



Dillon 3 School District

205 King Street
Latta, SC 29565

Grades PK-12 District
Enrollment 1,580 Students
Superintendent John M. Kirby, Jr. 843-752-7101
Board Chair Betty Jo Johnson 843-774-1412

THE STATE OF SOUTH CAROLINA 2013 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Excellent
2012	Average	Average
2011	Average	Below Average
2010	Average	Good
2009	Below 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 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>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

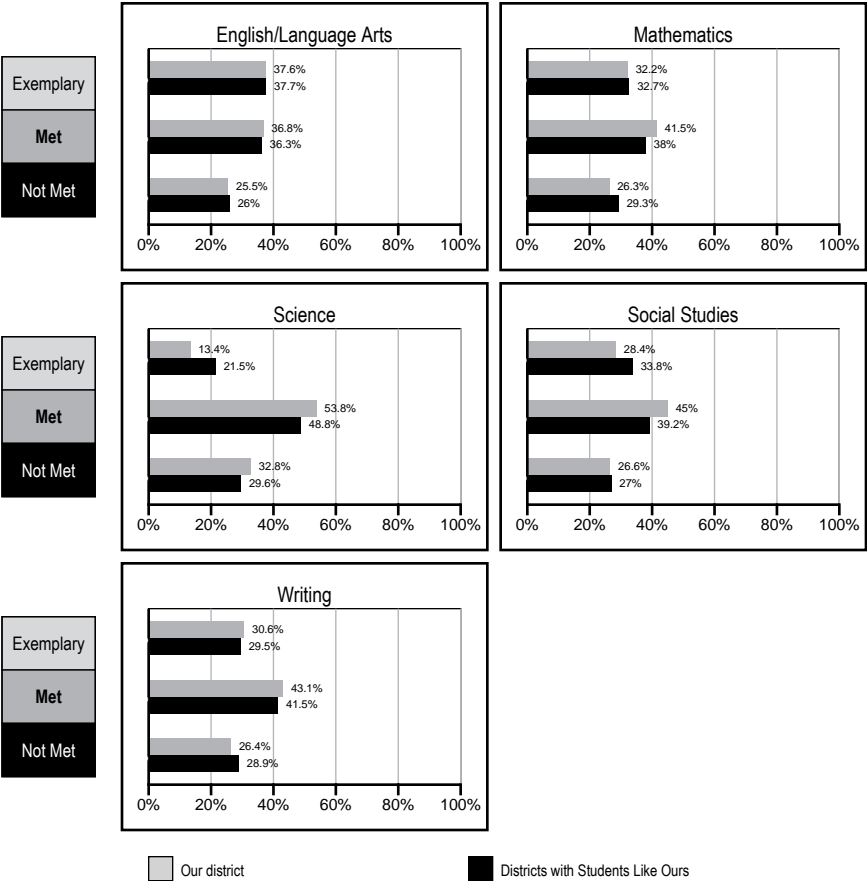
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.7%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	9	10	0	0

* Ratings are calculated with data available by 01/16/2014.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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

Percent	Our District			Districts with Students Like Ours		
	2011	2012	2013	2011	2012	2013
Passed both subtests	83.3%	80.2%	84.4%	75.2%	77.3%	79.0%
Passed one subtest	10.0%	10.7%	7.8%	13.4%	13.4%	12.1%
Passed no subtests	6.7%	9.1%	7.8%	11.4%	9.3%	8.9%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	95.6%	82.0%
English 1	81.6%	72.3%
Biology 1/Applied Biology 2	82.9%	72.7%
US History and the Constitution	43.4%	51.8%
All Subjects	76.9%	70.1%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Four-Year Cohort	103	116	513	496
Number of Graduates in Cohort	78	93	391	390
Rate	75.7%	80.2%	76.0%	79.1%

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	121	103	536	494
Number of Graduates in Cohort	95	78	416	391
Rate	78.5%	75.7%	78.4%	78.8%

