



## Daniel Island School

2365 Daniel Island Drive  
Daniel Island, SC 39492

<b>Grades</b>	PK-8 Elementary School	
<b>Enrollment</b>	793 Students	
<b>Principal</b>	Lori Dibble	843-471-2301
<b>Superintendent</b>	Dr. J. Chester Floyd	843-899-8600
<b>Board Chair</b>	Douglas Cooper	843-819-3320

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Excellent</b>	<b>Below Average</b>
2007	Good	Good
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

## 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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

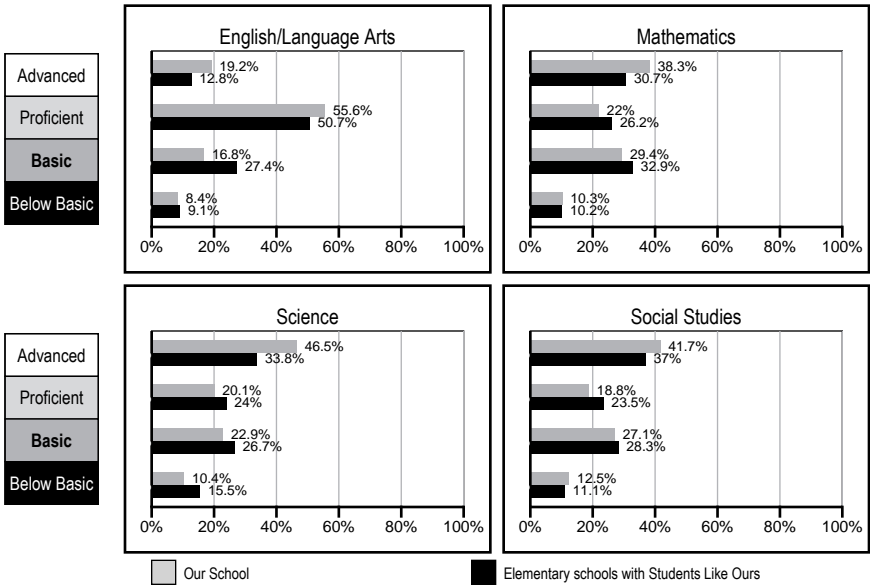
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 86.8%

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

Excellent	Good	Average	Below Average	At-Risk
6	20	3	0	0

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



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

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

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

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=793)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 1.9%	1.0%	2.3%
Attendance rate	96.6%	Up from 96.5%	97.0%	96.3%
Eligible for gifted and talented	24.0%	Up from 23.5%	26.7%	10.4%
With disabilities other than speech	5.9%	Up from 3.4%	6.2%	7.5%
Older than usual for grade	0.6%	Up from 0.2%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.2%	0.0%	0.0%
<b>Teachers (n=51)</b>				
Teachers with advanced degrees	64.7%	Down from 66.7%	60.4%	56.7%
Continuing contract teachers	60.8%	Down from 61.1%	83.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 3.8%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	86.6%	86.4%
Teacher attendance rate	95.2%	Down from 97.0%	95.0%	94.9%
Average teacher salary	\$42,292	Up 0.2%	\$46,736	\$45,345
Professional development days/teacher	12.3 days	Down from 14.6 days	12.2 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	No Change	4.5	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 16.1 to 1	19.6 to 1	18.5 to 1
Prime instructional time	90.6%	Down from 91.2%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 82.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$7,824	N/A	\$6,779	\$7,052
Percent of expenditures for instruction*	50.5%	N/A	72.0%	69.1%
Percent of expenditures for teacher salaries*	45.1%	N/A	63.2%	64.2%

\* 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 has successfully completed its second year as a pre-k through 8th grade school. This uniquely structured school is nestled in a community located on Daniel Island. Its rich, diverse population draws from all states around the nation, as families move into the area, as well as the surrounding rural areas. We celebrate the differences and take advantage of the unique cultures that have come together in this learning environment.

In this rapidly growing area, our enrollment increased from roughly 575 students in June 07 to almost 800 currently. The community is excited about the initiatives we have started and provides endless hours of volunteer time to support our efforts. Our Adopt-a-Teacher Program has taken on a new look. This program is geared to bring the business community into the classroom. Businesses are working side-by-side with teachers, providing hands on learning experiences for children with things like scale drawing and creating a business from scratch.

