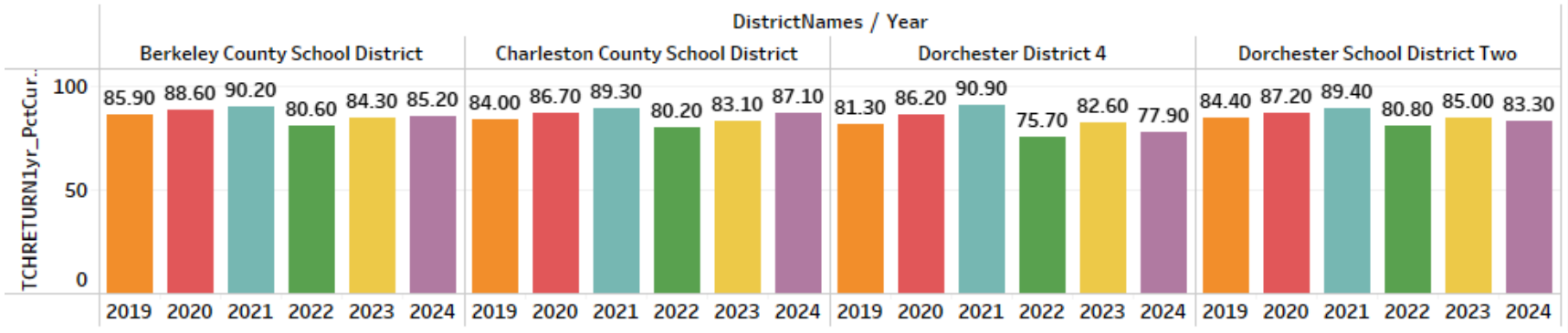


Percent of "Inexperienced" Teachers in Core Classes (Top); Number of Inexperienced Teachers (Bottom)

"Inexperienced" = 3 years or less of experience



Yearly Teacher Return Rate Average 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/AV	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)

Classroom Environment

	Our District	Change from Last Year
Total Number of Teachers	1398	Down from 1434
Percent of K-3 teachers who are certified in Read to Succeed reading certification	N/AV	N/A
Percent of teachers with advanced degrees	57.3	Up from 55.0
Teacher attendance rate	92.3	Down from 92.6
Average teacher salary	$58,271	Up from $54,625
Percent of teachers on continuing contract	99.7	Down from 99.8
Percent of teachers returning from previous year - current year	83.3	Down from 85
Percent of teachers returning from previous year - three year average	83.0	Down from 85.1
Percent of teacher vacancies for more than 9 weeks	0.9	Down from 4.9
Prime instructional time	85.8	Up from 85.5
Student-teacher ratio in core subjects	25.6 to 1	Up from 24.7 to 1
Percent of inexperienced teachers teaching in low poverty schools	6.2	Down from 11.2
Number of inexperienced teachers teaching in low poverty schools	12	Down from 22
Percent of inexperienced school leaders teaching in low poverty schools	30	N/A
Number of inexperienced school leaders teaching in low poverty schools	13	N/A
Percent of out-of-field teachers teaching in low poverty schools	17.9	Down from 22.4
Number of out-of-field teachers teaching in low poverty schools	35	Down from 44
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	N/A
Number of inexperienced school leaders teaching in high poverty schools	0	N/A
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	14.5	Down from 19.9
Number of inexperienced teachers	248	Down from 318
Percent of out-of-field teachers	10.6	Up from 9.6
Number of out-of-field teachers	181	Up from 153

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)

	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**

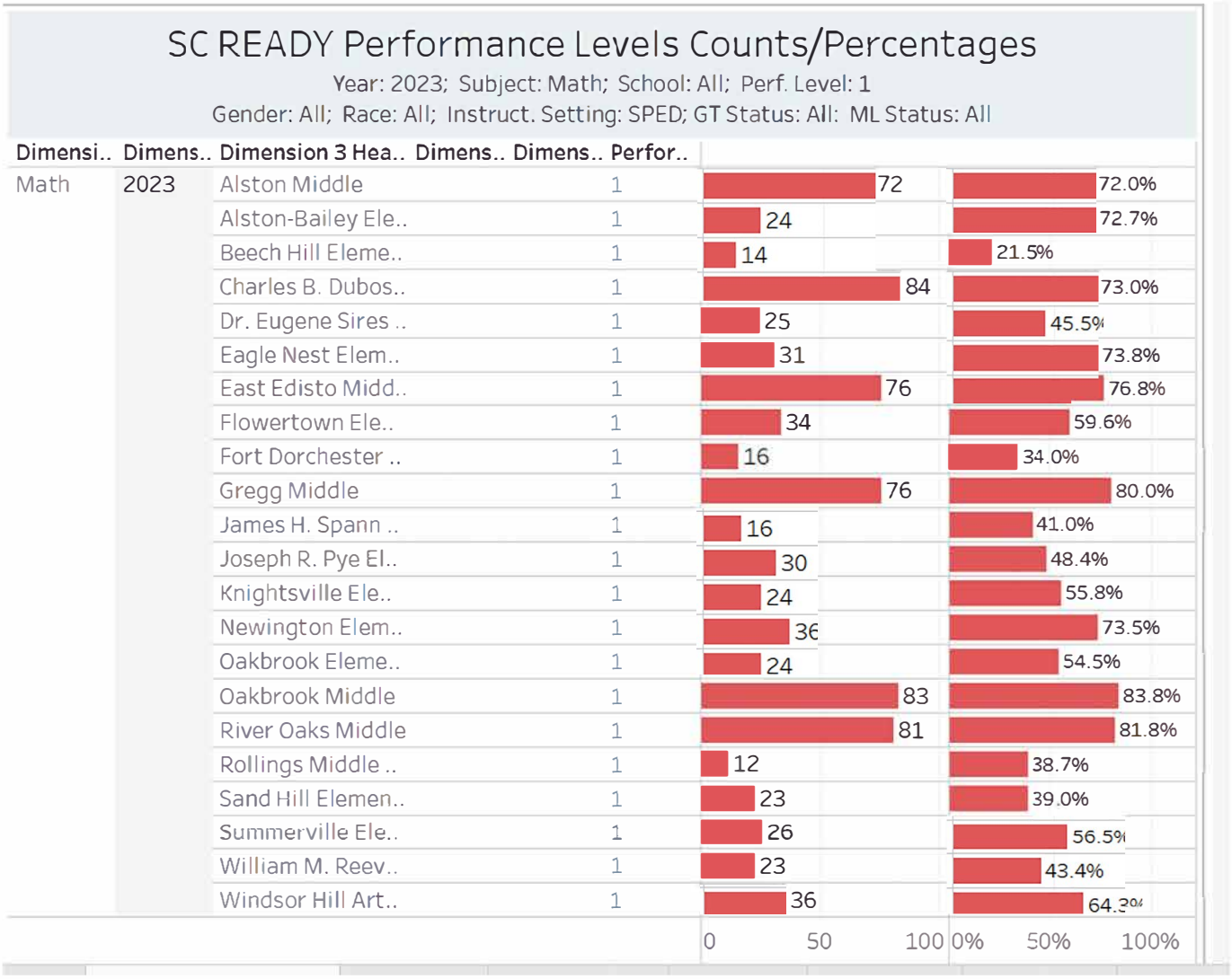
Core Area	RMSA HIGH Scores							GATEWAY HIGH				RMSA CUT OFF SCORE						GATEWAY CUT				RMSA	GTWY	RMSA	GTWY
Dance	High 17-18	High 18-19	High 19-20	High 20-21	High 21-22	High 22-23	High 23-24	High 20-21	High 21-22	High 22-23	High 23-24	Cut 18-19	Cut 19-20	Cut 20-21	Cut 21-22	Cut 22-23	Cut 23-24	Cut 20-21	Cut 21-22	Cut 22-23	Cut 23-24	High Average	High Average	Cut Average	Cut Average
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 Classrom Mosaic Observation Count using Instructional Walkthrough Observation Form with DLE	2019-2020 Classroom Mosaic Rating using Instructional Walkthrough Observation Form with DLE	2019-2020 Classrom 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
FDES	**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

