



## Denmark-Olar High

197 Viking Circle  
Denmark, SC 29042

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	256 Students	
<b>Principal</b>	David Yates	803-793-3307
<b>Superintendent</b>	Dr. Secaida Howell	803-793-3346
<b>Board Chair</b>	Alvin Maynor	803-368-3006

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	Excellent
2004	At-Risk	Excellent

## 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.

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

Excellent	Good	Average	Below Average	At-Risk
1	4	3	5	8

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

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

Percent	Our High School			High Schools with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	47.4	66.7	64.6	57.1	60.2	60.7
Passed 1 subtest (%)	17.1	24.2	21.5	17.0	21.5	16.3
Passed no subtests (%)	35.5	9.1	13.8	36.7	21.8	23.8

**HSAP Passage Rate by Spring 2008**

Percent	Our High School	High Schools with Students Like Ours
	75.5%	78.0%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	58	82
Number of Diplomas	36	54
Rate	62.1%	54.5%

**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	71.7	55.9
English 1	25.5	37.5
Physical Science	6.4	26.4
All Tests	36.1	42.6

\* 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
<b>Students (n=256)</b>				
Retention rate	11.5%	Up from 10.0%	12.4%	6.1%
Attendance rate	95.4%	Up from 94.9%	94.2%	95.0%
Eligible for gifted and talented	11.0%	Up from 9.0%	1.7%	8.3%
With disabilities other than speech	10.3%	Up from 9.7%	15.7%	13.0%
Older than usual for grade	11.3%	Up from 7.8%	16.8%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.3%	Down from 9.1%	1.8%	1.5%
Enrolled in AP/IB programs	0.0%	No Change	1.2%	11.4%
Successful on AP/IB exams	N/A	N/A	N/A	54.3%
Eligible for LIFE Scholarship	18.4%	Down from 24.2%	21.7%	30.5%
Annual dropout rate	8.3%	Up from 6.7%	2.4%	3.5%
Career/technology students in co-curricular organizations	8.7%	Up from 4.5%	2.9%	3.1%
Enrollment in career/technology courses	185	Down from 193	262	559
Students participating in work-based experiences	54.9%	Down from 99.0%	4.1%	10.6%
Career/technology students attaining technical skills	64.3%	Down from 64.8%	77.2%	79.6%
Career/technology completers placed	100.0%	No Change	98.2%	98.5%
<b>Teachers (n=21)</b>				
Teachers with advanced degrees	61.9%	Up from 56.0%	56.7%	57.4%
Continuing contract teachers	71.4%	Up from 40.0%	57.1%	69.6%
Teachers with emergency or provisional certificates	38.1%	Up from 32.0%	19.1%	8.7%
Teachers returning from previous year	71.0%	Up from 61.4%	78.6%	85.0%
Teacher attendance rate	92.0%	Down from 92.9%	94.9%	95.4%
Average teacher salary	\$45,443	Up 9.7%	\$43,632	\$46,061
Professional development days/teacher	14.8 days	Up from 8.4 days	11.9 days	11.4 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	18.7 to 1	Up from 14.1 to 1	17.5 to 1	25.4 to 1
Prime instructional time	84.8%	Down from 85.9%	86.4%	89.1%
Dollars spent per pupil*	\$9,851	Down 19.7%	\$9,701	\$7,279
Percent of expenditures for teacher salaries*	48.6%	Down from 49.8%	51.7%	55.3%
Percent of expenditures for instruction*	57.9%	Down from 62.0%	61.4%	60.8%
Opportunities in the arts	Good	Up from Poor	Good	Excellent
Parents attending conferences	100.0%	No Change	93.9%	94.2%
SACS accreditation	No	No Change	Yes	Yes
Character development program	Below Average	Down from Excellent	Good	Good
Modern Language Program Assessment	N/A	N/A	Good	Good
Classical Language Program Assessment	N/A	N/A	Average	Average

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	53	75.5%	147	36.1%	58	62.1%	No
<b>Gender</b>							
Male	29	65.5%	72	34.7%	33	48.5%	N/A
Female	24	87.5%	74	37.8%	25	80.0%	N/A
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	53	75.5%	141	36.2%	58	62.1%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	N/A	N/A	12	8.3%	N/A	N/A	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	45	75.6%	135	37.8%	52	59.6%	N/A

\* 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

During the past school year, Denmark-Olar High School worked to improve student achievement and school climate. An active School Improvement Council (SIC) met throughout the school year and participated in program planning and development. As part of the SACS accreditation process, we conducted a rigorous self-study and identified areas of strength as well as areas in need of improvement.