Parent Pals is a way for parents and community members to give back to a child. Mini training sessions are provided to allow them to feel comfortable when they steal away for an hour a day or a week to come and read to a buddy. Another buddy program we started is our Osprey Buddies. Students are matched up with other students to provide support, assistance, and friendship.

We are proud of our student accomplishments. One of our fifth graders placed second in the District Lieutenant Governor's Writing contest, one student made All County Orchestra, eight students made All County Chorus, over \$1,000 was raised for the Lymphoma and Leukemia Society, we had eleven district Reflections winners and six 1st place overall, one student was recognized at the state level for his entry into the Doodle for Google contest, one student received the Duke Tip and six were recognized as Jr. Scholars, fifteen student ambassadors made up our Student Council, and several students participate in our Taiko Drumming class and present locally. Students and faculty participated in Jump rope for Heart, Relay for Life, a blood drive, and our Christmas Toy Drive. Our teachers are active members of school, district, and state organizations and committees. They assist with coaching athletic teams at the school, volunteer to teach summer programs, and provide enriched tutoring experiences before and after school.

We believe in positive interactions with children and have worked hard this year to create a climate that supports that belief. Children are recognized on a regular basis for positive choices, improved grades, outstanding grades, and display of quality character.

Though we are proud of the successes we have experienced this year, we look forward to all the accomplishments ahead. As we travel on this learning journey together, we embrace the lessons life teaches us through all aspects of our day.

Lori Dibble, Principal  
Stacey Lindbergh, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	65	52
Percent satisfied with learning environment	88.6%	93.8%	92.3%
Percent satisfied with social and physical environment	93.2%	83.1%	86.5%
Percent satisfied with school-home relations	93.2%	83.1%	88.2%

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

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School Adequate Yearly Progress

NO

This school met 13 out of 17 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

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 and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

\* Or greater than last year

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## PACT 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
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	403	100	12.9	22.8	47.7	16.6	71.6	48.6	48.2	Yes	Yes
<b>Gender</b>											
Male	198	100	16	28.2	47	8.8	64.6	40.8	41.7	N/A	N/A
Female	205	100	9.9	17.7	48.4	24	78.1	56.8	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	267	100	3.2	13.8	59.5	23.5	88.7	55.4	60	Yes	Yes
African American	127	100	33.1	43.2	22	1.7	34.7	36.5	31.7	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	39.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
<b>Disability Status</b>											
Disabled	39	100	56.8	35.1	5.4	2.7	16.2	12.9	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	37.4	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	111	100	32.7	41.6	20.8	5	36.6	38.5	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	403	100	12.6	33	22.3	32.2	66	44.2	45.8	Yes	Yes
<b>Gender</b>											
Male	198	100	14.9	31.5	22.1	31.5	63	44.4	45.6	N/A	N/A
Female	205	100	10.4	34.4	22.4	32.8	68.8	43.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	267	100	2	25.9	27.1	44.9	83.4	52.8	59	Yes	Yes
African American	127	100	35.6	47.5	12.7	4.2	29.7	28.2	26.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	70.4	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	38.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	39	100	59.5	18.9	16.2	5.4	21.6	14.6	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	38.6	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	111	100	36.6	45.5	11.9	5.9	30.7	33.8	31.4	No	Yes

