



## Dorchester County 2018 - 2019 School Report Card

Dorchester County (09)  
Grade Levels: Elementary / Middle / High

### HOW DID MY ELEMENTARY SCHOOLS DO OVERALL?

Overall Elementary school grade span performance is provided by indicator and includes possible points and earned points. Annual target status is also provided.

INDICATOR	POSSIBLE POINTS	EARNED POINTS*	ANNUAL TARGET	IMPROVEMENT
Academic Achievement	20.0	8.3	✘	✘
Academic Progress	35.0	17.7	n/a	✘
Progress in Achieving English Language Proficiency	10.0	5.5	✔	✔
School Quality and Student Success	35.0	23.4	n/a	✘

\* Earned points may not equal total points due to rounding. ✔ =Met ✘ =Not Met

### HOW DID MY MIDDLE SCHOOLS DO OVERALL?

Overall Middle school grade span performance is provided by indicator and includes possible points and earned points. Annual target status is also provided.

INDICATOR	POSSIBLE POINTS	EARNED POINTS*	ANNUAL TARGET	IMPROVEMENT
Academic Achievement	20.0	7.8	✘	✘
Academic Progress	31.5	14.9	n/a	✘
Progress in Achieving English Language Proficiency	10.0	3.6	✔	✔
School Quality and Student Success	35.0	18.2	n/a	✘

\* Earned points may not equal total points due to rounding. ✔ =Met ✘ =Not Met

### HOW DID MY HIGH SCHOOLS DO OVERALL?

Overall High school grade span performance is provided by indicator and includes possible points and earned points. Annual target status is also provided.

INDICATOR	POSSIBLE POINTS	EARNED POINTS*	ANNUAL TARGET	IMPROVEMENT
Academic Achievement	30.0	15.8	✘	✔
Graduation Rate	15.0	12.3	✘	✘
Progress in Achieving English Language Proficiency	10.0	2.2	✘	✘
Readiness for Post-Secondary Success	10.0	7.3	n/a	✔
School Quality and Student Success	35.0	15.4	n/a	✘

\* Earned points may not equal total points due to rounding. ✔ =Met ✘ =Not Met

ACHIEVEMENT (E/M/H)	PERCENT PROFICIENT					
	PERCENT	MATH		ENGLISH LANGUAGE ARTS		
		ANNUAL TARGET	IMPROVEMENT	PERCENT	ANNUAL TARGET	IMPROVEMENT
Asian	58.8% / 53.8% / na	✓	✓	62.5% / 69.2% / na	✓	✓
Black/African Amer.	14.3% / 3.6% / 10.8%	✗	✗	16.8% / 19.2% / 41.3%	✓	✓
Hispanic/Latino	26.9% / 19.2% / 21.1%	✗	✓	22.4% / 34.2% / 57.9%	✓	✓
White	46.5% / 30.4% / 38.8%	✓	✗	41% / 52.7% / 70%	✓	✓
Two or more races	34.8% / 13.5% / 31.3%	✓	✓	34.8% / 44.9% / 68.8%	✓	✓
Students w/Disabilities	11.1% / 2.2% / 20.7%	✗	✓	12.2% / 7.6% / 18.5%	✓	✓
English Learner	20% / 10.3% / na	✓	✓	9% / 3.4% / na	✗	✗
Econ. Disadvantaged	19.8% / 7.6% / 14.7%	✗	✗	19.4% / 25.6% / 47.4%	✓	✓
<b>All Students</b>	<b>30.3% / 16.9% / 28%</b>	<b>✗</b>	<b>✗</b>	<b>28.8% / 36.4% / 59.9%</b>	<b>✓</b>	<b>✓</b>

Footnote: Only Student Groups with 10 or more students are reported. Student Groups include the following: American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, and English Learners. ✓ =Met ✗ =Not Met

Graduation rate (H)	ADJUSTED COHORT GRADUATION RATE					
	PERCENT	FOUR-YEAR		FIVE-YEAR		
		ANNUAL TARGET	IMPROVEMENT	PERCENT	ANNUAL TARGET	IMPROVEMENT
Black/African Amer.	75.45 %	✗	✗	77.27 %	✗	✗
White	86.71 %	✓	✗	86.71 %	✗	✗
Econ. Disadvantaged	92.42 %	✓	--	92.54 %	✓	--
<b>All Students</b>	<b>81.68 %</b>	<b>✗</b>	<b>✗</b>	<b>82.3 %</b>	<b>✗</b>	<b>✗</b>

Footnote: Only Student Groups with 30 or more students are reported. Student Groups include the following: American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Students with Disabilities, and English Learners. Economically Disadvantaged is not available until Year 2 Accountability. ✓ =Met ✗ =Not Met

## What do the performance indicators mean?

### Academic Achievement

The *Academic Achievement* indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English Language Arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

### Academic Progress

The *Academic Progress* indicator measures the performance of students in a school who show meaningful relative growth in math and English Language Arts (Academic Growth) and who demonstrate proficient skills and knowledge in Science and Social Studies, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for Academic Growth by student growth percentiles, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

### Graduation Rate

The *Graduation Rate* indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

### Progress in Achieving English Language Proficiency

The *Progress in Achieving English Language Proficiency* indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. The goal for English language learner students is to attain English language proficiency within six years. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

### Readiness for Post-Secondary Success

The *Readiness for Postsecondary Success* indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive co-curricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive co-curricular standard.

### School Quality and Student Success

The *School Quality and Student Success* indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English Language Arts and Mathematics (elementary) or Science and Social Studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.