

D W Daniel High

1819 Six Mile Highway
Central, SC 29630

Grades	9-12 High School	
Enrollment	993 Students	
Principal	Sharon Huff	864-624-4430
Superintendent	Lee D'Andrea, Ph.D.	864-855-8150
Board Chair	Dr. B. J. Skelton	864-868-9691

THE STATE OF SOUTH CAROLINA
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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.

http://ed.sc.gov
http://www.sceoc.org

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	4	4	0	0

* Ratings are calculated with data available by September 30.

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

	Our High School			High Schools with Students Like Ours		
Percent	**2006**	**2007**	**2008**	**2006**	**2007**	**2008**
Passed 2 subtests (%)	93.8	85.7	91.2	83.7	84.2	89.6
Passed 1 subtest (%)	3.3	7.1	5.0	7.9	10.1	6.4
Passed no subtests (%)	2.9	7.1	3.8	8.4	5.7	5.1

HSAP Passage Rate by Spring 2008

	Our High School	High Schools with Students Like Ours
Percent	96.6%	96.1%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	267	265
Number of Diplomas	206	208
Rate	77.2%	79.0%

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	89.3	78.1
English 1	83.4	76.5
Physical Science	66.1	63.9
All Tests	79.1	71.7

* 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

D W Daniel High 02/16/09-3901003

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=993)				
Retention rate	3.9%	Up from 3.6%	5.3%	6.1%
Attendance rate	95.1%	Down from 95.4%	95.9%	95.0%
Eligible for gifted and talented	24.7%	Up from 23.2%	18.2%	8.3%
With disabilities other than speech	10.7%	Down from 11.3%	10.3%	13.0%
Older than usual for grade	7.2%	Up from 3.8%	6.7%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.7%	Up from 1.5%	1.5%	1.5%
Enrolled in AP/IB programs	24.8%	Down from 26.6%	25.9%	11.4%
Successful on AP/IB exams	74.8%	N/A	59.6%	54.3%
Eligible for LIFE Scholarship	64.6%	Up from 36.4%	41.2%	30.5%
Annual dropout rate	3.7%	Up from 2.9%	1.8%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	0.9%	3.1%
Enrollment in career/technology courses	507	Up from 454	585	559
Students participating in work-based experiences	3.2%	Down from 8.9%	7.4%	10.6%
Career/technology students attaining technical skills	85.9%	Up from 84.0%	85.3%	79.6%
Career/technology completers placed	N/A	N/A	98.9%	98.5%
Teachers (n=56)				
Teachers with advanced degrees	80.4%	Up from 73.2%	63.2%	57.4%
Continuing contract teachers	85.7%	No Change	70.8%	69.6%
Teachers with emergency or provisional certificates	1.9%	Down from 4.0%	5.0%	8.7%
Teachers returning from previous year	92.7%	Down from 92.8%	87.2%	85.0%
Teacher attendance rate	95.0%	Down from 95.2%	95.8%	95.4%
Average teacher salary	$51,952	Up 5.3%	$47,639	$46,061
Professional development days/teacher	12.0 days	Up from 10.1 days	13.3 days	11.4 days
School				
Principal's years at school	3.0	Up from 2.0	3.5	3.0
Student-teacher ratio in core subjects	29.4 to 1	Up from 29.1 to 1	27.5 to 1	25.4 to 1
Prime instructional time	89.1%	Down from 89.7%	90.5%	89.1%
Dollars spent per pupil*	$6,632	Up 3.7%	$6,806	$7,279
Percent of expenditures for teacher salaries*	53.3%	Down from 55.6%	57.6%	55.3%
Percent of expenditures for instruction*	58.3%	Up from 57.8%	62.5%	60.8%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	100.0%	No Change	99.0%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Below Average	No Change	Good	Good
Modern Language Program Assessment	Average	N/A	Good	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	232	96.6%	716	79.1%	267	77.2%	No
Gender							
Male	112	99.1%	346	75.7%	122	78.7%	N/A
Female	114	99.1%	370	82.2%	123	88.6%	N/A
Racial/Ethnic Group							
White	183	99.5%	518	83.0%	196	85.2%	N/A
African American	30	96.7%	96	54.2%	36	75.0%	N/A
Asian/Pacific Islander	N/A	N/A	38	92.1%	N/A	N/A	N/A
Hispanic	N/A	N/A	28	71.4%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	21	95.2%	91	60.4%	22	72.7%	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	41	75.6%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	52	96.2%	199	62.8%	59	66.1%	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

D. W. Daniel High School opened in 1955 when three community high schools were consolidated into a centrally-located facility. Though much has changed in our community since 1955, the desire of our parents remains the same: to make sure their children receive the best education possible in a society much different from the one they entered after high school. Daniel High School reflects the community's desire in its mission to "prepare students for the challenges and opportunities of an ever-changing, technological, global society in a safe, caring, and community-supported environment."

Daniel High School is one of four high schools in a rural county-wide school district. Our student population of approximately 1000 is enrolled in grades 9-12. DHS has established a tradition of excellence that is not only evident throughout all areas of our school but is also recognized as a school that provides a top-notch education for our students. We offer 14 AP courses with a combined enrollment of 107 students. Our students routinely score above state and national averages on standardized tests, and our SAT and ACT scores place us among the top of South Carolina high schools each year. This year our school was recognized by US News and World Report and Newsweek as one of the top high schools in the nation. Additionally, Daniel High's excellence has been rewarded with the Palmetto Gold Award each year.

