



Dillon High School

1730 Hwy 301 North
Dillon, SC 29536

Grades	9-12 High School	
Enrollment	887 Students	
Principal	Shawn Johnson	843-774-1230
Superintendent	D. Ray Rogers	843-774-1200
Board Chair	Fitzgerald Lytch	843-774-5454

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Excellent*
2012	Below Average	At-Risk
2011	Below Average	At-Risk
2010	Average	At-Risk
2009	Average	Good

* The School's 2013 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>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
8	5	16	6	3

* Ratings are calculated with data available by 12/14/2013.

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

Percent	Our High School			High Schools with Students Like Ours		
	2011	2012	2013	2011	2012	2013
Passed 2 subtests (%)	69.1%	63.6%	64.0%	64.4%	65.6%	70.1%
Passed 1 subtest (%)	14.7%	21.5%	19.4%	19.2%	18.8%	17.0%
Passed no subtests (%)	16.1%	15.0%	16.6%	16.3%	18.1%	13.7%

HSAP Passage Rate by Spring 2013

Percent	Our High School	High Schools with Students Like Ours
	92.4%	86.9%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2012*	2013	2012	2013
Number of Students in Four-Year Cohort	308	215	127	148
Number of Graduates in Cohort	176	171	88	111
Rate	57.1%	79.5%	66.9%	73.2%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	238	272	133	152
Number of Graduates in Cohort	140	184	94	116
Rate	58.8%	67.6%	71.5%	76.6%

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	79.4%	63.6%
English 1	61.4%	54.2%
Biology 1/Applied Biology 2	62.2%	60.3%
US History and the Constitution	38.8%	36.6%
All Tests	59.6%	53.4%

* 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=887)				
Retention rate	0.2%	Down from 0.8%	3.9%	2.9%
Attendance rate	94.4%	Down from 94.8%	93.3%	95.1%
Served by gifted and talented program	8.1%	N/A	10.5%	17.5%
With disabilities	7.4%	N/A	14.4%	11.9%
Older than usual for grade	9.3%	N/A	10.9%	7.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	10.0%	Up from 0.1%	0.9%	1.1%
Enrolled in AP/IB programs	5.0%	Up from 3.1%	5.6%	15.1%
Successful on AP/IB exams	N/A	N/A	21.0%	51.5%
Eligible for LIFE Scholarship	30.2%	Down from 33.8%	29.4%	30.6%
Annual dropout rate	4.4%	Up from 1.2%	2.1%	2.3%
Career/technology students in co-curricular organizations	N/A	N/A	9.6%	7.2%
Enrollment in career/technology courses	366	Up from 278	259	418
Students participating in work-based experiences	N/A	N/A	8.6%	14.6%
Career/technology students attaining technical skills	89.6%	Up from 76.6%	82.1%	84.8%
Career/technology completers placed	N/A	N/A	97.4%	98.3%
Teachers (n=44)				
Teachers with advanced degrees	50.0%	Up from 48.8%	58.2%	63.4%
Continuing contract teachers	77.3%	Down from 81.4%	71.0%	78.8%
Teachers returning from previous year	79.1%	Down from 85.2%	79.4%	86.2%
Teacher attendance rate	97.1%	Up from 94.8%	95.3%	95.2%
Average teacher salary*	\$42,508	Down 6.3%	\$45,198	\$48,699
Professional development days/teacher	6.8 days	Up from 2.7 days	10.6 days	9.9 days
School				
Principal's years at school	1.0	Down from 4.0	3.0	3.0
Student-teacher ratio in core subjects	27.3 to 1	Down from 29.5 to 1	23.1 to 1	26.9 to 1
Prime instructional time	90.5%	Up from 87.9%	87.5%	89.0%
Dollars spent per pupil**	\$5,435	Up 2.3%	\$9,361	\$7,919
Percent of expenditures for teacher salaries**	58.0%	Down from 60.0%	55.0%	57.0%
Percent of expenditures for instruction**	61.0%	Down from 62.6%	58.0%	60.0%
Opportunities in the arts	Poor	Down from Good	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Up from 95.5%	98.6%	97.7%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	10.0	11.0
Classical language program assessment	N/A	N/A	N/A	15.0

