



## DANIEL ISLAND SCHOOL

2365 Daniel Island Drive  
Daniel Island, SC 29492

<b>Grades</b>	PK-8 Middle School	
<b>Enrollment</b>	1,162 Students	
<b>Principal</b>	Marty French	843-471-2301
<b>Superintendent</b>	Rodney Thompson	843-899-8600
<b>Board Chair</b>	Kathy Schwalbe	843-797-5815

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Good	Below Average
2007	Good	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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

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

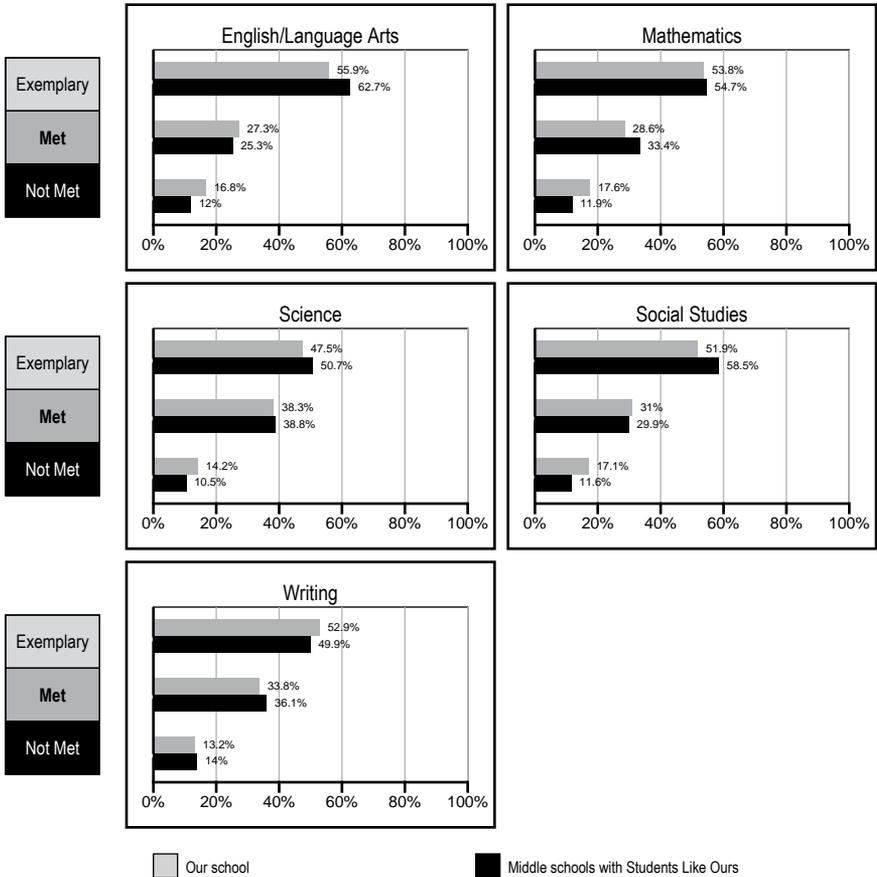
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 92.8%

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

Excellent	Good	Average	Below Average	At-Risk
9	1	0	0	0

\* Ratings are calculated with data available by 11/09/2011.

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



\* Middle schools with Students Like Ours are middle 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

## End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	98.4%	99.8%
English 1	100.0%	99.4%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	99.0%	99.6%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=1,162)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	100.0%	Up from 50.9%	31.6%	24.5%
Retention rate	0.9%	Up from 0.3%	0.2%	0.7%
Attendance rate	96.6%	Up from 96.3%	96.1%	95.9%
Served by gifted and talented program	42.5%	Up from 36.0%	40.4%	17.8%
With disabilities other than speech	2.3%	Down from 6.7%	4.1%	9.2%
Older than usual for grade	0.5%	No Change	0.5%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=73)</b>				
Teachers with advanced degrees	60.3%	Down from 70.0%	59.8%	60.0%
Continuing contract teachers	50.7%	Down from 52.9%	88.1%	82.6%
Teachers returning from previous year	74.3%	Down from 78.0%	91.0%	85.6%
Teacher attendance rate	94.0%	Up from 92.6%	95.4%	95.3%
Average teacher salary*	\$41,507	Down 3.3%	\$48,773	\$46,300
Professional development days/teacher	5.9 days	Down from 7.8 days	8.7 days	9.9 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	2.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 21.6 to 1	22.5 to 1	21.5 to 1
Prime instructional time	90.2%	Up from 88.5%	91.1%	90.1%
Opportunities in the arts	Good	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	99.9%	98.1%
Character development program	Good	No Change	Excellent	Good
Dollars spent per pupil**	\$5,807	Down 7.1%	\$6,683	\$7,634
Percent of expenditures for instruction**	65.4%	Up from 59.6%	67.4%	64.0%
Percent of expenditures for teacher salaries**	61.1%	Up from 56.8%	66.0%	61.2%

\* 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

### Report of Principal and School Improvement Council

The 2010-2011 school year at Daniel Island School proved to be another successful year of learning. Our fifth year in existence led to more changes and exciting news for the Daniel Island community. Our enrollment remained near the 1,200 mark. Daniel Island School was recognized for earning the state's Palmetto Gold Award for excellence in achievement for the second year in a row. Once again, the elementary group from our school earned an Absolute Rating of Excellent, and a Growth Rating of Excellent. Likewise, our middle school group earned an Absolute Rating of Excellent and a Growth Rating of Excellent.

