



State and federal laws require public schools to release report cards to the public each year. This year, the report card has been updated to reflect changes in reporting directed by the SC Education Oversight Committee. Schools will not be rated for state accountability purposes until Fall 2017 when the state will transition to a single accountability system. The following reports student performance in school year 2014-15.

Grades:	9-12 High	Principal:	Dr. Shawn Johnson
Enrollment:	900 students	Superintendent:	D. Ray Rogers
School Phone:	843-774-1230	Board Chair:	Ethel Taylor
School Website:	http://www.dillon.k12.sc.us/dhs/Default.asp		



Profile of the SC Graduate

World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences*

World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

* 21st Century core courses in Social Sciences include History, Geography, Economics, Government and Civics.

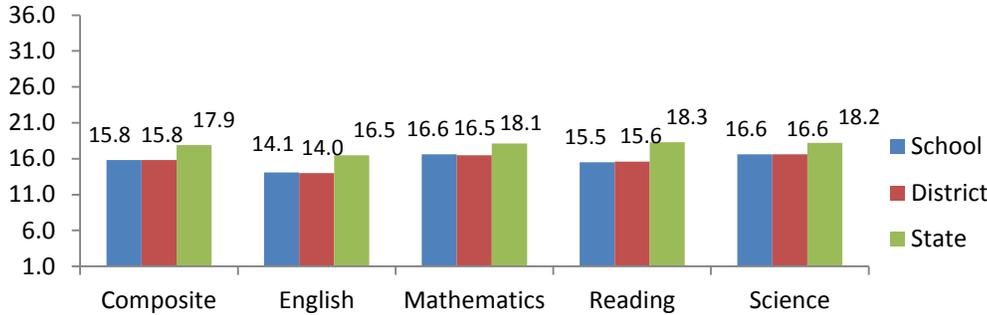
WORLD CLASS SKILLS & LIFE AND CAREER CHARACTERISTICS

Our school is helping all students develop the world class skills and life and career characteristics of the Profile of the Graduate by ...

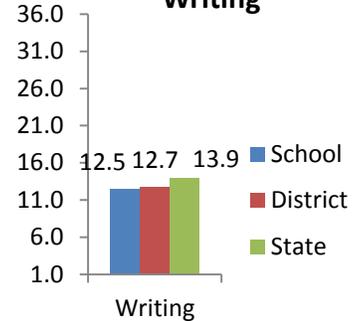
Dillon High School is helping all students develop the world class skills and life and career characteristics of the Profile of the South Carolina Graduate by creating an environment conducive to learning where students, staff, and families work together to promote the skills needed in a continuously changing world. At DHS, we strongly believe failure is not an option. Our goals have been to continually improve the graduation rate, increase End of Course scores and make academics a focus for all students. To accomplish our goals, DHS embraced the research of the 90-90-90 schools to improve overall academic achievement. These are schools where 90% or more of the students were eligible for free and reduced lunch, 90% or more were members of ethnic minority groups, and 90% or more met the district/state academic standards in reading or another area (Reeves, 2000). Their success came by focusing on academic achievement, making clear curriculum choices, frequent assessment of student progress and providing multiple opportunities for improvement, placing an emphasis on nonfiction writing and collaborative scoring of student work. Reading is fundamentally important to student achievement and test data shows it is an area of need for students at DHS. Therefore, during the 2014-2015 school-year, we continued the implementation of Balanced Literacy, a comprehensive literacy program including components of reading and writing with opportunities to respond critically and thoughtfully to texts and learning. (Routman, 2000) Students were provided at least 30 minutes of independent reading and conferring daily with teachers to determine 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. State Standards to guide instruction. To support students' continued growth in math, teachers were provided with weekly coaching and professional development by a math consultant. Our focus was on how to help students think about math and the processes they use instead just getting the right answer. Across all content areas nonfiction writing was used daily to assess and deepen student learning and thinking. Reading, writing, and content learning are related and research supports the fact that writing to learn improves higher-order reasoning skills and helps students inquire, clarify, or reflect on content. DHS is committed to improving each student's education through research-based programs and innovative teaching techniques. We are ensuring that students are ready for college and the workplace by providing the necessary skills needed to be successful. Sophia Gause, Chair of the School Improvement Council Dr. Shawn Johnson, Principal

