



Fort Dorchester High

8500 Patriot Boulevard
North Charleston, South

Grades	9-12 High School	
Enrollment	2,395 Students	
Principal	Jim Atkinson	843-760-4450
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Below Average
2008	Average	At-Risk
2007	Good	Average
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
3	7	15	0	0

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

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

	Our High School			High Schools with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	83.0	86.3	80.8	84.3	85.8	81.9
Passed 1 subtest (%)	9.7	6.5	8.8	10.0	8.0	10.5
Passed no subtests (%)	7.3	7.2	10.3	6.6	6.2	8.3

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	94.7%	95.5%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	642	403
Number of Diplomas	476	304
Rate	74.1%	73.1%

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	72.3	75.3
English 1	66.1	69.7
Physical Science	63.7	64.6
US History and the Constitution	48.1	50.3
All Tests	62.0	64.4

* 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=2,395)				
Retention rate	6.5%	Down from 8.0%	5.2%	4.8%
Attendance rate	95.9%	No Change	95.8%	95.5%
Eligible for gifted and talented	2.4%	Down from 8.3%	13.5%	9.2%
With disabilities other than speech	7.9%	Down from 9.6%	10.0%	12.6%
Older than usual for grade	9.5%	Up from 8.8%	6.6%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	8.4%	Up from 8.3%	1.2%	1.2%
Enrolled in AP/IB programs	28.1%	Up from 22.2%	19.1%	13.2%
Successful on AP/IB exams	64.3%	Up from 62.6%	63.9%	55.6%
Eligible for LIFE Scholarship	30.7%	Down from 30.8%	32.2%	29.8%
Annual dropout rate	3.6%	Down from 5.7%	3.6%	3.5%
Career/technology students in co-curricular organizations	2.6%	Down from 3.3%	3.0%	3.0%
Enrollment in career/technology courses	1273	Up from 1241	909	523
Students participating in work-based experiences	14.6%	Down from 20.4%	16.1%	12.9%
Career/technology students attaining technical skills	76.9%	Down from 78.4%	79.7%	79.3%
Career/technology completers placed	100.0%	Up from 99.4%	99.2%	98.8%
Teachers (n=131)				
Teachers with advanced degrees	58.0%	Up from 57.0%	61.5%	58.6%
Continuing contract teachers	69.5%	Down from 70.5%	72.7%	71.6%
Teachers with emergency or provisional certificates	8.5%	Down from 11.8%	6.6%	8.1%
Teachers returning from previous year	80.9%	Down from 84.6%	86.5%	85.0%
Teacher attendance rate	94.9%	Up from 93.8%	95.4%	95.5%
Average teacher salary*	\$48,640	Up 3.7%	\$48,594	\$47,761
Professional development days/teacher	8.3 days	Down from 11.7 days	9.7 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	30.2 to 1	Up from 27.6 to 1	27.4 to 1	26.1 to 1
Prime instructional time	89.8%	Up from 87.7%	90.1%	89.8%
Dollars spent per pupil**	\$6,643	Up 6.7%	\$6,608	\$7,883
Percent of expenditures for teacher salaries**	57.6%	Up from 37.8%	56.4%	54.1%
Percent of expenditures for instruction**	62.1%	Up from 34.6%	62.1%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	88.2%	Up from 85.7%	97.8%	95.8%
Character development program	Average	No Change	Excellent	Good
Modern language program assessment	N/A	N/A	Good	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

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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	493	94.7%	1944	62.0%	642	74.1%	No
Gender							
Male	240	92.9%	1015	62.4%	313	69.3%	N/A
Female	253	96.4%	929	61.7%	329	78.7%	N/A
Racial/Ethnic Group							
White	313	96.8%	946	72.5%	382	73.6%	N/A
African American	150	90.0%	847	49.5%	215	74.4%	N/A
Asian/Pacific Islander	17	100.0%	77	75.3%	24	83.3%	N/A
Hispanic	12	91.7%	65	55.4%	20	70.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	44	54.5%	132	32.6%	47	42.6%	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	32	37.5%	10	50.0%	N/A
Socio-Economic Status							
Subsidized meals	101	88.1%	628	48.6%	138	58.7%	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

As a “High Schools That Work” site, Fort Dorchester aims to graduate students who are well prepared to enter the work force and/or post-secondary educational institutions. Whether a student chooses a vocational, a business-related, or an academic path, it is our mission to prepare that student to reach his/her maximum potential. In fact, all FDHS stakeholders have made a commitment to provide the most rigorous and relevant educational offerings possible. It is this combined effort which has resulted in a number of positive gains.

It is with great pride that we can report FDHS has, once again, surpassed the expectations of the Education and Economic Development Act (EEDA) of 2005. Our career facilitator has continued to expand intern and job-shadowing opportunities for all students. Our faculty has increased the number of vocational and technical courses offered at FDHS. Local area businesses have increased their support via incentive programs, guest speakers, and financial assistance. Most impressively, our guidance counselors have been recognized for the second year in a row for their outstanding achievements in completing Individual Graduation Plans. These plans help students take advantage of comprehensive programs offered at FDHS, Dorchester County Career School, and Trident Technical College.

