



FORT DORCHESTER HIGH

8500 Patriot Boulevard
North Charleston, South

Grades	9-12 High School	
Enrollment	2,242 Students	
Principal	Elena Furnari	843-760-4450
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Frances Townsend	843-873-1341

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Below Average
2010	Good	Below Average
2009	Average	Below Average
2008	Average	At-Risk
2007	Good	Average

DEFINITIONS OF SCHOOL RATING TERMS

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

SOUTH CAROLINA PERFORMANCE 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
16	4	4	0	0

* Ratings are calculated with data available by 11/09/2011.

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

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	80.8%	83.8%	78.9%	81.9%	82.7%	84.6%
Passed 1 subtest (%)	8.8%	9.3%	15.0%	10.5%	10.2%	9.7%
Passed no subtests (%)	10.3%	7.0%	6.1%	8.3%	7.8%	6.4%

HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	92.2%	94.0%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	668	544	429	399
Number of Graduates in Cohort	472	397	322	311
Rate	70.7%	73.0%	74.0%	78.8%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	668	N/A	403
Number of Graduates in Cohort	N/A	488	N/A	309
Rate	N/A	73.1%	N/A	76.7%

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	79.8%	79.8%
English 1	74.4%	72.5%
Biology 1/Applied Biology 2	72.3%	77.2%
Physical Science	67.7%	65.5%
US History and the Constitution	56.3%	57.8%
All Tests	68.8%	70.7%

* 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
Students (n=2,242)				
Retention rate	2.0%	Up from 0.7%	2.5%	3.4%
Attendance rate	92.5%	Down from 95.6%	94.8%	95.0%
Served by gifted and talented program	9.6%	Up from 2.9%	17.6%	12.4%
With disabilities other than speech	5.7%	Down from 7.8%	8.4%	9.9%
Older than usual for grade	5.0%	Down from 6.1%	5.3%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	6.6%	Down from 7.8%	1.1%	0.9%
Enrolled in AP/IB programs	29.6%	Down from 33.4%	26.4%	13.0%
Successful on AP/IB exams	63.2%	Up from 50.2%	56.9%	51.7%
Eligible for LIFE Scholarship	30.4%	Down from 30.9%	35.5%	30.1%
Annual dropout rate	2.2%	Down from 4.6%	2.7%	2.5%
Career/technology students in co-curricular organizations	1.7%	Down from 1.9%	4.3%	2.9%
Enrollment in career/technology courses	926	Down from 1033	720	419
Students participating in work-based experiences	8.0%	Down from 39.4%	7.6%	7.2%
Career/technology students attaining technical skills	74.4%	Up from 73.5%	84.0%	83.0%
Career/technology completers placed	99.3%	Down from 100.0%	99.2%	98.4%
Teachers (n=110)				
Teachers with advanced degrees	54.5%	Down from 55.2%	62.8%	61.1%
Continuing contract teachers	82.7%	Up from 73.3%	83.2%	80.6%
Teachers returning from previous year	83.4%	Up from 82.8%	87.8%	86.5%
Teacher attendance rate	94.5%	Up from 94.2%	95.7%	95.5%
Average teacher salary*	\$46,752	Up 0.8%	\$47,705	\$46,884
Professional development days/teacher	18.0 days	Up from 9.8 days	9.9 days	10.0 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	34.1 to 1	Up from 32.4 to 1	28.8 to 1	26.5 to 1
Prime instructional time	86.4%	Down from 89.0%	89.3%	89.3%
Dollars spent per pupil**	\$6,256	Down 5.8%	\$6,918	\$7,804
Percent of expenditures for teacher salaries**	57.4%	Up from 56.2%	61.0%	58.0%
Percent of expenditures for instruction**	58.9%	Down from 59.5%	64.0%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	84.2%	Up from 81.6%	98.6%	97.3%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	N/A	Good
Classical language program assessment	N/A	N/A	N/A	Good

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	435	92.2%	2519	68.8%	668	70.7%	No
Gender							
Male	211	93.4%	1267	68.3%	357	68.1%	N/A
Female	224	91.1%	1164	68.8%	311	73.6%	N/A
Racial/Ethnic Group							
White	224	95.5%	1198	79.0%	348	73.0%	N/A
African American	174	88.5%	1109	57.8%	267	68.2%	N/A
Asian/Pacific Islander	17	88.2%	N/A	N/A	23	82.6%	N/A
Hispanic	18	88.9%	104	60.6%	30	56.7%	N/A
American Indian/Alaskan	N/A	N/A	20	75.0%	N/A	N/A	N/A
Disability Status							
Disabled	30	46.7%	127	35.4%	36	47.2%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	57	52.6%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	118	83.9%	881	57.5%	186	58.1%	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

Fort Dorchester High School is a comprehensive high school with 2166 students. The 130 certified staff and 26 support staff work each day to prepare our students to enter post-secondary education or the work force. The focus of our community is to prepare students for the path that best suits their individual strengths. Whether a student chooses a vocational or an academic pathway, it is our mission to prepare all students to reach their maximum potential. Fort Dorchester High School is an International Baccalaureate School, providing our students with the rigorous and challenging curriculum they need to be leaders in tomorrow’s world. The school is also a High Schools That Work site, focusing on developing smaller learning communities to better meet the needs of our students.

We are extremely proud of our school’s intense focus on data-driven decision making. Teachers utilize data from benchmark tests to track students’ progress. These tests allow teachers to identify strengths and weaknesses of students based on the state curriculum standards. Administrators use the data to spark discussions with teachers about instructional decisions within their classrooms. We are hopeful that our students will excel with the help of faculty members who focus on rigor, relevance, and relationships to deliver content within the walls of their classrooms.

