



Dillon High

1730 Highway 301 North
Dillon, S. C. 29536

Grades	9-12 High School	
Enrollment	909 Students	
Principal	Lynda Cottingham	843-774-1230
Superintendent	D. Ray Rogers	843-774-1200
Board Chair	Fitzgerald Lytch	843-774-5454

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Average*
2007	Average	Below Average
2006	Average	At-Risk
2005	Good	Below Average
2004	Good	Excellent

* The School's 2008 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 DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	4	9	9	9

* Ratings are calculated with data available by September 30.

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

Percent	Our High School			High Schools with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	67.8	71.6	72.6	61.9	67.7	65.2
Passed 1 subtest (%)	15.8	16.9	13.3	17.8	17.7	16.8
Passed no subtests (%)	16.3	11.5	14.2	20.9	14.6	18.6

HSAP Passage Rate by Spring 2008

Percent	Our High School	High Schools with Students Like Ours
	89.7%	86.6%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	182	119
Number of Diplomas	132	80
Rate	72.5%	64.7%

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	82.2	58.3
English 1	55.7	41.6
Physical Science	52.2	29.5
All Tests	62.8	44.3

* 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=909)				
Retention rate	6.2%	Down from 12.0%	10.4%	6.1%
Attendance rate	92.8%	Down from 95.3%	93.4%	95.0%
Eligible for gifted and talented	3.6%	Down from 3.9%	3.5%	8.3%
With disabilities other than speech	6.9%	Up from 6.1%	15.5%	13.0%
Older than usual for grade	13.1%	Up from 5.8%	14.2%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.0%	No Change	1.8%	1.5%
Enrolled in AP/IB programs	5.4%	Down from 7.0%	5.3%	11.4%
Successful on AP/IB exams	N/A	N/A	16.8%	54.3%
Eligible for LIFE Scholarship	29.5%	Up from 28.7%	25.0%	30.5%
Annual dropout rate	5.2%	Up from 5.0%	3.5%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	5.3%	3.1%
Enrollment in career/technology courses	521	Up from 295	330	559
Students participating in work-based experiences	6.8%	Down from 55.6%	4.1%	10.6%
Career/technology students attaining technical skills	55.7%	Down from 64.0%	75.7%	79.6%
Career/technology completers placed	N/A	N/A	97.1%	98.5%
Teachers (n=48)				
Teachers with advanced degrees	52.1%	No Change	52.5%	57.4%
Continuing contract teachers	77.1%	No Change	54.7%	69.6%
Teachers with emergency or provisional certificates	14.9%	Down from 17.0%	19.6%	8.7%
Teachers returning from previous year	89.4%	Up from 88.4%	78.8%	85.0%
Teacher attendance rate	95.9%	Down from 96.4%	95.0%	95.4%
Average teacher salary	\$43,438	Up 4.9%	\$44,319	\$46,061
Professional development days/teacher	16.6 days	Down from 19.8 days	11.9 days	11.4 days
School				
Principal's years at school	5.0	Up from 4.0	2.0	3.0
Student-teacher ratio in core subjects	25.0 to 1	Down from 26.0 to 1	22.0 to 1	25.4 to 1
Prime instructional time	87.0%	Down from 89.9%	87.2%	89.1%
Dollars spent per pupil*	\$5,706	Down 0.1%	\$9,000	\$7,279
Percent of expenditures for teacher salaries*	49.1%	Down from 50.7%	53.9%	55.3%
Percent of expenditures for instruction*	61.0%	Up from 55.3%	61.2%	60.8%
Opportunities in the arts	Good	No Change	Good	Excellent
Parents attending conferences	100.0%	No Change	83.6%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Average	Down from Good	Good	Good
Modern Language Program Assessment	N/A	N/A	Average	Good
Classical Language Program Assessment	N/A	N/A	N/A	Average

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	155	89.7%	682	62.8%	182	72.5%	No
Gender							
Male	62	95.2%	325	60.0%	72	73.6%	N/A
Female	86	91.9%	357	65.3%	93	84.9%	N/A
Racial/Ethnic Group							
White	32	96.9%	184	77.2%	36	86.1%	N/A
African American	110	92.7%	465	55.7%	122	78.7%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	11	63.6%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	20	90.0%	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	26	34.6%	N/A	N/A	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	11	63.6%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	112	91.1%	566	61.7%	120	80.8%	N/A

* 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

Dillon High School continues to make progress in realizing the goal of academic excellence for every student. Teachers and staff are dedicated to providing quality educational opportunities for all students and remain focused on preparing students for high-stakes testing and for life after graduation. Dillon High serves a divergent student body with 78% of students on free or reduced lunch in an area where 44.3% of families are below the poverty level. Educating children of poverty requires a dedicated faculty and staff whose singular emphasis is on personalized, differentiated instruction to avert the problems often associated with under-resourced youths. The Star Academy and the Nine-Schools Project are initiatives at Dillon High School expressly designed to decrease the number of students who drop out of school before graduation.

