



## Dorman High

1050 Cavalier Way  
Roebuck, South Carolina

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	2,374 Students	
<b>Principal</b>	Jerry M. Wyatt	864-582-4347
<b>Superintendent</b>	Darryl Owings	864-576-4212
<b>Board Chair</b>	Mr. Alex Meadows	864-576-4212

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Good</b>
2008	Average	Good
2007	Average	N/A
2006	Good	At-Risk
2005	Excellent	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

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

Excellent	Good	Average	Below Average	At-Risk
2	8	19	0	0

\* Ratings are calculated with data available by 03/25/2010.

**High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students**

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	84.6	84.1	80.3	81.0	83.6	77.7
Passed 1 subtest (%)	8.3	7.2	11.1	11.4	9.5	12.3
Passed no subtests (%)	7.1	8.7	8.6	7.6	7.2	10.0

**HSAP Passage Rate by Spring 2009**

Percent	Our High School	High Schools with Students Like Ours
	95.4%	94.9%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	769	349
Number of Diplomas	621	259
Rate	80.8%	75.0%

**End of Course Tests**

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	49.5	74.2
English 1	20.0	64.5
Physical Science	30.4	57.6
US History and the Constitution	43.0	47.1
All Tests	43.6	59.7

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n=2,374)</b>				
Retention rate	2.6%	Down from 4.3%	3.8%	4.8%
Attendance rate	95.3%	Down from 99.4%	95.4%	95.5%
Eligible for gifted and talented	0.0%	No Change	13.5%	9.2%
With disabilities other than speech	8.6%	Down from 8.9%	12.5%	12.6%
Older than usual for grade	6.1%	Up from 5.7%	7.4%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.2%	Down from 5.7%	1.6%	1.2%
Enrolled in AP/IB programs	20.6%	Down from 21.7%	15.9%	13.2%
Successful on AP/IB exams	78.7%	Down from 81.7%	55.6%	55.6%
Eligible for LIFE Scholarship	33.1%	Up from 31.3%	32.8%	29.8%
Annual dropout rate	3.4%	Down from 3.7%	3.6%	3.5%
Career/technology students in co-curricular organizations	1.0%	Up from 0.0%	1.6%	3.0%
Enrollment in career/technology courses	1354	Up from 867	745	523
Students participating in work-based experiences	6.1%	Down from 15.1%	13.5%	12.9%
Career/technology students attaining technical skills	83.9%	Up from 79.0%	78.9%	79.3%
Career/technology completers placed	N/A	N/A	100.0%	98.8%
<b>Teachers (n=160)</b>				
Teachers with advanced degrees	64.4%	Down from 66.5%	63.8%	58.6%
Continuing contract teachers	78.1%	Down from 84.8%	77.6%	71.6%
Teachers with emergency or provisional certificates	3.4%	Up from 2.2%	4.3%	8.1%
Teachers returning from previous year	87.9%	Up from 86.5%	87.3%	85.0%
Teacher attendance rate	95.8%	No Change	95.7%	95.5%
Average teacher salary*	\$48,711	Up 2.3%	\$48,989	\$47,761
Professional development days/teacher	7.2 days	Down from 9.5 days	10.3 days	10.8 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	6.3	3.0
Student-teacher ratio in core subjects	26.7 to 1	Down from 27.8 to 1	28.0 to 1	26.1 to 1
Prime instructional time	90.4%	Down from 94.3%	90.3%	89.8%
Dollars spent per pupil**	\$6,899	Up 9.6%	\$6,890	\$7,883
Percent of expenditures for teacher salaries**	41.2%	Down from 55.6%	55.2%	54.1%
Percent of expenditures for instruction**	61.9%	Up from 60.8%	60.0%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	95.6%	95.8%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	Good	Good

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	658	95.4%	1109	43.6%	769	80.8%	No
<b>Gender</b>							
Male	346	95.4%	573	45.0%	404	78.5%	N/A
Female	312	95.5%	536	42.0%	365	83.3%	N/A
<b>Racial/Ethnic Group</b>							
White	392	96.7%	514	53.7%	434	81.8%	N/A
African American	186	93.0%	447	28.2%	232	78.0%	N/A
Asian/Pacific Islander	38	94.7%	49	59.2%	44	90.9%	N/A
Hispanic	39	94.9%	98	52.0%	55	76.4%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	42	64.3%	102	18.6%	56	44.6%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	24	91.7%	64	43.8%	30	76.7%	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	229	90.0%	532	35.2%	277	74.4%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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## Report of Principal and School Improvement Council

Dorman High School and Dorman Freshman Campus are thrilled to report that 626 Cavaliers graduated on June 2, 2009. Dorman High School's Class of '09 was outstanding! The Class of '09 included 15 students who were recognized in the National Merit Scholarship Program, 44 Palmetto Fellows, 25 AP Scholars, 256 students who were recognized in the Presidential Awards for Academic Excellence Program, and 66 South Carolina High School League Scholar Athletes. Collectively, the Class of '09 was awarded over \$16.7 million dollars in scholarships. The Class of '09 proved to be a spirited, tight-knit group who knew how to have fun. The legacy left by this class will be one of tremendous accomplishment in academics, the arts, athletics, and community service. We are so proud of the Class of '09!

