

DILLON HIGH

1730 Highway 301 North
Dillon, S. C. 29536

Grades	9-12 High School	
Enrollment	901 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
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	**Average**	**At-Risk**
2009	Average	Good
2008	Average	Average
2007	Average	Below Average
2006	Average	At-Risk

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 GOAL

By 2010, SC'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.

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
0	5	17	5	12

* Ratings are calculated with data available by 03/24/2011.

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

	Our High School			High Schools with Students Like Ours		
Percent	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**
Passed 2 subtests (%)	72.6%	63.9%	64.5%	65.2%	60.6%	65.1%
Passed 1 subtest (%)	13.3%	16.3%	14.3%	16.8%	19.4%	17.8%
Passed no subtests (%)	14.2%	19.8%	21.2%	18.6%	22.4%	17.6%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	84.7%	84.9%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	**2010**	**2009***	**2010**
Number of Students in Four-Year Cohort	248	227	135	152
Number of Graduates in Cohort	181	153	93	103
Rate	73.0%	67.4%	64.8%	70.7%

*Used to calculate current AYP.

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	72.0%	61.3%
English 1	51.7%	53.2%
Physical Science	47.1%	37.5%
US History and the Constitution	23.4%	24.9%
All Tests	49.9%	43.4%

* 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=901)				
Retention rate	5.3%	Down from 7.8%	5.0%	3.7%
Attendance rate	91.3%	Down from 95.2%	94.5%	95.4%
Eligible for gifted and talented	0.0%	No Change	4.3%	12.4%
With disabilities other than speech	6.8%	Down from 7.4%	13.5%	12.8%
Older than usual for grade	16.1%	Up from 13.1%	13.8%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	1.4%	1.1%
Enrolled in AP/IB programs	5.0%	Down from 5.9%	7.8%	13.1%
Successful on AP/IB exams	N/A	N/A	24.3%	50.4%
Eligible for LIFE Scholarship	27.8%	Up from 21.5%	27.0%	30.4%
Annual dropout rate	5.4%	Up from 3.4%	2.3%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	4.8%	2.2%
Enrollment in career/technology courses	281	Down from 523	265	424
Students participating in work-based experiences	8.5%	Down from 48.1%	7.6%	11.7%
Career/technology students attaining technical skills	66.0%	Down from 75.3%	75.0%	78.7%
Career/technology completers placed	N/A	N/A	97.6%	98.5%
Teachers (n=48)				
Teachers with advanced degrees	52.1%	Up from 49.0%	55.1%	60.4%
Continuing contract teachers	70.8%	Up from 66.7%	63.6%	76.6%
Teachers with emergency or provisional certificates	11.1%	Down from 14.6%	15.6%	6.5%
Teachers returning from previous year	90.6%	Up from 89.7%	80.3%	86.8%
Teacher attendance rate	97.1%	Up from 96.4%	95.9%	95.8%
Average teacher salary*	$44,748	Up 0.6%	$45,247	$47,390
Professional development days/teacher	6.5 days	Down from 19.8 days	10.2 days	10.0 days
School				
Principal's years at school	0.0	Down from 1.0	3.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Down from 23.1 to 1	22.5 to 1	25.8 to 1
Prime instructional time	87.5%	Down from 89.3%	88.8%	90.1%
Dollars spent per pupil**	$6,158	Up 4.0%	$9,662	$7,974
Percent of expenditures for teacher salaries**	50.6%	Down from 53.4%	52.8%	55.4%
Percent of expenditures for instruction**	56.9%	Down from 59.4%	59.0%	60.4%
Opportunities in the arts	Good	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 93.3%	97.7%	96.0%
Character development program	Excellent	Up from Good	Good	Good
Modern language program assessment	N/A	N/A	Good	Average
Classical language program assessment	N/A	N/A	N/A	Average

* 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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	196	84.7%	954	49.9%	227	67.4%	No
Gender							
Male	83	86.7%	478	45.4%	103	59.2%	N/A
Female	113	83.2%	476	54.4%	124	74.2%	N/A
Racial/Ethnic Group							
White	48	87.5%	215	61.4%	59	62.7%	N/A
African American	140	82.9%	668	46.4%	159	68.6%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	23	60.9%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	20	50.0%	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	42	21.4%	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	48	45.8%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	149	85.9%	797	48.1%	154	79.9%	N/A

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

Dillon High School places great emphasis on academic excellence, which is the primary function of the school. All efforts of our teachers and staff are focused on providing quality educational opportunities for all students. In view of the current economic climate and as our community becomes more multicultural and diversified, we are even more committed to the precept that every student has the right to receive the best education possible. Dillon High serves a divergent student body, with 81% of students on free or reduced lunch in an area where 44.3% of families are below the poverty level. This has required us to renew our commitment to educating all children and to seek alternative resources to realize our goals. 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. We remain committed to preparing students for a productive life after graduation.