\* Adj - 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

## PACT 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*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	265	99.6	15.3	24	19.8	40.9	60.7	35.1	35.7	96.6	96.4
<b>Gender</b>											
Male	129	99.2	14.5	23.9	15.4	46.2	61.5	36.3	37.4	96.4	96.3
Female	136	100	16	24	24	36	60	33.9	33.8	96.8	96.5
<b>Racial/Ethnic Group</b>											
White	180	99.4	1.2	17.3	24.1	57.4	81.5	44.8	49.2	96.4	96
African American	79	100	45.9	37.8	10.8	5.4	16.2	18.5	17	97.1	96.9
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	51.3	58	96.7	97.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	26.8	24.9	96.3	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.7	37.4	99.4	95.2
<b>Disability Status</b>											
Disabled	27	96.3	54.2	16.7	8.3	20.8	29.2	9.8	14	95.1	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	24.3	24.4	97.3	96.9
<b>Socio-Economic Status</b>											
Subsided meals	67	100	45.9	42.6	8.2	3.3	11.5	23.7	21.1	96.5	96.1
<b>Social Studies</b>											
All Students	266	100	14.8	30.7	15.6	38.9	54.5	34.6	34	96.6	96.4
<b>Gender</b>											
Male	135	100	18.9	30.3	18.9	32	50.8	36.3	36.6	96.4	96.3
Female	131	100	10.7	31.1	12.3	45.9	58.2	32.8	31.3	96.8	96.5
<b>Racial/Ethnic Group</b>											
White	175	100	6.2	23	18	52.8	70.8	40.9	44.5	96.4	96
African American	87	100	32.5	46.3	11.3	10	21.3	22.7	19.1	97.1	96.9
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	59.5	58.9	96.7	97.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	31.3	27.5	96.3	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.8	32.7	99.4	95.2
<b>Disability Status</b>											
Disabled	27	100	53.8	38.5	3.8	3.8	7.7	11.8	14.4	95.1	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	29.6	27.3	97.3	96.9
<b>Socio-Economic Status</b>											
Subsided meals	75	100	33.8	45.6	10.3	10.3	20.6	25.5	21	96.5	96.1

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	65	98.5	3.2	14.5	64.5	17.7	82.3
	4	55	98.2	12.2	24.5	49	14.3	63.3
	5	60	96.7	9.8	35.3	37.3	17.6	54.9
	6	37	100	16.7	27.8	36.1	19.4	55.6
	7	46	97.8	19.5	29.3	48.8	2.4	51.2
<b>2008</b>	3	85	100	6.3	11.3	58.8	23.8	82.5
	4	80	100	6.8	24.7	46.6	21.9	68.5
	5	65	100	13.3	15	63.3	8.3	71.7
	6	70	100	16.7	22.7	39.4	21.2	60.6
	7	48	100	9.8	39	41.5	9.8	51.2
8	55	100	28.3	34	30.2	7.5	37.7	
<b>Mathematics</b>								
<b>2007</b>	3	65	98.5	12.9	56.5	17.7	12.9	30.6
	4	55	98.2	16.3	20.4	28.6	34.7	63.3
	5	60	96.7	9.8	33.3	25.5	31.4	56.9
	6	37	100	8.3	22.2	38.9	30.6	69.4
	7	46	97.8	17.1	31.7	26.8	24.4	51.2
<b>2008</b>	3	85	100	7.5	32.5	20	40	60
	4	80	100	12.3	30.1	21.9	35.6	57.5
	5	65	100	11.7	23.3	25	40	65
	6	70	100	6.1	31.8	24.2	37.9	62.1
	7	48	100	12.2	39	19.5	29.3	48.8
8	55	100	30.2	45.3	22.6	1.9	24.5	
<b>Science</b>								
<b>2007</b>	3	32	100	0	43.3	33.3	23.3	56.7
	4	55	98.2	18.4	18.4	14.3	49	63.3
	5	30	100	19.2	23.1	19.2	38.5	57.7
	6	19	100	5.6	11.1	27.8	55.6	83.3
	7	46	97.8	22	17.1	34.1	26.8	61
<b>2008</b>	3	42	100	7.7	20.5	33.3	38.5	71.8
	4	80	100	9.6	21.9	15.1	53.4	68.5
	5	33	100	16.1	25.8	16.1	41.9	58.1
	6	35	100	21.2	15.2	15.2	48.5	63.6
	7	48	97.9	20	35	20	25	45
8	27	100	26.9	26.9	23.1	23.1	46.2	
<b>Social Studies</b>								
<b>2007</b>	3	32	100	6.3	25	43.8	25	68.8
	4	55	98.2	14.3	24.5	32.7	28.6	61.2
	5	28	100	24	32	16	28	44
	6	18	100	22.2	11.1	38.9	27.8	66.7
	7	46	97.8	22	24.4	22	31.7	53.7
<b>2008</b>	3	43	100	0	26.8	19.5	53.7	73.2
	4	80	100	19.2	26	20.5	34.2	54.8
	5	32	100	13.8	31	13.8	41.4	55.2
	6	35	100	6.1	27.3	12.1	54.5	66.7
	7	48	100	19.5	34.1	7.3	39	46.3
8	28	100	29.6	48.1	14.8	7.4	22.2	

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