

Anderson District Two School District

10990 Belton Honea Path
Honea Path, SC 29654.00

Grades	PK-12 District	
Enrollment	3,659 Students	
Superintendent	Mr. Thomas T. Chapman	864-369-7364
Board Chair	Dr. Danny Hawkins	864-369-7364

THE STATE OF SOUTH CAROLINA 2012 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Excellent	Excellent*
2011	Good	At-Risk
2010	Good	Excellent
2009	Average	At-Risk
2008	Average	Below Average

* The District's 2012 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

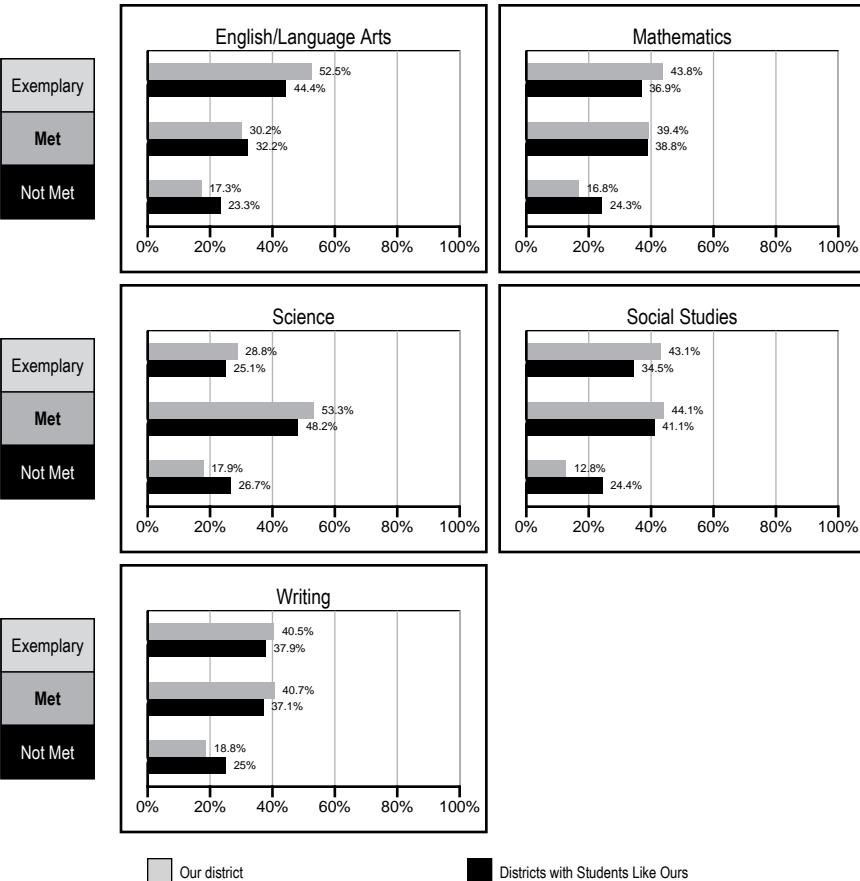
98.8%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	7	3	0	1

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

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

Percent	Our District			Districts with Students Like Ours		
	2010	2011	2012	2010	2011	2012
Passed both subtests	85.3%	78.3%	88.2%	80.2%	80.4%	81.8%
Passed one subtest	9.5%	13.8%	7.2%	10.6%	11.3%	11.4%
Passed no subtests	5.2%	7.9%	4.6%	9.2%	8.3%	7.1%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	86.8%	84.7%
English 1	88.0%	77.8%
Biology 1/Applied Biology 2	86.4%	80.4%
US History and the Constitution	53.0%	52.9%
All Subjects	79.4%	74.8%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2011*	2012	2011	2012
Number of Students in Four-Year Cohort	266	250	936	936
Number of Graduates in Cohort	210	213	657	673
Rate	78.9%	85.2%	74.0%	76.3%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2011	2012	2011	2012
Number of Students in Cohort	270	263	898	904
Number of Graduates in Cohort	204	213	645	667
Rate	75.6%	81.0%	73.4%	77.4%