Daniel's successes are not limited to academic performance. Our students excel in extracurricular activities as well. Students participate on the math team, academic teams, and the mock trial team. They compete on the Biology Merit Exam and in foreign language declamation contests. Leadership is cultivated through AFJROTC, Youth in Government, and student council. Many of our 26 athletic teams regularly compete for regional and state championships. Students in our fine arts program participate competitively in regional and state competitions and share the skills that they have honed in class with different community outlets. Oratorical contests, writing competitions, the school's award-winning literary magazine and yearbook afford our students other venues to demonstrate excellence. Our students' commitment to service learning is a commendable component of Daniel's tradition of excellence. Our students tutor younger children in our community and provide support for the Special Olympics. Furthermore, they offer their time to the elderly at area retirement centers. Our students recognize that it is important to share their time and talents.

A key factor in Daniel High's success is our 67-member faculty. Our professional staff, 76 percent of whom hold advanced degrees, boasts 18 National Board Certified teachers. Through continued professional development our teachers model life-long learning as an encouragement and example to our students.

While these accolades and accomplishments reflect the diligence and achievements of Daniel High School, the real focus of this institution is serving the needs of the young people from our three communities. For over fifty years Daniel High School has provided experiences that enabled our graduates to face future challenges with confidence and enthusiasm.

Deborah Cadorette, School Improvement Council Chair & Sharon Huff, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	145	75
Percent satisfied with learning environment	89.7%	72.9%	79.7%
Percent satisfied with social and physical environment	68.4%	69.9%	64.9%
Percent satisfied with school-home relations	87.2%	85.1%	63.5%

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

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School Adequate Yearly Progress	NO

This school met 12 out of 13 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	0.2%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	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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D W Daniel High											02/16/09-3901003
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
English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)											
All Students	262	100	6.3	13.3	26.7	53.7	85.5	78.6	69.7	Yes	Yes
Male	141	100	9.4	13.8	26.1	50.7	84.1	72.4	64.6	N/A	N/A
Female	121	100	2.6	12.8	27.4	57.3	87.2	84.8	74.8	N/A	N/A
White	219	100	4.7	8.4	27.9	59.1	90.2	81.1	81.7	Yes	Yes
African American	25	100	16.7	58.3	12.5	12.5	41.7	54.3	53.6	I/S	I/S
Asian/Pacific Islander	11	100	18.2	9.1	27.3	45.5	81.8	80	83.1	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	56	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	27	100	36	44	20	0	28	32.2	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	12	100	22.2	11.1	33.3	33.3	77.8	60	47.3	I/S	I/S
Subsized meals	63	100	15.5	39.7	25.9	19	56.9	63.1	55.1	Yes	Yes
Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)											
All Students	262	100	5.1	15.7	24.3	54.9	83.9	73.9	67.2	Yes	Yes
Male	141	100	5.8	15.2	26.8	52.2	84.1	71.7	66.3	N/A	N/A
Female	121	100	4.3	16.2	21.4	58.1	83.8	76	68	N/A	N/A
White	219	100	4.2	9.8	28.4	57.7	88.8	75.7	79.6	Yes	Yes
African American	25	100	16.7	66.7	0	16.7	29.2	50	49.7	I/S	I/S
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	N/AV	N/AV	93.3	88.9	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	66.7	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	27	100	44	28	20	8	32	32.2	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	12	100	N/AV	N/AV	N/AV	N/AV	N/AV	72	54.9	I/S	I/S
Subsized meals	63	100	13.8	39.7	20.7	25.9	50	56.9	53.1	Yes	Yes
Physical Science (End-of-Course Performance by Group)											
All Students	258	97.7	52.7	19.8	14.0	11.2	25.2	N/A	N/A	N/A	N/A
Male	128	96.1	50.8	19.5	13.3	12.5	25.8	N/A	N/A	N/A	N/A
Female	130	99.2	54.6	20.0	14.6	10.0	24.6	N/A	N/A	N/A	N/A
White	198	97.5	46.5	22.2	17.2	11.6	28.8	N/A	N/A	N/A	N/A
African American	34	97.1	91.2	5.9	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	16	100.0	31.3	18.8	12.5	37.5	I/S	N/A	N/A	N/A	N/A
Hispanic	10	100.0	80.0	20.0	N/A	N/A	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	32	93.8	75.0	15.6	3.1	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	16	100.0	50.0	18.8	6.3	25.0	I/S	N/A	N/A	N/A	N/A
Subsized meals	78	94.9	76.9	10.3	7.7	N/A	I/S	N/A	N/A	N/A	N/A

***** Adj - 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 and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)										
All Students	2007	240	99.6	9.1	16.4	25.4	49.1	81.0	78.3	70.7
	2008	262	100	6.3	13.3	26.7	53.7	85.5	78.6	69.7
Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)										
All Students	2007	240	99.6	11.6	13.8	27.6	47.0	78.4	69.8	62.2
	2008	262	100	5.1	15.7	24.3	54.9	83.9	73.9	67.2

Abbreviations for Missing Data

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