By communicating high expectations and establishing meaningful relationships with students as well as parents, the teachers and staff work diligently every day to meet the challenge of educating a diverse population. Through cooperative, collaborative initiatives, teachers and staff devise ways to address students' needs so that genuine, measurable progress is made in all academic areas. Again this year, teachers and administrators accepted and surpassed the challenges of providing for academic excellence as evidenced by our meeting Adequate Yearly Progress as dictated by the No Child Left Behind legislation. In addition, all teachers at Dillon High School are highly qualified in their content area.

We are proud of the improvements we have made in the overall school climate and in student performance. Through the diligence of our teachers, we have continually improved scores on EOCEP and HSAP so that these scores surpass those of high schools like ours. Staffed with certified teachers, the Homework Center is providing tutoring to meet the academic needs of students. Innovative programs in extended time, Students for the Betterment of Dillon High School, Call Me Mister DHS, the Interact Club, as well as other mentoring programs are creating positive relationships within the school family.

Our students continue to serve their community by supporting various civic activities. They have sponsored a Veterans Day tribute, participated in Relay for Life, March of Dimes, and fundraisers for the Leukemia and Lymphoma Society, Juvenile Diabetes Walk-for-a-Cure, Toys for Tots, and food drives for area shelters. WIX Filtration supports our academic efforts by serving as our High Performance Partner.

Our mission is to continue striving for academic and athletic excellence through collaborative initiatives. We are proud of our accomplishments and are excited about the promise of greater rewards as we continue to realize our vision to provide exceptional, quality educational opportunities for every student. We are committed to educating all children, and we remain focused on our mission to prepare students to achieve excellence through a learning community that promotes skills needed in a continuously changing world.

Dr. Julie Von Frank, Principal Holly Jacobs, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	172	58
Percent satisfied with learning environment	88.9%	55.2%	60.7%
Percent satisfied with social and physical environment	87.0%	63.3%	42.1%
Percent satisfied with school-home relations	48.1%	71.3%	53.4%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 out of 17 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. Sanction: Implement the restructuring plan.
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 School	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.5%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	226	100	18.8	36.2	31.5	13.6	57.3	56.7	69.7	Yes	Yes
Male	101	100	23.2	31.6	34.7	10.5	54.7	53.6	64.6	N/A	N/A
Female	125	100	15.3	39.8	28.8	16.1	59.3	59.2	74.8	N/A	N/A
White	61	100	6.9	20.7	41.4	31	86.2	84.7	81.7	Yes	Yes
African American	157	100	23	43.2	26.4	7.4	45.3	45	53.6	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.1	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	184	100	20	38.9	32	9.1	53.7	53.7	55.1	Yes	Yes

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	226	100	20.2	36.2	30	13.6	53.5	53	67.2	Yes	Yes
Male	101	100	18.9	29.5	37.9	13.7	63.2	61.9	66.3	N/A	N/A
Female	125	100	21.2	41.5	23.7	13.6	45.8	45.8	68	N/A	N/A
White	61	100	10.3	24.1	43.1	22.4	72.4	71.2	79.6	Yes	Yes
African American	157	100	25	41.9	23.6	9.5	43.9	43.7	49.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	88.9	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	60	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	184	100	22.3	38.3	28.6	10.9	49.7	49.7	53.1	Yes	Yes

Physical Science (End-of-Course Performance by Group)

All Students	249	92.8	61.8	16.1	9.6	5.2	14.9	N/A	N/A	N/A	N/A
Male	119	89.9	58.8	15.1	9.2	6.7	16.0	N/A	N/A	N/A	N/A
Female	130	95.4	64.6	16.9	10.0	3.8	13.8	N/A	N/A	N/A	N/A
White	68	88.2	41.2	19.1	19.1	8.8	27.9	N/A	N/A	N/A	N/A
African American	175	94.3	69.7	14.9	6.3	3.4	9.7	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	10	80.0	60.0	20.0	N/A	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	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	205	94.1	64.9	16.6	7.8	4.9	12.7	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	2007	245	100.0	15.8	44.0	25.3	14.9	54.8	54.8	70.7
	2008	226	100	18.8	36.2	31.5	13.6	57.3	56.7	69.7

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	2007	245	100.0	23.7	36.9	27.0	12.4	49.8	49.8	62.2
	2008	226	100	20.2	36.2	30	13.6	53.5	53	67.2

Abbreviations for Missing Data

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