



## Dreher High

3319 Millwood Avenue  
Columbia, South Carolina

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,219 Students	
<b>Principal</b>	Jeanne Stiglbauer	803-253-7000
<b>Superintendent</b>	Dr. Percy Mack	803-231-7500
<b>Board Chair</b>	Wendy Brawley	803-231-7556

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Below Average</b>
2007	Good	Excellent
2006	Good	At-Risk
2005	Excellent	Excellent
2004	Excellent	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
3	8	13	3	0

\* 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 (%)	74.7	70.4	83.8	75.5	80.7	83.3
Passed 1 subtest (%)	13.1	20.7	8.7	11.7	11.3	9.5
Passed no subtests (%)	12.2	8.9	7.4	12.8	8.0	7.5

**HSAP Passage Rate by Spring 2008**

Percent	Our High School	High Schools with Students Like Ours
	94.9%	93.6%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	278	321
Number of Diplomas	225	229
Rate	80.9%	73.1%

**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	64.3	77.0
English 1	73.7	68.5
Physical Science	64.0	59.2
All Tests	68.0	68.1

\* 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=1,219)</b>				
Retention rate	6.2%	Down from 6.3%	5.9%	6.1%
Attendance rate	95.8%	Down from 96.6%	95.0%	95.0%
Eligible for gifted and talented	20.7%	Up from 20.3%	11.4%	8.3%
With disabilities other than speech	10.2%	Up from 8.5%	13.2%	13.0%
Older than usual for grade	5.7%	Up from 2.1%	6.8%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.1%	Up from 0.4%	1.3%	1.5%
Enrolled in AP/IB programs	29.2%	Down from 41.8%	18.9%	11.4%
Successful on AP/IB exams	76.9%	N/A	58.5%	54.3%
Eligible for LIFE Scholarship	42.9%	Down from 43.3%	31.5%	30.5%
Annual dropout rate	3.2%	Up from 2.4%	4.1%	3.5%
Career/technology students in co-curricular organizations	3.8%	Down from 4.0%	1.2%	3.1%
Enrollment in career/technology courses	652	Up from 476	751	559
Students participating in work-based experiences	2.8%	Down from 3.8%	9.1%	10.6%
Career/technology students attaining technical skills	84.5%	Up from 76.2%	80.9%	79.6%
Career/technology completers placed	95.8%	Up from 94.4%	100.0%	98.5%
<b>Teachers (n=72)</b>				
Teachers with advanced degrees	72.2%	Down from 77.3%	62.6%	57.4%
Continuing contract teachers	70.8%	Down from 73.3%	73.0%	69.6%
Teachers with emergency or provisional certificates	7.9%	Up from 4.7%	4.9%	8.7%
Teachers returning from previous year	85.6%	Down from 88.1%	86.0%	85.0%
Teacher attendance rate	95.4%	Down from 96.4%	95.4%	95.4%
Average teacher salary	\$50,367	Up 2.6%	\$46,872	\$46,061
Professional development days/teacher	16.6 days	Up from 9.4 days	11.7 days	11.4 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	5.3	3.0
Student-teacher ratio in core subjects	28.4 to 1	Up from 27.7 to 1	28.0 to 1	25.4 to 1
Prime instructional time	90.3%	Down from 92.2%	90.1%	89.1%
Dollars spent per pupil*	\$7,050	Down 4.9%	\$6,541	\$7,279
Percent of expenditures for teacher salaries*	64.3%	Up from 63.5%	55.0%	55.3%
Percent of expenditures for instruction*	69.5%	Up from 68.9%	59.9%	60.8%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	99.9%	Up from 87.4%	96.6%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	No Change	Good	Good
Modern Language Program Assessment	N/A	N/A	Good	Good
Classical Language Program Assessment	N/A	N/A	Excellent	Average

\* 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 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	255	94.9%	827	68.0%	278	80.9%	No
<b>Gender</b>							
Male	105	94.3%	427	74.2%	114	74.6%	N/A
Female	150	95.3%	400	61.3%	162	85.2%	N/A
<b>Racial/Ethnic Group</b>							
White	124	99.2%	326	85.9%	120	90.0%	N/A
African American	125	90.4%	462	55.0%	146	73.3%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	16	68.8%	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	21	61.9%	76	47.4%	26	50.0%	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	75	92.0%	305	54.4%	92	67.4%	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

Dreher High School continued its proud tradition of providing quality education in academics and the arts in 2007-2008. Each year the faculty, parents, and students participate in goal-setting and define actions to work toward our school goals. The extraordinary effectiveness of the academic program is reflected in the many accomplishments of our students. We produced six National Merit semifinalists, five National Merit finalists, and six National Merit commended scholars. To date, five students received National Merit Scholarships and three students received National Achievement Scholarships. Dreher produced seven AP Scholars with Distinction, 14 AP Scholars, nine AP Scholars with Honors, two Robert C. Byrd Scholar nominees, 21 Palmetto Fellows, 42 Richland One Academic All-Stars, 42 High School Scholars, and 49 received the Dreher Gold Stole. The Academic Decathlon team was state champion for the seventh consecutive year and received medals at state and national competitions, placing 17th in the national competition.