We are proud of the improvements we have made in the overall school climate and in student performance. Our end-of-course test scores, as well as performance on HSAP, surpass those of high schools like ours. Certified teachers hold after- and before-school review sessions to serve the academic needs of students. Through a partnership with the National Dropout Prevention Center, we are instituting innovative programs in credit recovery, reading enrichment, and writing development, while providing assistance and encouragement to students who are at risk for dropping out of school. Students for the Betterment of Dillon High School, Teen Lead, Interact Club, Key Club, Anchor Club, and other service organizations and mentoring programs are creating positive relationships within the school family and in the culture of the school. This year we also began a chapter of the National Honor Society by inducting 14 students into membership.

Our students continue to demonstrate their altruism by supporting several important causes. They have sponsored a Veterans Day tribute, participated in Relay for Life, March of Dimes Walk for Babies, Memory Walk for Awareness, water drive for Hope for Haiti, beautification projects, and supported fundraisers for the Leukemia and Lymphoma Society, UNICEF, Juvenile Diabetes Walk-for-a-Cure, Toys for Tots, Palmetto Animal Rescue, and local food drives.

This year in athletics, the Wildcats successfully defended their reign as state champions and brought home our second consecutive state 2A football championship. The Dillon High Lady Cats also reclaimed their championship title by repeating as 2A Region Girls volleyball champions. The soccer team also won their first region championship. Many athletes in all sports have been selected as All Star Players. Our school provides structured activities for both male and female athletes that foster team building, sportsmanship, and increased self-esteem.

Our mission is to continue working 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 focus on our vision to provide exceptional, quality educational opportunities for every student.

Lynda Cottingham, Principal
Holley Jacobs, SEC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	144	20
Percent satisfied with learning environment	77.4%	62.5%	50.0%
Percent satisfied with social and physical environment	75.5%	70.6%	35.0%
Percent satisfied with school-home relations	26.4%	72.9%	75.0%

* 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 9 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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 District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.0%	0.0%	No

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DILLON HIGH 03/24/11-1702005

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	261	100	25.4	40.9	20.2	13.5	47.6	47.6	65.9	No	Yes
Male	131	100	32	42.4	16.8	8.8	40.8	40.8	60.8	N/A	N/A
Female	130	100	18.9	39.4	23.6	18.1	54.3	54.3	71	N/A	N/A
White	70	100	9.1	36.4	28.8	25.8	68.2	68.2	77.5	Yes	Yes
African American	174	100	29.6	43.2	18.3	8.9	40.8	40.8	49.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	18	100	73.3	13.3	0	13.3	20	20	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	218	100	26.1	45	18	10.9	43.6	43.6	51.5	No	Yes
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	261	100	29.8	40.5	19	10.7	44	44	62.3	No	Yes
Male	131	100	38.4	39.2	13.6	8.8	36	36	61.7	N/A	N/A
Female	130	100	21.3	41.7	24.4	12.6	52	52	63	N/A	N/A
White	70	100	13.6	39.4	25.8	21.2	63.6	63.6	75	No	Yes
African American	174	100	34.3	41.4	17.2	7.1	37.9	37.9	44	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	18	100	86.7	0	6.7	6.7	13.3	13.3	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	218	100	31.3	42.2	17.5	9	40.8	40.8	48.1	No	Yes
Physical Science (End-of-Course Test performance by Group)											
All Students	259	96.5	68.0	20.4	6.8	4.8	11.6	N/A	N/A	N/A	N/A
Male	130	96.2	73.6	16.0	7.2	3.2	10.4	N/A	N/A	N/A	N/A
Female	129	96.9	62.4	24.8	6.4	6.4	12.8	N/A	N/A	N/A	N/A
White	69	95.7	54.5	24.2	12.1	9.1	21.2	N/A	N/A	N/A	N/A
African American	173	97.7	72.8	19.5	5.3	2.4	7.7	N/A	N/A	N/A	N/A
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	16	93.8	N/AV	N/AV	N/AV	N/AV	N/AV	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	10	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	216	96.8	72.7	18.2	6.2	2.9	9.1	N/A	N/A	N/A	N/A

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

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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*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2009	209	98.6	25.1	44.2	19.1	11.6	43.7	43.1	61.8
	2010	261	100	25.4	40.9	20.2	13.5	47.6	47.6	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	209	98.6	27.1	37.2	20.6	15.1	50.8	51	62.7
	2010	261	100	29.8	40.5	19	10.7	44	44	62.3

* Adjusted to account for natural variation in performance.

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