Many students were afforded opportunities to celebrate success this year. Daniel Island School had several students participate in District and Region Band with two students receiving call-backs for State Band auditions. We celebrated with an increase in the number of Junior Scholars and Duke Tip Scholars identified. For the first time, Daniel Island School initiated a Glee Club, giving students a chance to further showcase their talents.

In the 2010-11 school year, we continued to enhance our academic performance and create a safer environment in our school. Primary teachers continued the use of The 95% Group materials funded by our strong and supportive PTA. In addition, groups joined together to fund the full implementation of The Write Source in an effort to improve writing and grammar skills from Kindergarten through 8th grade. With over 1,000 volunteer hours donated to the school, our students experienced another year of great success. Our Guidance team celebrated national recognition as they were one of only a few schools in our state to receive the RAMP award. As well, our Guidance Director was a finalist for the SC Heart Award for the second year in a row.

We are excited about all of our accomplishments and look forward to what the future holds for Daniel Island School. We encourage you to come by and get involved in this exciting place of learning.

Mr. Robert Candillo, Principal

Mrs. Kecia Greenho, School Improvement Council Chairperson

### Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	63	144	142
Percent satisfied with learning environment	87.3%	69.4%	71.9%
Percent satisfied with social and physical environment	93.7%	76.2%	73.8%
Percent satisfied with school-home relations	98.4%	84.7%	69.3%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 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	2.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.8%	0.0%	No
Student attendance rate	96.6%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

**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 = 79.4% (Met or Exemplary)**

All Students	679	100	11.4	23.1	65.5	92.9	85.3	82.4	Yes	Yes
<b>Gender</b>										
Male	340	100	15.6	26.4	58	90.5	81.3	78.7	N/A	N/A
Female	339	100	7.1	19.8	73.1	95.4	89.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	537	100	5.5	20.7	73.8	97.1	89	88.9	Yes	Yes
African American	117	100	36	34.2	29.8	75.4	78.6	72.9	No	Yes
Asian/Pacific Islander	13	100	7.7	23.1	69.2	92.3	94.1	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	85	79.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	87	83	I/S	I/S
<b>Disability Status</b>										
Disabled	63	100	47.4	28.1	24.6	59.6	54.4	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	84.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	128	100	35.5	34.7	29.8	76.9	80.4	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	679	100	14.5	29.2	56.3	89.8	84.4	81.9	Yes	Yes
<b>Gender</b>										
Male	340	100	18.1	31.6	50.3	87.1	82.7	79.9	N/A	N/A
Female	339	100	10.8	26.9	62.3	92.6	86.2	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	537	100	7.6	28.5	63.9	95.5	88.6	88.9	Yes	Yes
African American	117	100	43.9	32.5	23.7	66.7	77.1	71.4	No	Yes
Asian/Pacific Islander	13	100	7.7	15.4	76.9	92.3	94.2	94.6	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	83.3	81.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	85.7	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	63	100	57.9	24.6	17.5	49.1	53	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	83.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	128	100	45.5	33.1	21.5	63.6	79.5	74.9	No	Yes

\* 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

## 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	459	99.8	12.7	43.2	44.1	87.3	70.9	68.6
<b>Gender</b>								
Male	235	99.6	14.6	41.6	43.8	85.4	70.4	68.3
Female	224	100	10.6	44.9	44.4	89.4	71.4	68.9
<b>Racial/Ethnic Group</b>								
White	367	99.7	6.2	44.6	49.2	93.8	79.9	80.7
African American	77	100	41.9	41.9	16.2	58.1	56.5	51.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	64.3	61.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	67.4	70.8
<b>Disability Status</b>								
Disabled	45	97.8	51.3	25.6	23.1	48.7	39.6	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	65.3	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	88	98.9	37	49.4	13.6	63	61.8	57.3
<b>Social Studies</b>								
All Students	453	100	12.5	25.9	61.7	87.5	75.7	72.5
<b>Gender</b>								
Male	218	100	12	24.4	63.6	88	74.3	72
Female	235	100	12.9	27.2	59.8	87.1	77.1	73.1
<b>Racial/Ethnic Group</b>								
White	360	100	7	24.3	68.6	93	81.1	81
African American	78	100	35.1	32.5	32.5	64.9	66.4	60
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	90.7	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	73.2	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	77.5	73.5
<b>Disability Status</b>								
Disabled	38	100	44.4	36.1	19.4	55.6	43.5	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	73.4	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	75	100	43.8	30.1	26	56.2	68.4	62.9