Dorchester 2 Out-of-School Suspensions	Number of Children with Out-of-School Suspension Totaling 10 Days or Less	Number of Children with Out-of-School Suspension Totaling > 10 Days
Disability		
Intellectual Disabilities	15	2
Hearing Impairments	3	0
Speech/Language Impairments	76	3
Visual Impairments	1	0
Emotional Disturbance	22	14
Orthopedic Impairments	1	0
Other Health Impairments	130	52
Specific Learning Disabilities	185	42
Deaf-Blindness	0	0
Multiple Disabilities	0	0
Autism	60	4
Traumatic Brain Injury	0	0
Developmental Delay	23	1
Total	516	118
Race/Ethnicity		
Hispanic/Latino	39	3
American Indian or Alaska Native	1	1
Asian	0	0
Black or African American	271	75
Native Hawaiian or Other Pacific Islander	2	1
White	163	26
Two or More Races	40	12
Total	516	118
Gender		
Male	394	99
Female	122	19
Total	516	118
Multi-lingual Learner Status		
MLL Yes	0	0
MLL No	516	118
Total	516	118


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.. Dimens.. Dimension 3 Hea.. Dimens.. Dimens.. 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.	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 2024 myIGDIs preschool assessment data indicates 14% are in Tier 1 for Picture Naming, 7% are in Tier 1 for Rhyming, 8% are in Tier 1 for Sound Identification, and 10% are in Tier 1 for Comprehension (Which One Doesn't Belong?). These percentages show a decrease from the data collected in Fall 2023. 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. In Fall of 2024, we saw a slight decrease with 36% demonstrating readiness for kindergarten. The Measures of Academic Progress (MAP) was given to first and second grade in the Fall of 2024. The percentage of students scoring Average and Above on the Math (MAP) administration includes 1st grade at 59%, and 2nd grade at 54%. In previous years, all K-2 students were assessed using the Developmental Reading Assessment (DRA2). However, we transitioned our primary literacy assessment to a K-2 quarterly administration of the Foundational Skills Survey (FSS) from Really Great Reading to comply with the new amendments to the Read to Succeed legislation. The FSS is a formative assessment that provides teachers with the data necessary to plan for differentiated learning activities based on their students' strengths and weaknesses in the foundational literacy skills needed to be proficient readers. According to our current FSS data, the majority of our students are performing at or above grade level proficiency in early foundational reading skills: K- 50%, 1st- 83%, 2nd – 70% are scoring "On Track" towards reading proficiency. In addition to the FSS, the Reading MAP was given to 1st and 2nd graders in the fall of 2024. The percentage of students scoring Average and Above includes 1st Grade at 60%, and 2nd grade at 52%. To remain consistent with our 3-5th grade goals and to track growth through all elementary grade levels, we will now use MAP Growth Reading data in place of DRA data as evidence for our Reading Achievement Goal. 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.
Elementary/Middle School (3 - 8)	
2.	Overall student performance exceeded the state's percentages for students "Meeting or Exceeding" on SC READY Spring 2024 in English Language Arts. The lowest ELA percentage was in grade 7 (53.8%) whereas grade 4 (63.7%) was a district strength. 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 2024 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 Literary Text (Standard 2). Overall, student performance exceeded the state's percentages for students "Meeting or Exceeding" on SC READY Spring 2024 in Math with the exception of 7th grade with a difference of 0.7%. The lowest math percentages were in grade 7 (33.0%) and grade 8 (33.6%). 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 2024 SC Ready Math. Overall, our standard-level data on 2024 SC Ready Math shows the highest percentage of students scoring Low is Standard 3 (Algebraic Thinking and Operations for Grades 3-5 along with Expressions, Equations, and Inequalities for Grades 6-8). Data from SC Ready Science Spring 2023 indicated the percentage of students scoring "Met Standards" in grades 4 (53.6%) and 6 (45.5%) 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. Data for 2024 SCPASS Science is not reported by SCDE due to new standards implementation in grades 4 and 6. 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 1st – 8th graders in Fall and Winter 2024-2025. The percentage of students scoring in the 40th percentile or below was 33.2% in Reading and 39.4% in Math. This MAP data aligns with 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 growth data, 55.4% of students in Math and 55.0% of students in Reading met the projected growth target from fall 2023 to spring 2024. This is an increase from the previous school year. 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 ten elementary/middle schools designated as Additional Targeted Support and Improvement (ATSI) for the disabled subgroup. In addition, one middle school also has an ATSI designation for the African American subgroup. Another middle school is designated as Targeted Support and Improvement (TSI) for the Disabled subgroup, 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 decrease to 75.8% in 2024 from 78.3% in 2023. Algebra 1 scores increased from 58.4% in 2023 to 64.1% in 2024. However, math remains an area of need as new standards will be implemented in 2025. Biology and U.S. History scores increased slightly from 48.7% and 48.7%, respectively, in 2023 to 50.3% and 49.1% in 2024. 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, WIN Work Ready 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 career. The 2024 SC Report Card data indicated 80.3% of our students are college or career ready, which is an increase from 78.2% in 2023. We saw a decrease in our graduation rate from 92.4% in 2023 to 89.4% in 2024. The percentage of our district's students meeting the ACT College-Ready Benchmark remained steady at 12.8% in 2024. The average composite score of the SAT, however, decreased from 1003 in 2023 to 986 in 2024. 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 EOCEP website data shows that in 2024, ML students scored on average 14.6 points lower in EOCEP testing and that students with learning disabilities scored 18.5 points lower. This is a slight decrease from 2023. 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 2024-2025 the total number of new hires by Dorchester School District Two is 726 (290 Certified and 436 Classified). 83.3% of the district's teachers returned from the previous school year, and 57.3% of them hold advanced degrees. Dorchester School District Two currently has 87 National Board-Certified teachers on staff, which is up from 81 the