KNOWLEDGE

Average ACT Score Achieved by Students: English, Math, Reading, Science, Composite of all four tests, 2015



Average ACT Score Achieved by Students: Writing

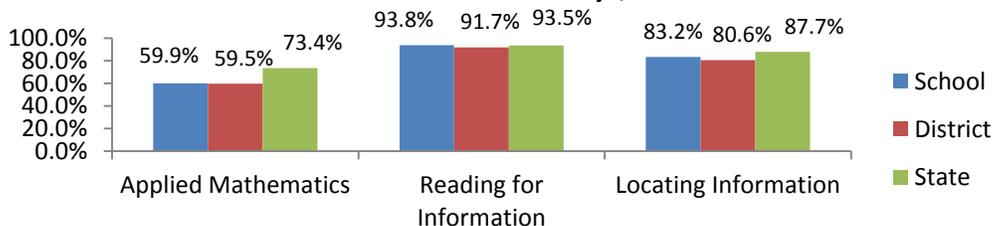


The ACT, a college readiness assessment, was given to every South Carolina 11th grader in 2015 with the exception of those eligible for alternate assessments. The ACT scores range from 0 to 36. The district and state averages are included for comparison. State averages for ACT data are based on regular public schools and do not include private schools in the state.

Percent of Students Meeting ACT College-Ready Benchmarks, 2015				
English Benchmark Score: 18	Math Benchmark Score: 22	Reading Benchmark Score: 22	Science Benchmark Score: 23	All 4 Subjects
21.1	11.7	5.4	6.8	1.5

ACT benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses.

Percent of Students Meeting Platinum, Gold, or Silver Threshold on WorkKeys, 2015



ACT WorkKeys is a job skills assessment system measuring "real world" skills that employers believe are critical in the workplace. The assessment is given to every South Carolina 11th grader with the exception of those eligible for alternative assessments. The assessment consists of three subtests: Applied Mathematics, Reading for Information, and Locating Information. Students can earn certificates at the Platinum, Gold, Silver, and Bronze level on WorkKeys assessments.

The ACT is a registered trademark of ACT, Inc.

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

KNOWLEDGE

SAT Performance				
Percent of Students Tested	Average Critical Reading Score	Average Math Score	Average Writing Score	Average Composite Score
31.0	426	426	414	1266

The highest composite score on the SAT is a 2400. For each of the three sections of the test, the highest score is 800.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our School	High Schools with Students Like Ours	State
Algebra 1/Math for the Technologies 2	83.7	71.5	85.7
English 1	57.0	54.5	75.1
Biology 1	64.3	62.6	77.8
US History and the Constitution	64.4	48.5	69.1
All Subjects	66.4	59.2	77.3

High Schools with Students Like Ours are high schools with poverty indices of no more than 5% above or below the index for the school.

OUTCOMES

State Graduation Rate	
Four-Year	Five-Year
80.3	82.0

School Four-Year Cohort Graduation Rate			
2015	2014	2013	2012
90.8	80.1	79.5	57.1

School Five-Year Cohort Graduation Rate			
2015	2014	2013	2012
80.1	79.2	67.6	58.8

Percentage of Seniors Eligible for LIFE Scholarship		
Our School	District	State
29.3	32.4	42.2

Percentage of Students from 2014 Graduating Class Enrolled in a two- or four-year college or technical college pursuing an associates degree, certificate, or diploma in Fall 2014		
Our School	District	State
50.8	51.6	70.3

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OPPORTUNITIES**For students to meet the profile of the SC Graduate**

