



D W DANIEL HIGH

1819 Six Mile Highway
Central, SC 29630

Grades	9-12 High School	
Enrollment	1,024 Students	
Principal	Sharon Huff	864-624-4430
Superintendent	Dr. Henry Hunt	864-397-1000
Board Chair	Jim Shelton	864-836-8465

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	At-Risk
2009	Excellent	Good
2008	Good	At-Risk
2007	Excellent	Good
2006	Excellent	Good

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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	8	1	0	0

* 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 (%)	91.2%	88.2%	89.2%	89.6%	83.6%	85.3%
Passed 1 subtest (%)	5.0%	7.2%	6.5%	6.4%	10.6%	9.0%
Passed no subtests (%)	3.8%	4.6%	4.2%	5.1%	7.1%	6.8%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	93.8%	94.0%

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	251	279	289	321
Number of Graduates in Cohort	204	230	219	249
Rate	81.3%	82.4%	69.9%	75.2%

*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	89.4%	82.6%
English 1	76.2%	78.1%
Physical Science	63.9%	67.4%
US History and the Constitution	60.2%	56.8%
All Tests	71.1%	70.0%

* 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=1,024)				
Retention rate	2.6%	Down from 2.7%	2.6%	3.7%
Attendance rate	95.5%	Down from 95.6%	96.6%	95.4%
Eligible for gifted and talented	18.0%	Down from 19.6%	16.6%	12.4%
With disabilities other than speech	12.3%	Up from 11.8%	9.5%	12.8%
Older than usual for grade	5.9%	No Change	6.8%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Down from 1.5%	0.9%	1.1%
Enrolled in AP/IB programs	29.5%	Down from 30.4%	23.5%	13.1%
Successful on AP/IB exams	84.7%	Down from 85.2%	59.7%	50.4%
Eligible for LIFE Scholarship	66.5%	Up from 62.6%	36.2%	30.4%
Annual dropout rate	4.2%	Down from 4.5%	2.7%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	3.4%	2.2%
Enrollment in career/technology courses	444	Down from 517	736	424
Students participating in work-based experiences	3.1%	Up from 0.1%	14.9%	11.7%
Career/technology students attaining technical skills	84.5%	Down from 87.8%	83.8%	78.7%
Career/technology completers placed	N/A	N/A	100.0%	98.5%
Teachers (n=54)				
Teachers with advanced degrees	77.8%	Down from 81.5%	64.9%	60.4%
Continuing contract teachers	88.9%	Down from 92.6%	77.0%	76.6%
Teachers with emergency or provisional certificates	2.0%	No Change	5.3%	6.5%
Teachers returning from previous year	90.7%	Up from 88.7%	88.7%	86.8%
Teacher attendance rate	95.9%	No Change	96.0%	95.8%
Average teacher salary*	\$52,977	Up 1.2%	\$48,890	\$47,390
Professional development days/teacher	8.6 days	Down from 11.1 days	8.1 days	10.0 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	29.1 to 1	Down from 30.3 to 1	26.8 to 1	25.8 to 1
Prime instructional time	90.5%	Down from 90.8%	92.0%	90.1%
Dollars spent per pupil**	\$7,096	Up 0.9%	\$7,682	\$7,974
Percent of expenditures for teacher salaries**	53.6%	Down from 54.4%	60.2%	55.4%
Percent of expenditures for instruction**	57.3%	Up from 57.0%	64.4%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.7%	Down from 94.0%	95.7%	96.0%
Character development program	Below Average	Down from Average	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	Average	Average

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

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	241	93.8%	874	71.1%	279	82.4%	No
Gender							
Male	133	92.5%	474	72.8%	149	80.5%	N/A
Female	108	95.4%	400	69.0%	130	84.6%	N/A
Racial/Ethnic Group							
White	201	95.5%	664	75.3%	223	84.3%	N/A
African American	23	82.6%	131	53.4%	29	79.3%	N/A
Asian/Pacific Islander	11	90.9%	16	68.8%	16	75.0%	N/A
Hispanic	N/A	N/A	50	60.0%	10	60.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	15	66.7%	132	47.0%	20	60.0%	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	53	66.0%	13	69.2%	N/A
Socio-Economic Status							
Subsidized meals	54	87.0%	348	57.5%	69	69.6%	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

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 across our state as a school that provides a top-notch education for our students. We offer 14 AP courses with a combined enrollment of 137 different students. Our students also routinely score above state and national averages on HSAP, SAT and ACT tests. Twelve members of the class of 2010 were named as National Merit Semi-Finalists and six of these students received National Merit Scholarships.