previous year.
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 515 trained mentors, up from 437 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.
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 2023-2024 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 2023-2024. 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 2023-2024 school year, 884 professional development sessions were held involving 4127 employees (certified and classified) for a total of 107,665.8 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 2025-2026 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 helps schools meet the needs of the WHOLE CHILD.
Other (such as district priorities)	
6.	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. "Signs Matter training will equip DD2 staff with the necessary skills to recognize when children are in crisis and may be at risk of harming themselves or others. This training is essential in providing staff with a proactive approach to identifying warning signs and preventing crisis situations. 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.
7.	ATSI/TSI Designations and Significant Disproportionality 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. 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.
8.	Disproportionate Suspension of Students with Disibilities Data received from the SCDE/OSES 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.
9.	Digital Learning Environment To improve the use of digital tools in Dorchester School District Two's Digital Learning Environment (DLE), the Educational Technology Services department has undergone another restructuring of personnel. When DD2 brought together systems technology, instructional technology and data analytics and assessments under the broad umbrella of Educational Technology Service (ETS), the instructional technology unit was not fully staffed. Moving forward in 2025-26, ETS is repurposing staff to gain six Instructional Technology Specialists who will work directly with teachers to continue to improve our Digital Learning Environment as it relates to discovering, collaborating and communicating using digital tools within our Learning Management System (LMS). Training will be offered to teachers that 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 allow them to learn anywhere and at any time. Through this restructuring, we are providing additional training to teachers on how to design engaging courses that aid in professional development on the district's Learning Management System (LMS). To extend learning beyond the classroom, we are also providing parents and guardians with access to their students' digital content on the LMS. Overall, this restructuring aims to empower teachers with technology skills and foster robust digital learning experiences for all DD2 students.
Gifted and Talented	
10.	Academically Gifted and Talented 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. 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 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" in grades 3 through 8. Using academic and intellectual achievement and performance data, "local placement" aids and supports 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 systematizing processes across all elementary and middle schools as well as providing more support in grades K-2 to prepare students for cognitive and academic assessments will continue to be a focus so the gifted population in the district is more reflective of its demographics.

11.	Artistically Gifted and Talented Fine arts education nurtures a wide range of intellectual, creative, and emotional skills. Dance, music, visual art, and theatre play a vital role in students' cognitive development, critical thinking, and cultural awareness. These disciplines also enhance social-emotional intelligence, improve spatial awareness, and contribute to a well-rounded society. Dorchester School District Two's Fine Arts curriculum provides rigorous, developmentally appropriate experiences that foster artistic literacy and personal growth. While each discipline has distinct skills and expectations, the core principles of fine arts education remain consistent across all areas. The district values the arts for their profound impact on student learning and overall development. The district's commitment to expanding fine arts opportunities is evident in its growing student participation. Currently, 335 students identified as Artistically Gifted and Talented (GT Artistic) take part in the GATEWAY (Gifted and Talented Education with Artistic Youth) program for grades 3-8. Additionally, 789 students attend R.H. Rollings Middle School of the Arts (RMSA) for grades 6-8, with admission determined through state-identified audition criteria each fall. High school students (grades 9-12) further their artistic education through the Advanced Placement program. Recent program expansions have significantly increased student access to fine arts education. Last year, the district piloted a GT Middle School instrumental music program, serving an additional 150 students in grades 6-8. This summer, the program has been expanded into PATHWAY, a comprehensive middle school GT Artistic program that now includes all fine arts disciplines, reaching an additional 215 students. Furthermore, a new High School GT Artistic program in Visual Art was introduced, serving 10 students. As a result of curriculum development, rubric refinement, program expansion, and improved communication with parents, student participation in district fine arts programs has steadily increased. In 2019, 1,135 students were served. By 2023, that number had risen to approximately 1,366, and for the 2024-25 academic year, it stands at 1,339. Looking ahead, the district aims to further strengthen its fine arts programs by increasing baseline audition scores by 3% annually over the next five years. This will be accomplished through refined audition criteria, alignment with upcoming fine arts standards, and enhanced professional development. Additionally, new assessment rubrics will be implemented to elevate curriculum, instruction, and evaluation across all artistic disciplines, ensuring continued growth and student success.

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 3% points per year through the end of the 2027-2028 school year. (Data source = Spring Online MAP) (Data reported one year delayed due to Spring Map testing window)

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)	45.39%	**Projected Data:** 48.39%	51.39%	54.39%	57.39%	60.39%
		Actual Data: 51.46%	60.78			
NWEA MAP Math (Grade 1)	39.87%	**Projected Data:** 42.87%	45.87%	48.87%	51.87%	54.87%
		Actual Data: 47.16%	54%			
NWEA MAP Math (Grade 2)	37.08%	**Projected Data:** 40.08%	43.08%	46.08%	49.08%	52.08%
		Actual Data: 47.44%	54.65%			
NWEA MAP Math (Grade 3)	47.84%	**Projected Data:** 50.84%	53.84%	56.84%	59.84%	62.84%
		Actual Data: 58.24%	57.36%			
NWEA MAP Math (Grade 4)	40.80%	**Projected Data:** 43.8%	46.8%	49.8%	52.8%	55.8%

		Actual Data: 51.70%	52.68%			
NWEA MAP Math (Grade 5)	49.71%	**Projected Data:** 52.71%	55.71%	58.71%	61.71%	64.71%
		Actual Data: 52.18%	57.02%			
NWEA MAP Math (Grade 6)	46.58%	**Projected Data:** 49.58%	52.58%	55.58%	58.58%	61.58%
		Actual Data: 49.13%	52.31%			
NWEA MAP Math (Grade 7)	52.41%	**Projected Data:** 55.41%	58.41%	61.41%	64.41%	67.41%
		Actual Data: 48.13%	55.05%			
NWEA MAP Math (Grade 8)	52.72%	**Projected Data:** 55.72	58.72%	61.72%	64.72%	67.72%
		Actual Data: 52.81%	55.33%			