Abbreviations for Missing Data

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,580)				
First graders who attended full-day kindergarten	100.0%	No Change	99.6%	99.2%
Retention rate	2.1%	Up from 2.0%	2.3%	1.9%
Attendance rate	96.0%	Down from 96.3%	95.7%	95.8%
Served by gifted and talented program	11.5%	N/A	13.6%	12.0%
With disabilities	12.1%	N/A	14.2%	12.7%
Older than usual for grade	4.0%	N/A	5.0%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.6%	0.7%
Enrolled in AP/IB programs	14.0%	Down from 17.3%	12.0%	14.0%
Successful on AP/IB exams	N/A	N/A	49.8%	50.5%
Eligible for LIFE Scholarship	30.1%	Down from 37.2%	34.8%	31.8%
Enrolled in adult education GED or diploma programs	14	Down from 22	55	50
Completions in adult education GED or diploma programs	3	Down from 11	31	37
Annual dropout rate	2.1%	Up from 1.2%	2.5%	2.3%
Teachers (n=84)				
Teachers with advanced degrees	64.3%	Up from 62.4%	62.8%	61.4%
Continuing contract teachers	88.1%	Down from 91.8%	84.1%	80.0%
Teachers returning from previous year	88.3%	Down from 91.9%	91.1%	90.4%
Teacher attendance rate	95.4%	Down from 95.5%	94.9%	94.8%
Average teacher salary*	\$42,879	Down 0.2%	\$48,141	\$47,587
Vacancies for more than nine weeks	0.0%	No Change	0.2%	0.2%
Professional development days/teacher	10.2 days	Down from 12.7 days	11.4 days	10.3 days
District				
Superintendent's years at district	23.0	Up from 22.0	4.8	4.0
Student-teacher ratio in core subjects	25.3 to 1	Up from 23.9 to 1	21.4 to 1	22.2 to 1
Prime instructional time	90.8%	Down from 91.4%	89.1%	89.4%
Dollars spent per pupil**	\$7,014	Down 4.8%	\$9,101	\$9,101
Percent of expenditures for teacher salaries**	50.0%	Down from 52.0%	52.0%	52.0%
Percent of expenditures for instruction**	53.0%	Down from 53.2%	54.5%	56.0%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	4	No Change	11	11
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	0.6%	0.9%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	4.0	No Change	10.5	10.0
Parents attending conferences	98.0%	Down from 100.0%	100.0%	100.0%
Average administrator salary	\$69,992	Up 0.2%	\$79,509	\$79,389

* 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	96	95.8%	485	76.9%	116	80.2%
Gender						
Male	51	96.1%	208	78.4%	62	77.4%
Female	45	95.6%	277	75.8%	54	83.3%
Racial/Ethnic Group						
White	52	96.2%	271	83.8%	64	81.3%
African American	42	95.2%	201	68.2%	49	77.6%
Asian/Pacific Islander	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
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	11	81.8%	36	47.2%	15	46.7%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status						
Subsidized meals	59	93.2%	328	72.0%	66	74.2%

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2013

	Our District	Districts with Students Like Ours
Percent	95.8%	91.6%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2012	2013	2012	2013	2012	2013	2012	2013		
District	458	445	499	458	443	424	1401	1327		
State	477	479	487	484	458	460	1422	1423		
Nation	491	491	505	503	481	480	1477	1474		
ACT	English		Math		Reading		Science		Total	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
District	17.4	14.7	20.6	17.9	19.2	16.7	18.6	16.1	19.1	16.4
State	19.1	19.3	20.1	20.1	20.1	20.5	19.9	20.1	19.9	20.1
Nation	20.5	20.2	21.1	20.9	21.3	21.1	20.9	20.7	21.1	20.9

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School District Governance

Board Membership	7 trustees appointed
Fiscal Authority	Appointed Legislative Delegation
Average Number of Hours of Training Annually	5.7 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

2012-13 was another successful year for the Latta Schools. Each of the four schools works hard to improve student performance and maintain progress. Data analysis and individual student growth continue to drive decisions as the district strives to have all students college and career ready upon graduation.