Daniel's successes are not only limited to academic performance. Our students excel outside the classroom 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 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 their talents in the community also. 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 at area retirement centers and support our local community outreach center. Our students recognize that it is important to share their time and talents with their community.

Becoming global citizens in today's world is an important mission at DHS. As such, for the past two years our school has partnered with Clemson University in an international teacher exchange sponsored by the International Leaders in Education Program and the US Bureau of Cultural Affairs. Fulbright-approved exchange teachers shared their academic expertise as well as a wealth of information about their cultures with our teachers and students.

A key factor in Daniel High's success is our faculty. Seventy-six percent of our professional staff holds advanced degrees and 18 teachers have achieved National Board Certification. 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.

Joy Bryant, School Improvement Council Chair & Sharon Huff, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	152	24
Percent satisfied with learning environment	88.5%	82.2%	91.7%
Percent satisfied with social and physical environment	81.1%	87.2%	59.1%
Percent satisfied with school-home relations	94.3%	89.3%	78.3%

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

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 Adequate Yearly Progress	NO
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This school met 11 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
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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	0.3%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

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

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	99.2	6	22.5	26.1	45.4	81.1	70.8	65.9	Yes	Yes
Male	138	98.6	7.6	23.5	28.8	40.2	79.5	66.3	60.8	N/A	N/A
Female	123	100	4.3	21.4	23.1	51.3	82.9	75.6	71	N/A	N/A
White	195	99.5	4.3	16.6	27.8	51.3	86.1	72.9	77.5	Yes	Yes
African American	37	97.3	11.4	54.3	25.7	8.6	54.3	51.5	49.7	I/S	I/S
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	N/AV	N/AV	100	80.2	I/S	I/S
Hispanic	13	100	23.1	38.5	23.1	15.4	61.5	57.1	56.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	32	93.8	20	43.3	33.3	3.3	50	27	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	11	100	21.4	28.6	21.4	28.6	64.3	59.3	47.3	I/S	I/S
Subsidized meals	88	98.9	13.3	41	34.9	10.8	62.7	55.5	51.5	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	261	100	8.4	23.5	23.9	44.2	77.7	68	62.3	Yes	Yes
Male	138	100	8.2	20.9	26.1	44.8	81.3	69.5	61.7	N/A	N/A
Female	123	100	8.5	26.5	21.4	43.6	73.5	66.4	63	N/A	N/A
White	195	100	5.3	18.6	26.6	49.5	83	70.3	75	Yes	Yes
African American	37	100	25	50	16.7	8.3	47.2	46	44	I/S	I/S
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	N/AV	N/AV	100	85.5	I/S	I/S
Hispanic	13	100	15.4	46.2	15.4	23.1	61.5	54.3	56.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	32	100	28.1	50	9.4	12.5	46.9	30.7	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	11	100	14.3	42.9	14.3	28.6	64.3	59.3	52.6	I/S	I/S
Subsidized meals	88	100	15.5	47.6	21.4	15.5	54.8	52.7	48.1	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	261	96.2	49.4	19.1	15.1	16.3	31.5	N/A	N/A	N/A	N/A
Male	138	94.9	45.8	19.8	13.0	21.4	34.4	N/A	N/A	N/A	N/A
Female	123	97.6	53.3	18.3	17.5	10.8	28.3	N/A	N/A	N/A	N/A
White	195	96.9	43.4	22.2	17.5	16.9	34.4	N/A	N/A	N/A	N/A
African American	37	97.3	88.9	8.3	2.8	0.0	2.8	N/A	N/A	N/A	N/A
Asian/Pacific Islander	14	85.7	8.3	8.3	8.3	75.0	83.3	N/A	N/A	N/A	N/A
Hispanic	13	92.3	66.7	16.7	16.7	0.0	16.7	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	32	90.6	79.3	17.2	3.4	0.0	3.4	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	81.3	53.8	23.1	7.7	15.4	23.1	N/A	N/A	N/A	N/A
Subsidized meals	88	94.3	78.3	12.0	8.4	1.2	9.6	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

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	238	99.6	7	20.5	34.5	38	79.5	68.6	61.8
	2010	261	99.2	6	22.5	26.1	45.4	81.1	70.8	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	237	100	7.4	21.8	24	46.7	77.7	67.6	62.7
	2010	261	100	8.4	23.5	23.9	44.2	77.7	68	62.3

* Adjusted to account for natural variation in performance.