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. Provide professional development with the knowledge and skills needed to effectively implement the 2025 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
2. Train all new to district elementary teachers on the District Math Model, Math Standards, and Math Curriculum.	July 2023 - June 2028	Professional Development Coaches	$21,900	General Funds	Professional Development Schedule Professional Development Transcript
3. 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
4. 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
5. 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
6. 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

7. 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

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 1-8 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 grades 3-8 at ATSI schools will decrease by 14.9% in ELA and 13.5% in Math by 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	67% (2021/22)	**Projected Data:** 65%	63%	61%	59%	57%
		Actual Data: 61.4% (2022/23)	63% (2023/24)			
Percent of students with disabilities scoring Not Met on SC Ready Math grades 3-8 at ATSI schools	74% (2021/22)	**Projected Data:** 72%	70%	68%	66%	64%
		Actual Data: 69.6% (2022/23)	67% (2023/24)			

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	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	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 by 10% by the end of the 2027-2028 school year. NOTE: Baseline data reflects the graduating class of 2022 (9GR 19). 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.	45.5% (9GR 19) WIN	**Projected Data:** 47.5%	49.5%	51.5%	53.5%	55.5%
		Actual Data: 42.4% (9GR 20) WK	41.1% (9GR 21) WIN			

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 38% by 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% (2021/22)	**Projected Data:** 2.4%	2.2%	2.0%	1.8%	1.6%
		Actual Data: 4.0% (2022/23)	3.31% (2023/24)			

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 as measured by the quarter 3 Classroom Mosaic Data.					
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%	66.7%	69.5%	72.3%	75%
		Actual Data: 64%	65%			

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 rubic. 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 as measured by the quarter 3 Classroom Mosaic data.					
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
		Actual Data: 2.06	2.21			

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% Secondary: 34%	Elementary 73% Secondary 53%	Elementary 75% Secondary 55%	Elementary 77% Secondary 57%	Elementary 79% Secondary 59%
		Actual Data: Elementary: 71% Secondary: 51%	Elementary: 71% Secondary: 53%			

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	1385	1392	1399	1406
		Actual Data: 1378	1355			
Power School GT Demographic Data: Ethnically Diverse	1232	**Projected Data:** 1242	1264	1270	1276	1282
		Actual Data: 1258	1261			
Power School GT Demographic Data: Modern	252	**Projected Data:** 265	293	308	323	339
		Actual Data: 279	334			

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	GATE Coordinator 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	GATE Coordinator 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 GATE Coordinator	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	GATE Coordinator 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 GATE Coordinator	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 GATE Coordinator	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	GATE Coordinator 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	GATE Coordinator 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	GATE Coordinator 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 GATE Coordinator	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. (Due to late testing window, data is reported 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
NWEA MAP Project Growth Reading 3rd Grade	56.6%	**Projected Data:** 57.5%	62.7%	63.2%	63.7%	64.2%
		Actual Data: 62.2%	66.67%			
NWEA MAP Project Growth Reading 4th Grade	61.2%	**Projected Data:** 61.5%	61.7%	62.2%	62.7%	63.2%
		Actual Data: 60.89%	61.02%			
NWEA MAP Project Growth Reading 5th Grade	55.1%	**Projected Data:** 55.5%	69.2%	69.7%	70.2%	70.7%
		Actual Data: 68.7%	67.39%			
NWEA MAP Project Growth Reading 6th Grade	61.2%	**Projected Data:** 61.5%	61.7%	62.2%	62.7%	63.2%
		Actual Data: 56.92%	56.55%			
NWEA MAP Project Growth Reading 7th Grade	61.1%	**Projected Data:** 61.5%	61.6%	62.1%	62.6%	63.1%

		Actual Data: 55.14%	66.05%			
NWEA MAP Project Growth Reading 8th Grade	51.4%	**Projected Data:** 51.5%	65.9%	66.4%	66.9%	67.4%
		Actual Data: 65.36%	58.36%			

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	GATE Coordinator 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: HMH Enrichment, 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	GATE Coordinator 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	GATE Coordinator 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 and Riverside Insights.	August 2023/May 2028	GATE Coordinator ES GT ELA Teachers Elementary Principals School Leadership Teams	0	NA	MAP Data CogAT 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	31	33	35	37
		Actual Data: 35	27.5			
Visual Art Audition Baseline 2023	80 -new baseline	**Projected Data:** 80 - same as baseline	82	84	86	88
		Actual Data: 80	78			
Vocal Audition Baseline 2023	31.5 - new baseline	**Projected Data:** 31.5 - same as baseline	38	39	40	41
		Actual Data: 31.5	36			
Theater Audition Baseline 2023	65.5- new baseline	**Projected Data:** 65.5 - same as baseline	66	68	70.1	72.2
		Actual Data:	69			

Dance Audition Baseline 2023	33 - new baseline	**Projected Data:** 33 - same as baseline	34	35	36	37
		Actual Data: 43	44			
Creative Writing Baseline 2023	15 - new baseline	**Projected Data:** 15 - same as baseline	15.4	15.8	16.3	16.8
		Actual Data: 15	18			

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) during the summer 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. [The 24/25 data is from the summer of 2024.]					
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. Music program set to begin fall of 2025.	begins in Summer of 2024	**Projected Data:** 0	30	60	90	110
		Actual Data: 0	10			

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. [Given the report cards are not issued until October, data below is one year behind]

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%	94.9%	95.4%	95.9%	96.4%
		Actual Data: 91.8%	93.5%			
Student Survey Results	81.7%	**Projected Data:** 82.7%	83.7%	84.7%	85.7%	86.7%
		Actual Data: 78.1%	82.6%			
Parent Survey Results	79%	**Projected Data:** 80%	81%	82%	83%	84%
		Actual Data: 85.7%	86.9%			