Latta Early Childhood Center's Montessori program offers parents of primary school students a choice. Because of its success there are plans in place to continue to expand the program, eventually offering it to about 40% of the students. The focus at Latta Early Childhood Center is on reading and math instruction, and the curriculum is designed to meet the individual needs of every student.

Latta Elementary School strives to develop well-rounded individuals through community involvement. There is a school-wide focus on enhanced instruction in critical thinking and problem solving. The goal at Latta Elementary is to have every student working on grade level before entering middle school.

Latta Middle School continues to offer single gender classes and provide opportunities for eighth graders to earn high school credits in Algebra I, Keyboarding and Physical Education. With a greater than 98% pass rate on the Algebra I End of Course exam, Latta Middle School is very pleased with their results.

Latta High School maintains a tradition of excellence as well. The number of students participating in IB courses continues to grow, and Latta High was once again recognized and ranked nationally as one of U.S. News & World Report's "Best High Schools."

In addition, the district is excited to have just recently completed renovations on their new Ellis Performing Arts Center. The event was celebrated with a grand-opening gala and performance.

Dr. John M. Kirby, Jr.
Superintendent

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ESEA/Federal Accountability Rating System

South Carolina uses new Annual Measures of Objectives (AMOs) that are based on actual school performance as measured by student test scores on the state standards assessments and end-of-course exams.

Overall Weighted Points Total	77.4
Overall Grade Conversion	C
Points Total - Elementary Grades	78.9
Points Total - Middle Grades	75.7
Points Total - High School Grades	78.5

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 (Title I Schools)

No schools were identified as Title I Reward School.

Accountability Indicator Definitions

Title I Reward Schools for Performance are among the highest performing Title I schools in a given year.

Title I Reward Schools for Progress are Title I schools that demonstrates the most substantial progress in identified subgroups of students.

Title I Focus Schools are Title I schools with the highest average performance gap between subgroups.

Title I Priority Schools are the 5% lowest performing Title I schools.

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
Grades 3-5							
All Students	654.5	646.5	615.4	641.4	99.8	99.8	N/A
Male	651.6	647.1	618.5	641.9	99.5	99.5	N/A
Female	657.8	645.9	612.1	640.9	100.0	100.0	N/A
White	664.5	655.9	624.2	650.0	99.6	99.6	N/A
African American	633.8	627.2	598.6	621.5	100.0	100.0	N/A
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	594.8	589.6	571.3	599.2	97.8	97.8	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	644.0	635.2	605.6	633.0	99.6	99.6	N/A
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0	N/A
Grades 6-8							
All Students	645.4	644.5	613.9	618.7	100.0	99.7	N/A
Male	638.8	644.3	614.5	618.6	100.0	99.5	N/A
Female	651.6	644.6	613.4	618.8	100.0	100.0	N/A
White	655.6	654.6	621.3	624.6	100.0	100.0	N/A
African American	623.5	622.4	596.9	606.0	100.0	99.2	N/A
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	586.9	592.2	571.5	577.5	100.0	97.1	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	631.1	629.9	604.0	607.7	100.0	99.6	N/A
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0	N/A
Grades 9-12							
All Students	231.2	239.0	76.6	70.0	100.0	100.0	75.7
Male	230.2	237.7	76.7	70.2	100.0	100.0	70.5
Female	231.9	240.0	76.5	69.7	100.0	100.0	79.7
White	236.5	244.0	79.5	71.4	100.0	100.0	80.3
African American	N/A	N/A	N/A	67.9	100.0	100.0	68.4
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	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	222.8	231.8	73.6	67.7	100.0	100.0	69.0
Annual Measurable Objective (AMO)	226.0	223.0	77.0	73.0	95.0	95.0	74.1