	Our School	Change from Last Year	High Schools with students like ours
Students (n = 900)			
Percent of students participating in Medicaid, SNAP, or TANF; homeless, foster, or migrant students (poverty index)	88.5	Down from 93.6%	N/A
Attendance Rate	91.2	Down from 94.0%	93.5
With disabilities	6.7	Up from 6.5%	14.7
Out of school suspensions or expulsions for violent and/or criminal offenses	3.8	Down from 7.8%	0.9
Percentage of students served by gifted and talented programs	14.4	Up from 10.9%	9.1
Enrolled in AP/IB programs	8.7	Up from 0.0%	7.1
Successful in AP/IB programs	N/A	N/A	14.0
Career/tech students in co-curricular organizations	0.0	No change	3.0
Enrollment in career/technology courses	873	Up from 280	451
Students participating in work-based experiences	0.1	Down from 32.5%	8.6
Number of seniors who have completed FAFSA forms	102	N/A	77
Percentage of seniors completing college applications	31.9	N/A	73.9
Number of students in dual enrollment courses	N/A	N/A	35
Success rate of students in dual enrollment courses	N/A	N/A	91.4
Annual dropout rate	4.1	Down from 4.9%	1.8
Dropout recovery rate	18.9	N/A	6.1
Percentage of students retained	1.5	Down from 5.3%	3.4
Teachers (n = 44)			
Percentage of teachers with advanced degrees	52.3	Down from 55.6%	57.9
Percentage of teachers on continuing contract	81.8	Up from 80.0%	68.4
Teachers returning from previous year	84.1	Up from 81.1%	78.7
Teacher attendance rate	99.4	Up from 94.6%	95.8
Average teacher salary*	\$43,912	Up 0.1%	\$46,546
Professional development days / teacher	13.8 days	Up from 8.9 days	11.1 days
Percentage of classes not taught by highly qualified teachers	4.1	Up from 2.5%	8.9
Percentage of teacher vacancies for more than 9 weeks	0.0	N/A	1.3

Evaluations by Teachers, Students, and Parents**Evaluations by Teachers, Students and Parents**

	Teachers	Students*	Parents*
Number of surveys returned	40	183	100
Percent satisfied with learning environment	80.0	55.7	64.0
Percent satisfied with social and physical environment	82.5	57.3	58.6
Percent satisfied with school-home relations	66.7	79.5	54.5

* Only students in grade 11 and their parents were included.

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OPPORTUNITIES

	Our School	Change from Last Year	High Schools with students like ours
School			
Principal's years at school	3.0	Up from 2.0	3.5
Student-teacher ratio in core subjects	30.0 to 1	Up from 27.9 to 1	22.2 to 1
Prime instructional time	89.5	Up from 87.3%	87.5
Opportunities in the arts	Poor	No change	Good
Opportunities in foreign languages	Good	N/A	Poor
Dual enrollment courses offered	N/A	N/A	8.0
Are online or blended (50% online) courses offered	N/A	N/C	N/A
AdvancEd (SACS) accreditation	Yes	No change	Yes
Parents attending conferences	100.0	No change	99.9
Character development program	Excellent	Up from Good	Good
Avg. Age of books/electronic media in the school library	17.0	N/A	15.3
Number of resources available per student in the school library media center	14.0	N/A	28.2
Bandwidth capacity per student	<25 Mbps	N/C	N/A
District-issued technology devices per teacher	1.8	N/C	2.0
Percent of classrooms with wireless access	76-100%	N/C	N/A
District-issued learning devices per student	0.3	N/C	0.8
Dollars spent per pupil**	\$6,701	Up 0.6%	\$10,024
Percent of expenditures for instruction**	58.6	Up from 58.0%	55.1
Percent of expenditures for teachers' salaries**	60.0	Up from 58.7%	56.9

* Includes current year teachers contracted for 190 days or more.

** Prior year audited financial data are reported.

State Ratings History of School

Year	Absolute Rating	Growth Rating
2014	Average	Below Average
2013	Average	Excellent
2012	Below Average	At-Risk

Based on state law, schools will not be rated for state accountability purposes until Fall 2017.

Additional Resources

SC State Content Standards
[Family-Friendly Guides to the SC Content Standards](#)
[2014-15 Accountability Manual](#)
[Report Card Data Files](#)
[ESEA Data Files](#)

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