* 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 2013		End of Course Tests Passage Rate		On-time Graduation Rate, 2013	
	n	%	t	%	n	%
All Students	185	92.4%	826	59.6%	215	79.5%
Gender						
Male	90	87.8%	422	59.2%	106	73.6%
Female	95	96.8%	404	59.9%	109	85.3%
Racial/Ethnic Group						
White	42	97.6%	157	73.2%	51	74.5%
African American	134	91.0%	602	55.1%	152	81.6%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	23	82.6%	N/A	N/A
American Indian/Alaskan	N/A	N/A	38	57.9%	N/A	N/A
Disability Status						
Disabled	N/A	N/A	63	22.2%	10	20.0%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	N/A	N/A	52	57.7%	N/A	N/A
Socio-Economic Status						
Subsidized meals	142	91.5%	702	58.8%	145	84.8%

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At Dillon High School, we strongly believe all students should experience success and failure is not an option. Our goals this year have been to make great things happen for students. We sought to improve the graduation rate, increase End of Course and HSAP scores and make academics a focus for all students during the 2012-2013 school year. We strive to prepare all students to achieve excellence by creating an environment conducive to learning where students, staff, and families work together to promote the skills needed in a continuously changing world.

To accomplish our goals, Dillon High School embraced the research of the 90-90-90 schools in an effort to improve overall academic achievement during the 2012-2013 school year. These are schools that had been identified with the following characteristics: 90% or more of the students were eligible for free and reduced lunch, 90% or more of the students were members of ethnic minority groups, and 90% or more of the students met the district or state academic standards in reading or another area (Reeves, 2000). There is a common set of behaviors exhibited by the leaders and teachers in schools with high achievement, high minority enrollment, and high poverty levels. These characteristics include a focus on academic achievement, clear curriculum choices, frequent assessment of student progress and multiple opportunities for improvement, an emphasis on nonfiction writing and collaborative scoring of student work.

We realize how fundamentally important reading is to student achievement in all academic areas and our test data shows that reading is an area of need for students at Dillon High School. Therefore, during the 2012-2013 school-year, we implemented Balanced Literacy. This is a comprehensive literacy program that includes components of reading and writing, and opportunities to respond critically and thoughtfully to texts and learning. Instructing, demonstrating, discussing, coaching, and discovering are all part of this model (Routman, 2000). Research shows that one of the most effective ways to improve students' reading ability is to increase the amount of time students spend reading. To accomplish this and implement the Balanced Literacy approach with fidelity, students were provided at least 30 minutes of independent reading every day where teachers conferenced with students to determine their individual needs. Teachers were provided with professional development from consultants, met weekly in department meeting to review data from benchmarks and used the S.C. S³ Curriculum to guide instruction. In addition, classroom libraries were outfitted with at least 200 new books to match students' reading levels.

Dillon High School was also chosen to participate in the Literacy Matters initiative from the South Carolina State Department of Education. This initiative brought a cohesive focus on the implementation of Common Core State Standards (CCSS) through the research and data associated with high progress literacy classrooms. This research indicates significant time devoted to actual reading and writing, high-quality instruction provided in reading skills and strategies, a prevalence of small group and individualized instruction, numerous books matched to the students' reading levels, and increased instructional focus and intensity based on the changing needs of students will result in higher academic achievement in all subject areas. A literacy specialist provided on-site support twice a month focusing on analyzing data to inform instruction, appropriate use of assessments, and implementing effective literacy practices.

With a strong commitment to enhancing each individual student's education through research-based

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	146	33
Percent satisfied with learning environment	87.5%	57.6%	66.7%
Percent satisfied with social and physical environment	95.9%	71.8%	58.1%
Percent satisfied with school-home relations	63.2%	72.8%	66.7%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	32.7
Overall Grade Conversion	F

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 for Title I Schools

Dillon High School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.1%	0.0%	No

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
Grades 9-12							
All Students	222.6	217.8	74.0	64.5	98.6	98.6	57.1
Male	219.1	218.3	75.2	65.4	98.1	98.1	48.1
Female	226.1	217.3	72.7	63.7	99.1	99.1	66.9
White	236.3	231.6	79.3	68.0	100.0	100.0	58.6
African American	219.3	214.0	72.6	63.6	98.2	98.2	58.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	0.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	220.7	216.1	73.7	64.0	98.9	98.9	60.6
Annual Measurable Objective (AMO)	226	223	77	73	95.0	95	74.1

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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	2012	218	98.2	20.1	41.1	30.8	7.9	38.8
	2013	214	98.6	20.4	42.2	25.6	11.8	37.4
Mathematics								
All Students	2012	218	98.2	31.3	35.5	19.2	14.0	33.2
	2013	214	98.6	32.2	35.5	21.8	10.4	32.2

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