Abbreviations for Missing Data

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

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=3,659)				
First graders who attended full-day kindergarten	100.0%	No Change	98.8%	99.3%
Retention rate	2.1%	Down from 2.6%	1.6%	2.0%
Attendance rate	96.2%	Up from 95.6%	96.1%	96.1%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 1.1%	0.6%	0.6%
Enrolled in AP/IB programs	24.4%	Up from 10.1%	17.4%	13.5%
Successful on AP/IB exams	28.1%	Down from 35.9%	49.1%	49.9%
Eligible for LIFE Scholarship	30.0%	Up from 29.8%	35.0%	30.3%
Enrolled in adult education GED or diploma programs	58	Down from 80	61	59
Completions in adult education GED or diploma programs	43	Up from 35	41	31
Annual dropout rate	2.7%	Down from 2.9%	2.8%	2.7%
Teachers (n=211)				
Teachers with advanced degrees	53.1%	Down from 55.0%	62.9%	62.4%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	92.8%	Up from 92.5%	92.4%	91.1%
Teacher attendance rate	95.4%	Down from 96.2%	95.2%	95.1%
Average teacher salary*	\$46,615	Up 1.0%	\$47,850	\$46,595
Vacancies for more than nine weeks	0.0%	No Change	0.0%	0.1%
Professional development days/teacher	19.2 days	Up from 11.3 days	11.4 days	12.4 days
District				
Superintendent's years at district	14.0	Up from 13.0	5.0	3.0
Student-teacher ratio in core subjects	26.0 to 1	Up from 24.9 to 1	22.7 to 1	21.7 to 1
Prime instructional time	89.9%	Down from 90.7%	90.3%	89.9%
Dollars spent per pupil**	\$7,685	Down 3.9%	\$8,287	\$8,866
Percent of expenditures for teacher salaries**	57.0%	Down from 57.3%	55.7%	53.1%
Percent of expenditures for instruction**	59.9%	No Change	58.4%	55.9%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	7	No Change	14	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	1.9%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	8.0	Up from 7.0	14.0	8.0
Parents attending conferences	100.0%	Up from 98.7%	100.0%	99.5%
Average administrator salary	\$80,201	Up 2.7%	\$79,028	\$77,744

* 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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N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2012		End of Course Tests Passage Rate		On-time Graduation Rate, 2012	
	n	%	t	%	n	%
All Students	223	96.9%	1091	79.4%	250	85.2%
Gender						
Male	117	94.9%	561	80.2%	133	83.5%
Female	106	99.1%	530	78.5%	117	87.2%
Racial/Ethnic Group						
White	178	98.3%	879	82.7%	197	86.3%
African American	41	90.2%	196	63.8%	49	81.6%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	12	83.3%	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	27	77.8%	100	43.0%	30	66.7%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status						
Subsidized meals	99	92.9%	488	71.1%	113	84.1%

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

HSAP Passage Rate by Spring 2012

	Our District		Districts with Students Like Ours	
Percent	96.9%		92.2%	

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total	
	2011	2012	2011	2012	2011	2012	2011	2012
District	494	490	510	509	486	479	1490	1478
State	479	477	489	487	459	458	1427	1422
Nation	493	491	506	505	482	481	1481	1477
ACT	English		Math		Reading		Science	
	2011	2012	2011	2012	2011	2012	2011	2012
District	19.8	19.5	21.4	20.7	20.8	20.2	21.0	20.5
State	19.0	19.1	20.1	20.1	20.0	20.1	19.9	19.9
Nation	20.6	20.5	21.1	21.1	21.3	21.3	20.9	21.1

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School District Governance

Board Membership	6 trustees elected to single-member seats, 1 trustee elected to at-large seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	20.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Anderson School District Two schools were recognized with 3 Excellent and 4 Good ratings on the 2011 State Report Card. We continue to be extremely proud of the hard work of our teachers and staff, administrators, students, and parents in meeting the high expectations for student learning. Students excel due to the differentiated approaches implemented to meet the needs of all students. These approaches include but are not limited to: Merit Academy, reading interventions and supports, a student mentoring program, PBIS, CLC, and technology learning programs at all levels.