With significant emphasis on the quality of instruction, we are proud of our progress and the many accomplishments of our students in the 2007-2008 school year.

Standards-based instruction, dual-enrollment opportunities, community-based partnerships, quality school-to-work and career preparation programs, integration of cutting-edge technology, emphasis on character and parental involvement – all facilitated our way to creating a seamless transition between high school and higher education.

While there are many, we have enjoyed the following successes:

### Increased test scores

- Seniors achieved 100% HSAP passage before graduation
- Achieved highest HSAP increase in region
- Senior scholarships and awards totaling over 800,000
- Savannah River Site employed two School-To-Work students
- Achieved Adequate-Yearly-Progress in 2006-2007
- Met 100% CATE Standards
- Progressive partnerships with institutions of higher education

We are grateful for the support of our community, SIC, GEAR UP, and volunteers who contributed much to our success.

David J. Yates, Principal  
Arlene Brown, SIC President

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	41	27
Percent satisfied with learning environment	71.4%	53.7%	69.2%
Percent satisfied with social and physical environment	76.2%	63.4%	66.7%
Percent satisfied with school-home relations	71.4%	73.2%	77.8%

\* 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 9 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. Sanction: Implement the restructuring plan.
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."</b>

## Teacher Quality Data

	Our School	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	10.6%	6.8%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	17.6%	0.0%	No

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## HSAP 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 = 52.3% (Proficient and Advanced)

All Students	66	98.5	12.7	52.4	27	7.9	57.1	56.3	69.7	Yes	Yes
Male	35	97.1	15.6	59.4	18.8	6.3	53.1	51.5	64.6	N/A	N/A
Female	31	100	9.7	45.2	35.5	9.7	61.3	61.3	74.8	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	81.7	I/S	I/S
African American	65	98.5	12.9	51.6	27.4	8.1	58.1	57.1	53.6	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.1	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.5	I/S	I/S
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	59	98.3	14.3	51.8	26.8	7.1	57.1	56.1	55.1	Yes	Yes

## Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	66	98.5	33.3	41.3	23.8	1.6	41.3	40.6	67.2	No	Yes
Male	35	97.1	43.8	34.4	18.8	3.1	37.5	36.4	66.3	N/A	N/A
Female	31	100	22.6	48.4	29	0	45.2	45.2	68	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	79.6	I/S	I/S
African American	65	98.5	32.3	41.9	24.2	1.6	41.9	41.3	49.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	88.9	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	69.5	I/S	I/S
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	59	98.3	33.9	44.6	19.6	1.8	37.5	36.8	53.1	No	Yes

## Physical Science (End-of-Course Performance by Group)

All Students	52	90.4	88.5	1.9	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Male	24	91.7	91.7	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Female	28	89.3	85.7	3.6	N/A	N/A	I/S	N/A	N/A	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	51	90.2	88.2	2.0	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	1	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	5	I/S	I/S	I/S	I/S	I/S	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	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	48	89.6	87.5	2.1	N/A	N/A	I/S	N/A	N/A	N/A	N/A

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

Abbreviations for Missing Data

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## Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
<b>English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)</b>										
All Students	2007	68	95.6	8.1	41.9	37.1	12.9	62.9	62.9	70.7
	2008	66	98.5	12.7	52.4	27	7.9	57.1	56.3	69.7
<b>Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)</b>										
All Students	2007	68	97.1	30.2	49.2	14.3	6.3	31.7	31.7	62.2
	2008	66	98.5	33.3	41.3	23.8	1.6	41.3	40.6	67.2

Abbreviations for Missing Data

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