



## Daniel Island

2365 Daniel Island Drive  
Daniel Island, SC 39492

<b>Grades</b>	PK-8 Elementary School	
<b>Enrollment</b>	1,003 Students	
<b>Principal</b>	TBA	843-471-2301
<b>Superintendent</b>	Dr. Anthony L. Parker	843-899-8600
<b>Board Chair</b>	Douglas Cooper	843-819-3320

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Excellent</b>
2008	Excellent	Below Average
2007	Good	Good
2006	N/A	N/A
2005	N/A	N/A

## 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.

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

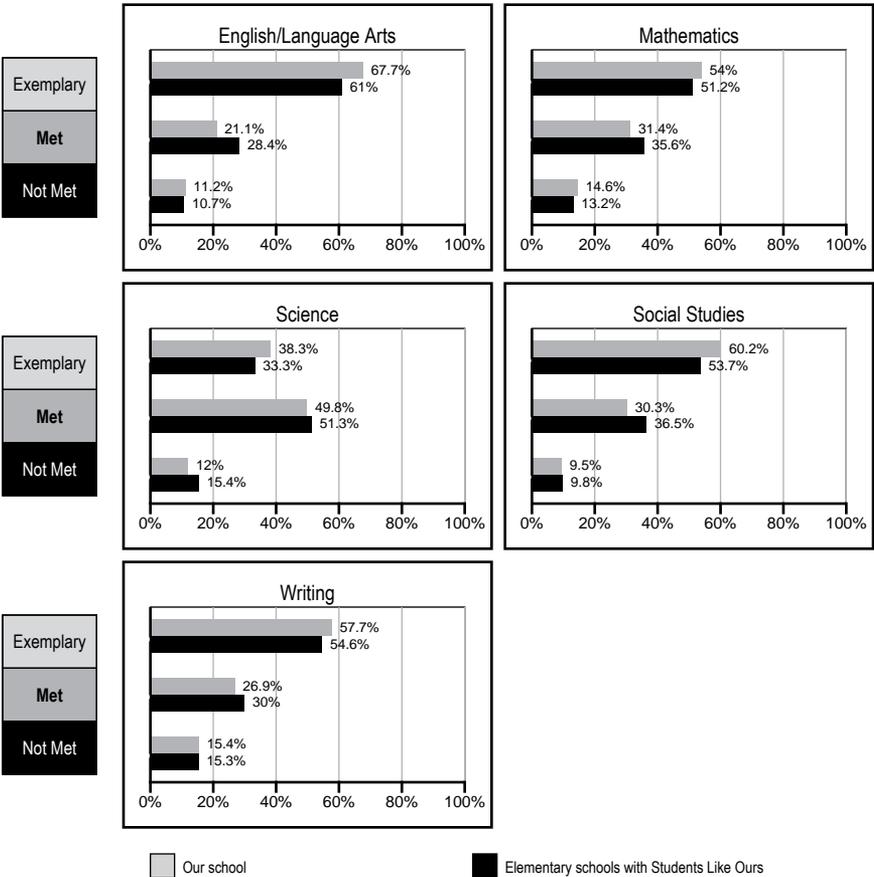
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 86.1%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
19	0	1	0	0

\* Ratings are calculated with data available by 06/01/2010.

**Palmetto Assessment of State Standards (PASS)**



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

**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

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=1,003)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	98.1%	100.0%
Retention rate	0.9%	No Change	0.9%	1.9%
Attendance rate	96.8%	Up from 96.6%	96.8%	96.3%
Eligible for gifted and talented	26.9%	Up from 24.0%	27.1%	10.0%
With disabilities other than speech	6.4%	Up from 5.9%	6.1%	7.7%
Older than usual for grade	0.4%	Down from 0.6%	0.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.3%	0.0%	0.0%
<b>Teachers (n=63)</b>				
Teachers with advanced degrees	66.7%	Up from 64.7%	65.7%	59.4%
Continuing contract teachers	52.4%	Down from 60.8%	83.6%	80.0%
Teachers with emergency or provisional certificates	4.0%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	86.8%	85.9%
Teacher attendance rate	94.3%	Down from 95.2%	95.0%	95.1%
Average teacher salary*	\$43,426	Up 2.7%	\$48,491	\$47,149
Professional development days/teacher	10.9 days	Down from 12.3 days	10.6 days	11.1 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.8	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 20.5 to 1	20.3 to 1	18.8 to 1
Prime instructional time	90.4%	Down from 90.6%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,091	Down 28.5%	\$7,122	\$7,458
Percent of expenditures for instruction**	61.4%	Up from 50.5%	70.8%	68.8%
Percent of expenditures for teacher salaries**	56.1%	Up from 45.1%	64.8%	63.2%