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	125	100	24.8	25.6	49.6	75.2
	4	134	100	24.6	42.1	33.3	75.4
	5	140	100	28.6	45.1	26.3	71.4
	6	145	100	32.6	21	46.4	67.4
	7	121	100	35.9	35.9	28.2	64.1
	8	116	100	29.8	49.1	21.1	70.2
2013	3	134	99.3	20	34.4	45.6	80
	4	132	100	27.5	35.9	36.6	72.5
	5	135	100	25	41.7	33.3	75
	6	140	100	24.8	37.6	37.6	75.2
	7	143	100	21.6	38.1	40.3	78.4
	8	111	100	35.5	34.6	29.9	64.5
Mathematics							
2012	3	125	100	29.9	29.1	41	70.1
	4	134	100	29.4	50	20.6	70.6
	5	140	100	19.5	45.9	34.6	80.5
	6	145	100	19.6	30.4	50	80.4
	7	121	100	38.5	37.6	23.9	61.5
	8	116	100	27.2	57	15.8	72.8
2013	3	134	99.3	31.2	30.4	38.4	68.8
	4	132	100	21.4	43.5	35.1	78.6
	5	135	100	24.2	40.9	34.8	75.8
	6	140	100	23.3	43.6	33.1	76.7
	7	143	100	28.1	43.2	28.8	71.9
	8	111	99.1	29.2	54.7	16	70.8
Science							
2012	3	65	100	45.3	28.1	26.6	54.7
	4	134	100	26.2	60.3	13.5	73.8
	5	72	98.6	24.2	51.5	24.2	75.8
	6	74	100	38	57.7	4.2	62
	7	121	100	49.6	46.2	4.3	50.4
	8	55	100	18.2	61.8	20	81.8
2013	3	66	100	37.1	48.4	14.5	62.9
	4	130	100	29.5	55.8	14.7	70.5
	5	68	100	32.8	58.2	9	67.2
	6	73	100	36.2	52.2	11.6	63.8
	7	143	100	30.2	59.7	10.1	69.8
	8	58	98.3	35.7	41.1	23.2	64.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	62	100	27.3	45.5	27.3	72.7
	4	134	100	19.8	56.3	23.8	80.2
	5	68	100	34.8	37.9	27.3	65.2
	6	71	100	34.3	62.7	3	65.7
	7	121	100	48.7	38.5	12.8	51.3
	8	61	98.4	39.7	36.2	24.1	60.3
2013	3	68	98.5	20.6	50.8	28.6	79.4
	4	132	100	17.6	51.1	31.3	82.4
	5	67	100	30.8	26.2	43.1	69.2
	6	70	100	25.4	65.7	9	74.6
	7	143	100	31.7	43.2	25.2	68.3
	8	54	100	40.4	34.6	25	59.6
Writing							
2012	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	141	97.9	30.5	38.9	30.5	69.5
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	118	98.3	28.1	44.7	27.2	71.9
2013	3	134	98.5	35.2	36	28.8	64.8
	4	131	97.7	32	46.1	21.9	68
	5	135	99.3	20.6	45	34.4	79.4
	6	141	96.5	28.7	45.7	25.6	71.3
	7	141	99.3	18.1	38.4	43.5	81.9
	8	111	99.1	22.6	49.1	28.3	77.4

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced**
English/Language Arts								
All Students	2012	115	100.0	17.4	41.7	22.6	18.3	40.9
	2013	90	100.0	12.2	35.6	25.6	26.7	52.2

Mathematics								
All Students	2012	115	100.0	13.0	32.2	32.2	22.6	54.8
	2013	90	100.0	11.1	25.6	30.0	33.3	63.3

Teacher Quality and Student Attendance

	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	N/A	4.9%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate, grades K-8	96.0%	94.0%*	Yes

* Adjusted to account for natural variation in performance.

** Or greater than last year

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