Staff development throughout the year focused on the areas of Math and ELA with an emphasis on preparing for the transition to Common Core State Standards (CCSS). Math coaching supports were provided at all elementary and middle schools to ensure a thorough understanding of best practices and Common Core expectations. Writing instruction was a focus area in all grades. Continued support was provided through CLC writing strategies and staff development. With the implementation of CCSS during the 2012-13 school year for grades K-2, teachers were trained in Write from the Beginning and also participated in a reading foundations course. Teachers were also provided with CCSS training throughout the year in order to prepare for this standards transition. Teachers from varying grade spans K-12 attended statewide training on the CCSS and will be working throughout the upcoming school year to share pertinent information with appropriate staff.

Many teachers at the secondary level worked during the summer focusing on strategies to engage all learners. Robert Marzano's book, The Highly Engaged Classroom, provided the framework for a summer course that detailed numerous motivating and engaging strategies and resources to promote and increase student learning, retention of information, and student graduation rates.

School Renewal Goals continued to determine the direction for instructional conversations and collaborative learning and planning. Throughout the year, each school utilized Professional Learning Teams such as Instructional Leadership Teams, Data Teams, and Book Study Groups to guide growth efforts. School-Level Focus Initiatives and common planning times were instrumental in providing the means for collaboration and professional studies. Meetings are held annually at the school and district level to report progress in meeting accountability goals.

I continue to be very excited and pleased with the accomplishments of all programs in our district including academics, fine arts, and sports. We were extremely pleased to have the Belton Honea Path High School wrestling team recognized as State Champions. Anderson School District Two remains focused on preparing students to develop their talents to become well-rounded individuals with the skills to be successful and reach lifelong goals.

Thomas T. Chapman. Superintendent

Abbreviations for Missing Data

ESEA/Federal Accountability Rating System

South Carolina uses new Annual Measures of Objectives (AMOs) that are based on actual school performance as measured by student test scores on the state standards assessments and end-of-course exams.

Overall Weighted Points Total	92.7
Overall Grade Conversion	A
Points Total - Elementary Grades	98.4
Points Total - Middle Grades	88.6
Points Total - High School Grades	88.2

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator (Title I Schools)

The Anderson District Two School District consists of 7 public schools with 2 of these schools, or 28.6%, in improvement status.

School	Status
Belton Elementary	Reward-Performance
Honea Path Elementary	Reward-Performance

Accountability Indicator Definitions

Title I Reward Schools for Performance are among the highest performing Title I schools in a given year.

Title I Reward Schools for Progress are Title I schools that demonstrates the most substantial progress in identified subgroups of students.

Title I Focus Schools are Title I schools with the highest average performance gap between subgroups.

Title I Priority Schools are the 5% lowest performing Title I schools.

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	676.7	666.9	645.0	660.4	99.2	99.9
Male	671.1	668.4	644.1	665.6	99.0	100.0
Female	682.3	665.4	645.9	654.8	99.5	99.9
White	682.4	672.7	650.7	665.0	99.4	100.0
African American	653.1	642.7	621.8	640.9	98.8	99.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	100.0	100.0
Hispanic	N/A	N/A	N/A	N/A	96.3	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	100.0	100.0
Disabled	639.5	631.3	608.7	629.0	95.1	99.6
Limited English Proficient	N/A	N/A	N/A	N/A	100.0	100.0
Subsidized meals	662.1	651.2	630.5	649.0	98.9	99.9
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0
Grades 6-8						
All Students	659.6	659.3	640.7	644.8	99.2	99.9
Male	653.3	656.6	640.0	646.9	99.0	100.0
Female	666.7	662.4	641.5	642.4	99.5	99.9
White	664.2	663.6	645.0	647.2	99.4	100.0
African American	642.2	641.7	624.1	634.3	98.8	99.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	100.0	100.0
Hispanic	N/A	N/A	N/A	N/A	96.3	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	100.0	100.0
Disabled	601.0	601.9	590.7	598.5	95.1	99.6
Limited English Proficient	N/A	N/A	N/A	N/A	100.0	100.0
Subsidized meals	644.6	647.2	629.6	633.9	98.9	99.9
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0
Grades 9-12						
All Students	231	236	80	70	100.0	100.0
Male	228	234	81	71	100.0	100.0
Female	234	238	80	68	100.0	100.0
White	232	238	81	70	100.0	100.0
African American	227	226	75	66	100.0	100.0
Asian/Pacific Islander	273	292	N/A	N/A	100.0	100.0
Hispanic	230	249	76	66	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	212	212	75	66	100.0	100.0
Limited English Proficient	230	249	76	N/A	100.0	100.0
Subsidized meals	224	228	77	69	100.0	100.0
Annual Measurable Objective (AMO)	223	220	76	71	95	95