\* 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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**Report of Principal and School Improvement Council**

Daniel Island School is located just outside of Charleston in Berkeley County. We have just completed our third year and have doubled our enrollment since the school opened its doors back in August of 2006 to 1000 students. This neighborhood school attracts people from all over our nation creating a rich and diverse population.

Many wonderful programs have been initiated and maintained by our strong parent population. Kindness Counts is a committee of roughly 50 students directed by parents to help bring an awareness of varying disabilities. Parent Pals is an exciting way of getting parents, retired community members and business partners connected with at-risk students. Our Adopt-a-Teacher program provides a business partnership relationship between skilled professionals and classroom teachers that takes student learning to a new height. This program has become so popular that neighboring districts have adopted it.

Our students were involved in multiple service learning projects, Jump Rope for Heart, district and state competitions and local, state, and national competitions. We had seven SC Junior Scholars and four Duke Tip scholars.

Our school continues to focus on Positive Behavior Supports and Interventions and our middle school continues to focus on Making Middle Grades Work initiative which focuses on rigor, relationships, and relevance.

We look forward to another successful year next year!

Lori Dibble, Principal  
Kecia Greenho, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	61	86	72
Percent satisfied with learning environment	82.0%	94.0%	88.7%
Percent satisfied with social and physical environment	81.7%	88.1%	84.1%
Percent satisfied with school-home relations	90.0%	91.7%	87.5%

\* Only students at the highest elementary school grade level and their parents were included.

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## No Child Left Behind

## School Adequate Yearly Progress

YES

This school met 21 out of 21 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

## School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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 and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.0%	0.0%	No
Student attendance rate	96.8%	94.0%*	Yes

\* Or greater than last year

## Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	531	99.8	13.1	24.6	62.3	92.6	84.7	82.8	Yes	Yes
<b>Gender</b>										
Male	260	99.6	15.6	28.4	56	90	80.7	79.3	N/A	N/A
Female	271	100	10.7	21	68.3	95	89.1	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	385	99.7	4.6	19.5	75.9	97.3	88.5	89.5	Yes	Yes
African American	122	100	38.8	41.3	19.8	78.5	78.4	73.7	Yes	Yes
Asian/Pacific Islander	14	100	7.7	15.4	76.9	92.3	92.1	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	80.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.7	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	51	100	49	27.5	23.5	62.7	49.6	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	79.3	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	129	99.2	39	39	22	78	79.8	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	531	99.8	15.8	33.8	50.4	89.1	80.2	78.9	Yes	Yes
<b>Gender</b>										
Male	260	99.6	17.2	37.6	45.2	87.2	77.9	77	N/A	N/A
Female	271	100	14.5	30.2	55.3	90.8	82.8	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	385	99.7	4.9	32	63.1	96.7	85.4	87.2	Yes	Yes
African American	122	100	50.4	40.5	9.1	65.3	70.6	66.7	Yes	Yes
Asian/Pacific Islander	14	100	15.4	15.4	69.2	84.6	93.2	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.1	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	51	100	47.1	33.3	19.6	56.9	45.2	45.5	SWD	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	80.2	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	129	99.2	45.5	37.4	17.1	69.1	73.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	355	100	14	48.8	37.1	86	69.2	67.5
<b>Gender</b>								
Male	176	100	13.5	52.4	34.1	86.5	68.4	67
Female	179	100	14.5	45.3	40.1	85.5	70.1	68
<b>Racial/Ethnic Group</b>								
White	244	100	3.9	47.2	48.9	96.1	78.2	79.5
African American	91	100	41.8	52.7	5.5	58.2	53.6	50.3
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	100	86.4	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	62.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.4	71.2
<b>Disability Status</b>								
Disabled	38	100	52.6	31.6	15.8	47.4	34	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	64.6	59.6
<b>Socio-Economic Status</b>								
Subsided meals	89	100	41.9	52.3	5.8	58.1	59.5	55.1
<b>Social Studies</b>								
All Students	352	100	12	34.9	53.1	88	74.2	72.3
<b>Gender</b>								
Male	164	100	12.6	35.8	51.6	87.4	73.3	71.5
Female	188	100	11.5	34.1	54.4	88.5	75.1	73.2
<b>Racial/Ethnic Group</b>								
White	258	100	2.8	32.5	64.7	97.2	80.5	80.7
African American	80	100	40.5	43	16.5	59.5	62.9	60
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	87.9	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	69.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.6	72.2
<b>Disability Status</b>								
Disabled	32	100	34.4	40.6	25	65.6	42.4	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	70.7	67.9
<b>Socio-Economic Status</b>								
Subsided meals	86	100	34.9	47	18.1	65.1	66	62.1

Abbreviations for Missing Data

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## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	527	99.4	15.2	26.8	58	84.8	69.4	70.2	96.8	96.3
<b>Gender</b>										
Male	258	99.2	21.3	32.9	45.8	78.7	61.4	63.2	96.7	96.3
Female	269	99.6	9.5	20.9	69.6	90.5	77.9	77.5	97	96.4
<b>Racial/Ethnic Group</b>										
White	381	99.5	6.2	22.4	71.4	93.8	74.6	79.1	96.7	95.9
African American	123	100	43.4	41	15.6	56.6	60.1	57.6	97	96.9
Asian/Pacific Islander	13	100	8.3	25	66.7	91.7	85.4	86.2	97.9	97.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	63.2	62.6	97.1	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	63.2	68.7	97.2	95.8
<b>Disability Status</b>										
Disabled	51	98	62	22	16	38	26	26.1	95.9	95.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	62.4	61.2	97.6	96.9
<b>Socio-Economic Status</b>										
Subsidized meals	130	98.5	41.5	39.8	18.7	58.5	61	58.9	96.5	96

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	142	99.3	10.9	14.6	74.5	89.1
	4	104	100	13.1	22.2	64.6	86.9
	5	90	100	9.2	31	59.8	90.8
	6	79	100	13.2	26.3	60.5	86.8
	7	73	100	19.4	31.9	48.6	80.6
	8	43	100	17.1	34.1	48.8	82.9
<b>Mathematics</b>							
<b>2009</b>	3	142	99.3	13.1	24.8	62	86.9
	4	104	100	14.1	35.4	50.5	85.9
	5	90	100	17.2	37.9	44.8	82.8
	6	79	100	14.5	40.8	44.7	85.5
	7	73	100	18.1	37.5	44.4	81.9
	8	43	100	24.4	31.7	43.9	75.6
<b>Science</b>							
<b>2009</b>	3	70	100	8.7	36.2	55.1	91.3
	4	104	100	13.1	57.6	29.3	86.9
	5	45	100	16.7	52.4	31	83.3
	6	41	100	2.6	64.1	33.3	97.4
	7	73	100	18.1	41.7	40.3	81.9
	8	22	100	38.1	38.1	23.8	61.9
<b>Social Studies</b>							
<b>2009</b>	3	71	100	11.8	27.9	60.3	88.2
	4	104	100	8.1	28.3	63.6	91.9
	5	45	100	8.9	40	51.1	91.1
	6	38	100	8.1	64.9	27	91.9
	7	73	100	23.6	26.4	50	76.4
	8	21	100	5	55	40	95
<b>Writing</b>							
<b>2009</b>	3	142	98.6	19.1	20.6	60.3	80.9
	4	101	99	13.3	32.7	54.1	86.7
	5	90	100	11.2	30.3	58.4	88.8
	6	79	100	5.3	31.6	63.2	94.7
	7	72	100	19.4	20.8	59.7	80.6
	8	43	100	26.8	26.8	46.3	73.2

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