At the same time, FDHS continues our proud tradition of excellence in athletics and after-school activities. Many of our sports teams competed in the playoffs. Four of our coaches were named coach of the year in their respective sports. Our clubs raised funds for local charities, and our fine arts department had another successful year. Once again, all of our staff and students’ efforts exceeded our expectations!

FDHS will continue to rise to the challenge of increasing the number of students who graduate within four years by further developing our credit recovery, Evening School, and tutoring programs. In order to rise to the challenge put forth by our local business community, FDHS will expand our character education and business etiquette initiatives, as well as increase our course offerings across all disciplines. Furthermore, FDHS will continue to work toward meeting the benchmarks set forth by No Child Left Behind by increasing the rigor and relevance in the classroom.

The future of Fort Dorchester High School promises to be full of success. Our response to future challenges will determine the level of prominence to which our school rises. If our history predicts our future, then all of our stakeholders will ensure this school remains an excellent one, not only in our community but in the state. Together the “Patriot Family” will continue to improve and meet each circumstance with a positive attitude.

Mr. Jim Atkinson, Principal
Karen Mok, School Improvement Council President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	97	399	63
Percent satisfied with learning environment	53.6%	71.5%	73.0%
Percent satisfied with social and physical environment	63.2%	78.3%	54.0%
Percent satisfied with school-home relations	61.9%	83.8%	60.3%

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

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 Adequate Yearly Progress

NO

This school met 15 out of 19 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	0.2%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.3%	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
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	536	98.9	12.4	32.7	30.6	24.3	67.8	69.3	61.8	Yes	Yes
Male	261	98.1	13.5	33.5	32.7	20.4	65.7	65.5	57.4	N/A	N/A
Female	275	99.6	11.3	32.1	28.7	27.9	69.8	73.1	66.1	N/A	N/A
White	272	98.9	6.1	26.1	34.5	33.3	76.6	76.8	74.3	Yes	Yes
African American	225	98.7	19.4	41.7	24.6	14.2	55.9	54.2	44.9	No	Yes
Asian/Pacific Islander	18	100	5.9	29.4	35.3	29.4	82.4	73.3	77.4	I/S	I/S
Hispanic	19	100	26.3	26.3	36.8	10.5	63.2	62.2	50.3	I/S	I/S
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	41	100	59.5	32.4	5.4	2.7	16.2	22.1	19.4	I/S	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	7	I/S	I/S	I/S	I/S	I/S	I/S	21.4	38.5	I/S	I/S
Subsized meals	166	98.8	20.4	40.8	27.6	11.2	50.7	53.6	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	536	98.5	14.7	29.5	22.8	33	68	69.6	62.7	Yes	Yes
Male	261	98.1	14.6	27.2	23.2	35	70.3	70.1	61.8	N/A	N/A
Female	275	98.9	14.8	31.6	22.4	31.2	65.8	69.2	63.6	N/A	N/A
White	272	98.9	8.4	23	23.8	44.8	78.5	77.4	75.1	Yes	Yes
African American	225	97.8	23.3	37.6	22.9	16.2	52.9	52.4	45.1	No	Yes
Asian/Pacific Islander	18	100	5.9	23.5	17.6	52.9	88.2	80	83.8	I/S	I/S
Hispanic	19	100	15.8	31.6	10.5	42.1	68.4	71.1	58.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	41	100	67.6	18.9	8.1	5.4	21.6	24.3	21.8	I/S	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	7	I/S	I/S	I/S	I/S	I/S	I/S	35.7	52.3	I/S	I/S
Subsized meals	166	97.6	25.2	37.7	20.5	16.6	51	53.3	47.9	No	Yes

Physical Science (End-of-Course Test performance by Group)											
All Students	537	88.8	47.9	16.8	13.0	11.2	24.2	N/A	N/A	N/A	N/A
Male	262	89.3	48.9	14.9	14.5	11.1	25.6	N/A	N/A	N/A	N/A
Female	275	88.4	46.9	18.5	11.6	11.3	22.9	N/A	N/A	N/A	N/A
White	273	88.6	35.5	18.3	18.3	16.5	34.8	N/A	N/A	N/A	N/A
African American	225	89.8	63.6	15.1	6.7	4.4	11.1	N/A	N/A	N/A	N/A
Asian/Pacific Islander	18	94.4	38.9	11.1	22.2	22.2	I/S	N/A	N/A	N/A	N/A
Hispanic	19	73.7	47.4	21.1	N/A	5.3	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	41	73.2	63.4	7.3	2.4	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	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	167	87.4	64.7	10.8	7.2	4.8	12.0	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

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	634	99.4	8.4	24.1	39.6	27.9	76.4	76.2	69.7
	2009	536	98.9	12.4	32.7	30.6	24.3	67.8	69.3	61.8

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

All Students	2008	634	99.8	10.8	26.8	34.1	28.3	73.9	75.3	67.2
	2009	536	98.5	14.7	29.5	22.8	33	68	69.6	62.7

* Adjusted to account for natural variation in performance.