Abbreviations for Missing Data

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

## 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	222	100	9.8	29.4	60.7	90.2	73.5	73.2	96.6	96.3
<b>Gender</b>										
Male	113	100	13.6	37.3	49.1	86.4	66.8	67.2	96.4	96.3
Female	109	100	5.8	21.2	73.1	94.2	80.6	79.4	96.7	96.3
<b>Racial/Ethnic Group</b>										
White	175	100	4.2	25	70.8	95.8	78.5	81.5	96.6	95.9
African American	38	100	36.8	50	13.2	63.2	64.8	61.3	96.6	96.9
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87	87	96.6	97.1
Hispanic	3	I/S	I/S	I/S	I/S	I/S	72.1	66.7	94.8	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	72.7	72.2	96.7	95.5
<b>Disability Status</b>										
Disabled	19	100	44.4	50	5.6	55.6	27.7	26	94.5	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	69	65.7	95.7	97
<b>Socio-Economic Status</b>										
Subsidized meals	46	100	36.4	47.7	15.9	63.6	65.4	63.2	95.5	96

Abbreviations for Missing Data

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

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>2010</b>	3	151	100	7.5	10.9	81.6	92.5
	4	150	100	12	23.9	64.1	88
	5	106	100	7.7	31.7	60.6	92.3
	6	92	100	13.6	29.5	56.8	86.4
	7	82	100	15.6	19.5	64.9	84.4
	8	69	100	19.7	22.7	57.6	80.3
<b>2011</b>	3	127	100	8.9	12.2	78.9	91.1
	4	147	100	6.3	17.6	76.1	93.7
	5	152	100	8.3	31	60.7	91.7
	6	96	100	16.3	32.6	51.1	83.7
	7	86	100	14.8	29.6	55.6	85.2
	8	71	100	22.4	16.4	61.2	77.6
<b>Mathematics</b>							
<b>2010</b>	3	151	100	8.2	22.4	69.4	91.8
	4	150	100	9.2	38.7	52.1	90.8
	5	106	100	19.2	34.6	46.2	80.8
	6	92	100	15.9	39.8	44.3	84.1
	7	82	100	22.1	28.6	49.4	77.9
	8	69	100	24.2	34.8	40.9	75.8
<b>2011</b>	3	127	100	17.1	20.3	62.6	82.9
	4	147	100	5.6	21.8	72.5	94.4
	5	152	100	14.5	45.5	40	85.5
	6	96	100	15.2	27.2	57.6	84.8
	7	86	100	18.5	24.7	56.8	81.5
	8	71	100	22.4	34.3	43.3	77.6
<b>Science</b>							
<b>2010</b>	3	75	100	16.4	30.1	53.4	83.6
	4	150	100	13.4	58.5	28.2	86.6
	5	54	100	17.3	46.2	36.5	82.7
	6	47	100	18.2	54.5	27.3	81.8
	7	82	100	13.9	36.7	49.4	86.1
	8	34	100	28.1	28.1	43.8	71.9
<b>2011</b>	3	65	100	17.5	28.6	54	82.5
	4	147	100	6.3	52.8	40.8	93.7
	5	76	100	16.2	48.6	35.1	83.8
	6	48	97.9	12.8	51.1	36.2	87.2
	7	86	100	15.9	42.7	41.5	84.1
	8	37	100	14.7	8.8	76.5	85.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	76	100	4.1	37.8	58.1	95.9
	4	150	100	9.9	35.9	54.2	90.1
	5	53	100	15.4	28.8	55.8	84.6
	6	45	100	22.7	31.8	45.5	77.3
	7	82	100	22.8	29.1	48.1	77.2
	8	35	100	14.7	29.4	55.9	85.3
<b>2011</b>	3	62	100	16.7	21.7	61.7	83.3
	4	147	100	7	24.6	68.3	93
	5	76	100	8.5	21.1	70.4	91.5
	6	48	100	15.6	46.7	37.8	84.4
	7	86	100	18.3	20.7	61	81.7
	8	34	100	18.2	33.3	48.5	81.8
<b>Writing</b>							
<b>2010</b>	3	152	100	14.2	14.2	71.6	85.8
	4	152	100	13.1	26.9	60	86.9
	5	106	96.2	12.9	30.7	56.4	87.1
	6	92	100	10.2	33	56.8	89.8
	7	82	98.8	11.7	35.1	53.2	88.3
	8	68	100	21.5	20	58.5	78.5
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	151	100	8.2	27.4	64.4	91.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	71	100	13.2	33.8	52.9	86.8

Abbreviations for Missing Data

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