Our dedicated staff includes 10 National Board certified teachers, two district and one state Teachers of the Year, two Milken Family Educators Awardees, former NASSP State Teacher and Principal of the Year, 2008 AP Regional Teacher of the year, and 4 coaches of the year in region. All of our teachers were trained in Academic Literacy this year. Our staff continues its quest for excellence through organized professional development and collegiality.

From our smaller learning communities, 21 honor graduates were recognized in the AP Institute, 24 in the Honors Engineering and Science Academy and 24 in the Honors Humanities Academy. The Fine Arts Academy recognized 24 graduates. The Freshman Academy continues to have a positive impact upon student achievement, and the National Academy of Finance is growing. Our Academic Literacy programs and Smaller Learning Communities will be continued through a federal grant. Five students selected for Governor's School for Arts and Humanities. Our after-school tutorial, credit recovery, and SAT preparation programs continued to serve the diverse needs of our school population.

Student commitment to community and service to others is demonstrated by more than 5,000 hours of service by clubs and organizations such as Key Club, Honor Society, NJROTC, student council, and others. Projects included Invisible Children Awareness Rally, United Way Campaign, Blood Drives and Ring the Bell for American Red Cross, Children's Chance, Can Food Drives for Harvest Hope and Cooperative Ministry, MS Walk, and Adopt-A-Highway Campaign.

2007-2008 is the first year of operation in our new facility. Although grateful to be in a grand new facility, Dreher continues the legacy of excellence and the faculty and staff continue to support the mission of the school to work with parents and community as partners to provide all students a learning environment that enriches academic, vocational, artistic and personal growth.

Dr. Jane Zenger, SIC Chairperson  
Jeanne Stiglbauer, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	73	186	56
Percent satisfied with learning environment	72.9%	70.1%	82.1%
Percent satisfied with social and physical environment	93.2%	76.0%	87.0%
Percent satisfied with school-home relations	80.8%	86.0%	71.4%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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## No Child Left Behind

## School Adequate Yearly Progress

YES

This school met 17 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

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	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.3%	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	315	99.7	8.7	20.1	33.8	37.5	80.9	64.1	69.7	Yes	Yes
Male	160	99.4	9.3	18.5	38.4	33.8	83.4	59	64.6	N/A	N/A
Female	155	100	8.1	21.6	29.1	41.2	78.4	69	74.8	N/A	N/A
White	151	100	6.2	4.8	33.8	55.2	92.4	88.6	81.7	Yes	Yes
African American	150	99.3	11.2	35.7	34.3	18.9	69.2	56.5	53.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	86.7	83.1	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	69.2	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	39	97.4	47.1	20.6	23.5	8.8	38.2	23.2	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	4	I/S	I/S	I/S	I/S	I/S	I/S	68.4	47.3	I/S	I/S
Subsized meals	90	98.9	11.9	40.5	35.7	11.9	66.7	52.4	55.1	Yes	Yes

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

All Students	315	99.4	12.7	26.4	34.1	26.8	72.2	55	67.2	Yes	Yes
Male	160	98.8	11.9	20.5	39.7	27.8	75.5	55.4	66.3	N/A	N/A
Female	155	100	13.5	32.4	28.4	25.7	68.9	54.6	68	N/A	N/A
White	151	99.3	5.5	17.9	36.6	40	86.2	82.8	79.6	Yes	Yes
African American	150	99.3	20.3	35.7	31.5	12.6	56.6	46.4	49.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	80	88.9	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	51.9	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	39	97.4	52.9	23.5	23.5	0	32.4	16.9	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	4	I/S	I/S	I/S	I/S	I/S	I/S	52.6	54.9	I/S	I/S
Subsized meals	90	98.9	23.8	36.9	32.1	7.1	56	44.1	53.1	Yes	Yes

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

All Students	300	93.3	49.0	20.0	14.0	10.3	24.3	N/A	N/A	N/A	N/A
Male	146	93.2	39.0	18.5	21.9	13.7	35.6	N/A	N/A	N/A	N/A
Female	154	93.5	58.4	21.4	6.5	7.1	13.6	N/A	N/A	N/A	N/A
White	135	95.6	25.2	28.1	25.2	17.0	42.2	N/A	N/A	N/A	N/A
African American	151	90.7	72.2	11.3	4.0	3.3	7.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	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	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	23	73.9	65.2	8.7	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	90	88.9	67.8	14.4	5.6	1.1	I/S	N/A	N/A	N/A	N/A

\* 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

**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*
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**English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)**

All Students	2007	273	98.5	10.2	22.5	27.5	39.8	76.2	66.8	70.7
	2008	315	99.7	8.7	20.1	33.8	37.5	80.9	64.1	69.7

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

All Students	2007	273	98.9	26.2	26.6	15.2	32.0	57.4	50.3	62.2
	2008	315	99.4	12.7	26.4	34.1	26.8	72.2	55	67.2

Abbreviations for Missing Data

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