



## Denmark-Olar High

197 Viking Circle  
Denmark, SC 29042

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	277 Students	
<b>Principal</b>	David Yates	803-793-3307
<b>Superintendent</b>	Dr. Jake Sello	803-793-3346
<b>Board Chair</b>	Larry Bias	803-793-5929

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>Excellent*</b>
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	Excellent

\* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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
2	2	3	7	11

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

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

	Our High School			High Schools with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	66.7	64.6	60.9	60.2	60.7	58.2
Passed 1 subtest (%)	24.2	21.5	21.9	21.5	16.3	20.5
Passed no subtests (%)	9.1	13.8	17.2	21.8	23.8	24.1

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	96.2%	83.5%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	71	104
Number of Diplomas	48	66
Rate	67.6%	57.1%

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	52.0	48.7
English 1	26.0	40.0
Physical Science	15.8	28.9
US History and the Constitution	41.9	19.1
All Tests	35.5	34.5

\* 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=277)</b>				
Retention rate	5.3%	Down from 11.5%	6.7%	4.8%
Attendance rate	95.1%	Down from 95.4%	94.7%	95.5%
Eligible for gifted and talented	9.3%	Down from 11.0%	2.6%	9.2%
With disabilities other than speech	8.4%	Down from 10.3%	13.6%	12.6%
Older than usual for grade	10.5%	Down from 11.3%	13.3%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 4.3%	1.4%	1.2%
Enrolled in AP/IB programs	0.0%	No Change	6.4%	13.2%
Successful on AP/IB exams	N/A	N/A	21.2%	55.6%
Eligible for LIFE Scholarship	25.5%	Up from 18.4%	27.4%	29.8%
Annual dropout rate	4.3%	Down from 8.3%	2.5%	3.5%
Career/technology students in co-curricular organizations	11.8%	Up from 8.7%	2.3%	3.0%
Enrollment in career/technology courses	199	Up from 185	226	523
Students participating in work-based experiences	24.0%	Down from 54.9%	8.6%	12.9%
Career/technology students attaining technical skills	66.7%	Up from 64.3%	74.6%	79.3%
Career/technology completers placed	100.0%	No Change	96.9%	98.8%
<b>Teachers (n=21)</b>				
Teachers with advanced degrees	61.9%	No Change	55.1%	58.6%
Continuing contract teachers	61.9%	Down from 71.4%	58.9%	71.6%
Teachers with emergency or provisional certificates	38.1%	No Change	19.7%	8.1%
Teachers returning from previous year	81.1%	Up from 71.0%	74.4%	85.0%
Teacher attendance rate	87.1%	Down from 92.0%	95.4%	95.5%
Average teacher salary*	\$46,505	Up 2.3%	\$44,638	\$47,761
Professional development days/teacher	17.1 days	Up from 14.8 days	11.6 days	10.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	27.1 to 1	Up from 18.7 to 1	20.0 to 1	26.1 to 1
Prime instructional time	80.2%	Down from 84.8%	88.8%	89.8%
Dollars spent per pupil**	\$11,397	Up 15.7%	\$10,642	\$7,883
Percent of expenditures for teacher salaries**	49.3%	Up from 48.6%	51.7%	54.1%
Percent of expenditures for instruction**	55.7%	Down from 57.9%	59.7%	60.2%
Opportunities in the arts	Fair	Down from Good	Good	Excellent
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	94.8%	95.8%
Character development program	Below Average	No Change	Good	Good
Modern language program assessment	N/A	N/A	Below Average	Average
Classical language program assessment	N/A	N/A	N/A	Good

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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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	52	96.2%	200	35.5%	71	67.6%	No
Gender							
Male	20	100.0%	104	30.8%	32	53.1%	N/A
Female	32	93.8%	96	40.6%	39	79.5%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	50	96.0%	193	36.8%	67	67.2%	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
Disability Status							
Disabled	N/A	N/A	18	22.2%	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	48	95.8%	178	35.4%	64	65.6%	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

During the past school year, Denmark-Olar High School continued to work vigorously to improve student achievement and school climate. We were assisted by an active School Improvement Council (SIC) that met throughout the school year to help plan, develop, and implement school goals. As a part of the SACS accreditation process, we conducted a rigorous self-study that examined our strengths and weaknesses. This process helped us maintain and improve school quality. We are proud of our success in achieving SACS accreditation for the first time in 20 years!

In 2008-2009, we provided standards-based instruction, dual-enrollment opportunities, community-based partnerships, quality school-to-work and career preparation programs, cutting-edge technology, and an emphasis on character and parental involvement. All of these initiatives facilitated a seamless transition between high school and higher education.

The following are among the successes we enjoyed:

- Achieved SACS Accreditation
- Increased test scores in HSAP English/Language Arts
- Increased test scores in Algebra I EOC
- Achieved among the highest SAT gains in region
- Senior scholarships and awards totaled over 1.5 MILLION
- Savannah River Site selected seven students for interviews
- Continued 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  
Josephine Duncan, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	13	48	4
Percent satisfied with learning environment	61.5%	41.7%	I/S
Percent satisfied with social and physical environment	76.9%	61.7%	I/S
Percent satisfied with school-home relations	45.5%	74.5%	I/S

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

School Adequate Yearly Progress	NO
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This school met 7 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
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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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	13.4%	5.8%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.5%	0.0%	No

## 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
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	66	95.5	27	49.2	17.5	6.3	41.3	41.3	61.8	No	Yes
Male	30	93.3	32.1	46.4	14.3	7.1	35.7	35.7	57.4	N/A	N/A
Female	36	97.2	22.9	51.4	20	5.7	45.7	45.7	66.1	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	74.3	I/S	I/S
African American	62	95.2	22	52.5	18.6	6.8	44.1	44.1	44.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	77.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	55.4	I/S	I/S
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	19.4	I/S	I/S
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	61	95.1	29.3	51.7	17.2	1.7	36.2	36.2	45.6	No	Yes

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

All Students	66	97	28.1	53.1	17.2	1.6	34.4	34.4	62.7	No	Yes
Male	30	93.3	32.1	46.4	21.4	0	28.6	28.6	61.8	N/A	N/A
Female	36	100	25	58.3	13.9	2.8	38.9	38.9	63.6	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
African American	62	96.8	23.3	56.7	18.3	1.7	36.7	36.7	45.1	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.8	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	59.2	I/S	I/S
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.8	I/S	I/S
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	61	96.7	30.5	57.6	10.2	1.7	28.8	28.8	47.9	No	Yes

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

All Students	66	63.6	63.6	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Male	30	53.3	53.3	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Female	36	72.2	72.2	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	62	66.1	66.1	N/A	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	N/A	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	8	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	61	60.7	60.7	N/A	N/A	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

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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	66	98.5	12.7	52.4	27	7.9	57.1	56.3	69.7
	2009	66	95.5	27	49.2	17.5	6.3	41.3	41.3	61.8

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

All Students	2008	66	98.5	33.3	41.3	23.8	1.6	41.3	40.6	67.2
	2009	66	97	28.1	53.1	17.2	1.6	34.4	34.4	62.7

\* Adjusted to account for natural variation in performance.