

SC Annual School Report Card Summary

Dillon High School
Dillon 4
Grades: 9-12 **Enrollment: 887**
Principal: Shawn Johnson
Superintendent: D. Ray Rogers
Board Chair: Fitzgerald Lytch

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Average	Excellent	TBD	TBD	F	N/A
2012	Below Average	At-Risk	N/A	N/A	F	N/A
2011	Below Average	At-Risk	N/A	N/A	Not Met	N/A

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 11/07/2013. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Passed 2 subtests (%)	63.6%	64.0%	65.6%	70.1%
Passed 1 subtest (%)	21.5%	19.4%	18.8%	17.0%
Passed no subtests (%)	15.0%	16.6%	18.1%	13.7%

HSAP PASSAGE RATE (%) BY SPRING 2013

	Our High School	High Schools with Students Like Ours
Passage Rate	92.4%	86.9%

ON-TIME GRADUATION RATE

	Our High School	High Schools with Students Like Ours
Number of students	215	148
Number of Diplomas	171	111
Rate (%)	79.5%	73.2%

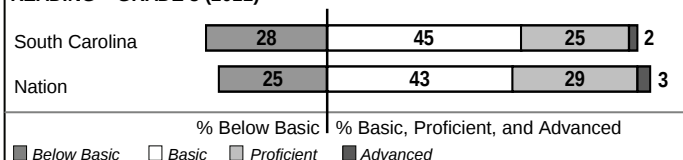
END OF COURSE TESTS - 2013

% of students scoring 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

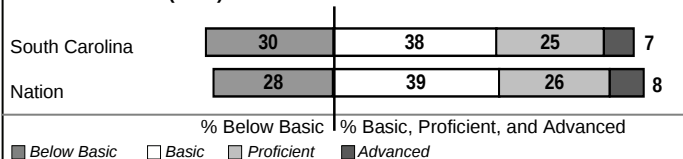
NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

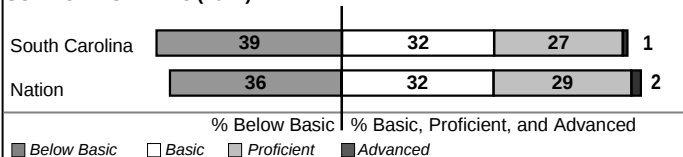
READING - GRADE 8 (2011)



MATH - GRADE 8 (2011)



SCIENCE - GRADE 8 (2011)



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Dillon High School [Dillon 4]

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	N/A	N/A
Enrollment in career/technology courses	N/A	N/A	N/A	N/A
Career/technology students attaining technical skills	N/A	N/A	N/A	N/A
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
Classes not taught by highly qualified teachers	6.1%	Up from 0.0%	3.1%	2.5%
Professional development days/teacher	6.8 days	Up from 2.7 days	9.7 days	9.8 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
ESEA composite index score	32.7	Down from 38.7	53.8	77.4

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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.

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% of 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 conferred 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

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status