All FDHS stakeholders have responded overwhelmingly to the challenge of increasing the graduation rate. Students now sponsor events at school that reward excellence in character and academic achievement as part of our “Revolution.” Administrators meet with students who have been given a PRIDE Referral for outstanding displays of perseverance, respect, integrity, dependability and excellence. Channels for extra help with academics have been increased through our credit recovery and tutoring programs. In addition, area businesses have increased their willingness to donate time, resources, and funding.

Students from Fort Dorchester perform at high levels of competency in Academics, Fine Arts, Athletics and Volunteerism. Many have been recognized at local, state and national levels to include winning many first place awards and scholarships in everything from QUEST, to FCCLA, to Art, to many other competitions and scholarships. One student is a National Merit Scholarship Finalist and another student was the overall national winner of the Fleet Reserve Americanism essay contest. Our Mock Trial team finished 3rd in the state, and our golf team was state champions.

Our future is full of excitement and challenge. We struggle with ways to address concerns over the needs of our incoming freshman and the graduation rate. We will continue to focus on classroom instruction, benchmarks, differentiated instruction, and district initiatives as the foundation for improvement. Together with all or our stakeholders, we will experience success.

Elena Furnari, Principal
 Tiffany Woods, School Improvement Council President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	120	465	109
Percent satisfied with learning environment	79.8%	64.9%	75.9%
Percent satisfied with social and physical environment	81.7%	73.1%	63.9%
Percent satisfied with school-home relations	70.8%	85.4%	74.8%

* 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 14 out of 21 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

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

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.2%	0.0%	No

Abbreviations for Missing Data

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
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	548	99.1	8.6	24.3	34.1	33.1	75.1	78.2	68.0	Yes	Yes
Male	294	98.6	10.3	27.4	31.9	30.4	71.1	74.7	63.1	N/A	N/A
Female	254	99.6	6.7	20.9	36.4	36.0	79.5	81.9	73.1	N/A	N/A
White	260	98.8	7.1	13.4	33.6	45.8	84.0	85.2	79.4	Yes	Yes
African American	236	99.2	9.2	36.9	36.9	17.1	65.9	64.6	51.7	No	Yes
Asian/Pacific Islander	21	100.0	4.8	9.5	23.8	61.9	90.5	84.2	83.2	I/S	I/S
Hispanic	26	100.0	22.7	31.8	18.2	27.3	54.5	73.5	62.8	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	81.3	66.4	I/S	I/S
Disabled	43	100.0	45.0	40.0	7.5	7.5	25.0	26.8	22.8	Yes	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	13	92.3	45.5	18.2	27.3	9.1	36.4	41.7	45.1	I/S	I/S
Subsidized meals	181	98.9	18.6	34.2	31.7	15.5	59.6	63.3	54.7	No	Yes

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

All Students	548	98.5	14.5	33.7	31.5	20.3	62.5	70.7	62.3	No	Yes
Male	294	98.0	16.3	28.9	32.7	22.1	63.1	71.8	61.4	N/A	N/A
Female	254	99.2	12.6	38.9	30.1	18.4	61.9	69.6	63.2	N/A	N/A
White	260	97.7	6.7	27.3	37.0	29.0	76.5	81.4	75.3	Yes	Yes
African American	236	99.2	22.6	42.4	26.3	8.8	47.9	49.0	42.9	No	Yes
Asian/Pacific Islander	21	100.0	19.0	4.8	23.8	52.4	76.2	78.9	84.3	I/S	I/S
Hispanic	26	100.0	18.2	45.5	27.3	9.1	40.9	69.9	59.4	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	75.0	64.1	I/S	I/S
Disabled	43	100.0	37.5	50.0	12.5	N/A	15.0	26.8	21.5	No	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	13	92.3	45.5	36.4	N/A	18.2	27.3	33.3	47.1	I/S	I/S
Subsidized meals	181	98.3	24.2	46.0	21.7	8.1	41.6	54.6	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	548	95.6	54.4	20.0	11.5	14.1	25.6	N/A	N/A	N/A	N/A
Male	294	94.2	54.2	18.4	11.6	15.9	27.4	N/A	N/A	N/A	N/A
Female	254	97.2	54.7	21.9	11.3	12.1	23.5	N/A	N/A	N/A	N/A
White	260	95.4	41.5	22.2	14.1	22.2	36.3	N/A	N/A	N/A	N/A
African American	236	96.6	69.7	17.1	8.3	4.8	13.2	N/A	N/A	N/A	N/A
Asian/Pacific Islander	21	100.0	28.6	19.0	19.0	33.3	52.4	N/A	N/A	N/A	N/A
Hispanic	26	88.5	69.6	26.1	4.3	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	43	90.7	84.6	10.3	N/A	5.1	5.1	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	13	100.0	92.3	7.7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	181	93.4	69.8	20.1	5.9	4.1	10.1	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	2010	565	99.5	7.8	27.7	32.6	32.0	73.5	74.8	65.9
	2011	548	99.1	8.6	24.3	34.1	33.1	75.1	78.2	68.0

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

All Students	2010	565	99.6	13.6	32.0	27.5	26.9	66.3	67	62.3
	2011	548	98.5	14.5	33.7	31.5	20.3	62.5	70.7	62.3

* Adjusted to account for natural variation in performance.

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