Abbreviations for Missing Data

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N/R-Not Reported

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary	
English/Language Arts								
2011	3	288	96.9	13	17.5	69.5	87	
	4	286	98.6	15.8	37.7	46.5	84.2	
	5	304	100	23.9	43	33.1	76.1	
	6	286	100	16.7	34.9	48.4	83.3	
	7	278	100	23.4	32.6	44	76.6	
	8	287	100	14.2	33.1	52.7	85.8	
	3	270	98.2	10.9	23	66.1	89.1	
	4	285	97.5	11.1	31.5	57.4	88.9	
2012	5	288	99.7	13.8	37.1	49.1	86.2	
	6	299	100	26.1	24.6	49.3	73.9	
	7	287	100	20.4	34.8	44.8	79.6	
	8	283	100	17.3	32.1	50.6	82.7	
	Mathematics							
	3	288	100	18.3	28.4	53.2	81.7	
	4	286	100	11.6	43	45.5	88.4	
	5	304	100	23.2	36.9	39.9	76.8	
2011	6	286	100	16.4	50.5	33.1	83.6	
	7	278	100	16.5	46.5	37	83.5	
	8	287	100	12.4	55.6	32	87.6	
	3	270	100	18.3	37.3	44.4	81.7	
	4	285	99.7	11.6	39.9	48.6	88.4	
	5	288	100	15.2	39.1	45.7	84.8	
	6	299	100	19.7	36.3	44	80.3	
	7	287	100	18.1	41.5	40.4	81.9	
2012	8	283	100	18.8	43.5	37.6	81.2	
Science								
3	145	100	20.1	43.2	36.7	79.9		
4	286	100	13.7	57.4	28.9	86.3		
5	149	100	27.1	46.5	26.4	72.9		
6	142	100	25.7	59.6	14.7	74.3		
7	278	100	17.2	56.6	26.3	82.8		
8	142	100	12.4	33.6	54	87.6		
2011	3	138	100	24.8	47.3	27.9	75.2	
	4	285	100	10.1	67.1	22.7	89.9	
	5	145	99.3	18.8	42.8	38.4	81.2	
	6	150	100	27	52.5	20.6	73	
	7	286	100	19.3	52.8	27.9	80.7	
	8	145	100	15.7	42.9	41.4	84.3	

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	144	100	10.7	36.4	52.9	89.3
	4	286	100	10.8	45.1	44	89.2
	5	155	100	28.2	42.3	29.5	71.8
	6	145	100	16.4	53.6	30	83.6
	7	278	100	33.9	38	28.1	66.1
	8	145	100	13.8	44.2	42	86.2
	3	132	100	13	39	48	87
	4	285	100	6.1	46.9	46.9	93.9
2012	5	143	100	14.6	36.5	48.9	85.4
	6	150	100	11.1	54.9	34	88.9
	7	287	100	19.3	42.6	38.1	80.7
	8	138	100	16	42	42	84
Writing							
2011	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	303	99.3	29	38.6	32.4	71
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	285	99.3	15.3	46.7	38	84.7
	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
2012	5	292	99	20.2	39	40.8	79.8
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	279	98.9	16.7	42.8	40.5	83.3

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
English/Language Arts								
All Students	2011	N/A	99.7	10.9	29.2	31.7	28.2	66.5
	2012	263	100.0	5.9	42.2	34.0	18.0	66.8
Mathematics								
All Students	2011	N/A	99.7	17.6	36.6	23.6	22.2	59.5
	2012	263	100.0	10.2	26.2	33.2	30.5	69.9

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.5%	0.0%	No
Student attendance rate, grades K-8	96.2%	94.0%*	Yes

* Adjusted to account for natural variation in performance.

** Or greater than last year

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