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 in grades K-2 scoring “Average” or above on NWEA MAP Reading will increase at least 2% points per year through the end of the 2027-2028 school year. The percentage of students scoring "Meets Expectations" or "Exceeds Expectations" on SC Ready ELA will increase at least 2% points per year through the end of the 2027-2028 school year. The percentage of students scoring at least a "C" or higher on EOCEP English 2 will increase at least 2% points 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 Reading (Kindergarten)	63.6% 21-22	**Projected Data:** 65.6%	67.6%	69.6%	71.6%	73.6%
		Actual Data: 63.2% 22-23	65.2%			
NWEA MAP Reading (Grade 1)	57.0% 21-22	**Projected Data:** 59.0%	61.0%	63.0%	65.0%	67.0%
		Actual Data: 56.9% 22-23	58.8%			
NWEA MAP Reading (Grade 2)	56.4% 21-22 (DRA	**Projected Data:** 58.4%	60.4%	62.4%	64.4%	66.4%
		Actual Data: 60.8% 22-23	60.1%			
SC READY ELA (Grade 3)	54.7% 21-22	**Projected Data:** 56.7%	58.7%	60.7%	62.7%	64.7%
		Actual Data:	61.5%			

		22-23	23-24			
SC READY ELA (Grade 4)	58.9% 21-22	**Projected Data:** 60.8%	62.8%	64.8%	66.8%	68.8%
		Actual Data: 67.0% 22-23	63.7% 23-24			
SC READY ELA (Grade 5)	53.7% 21-22	**Projected Data:** 55.7% Actual: 65.3%	57.7%	64.7%	66.7%	68.7%
		Actual Data: 65.3% 22-23	62.7% 23-24			
SC READY ELA (Grade 6)	49.6% 21-22	**Projected Data:** 51.1%	53.1%	62.1%	64.1%	66.1%
		Actual Data: 56.3% 22-23	60.2% 23-24			
SC READY ELA (Grade 7)	46.2% 21-22	**Projected Data:** 48.3%	50.2%	52.2%	54.2%	56.2%
		Actual Data: 53.9% 22-23	53.8% 23-24			
SC READY ELA (Grade 8)	49.4% 21-22	**Projected Data:** 51.4%	53.4%	55.4%	57.4%	59.4%
		Actual Data: 57.4% 22-23	54.5% 23-24			
English 2 EOCEP	76.8% 21-22	**Projected Data:** 78.8%	80.8%	82.8%	84.8%	86.8%
		Actual Data: 78.36% 22-23	75.86% 23-24			

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. 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
2. 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
3. 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
4. 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)
5. 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

6. 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
7. 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
8. 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
9. 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
10. 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
11. Develop writing and text-dependent writing (TDW) 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
12. 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

13. 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
14. 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

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%	73.4%	75.4%	77.4%	79.4%
		Actual Data: 69.8% (2024)	67.7%			
NWEA MAP Math (Grade 1)	58.5% 2023	**Projected Data:** 60.5%	62.5%	64.5%	66.5%	68.5%
		Actual Data: 60.5% (2024)	63.9%			
NWEA MAP Math (Grade 2)	55.2% 2023	**Projected Data:** 57.2	59.2%	61.2%	63.2%	65.2%
		Actual Data: 58.3% (2024)	56.5%			
SC READY Math (Grade 3)	56.0% 2022	**Projected Data:** 58.0%	60.0%	62.0%	64.0%	66.0%
		Actual Data: 58.0% (2023)	59.3%			
SC READY Math (Grade 4)	47.1%	**Projected Data:**	51.1%	53.1%	55.1%	57.1%

	2022	49.1%				
		Actual Data: 52.9% (2023)	54.9%			
SC READY Math (Grade 5)	43.8% 2022	**Projected Data:** 45.8%	47.8%	49.8%	51.8%	53.8%
		Actual Data: 50.8% (2023)	51.5%			
SC READY Math (Grade 6)	34.8% 2022	**Projected Data:** 36.8%	38.8%	40.8%	42.8%	44.8%
		Actual Data: 33.6% (2023)	42.0%			
SC READY Math (Grade 7)	32.4% 2022	**Projected Data:** 34.4%	36.4%	38.4%	40.4%	42.4%
		Actual Data: 33.2% (2023)	33.0%			
SC READY Math (Grade 8)	35.0% 2022	**Projected Data:** 37.0%	39.0%	41.0%	43.0%	45.0%
		Actual Data: 34.5% (2023)	33.5%			
Algebra 1 EOCEP SCDE Website Scores	52.12% 2022	**Projected Data:** 57.2%	59.2%	66.0%	68.0%	70.0%
		Actual Data: 58.45% (2023)	64.14%			

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 SCCCRS 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. Provide professional development with the knowledge and skills needed to effectively implement the 2025 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
5. 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

6. 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
7. 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
8. 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
9. 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
10. Continue to monitor and promote effective and consistent grading practices in the mathematics classroom.	July 2023 - July 208	Administrators Teachers Professional Development Coaches	None	N/A	Grade Distribution 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 math routines.	July 2023 - June 2028	Curriculum & Instruction Department Professional Development Coaches	None	N/A	Professional Development Plan Lesson Plans
12. 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

13. 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
14. 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

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% through the end of the 2027-2028 school year. [Data is reported one year behind due to SC Report Cards being release in October]					
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)	**Projected Data:** 81%	85.5	86%	86.5%	87%
		Actual Data: 85.0 (2023)	83.3 (2024)			

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. 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
2. 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

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

DISTRICT: Dorchester District Two **GT INFORMATION FOR SCHOOL YEAR: 2024-2025**

GIFTED AND TALENTED POLICIES AND PRACTICES

Directions: Place an X for an affirmative response in columns marked Academic and Artistic.

		ACADEMIC	ARTISITIC
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	

DISTRICT: Dorchester District Two **INFORMATION FOR SCHOOL YEAR: 2024-2025**

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

DISTRICT: Dorchester District Two

INFORMATION FOR SCHOOL YEAR: 2024-2025

GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE

		CURRICULUM AREA					
GRADE	**MODEL**	*Use approved abbreviations for curriculum.*	**INTERDISCIPLINARY**	**ELA**	**MATH**	**SCIENCE**	**SOCIAL STUDIES**
K		**Curriculum Used**					
1		**Curriculum Used**					
2		**Curriculum Used**					
3	**SPECIAL CLASS**	**Curriculum Used**	GB3, JLL1,	GBN3, MTG1, MTBL, JLN1, VPTYEL	M33N, M33A, M33G, M33D, Eureka		
4	**SPECIAL CLASS**	**Curriculum Used**	GB4, JLL2,	GBN4, MTGT, MTC1, JLN2, VPTYTS	Eureka		
5	**SPECIAL CLASS**	**Curriculum Used**	GB5, JLL5,	GBN5, MTGV, MTC2, JLN5, VPTYEA	Eureka		
6	**SPECIAL CLASS**	**Curriculum Used**		MTWW1, MTML1, VPTYPP	CMP2		
7	**SPECIAL CLASS**	**Curriculum Used**		MTWW1, MTML1, VPTYME	CMP2, Algebra Nation		
8	**SPECIAL CLASS**	**Curriculum Used**		MTWW1, MTML1, VPTYIMY	CMP2, Algebra Nation, Pearson Geo		
9	**SPECIAL CLASS**	**Curriculum Used**					
10	**SPECIAL CLASS**	**Curriculum Used**					
11	**SPECIAL CLASS**	**Curriculum Used**					
12	**SPECIAL CLASS**	**Curriculum Used**					