In an effort to better serve our students, we extended our school day by two class periods during the '08-'09 school year. We launched our Beyond the Bell program in October by offering credit recovery courses, credit accrual courses, and, in conjunction with USC Upstate, dual enrollment courses. As a result of the flexibility offered by Beyond the Bell, participating students were able to earn a total of 102 credits after the traditional school day ended. Thirty-two students earned three hours of college credit in this program. We are proud of this initiative and we hope to expand Beyond the Bell courses offerings in the future.

We hosted a High Schools That Work Technical Assistance Team during the '08-'09 school year. While we received several commendations from the assistance team, we also received constructive feedback that will enable us to improve in the areas of instruction, assessment, and stakeholder involvement. Because our kids are worth it, we will always seek proven, researched-based practices to enhance learning.

High schools and universities across our state and nation face the challenge of producing graduates who are prepared to work in the fields of science, engineering, mathematics, and technology. As such, we have made it a goal to develop a program that would afford interested students increased rigor in these particular areas. It is our hope to begin our initiative during the 2010-2011 school year. Go Cavaliers!

Mr. Jerry Wyatt and Mr. Mark Smith, Principals  
Mr. James Nebo and Mrs. Grace Cordeau, SIC Chairs

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	114	655	117
Percent satisfied with learning environment	84.2%	84.0%	86.2%
Percent satisfied with social and physical environment	88.5%	84.9%	74.1%
Percent satisfied with school-home relations	77.0%	88.7%	80.2%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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## School Adequate Yearly Progress

NO

This school met 25 out of 33 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

## School Improvement Status

N/A

## School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
<b>HOLD</b>	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

## Teacher Quality Data

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.5%	5.8%

  

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	2.6%	0.0%	No

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## HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	833	98.3	12.6	34.7	27	25.7	63.5	63.5	61.8	Yes	Yes
Male	401	97	15.3	34.3	26.3	24.1	61.1	61	57.4	N/A	N/A
Female	432	99.5	10.2	35.1	27.6	27.1	65.6	65.7	66.1	N/A	N/A
White	439	97.7	6.3	26	29.6	38.1	77.7	77.5	74.3	Yes	Yes
African American	273	98.9	21.2	47.1	22	9.7	43.2	43.5	44.9	No	Yes
Asian/Pacific Islander	43	100	7.1	38.1	23.8	31	71.4	71.4	77.4	Yes	Yes
Hispanic	74	98.6	21.7	37.7	31.9	8.7	49.3	49.3	50.3	No	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	79	94.9	61.4	28.6	5.7	4.3	10	9.9	19.4	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	47	100	30.8	42.3	25	1.9	40.4	40.4	38.5	No	Yes
Subsized meals	386	98.4	21.4	45	24.2	9.4	45.6	45.7	45.6	No	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	827	99	15.1	28	25.7	31.2	66.3	66.1	62.7	Yes	Yes
Male	396	98.2	14.7	26.5	24.9	33.8	65.1	64.7	61.8	N/A	N/A
Female	431	99.8	15.5	29.3	26.4	28.8	67.3	67.4	63.6	N/A	N/A
White	435	98.6	9.2	22.1	26	42.7	76.9	76.8	75.1	Yes	Yes
African American	272	99.3	27	35.5	25.9	11.6	47.9	48.1	45.1	No	Yes
Asian/Pacific Islander	43	100	4.8	14.3	26.2	54.8	83.3	83.3	83.8	Yes	Yes
Hispanic	73	100	13	42	21.7	23.2	62.3	60.6	58.5	Yes	Yes
American Indian/Alaskan	2	I/S	59.2	I/S	I/S						
Disabled	77	97.4	61.4	28.6	5.7	4.3	15.7	15.5	21.8	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	47	100	17.3	42.3	21.2	19.2	61.5	61.5	52.3	Yes	Yes
Subsized meals	385	98.7	23.3	33.6	27.2	15.8	53.6	53.7	47.9	No	Yes

**Physical Science (End-of-Course Test performance by Group)**

All Students	820	92.4	51.3	16.6	12.6	12.0	24.5	N/A	N/A	N/A	N/A
Male	392	91.1	49.5	13.5	12.5	15.6	28.1	N/A	N/A	N/A	N/A
Female	428	93.7	53.0	19.4	12.6	8.6	21.3	N/A	N/A	N/A	N/A
White	430	93.0	39.1	18.1	18.4	17.4	35.8	N/A	N/A	N/A	N/A
African American	269	91.1	69.5	13.8	4.8	3.0	7.8	N/A	N/A	N/A	N/A
Asian/Pacific Islander	43	93.0	32.6	18.6	14.0	27.9	41.9	N/A	N/A	N/A	N/A
Hispanic	74	93.2	68.9	13.5	6.8	4.1	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	77	66.2	64.9	1.3	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	53	94.3	67.9	17.0	5.7	3.8	I/S	N/A	N/A	N/A	N/A
Subsized meals	376	91.8	67.3	12.8	7.4	4.3	11.7	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

**Two-Year HSAP Trend Data**

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	2008	821	99.6	11.7	24.2	30.5	33.6	73.4	73.1	69.7
	2009	833	98.3	12.6	34.7	27	25.7	63.5	63.5	61.8

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	2008	820	99.5	11.2	26.1	33	29.7	74.4	74.1	67.2
	2009	827	99	15.1	28	25.7	31.2	66.3	66.1	62.7

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample