



D W Daniel High

1819 Six Mile Highway
Central, SC 29630

Grades	9-12 High School	
Enrollment	1,016 Students	
Principal	Sharon Huff	864-624-4430
Superintendent	Dr. Henry Hunt	864-855-8150
Board Chair	Jim Shelton	864-836-8465

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	At-Risk
2007	Excellent	Good
2006	Excellent	Good
2005	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
3	0	8	1	0

* Ratings are calculated with data available by 03/25/2010.

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

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	85.7	91.2	88.2	84.2	89.6	83.6
Passed 1 subtest (%)	7.1	5.0	7.2	10.1	6.4	10.6
Passed no subtests (%)	7.1	3.8	4.6	5.7	5.1	7.1

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	96.0%	96.0%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	251	289
Number of Diplomas	204	219
Rate	81.3%	69.9%

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	92.0	80.2
English 1	77.2	74.6
Physical Science	69.6	66.3
US History and the Constitution	67.7	52.8
All Tests	75.2	68.2

* 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=1,016)				
Retention rate	2.7%	Down from 3.9%	4.3%	4.8%
Attendance rate	95.6%	Up from 95.1%	96.4%	95.5%
Eligible for gifted and talented	19.6%	Down from 24.7%	15.7%	9.2%
With disabilities other than speech	11.8%	Up from 10.7%	9.4%	12.6%
Older than usual for grade	5.9%	Down from 7.2%	7.0%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Down from 1.7%	1.1%	1.2%
Enrolled in AP/IB programs	30.4%	Up from 24.8%	19.2%	13.2%
Successful on AP/IB exams	85.2%	Up from 74.8%	58.3%	55.6%
Eligible for LIFE Scholarship	62.6%	Down from 64.6%	40.0%	29.8%
Annual dropout rate	4.5%	Up from 3.7%	3.9%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	1.3%	3.0%
Enrollment in career/technology courses	517	Up from 507	746	523
Students participating in work-based experiences	0.1%	Down from 3.2%	13.5%	12.9%
Career/technology students attaining technical skills	87.8%	Up from 85.9%	84.4%	79.3%
Career/technology completers placed	N/A	N/A	99.0%	98.8%
Teachers (n=54)				
Teachers with advanced degrees	81.5%	Up from 80.4%	65.7%	58.6%
Continuing contract teachers	92.6%	Up from 85.7%	76.7%	71.6%
Teachers with emergency or provisional certificates	2.0%	Up from 1.9%	5.2%	8.1%
Teachers returning from previous year	88.7%	Down from 92.7%	87.4%	85.0%
Teacher attendance rate	95.9%	Up from 95.0%	95.6%	95.5%
Average teacher salary*	\$52,349	Up 0.8%	\$49,659	\$47,761
Professional development days/teacher	11.1 days	Down from 12.0 days	9.1 days	10.8 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	30.3 to 1	Up from 29.4 to 1	27.9 to 1	26.1 to 1
Prime instructional time	90.8%	Up from 89.1%	91.6%	89.8%
Dollars spent per pupil**	\$7,031	Up 6.0%	\$6,918	\$7,883
Percent of expenditures for teacher salaries**	54.4%	Up from 53.3%	55.9%	54.1%
Percent of expenditures for instruction**	57.0%	Down from 58.3%	60.9%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.0%	Down from 100.0%	97.6%	95.8%
Character development program	Average	Up from Below Average	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	Good	Good

* 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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	227	96.0%	952	75.2%	251	81.3%	No
Gender							
Male	121	94.2%	509	76.0%	136	77.2%	N/A
Female	106	98.1%	443	74.3%	115	86.1%	N/A
Racial/Ethnic Group							
White	192	95.8%	739	80.1%	209	80.4%	N/A
African American	24	100.0%	129	49.6%	28	82.1%	N/A
Asian/Pacific Islander	N/A	N/A	39	79.5%	N/A	N/A	N/A
Hispanic	N/A	N/A	38	60.5%	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	28	71.4%	125	56.0%	29	58.6%	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	47	66.0%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	53	88.7%	291	59.1%	60	65.0%	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 1,000 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. Our students also routinely score above state and national averages on HSAP, SAT, and ACT tests.

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, our school partnered with Clemson University in an international teacher exchange sponsored by the International Leaders in Education Program and the US Bureau of Cultural Affairs. Fourteen 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.

Todd Howard, School Improvement Council Chair & Sharon Huff, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	213	74
Percent satisfied with learning environment	79.2%	73.1%	68.9%
Percent satisfied with social and physical environment	75.0%	80.6%	57.5%
Percent satisfied with school-home relations	95.8%	87.7%	71.8%

* 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 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

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	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

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

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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
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	238	99.6	7	20.5	34.5	38	79.5	68.6	61.8	Yes	Yes
Male	114	100	8.3	22	35.8	33.9	76.1	64.9	57.4	N/A	N/A
Female	124	99.2	5.8	19.2	33.3	41.7	82.5	72	66.1	N/A	N/A
White	186	99.5	4	15.8	35.6	44.6	86.4	71.2	74.3	Yes	Yes
African American	28	100	14.3	57.1	25	3.6	42.9	46.5	44.9	I/S	I/S
Asian/Pacific Islander	14	100	14.3	7.1	28.6	50	78.6	77.8	77.4	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	52.8	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	55.4	I/S	I/S						
Disabled	30	100	18.5	40.7	40.7	0	48.1	26	19.4	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	9	I/S	I/S	I/S	I/S	I/S	I/S	58.6	38.5	I/S	I/S
Subsized meals	64	98.4	20.3	40.7	28.8	10.2	50.8	51.3	45.6	No	Yes

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

All Students	237	100	7.4	21.8	24	46.7	77.7	67.6	62.7	Yes	Yes
Male	114	100	9.2	23.9	19.3	47.7	75.2	64.3	61.8	N/A	N/A
Female	123	100	5.8	20	28.3	45.8	80	70.5	63.6	N/A	N/A
White	185	100	5.6	18.1	22	54.2	83.6	69.6	75.1	Yes	Yes
African American	28	100	17.9	46.4	32.1	3.6	46.4	47	45.1	I/S	I/S
Asian/Pacific Islander	14	100	7.1	7.1	21.4	64.3	85.7	88.9	83.8	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	58.3	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	30	100	25.9	51.9	14.8	7.4	33.3	24.7	21.8	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	9	I/S	I/S	I/S	I/S	I/S	I/S	62.1	52.3	I/S	I/S
Subsized meals	63	100	23.7	35.6	27.1	13.6	45.8	51.4	47.9	No	Yes

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

All Students	238	96.2	50.8	20.6	13.0	11.8	24.8	N/A	N/A	N/A	N/A
Male	114	94.7	49.1	18.4	14.0	13.2	27.2	N/A	N/A	N/A	N/A
Female	124	97.6	52.4	22.6	12.1	10.5	22.6	N/A	N/A	N/A	N/A
White	186	95.7	45.7	22.0	15.6	12.4	28.0	N/A	N/A	N/A	N/A
African American	28	96.4	82.1	14.3	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	14	100.0	35.7	14.3	14.3	35.7	I/S	N/A	N/A	N/A	N/A
Hispanic	9	I/S	I/S	I/S	I/S	I/S	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	30	86.7	70.0	13.3	3.3	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	12	100.0	58.3	8.3	8.3	25.0	I/S	N/A	N/A	N/A	N/A
Subsized meals	64	92.2	79.7	9.4	3.1	N/A	I/S	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

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*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2008	262	100	6.3	13.3	26.7	53.7	85.5	78.6	69.7
	2009	238	99.6	7	20.5	34.5	38	79.5	68.6	61.8

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

All Students	2008	262	100	5.1	15.7	24.3	54.9	83.9	73.9	67.2
	2009	237	100	7.4	21.8	24	46.7	77.7	67.6	62.7

* Adjusted to account for natural variation in performance.

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