DISTRICT: Dorchester District Two **INFORMATION FOR SCHOOL YEAR: 2024-2025**

GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

Model Used: _____Fifteen day programs (GATEWAY for grades 3-8/Advanced Placement for HS)_____

GRADE	*(Use approved abbreviations for curriculum.)*	INTERDISCIPLINARY	DANCE	MUSIC	THEATRE	VISUAL ARTS	OTHER
K	Curriculum Used						
1	Curriculum Used						
2	Curriculum Used						
3	Curriculum Used	GATEWAY (Gifted and Talented Education with Artistic Youth) Inquiry Method - 15 day program (8 AM to ~~2:30 PM) band, dance,~~ vocal music, theater 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	
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

Describe the ways in which the district notifies parents and community of its nomination and identification.
• Referral announcements for Cognitive Abilities Screening (English and Spanish) for Fall Abilities Screening. • Letters to parents of all 2nd grade students (English and Spanish) explaining how to interpret the 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.

DR. SHANE ROBBINS
Superintendent

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

January 15, 2025

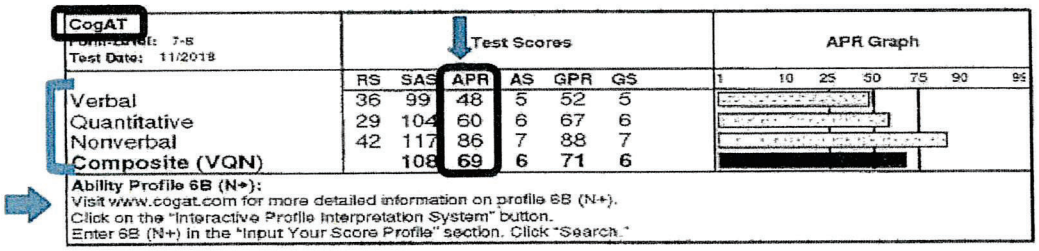
Dear Family,

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.

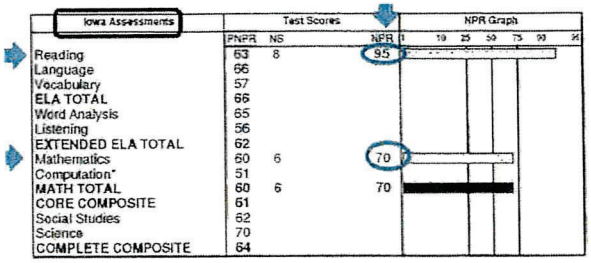
A copy of your student's Individual Student Report (ISR) is attached to this letter. The ISR paired with the information in this correspondence will help inform and guide your continued efforts in supporting the learning and thinking of your student. You are also encouraged to access a video that explains 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.



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



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,
Amanda Wilkins
Gifted & Talented Education

DR. SHANE ROBBINS
Superintendent

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

15 de enero de 2025

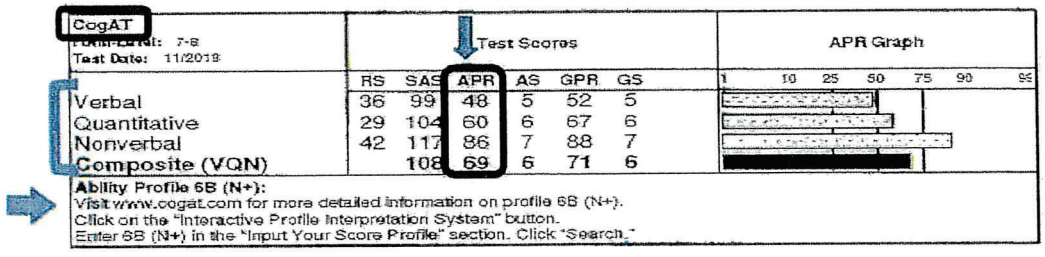
Querida familia,

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/Cognative 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).

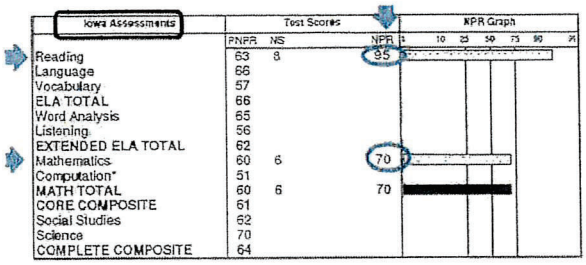
Se adjunta a esta carta una copia del Informe Individual del Estudiante/Individual Student Report (ISR) de su estudiante. El ISR junto con la información de esta correspondencia ayudará a informar y guiar sus esfuerzos continuos para apoyar el aprendizaje y el pensamiento de su estudiante. También te 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.



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.



Iowa Assessments	Test Scores			NPR Graph
	PNPR	NS	NPR	1 10 25 50 75 90 99
Reading	63	8	95	
Language	66			
Vocabulary	57			
ELA TOTAL	66			
Word Analysis	65			
Listening	56			
EXTENDED ELA TOTAL	62			
Mathematics	60	6	70	
Computation*	51			
MATH TOTAL	60	6	70	
CORE COMPOSITE	61			
Social Studies	62			
Science	70			
COMPLETE COMPOSITE	64			

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,
Amanda Wilkins
Educación para Dotados y Talentosos

Referral Process for Cognitive Abilities Screening

Beginning August 7th through October 21, 2024

- **Referrals for cognitive abilities screening are now being accepted via Power School's Parent Portal for 3rd through 8th grade students through October 21, 2024. There will be no referrals accepted after midnight on October 21, 2024. 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 2025-2026 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 2025.**

- **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 2024

- **Las referencias para la evaluación de habilidades cognitivas se están aceptando ahora a través del Parent Portal de Power School. para estudiantes de 3 a 8º grado hasta el 21 de octubre de 2024. No se aceptarán referencias después de la medianoche del 21 de octubre de 2024.**

- **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 2025-2026.**

- **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 2025.**

- **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.**

DR. SHANE ROBBINS
Superintendent



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

January 10, 2025

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 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.

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.

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.

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) serve as academic achievement 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 a student needs to have met criteria in Dimensions A or B before a final GPA can be used to fully identify a student.

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 www.ddtwo.org/gate. 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,
Amanda Wilkins
Gifted & Talented Education

Policies and Procedures
Blended Learning



Dorchester School District Two 2024-2025

Updated: April 2025

Introduction to Blended Learning Programs

Dorchester District Two strives to provide quality instruction to all students. Blended learning is an effective opportunity for secondary school students. Use of blended learning in conjunction with teacher instruction can provide an effective alternative for motivated students to meet graduation requirements and resolve scheduling conflicts. 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 characteristics of successful online learners:

- 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 online through reading and writing
- Sets aside specific times on a routine basis to participate in the course
- Asks questions when they do not understand
- 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, adult education 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 returning 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 9^{th}, 10^{th}, and 11^{th} grade, are targeted for intervention with this program. Participants may be scheduled for one or two periods in the designated advisory 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 and Evening 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. The original failing grade will remain on the transcript. 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. If a student passes the Credit Recovery course, a P will be posted on the student's transcript. If the student does not pass or does not finish the Credit Recovery course, a NP will be posted. A student wishing to modify his or her GPA shall repeat the full course for credit and not seek a Credit Recovery solution.

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 unit comprises a number of activities including studies, practices, readings, journals, labs, discussions, projects, explorations, reviews, and embedded assessments. Course settings and activities are set by default and may not be changed. Students in Credit Recovery courses may utilize unit pretests to demonstrate proficiency and progress through the course more quickly. Credit Recovery courses have a reduced number of activities, whereas Initial Credit courses include all activities. ***All blended learning courses must be placed on the student's schedule in PowerSchool upon starting the course***.

Approved Courses for Blended Learning via Apex/Edmentum

Subject Area	Course Name	Course Units	Initial Credit	Credit Recovery	Course Code
ELECTIVES	College and Career Prep 1 CP	.5	IC		309940CH
	College and Career Prep 2 CP	.5	IC		309942CH
	Music Appreciation CP	1	IC		356100CW
	Art Appreciation CP	.5	IC		351100CH
	Sociology CP	.5	IC		334500CH
	Psychology CP	.5	IC		334000CH
	Creative Writing CP	.5	IC		303200CH
CTE	Personal Finance CP	.5	IC		514100CH
	Entrepreneurship CP	1	IC		5400
	Fundamentals of Computing CP	1	IC	CR	5023
MATH	Algebra 1 CP	1	IC	CR	4114
	Algebra 2 CP	1	IC	CR	4115
	Algebra 3 CP	1	IC	CR	4113
	Geometry CP	1	IC	CR	4122
	Probability and Statistics CP	1	IC	CR	4141
	Precal CP	1	IC	CR	4131
ENGLISH	English 1 CP	1	IC	CR	3024
	English 2 CP	1	IC	CR	3025
	English 3 CP	1	IC	CR	3026
	English 4 CP	1	IC	CR	3027
SOCIAL STUDIES	Human Geography CP	1	IC	CR	3307
	Modern World History CP	1	IC	CR	3306
	US History and the Constitution CP	1	IC	CR	3320
	Economics and Personal Finance CP	.5	IC	CR	3308
	US Government CP	.5	IC	CR	3330
SCIENCE	Earth Science CP	1	IC	CR	3265
	Biology CP	1	IC	CR	3221
	Chemistry CP	1	IC	CR	3231

	Environmental Science CP	1	IC	CR	3261
	Physics CP	1	IC	CR	3241

Participation and Eligibility Requirements

The following eligibility requirements apply to all students to participate in Blended Learning. Exceptions to the eligibility requirements MUST have district approval.

- Is a current Dorchester Two high school student
- Has parent/legal guardian permission (signed forms) to participate
- Has administrative and counselor approval

Initial Credit courses:

- Students who failed a course with a grade below 50, WF or FA
- Students with unresolved scheduling conflicts
- 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 blended learning courses at a time per program (i.e. students can be in 2 courses during the day AND 2 courses during Evening School.)
- State EOC exams must be taken by students enrolled in English 2, Algebra 1, Biology, and United States History and the Constitution

Credit Recovery courses :

- Students who failed a course during the current or previous academic school year with a grade of 50-59
- Students may only enroll in 2 blended learning 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 a previous course with WF and/or FA are not eligible
- Students must complete all Credit Recovery work before attempting Initial Credit coursework in the same content area.

SCHSL and NCAA Eligibility

Student athletes must recover according to the timeline set by the SC High School League. Principals and Athletic Directors are advised to communicate with SCHSL on matters pertaining to student athletic eligibility and Credit Recovery.

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. **At this time, Dorchester Two does not certify that any Apex/Edmentum online blended courses are approved for NCAA requirements**.

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 the mandated 120 hours of seat time***.

Student Progress

Students who do not access their Initial Credit course for over ten consecutive school days without prior approval may be recommended for withdrawal from the course and receive a Withdraw Fail (WF=50). 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 yearlong course and 5 days for a semester course will do so without penalty. Students who withdraw from the Initial Credit course after the specified time shall be assigned a Withdraw Fail (WF=50), 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 Grades

The Apex/Edmentum grade book generates three averages based on student performance to give teachers assistance with assigning the final grade – On Target Grade, Current Grade, and Course Grade. All three averages will be the same when all assigned activities are completed.

On-Target Grade	Current Grade	Course Grade
What is the student's grade for all the work they are expected to have completed by the current date?	*What is the student's grade based on the work they have completed so far?*	*What would the student's grade be for the entire course if they were to stop working now?*
Includes all work students are expected to have completed by the current date. (Any activities that a student has completed ahead of schedule are included as well.)	Includes only work students have completed so far.	Includes all work available in the course.

Assessments and Proctoring

- Students may work on activities, including quizzes, from any computer with Internet access
- No TEST OUT is allowed via diagnostic pretests in Initial Credit
- Unit assessments and exams must be proctored in the designated computer lab
- Teachers should lock all unit tests after each unit is completed
- Students in all Initial Credit courses must take the final exam, which counts as 20% of the overall grade per district policy. Students taking Algebra 1, Biology, English 2, and US History and the Constitution must take the state EOC exam.
- Students in Credit Recovery courses do not take final exams

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.

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.

Student Orientation

All students are required to participate in student orientation as they enter class. During the orientation, teachers will:

- ✓ Introduce themselves to students
- ✓ Explain policies and procedures, such as due dates, progress checks, tutoring, proctoring
- ✓ Academic Dishonesty Policy
- ✓ Have students complete the success agreement and Academic Honesty Policy.
- ✓ Instruct students to watch the Student Guided Tour.

- ✓ Share the reset policy and ensure students are comfortable with teacher expectations for course navigation.
- ✓ Discuss routines (key words, study sheets, Unit Test Preparation, managing due dates)
- ✓ Explain your motivational support system (stoplight colors, wall of fame, announcements)
- ✓ Help students identify online tools such as language translation and read aloud

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.
- □ 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.

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

Monitoring Student Progress

In addition to utilizing the Gradebook 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.

Completing Students

When a student finishes the course, the 3 grade columns should match. Teachers will perform the following tasks:

1. Click the 3 blue dots by the student's name in the gradebook.
2. Click Approve Credit to complete the student's progress. A green checkmark ribbon will show next to the student's name.
3. Print out the Gradebook Report Card.
4. Complete a Grade Change Form and staple it to the Gradebook Report Card.
    a. Initial Credit- post the grade that was earned from the gradebook
    b. Credit Recovery- post a 60
5. Submit the Grade Change Form and Gradebook Report Card to the administrator. The grade will then be updated in PowerSchool by the Systems Operator.

Note: If the student does not pass or does not finish the Credit Recovery course, a NP will be posted. If a student does not pass or does not finish the Initial Credit course, the actual earned grade will be posted.

Roles and Responsibilities

Curriculum and Instruction

The district's Curriculum and Instruction department and Educational Technology department oversee policy and staff development and are 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 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 personnel and district Apex/Edmentum users.

School-Based Administrator

Each school has an assigned administrator who is responsible for the implementation of the blended learning program at their site. Specific duties include:

- Collaborating with the school administrative team to create a flexible master schedule with opportunities for student placement.
- Recommending highly qualified teachers to participate in the blended learning program.
- Ensuring compliance with guidelines and policies for blended learning.
- Collecting and securing all student paperwork.
- Oversee the system operator to ensure that grade changes and log entries in PowerSchool are completed using district policy.
- Verifying that final grades are recorded on student transcripts.
- Staffing the online learning lab.
- Managing student enrolments and reports in the online program.

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 school administrators and teachers to ensure proper student course placement in day and evening programs.
- Ensuring proper student placement and accurate recording of final grades in PowerSchool.
- Assist school administrators in managing student enrolments and reports in the online program.

Curriculum Specialists and Instructional Technology Specialists

The district-based Curriculum Specialists and Instructional Technology Specialists will work to support the school administrators, teachers, counselors, and students in the blended learning program. Specific duties include:

- Providing professional development and training in using Apex/Edmentum.
- 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 content decisions as they relate to digital curriculum.

Blended Learning Instructor

Blended Learning Instructors are highly qualified certified teachers. Specific duties include:

- Providing a student-centered learning experience to participants in the blended learning program.
- Monitoring and maintaining Apex/Edmentum gradebooks.
- Communicating with students, parents, school counselors, and school administrators regarding student progress.

- Generating student progress reports as directed by the school administration.
- Grading teacher-scored activities within 48 hours of completion and ensuring that grades are entered in the Apex/Edmentum gradebook.
- Submitting a grade change form and final grade report to the administrator upon student completion of the course.

Forms and Contracts

Student Success Agreement

Student:_____ Teacher/Mentor: _____

Read each statement and sign as an acknowledgement of your responsibilities.

- ☐ 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 and Wednesday from 4:00pm - 7:00 pm during Evening School.
- ☐ When I get stuck on a topic, I will come to the school to get help.
- ☐ I agree to meet each week with each of my teachers in person.
- ☐ 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 mandated assessments.
- ☐ 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=50, and this grade will be posted on my transcript.
- ☐ I understand that technology hardware, software, and Internet access are my responsibility.

_____ _____
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. ***At this time, Dorchester Two does not certify that any Apex/Edmentum online blended courses are approved for NCAA requirements****.*

Apex/Edmentum Online Course Contract

Student Name_____

Student ID# _____Grade:___9 ___10 ___11 ___12

Parent/Guardian Name _____

Parent/Guardian Phone Number _____

Parent/Guardian Email Address_____

Is the student seeking NCAA qualification? _____Yes _____No

***If Yes, student must discuss course enrollment with school counselor regarding NCAA policies.*
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. ***At this time, Dorchester Two does not certify that any Apex/Edmentum online blended courses are approved for NCAA requirements****.*

Apex/Edmentum courses are offered in a blended learning environment. Blended learning is a mix of online learning and face-to-face individual support in which students can in part control the time, pace and place of their learning.

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 **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.

<u>For transcribing the final grade in a Credit Recovery course, the following procedures shall be followed</u>.

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. 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. If the student does not pass or does not finish the Credit Recovery course, a NP will be posted.
4. The Credit Recovery course does not impact the student's GPA. 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 returning to a normal four-year graduation path by targeting students who failed one or more courses in the past year. Students may also qualify to participate in blended learning due to scheduling conflicts or a desire to work ahead. 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 and Evening School. All students enrolled in an End-of-Course exam subject **MUST** take the South Carolina EOC Exam. These courses are: English 2, Algebra 1, Biology, and US History.

For transcribing the final grade in an Initial Credit 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.
3. The student's earned grade in the Initial Credit course will be posted to the student's transcript.
4. If the course is a retake of a previously failed course, then the higher grade will be calculated into the GPA.
5. If a student does not pass or does not finish the Initial Credit course, the actual earned grade will be posted to the student's transcript.

Course(s) Request:

Subject Area	Course Name	Credit Recovery	Initial Credit	Full Year Course	Semester One Course	Semester Two Course	Summer Course
English							
Math							
Science							
Social Studies							
Elective							

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Counselor Signature _____ Date _____

2025 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	Brooke Matthews	bmatthews@dorchester2.k12.sc.us	Credit Recovery	Yes	High
Fort Dorchester High School	Tripp Aldredge	raldredge@dorchester2.k12.sc.us	Credit Recovery	Yes	High
Summerville High School	Michelle Leviner	mleviner@dorchester2.k12.sc.us	Credit Recovery	Yes	High
Gregg Middle School	Kelly Purvis	kpurvis@dorchester2.k12.sc.us	Promotion	Yes	Middle
Alston-Bailey Elementary School	Carey Ball	cball@dorchester2.k12.sc.us	Read to Succeed	No	Elementary
Windsor Hill Arts Infused Elementary School	Carey Ball	cball@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, 2025. If you have any questions, contact Clint Palmer at 803-734-6010 or by e-mail at cpalmer@ed.sc.gov.