



DANIEL ISLAND SCHOOL

2365 Daniel Island Drive
Daniel Island, SC 29492

Grades	PK-8 Elementary School	
Enrollment	1,162 Students	
Principal	Marty French	843-471-2301
Superintendent	Rodney Thompson	843-899-8600
Board Chair	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
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	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

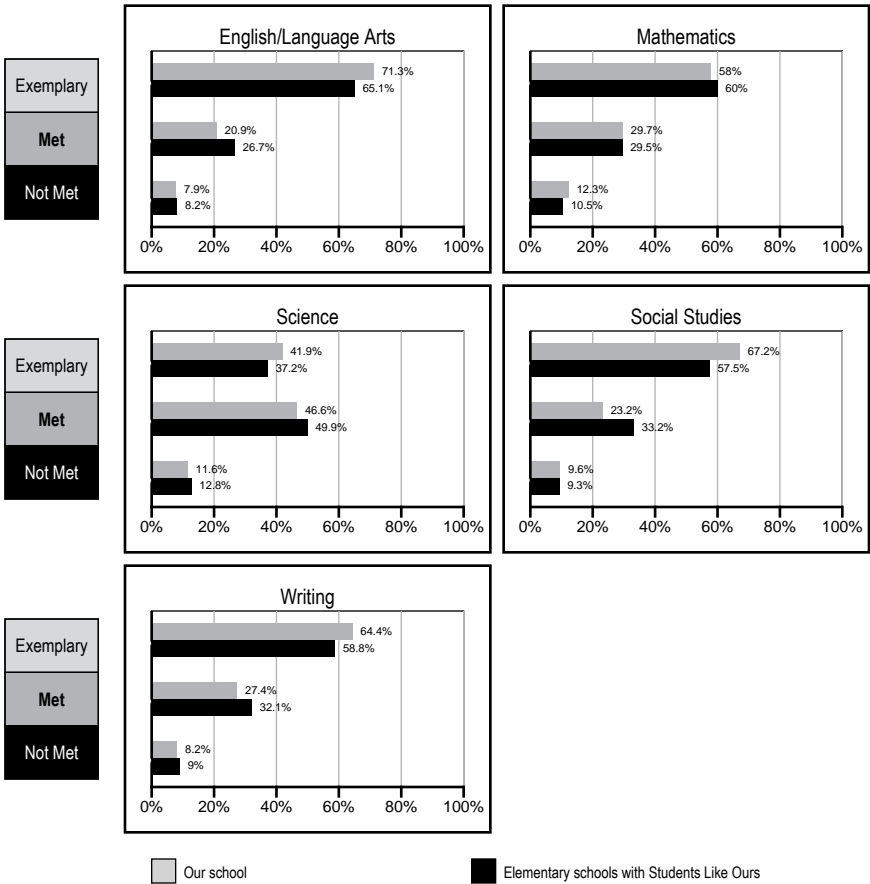
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 92.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	1	0	0	0

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

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,162)				
First graders who attended full-day kindergarten	100.0%	Up from 93.4%	100.0%	100.0%
Retention rate	0.9%	Up from 0.3%	0.5%	1.1%
Attendance rate	96.6%	Up from 96.3%	96.7%	96.2%
Served by gifted and talented program	42.5%	Up from 36.0%	32.8%	13.4%
With disabilities other than speech	2.3%	Down from 6.7%	2.8%	4.1%
Older than usual for grade	0.5%	No Change	0.1%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=73)				
Teachers with advanced degrees	60.3%	Down from 70.0%	66.0%	62.5%
Continuing contract teachers	50.7%	Down from 52.9%	88.5%	88.2%
Teachers returning from previous year	74.3%	Down from 78.0%	88.0%	87.8%
Teacher attendance rate	94.0%	Up from 92.6%	95.3%	95.2%
Average teacher salary*	\$41,507	Down 3.3%	\$49,087	\$46,773
Professional development days/teacher	5.9 days	Down from 7.8 days	10.4 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 21.6 to 1	21.7 to 1	19.9 to 1
Prime instructional time	90.2%	Up from 88.5%	91.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	99.6%	100.0%
Character development program	Good	No Change	Good	Excellent
Dollars spent per pupil**	\$5,807	Down 7.1%	\$6,592	\$7,447
Percent of expenditures for instruction**	65.4%	Up from 59.6%	70.7%	68.4%
Percent of expenditures for teacher salaries**	61.1%	Up from 56.8%	69.9%	65.8%

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

** Prior year audited financial data are reported.

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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	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest elementary 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

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 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

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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
Gender										
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
Racial/Ethnic Group										
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
Disability Status										
Disabled	63	100	47.4	28.1	24.6	59.6	54.4	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	84.6	78.3	I/S	I/S
Socio-Economic Status										
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
Gender										
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
Racial/Ethnic Group										
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
Disability Status										
Disabled	63	100	57.9	24.6	17.5	49.1	53	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	83.3	81.4	I/S	I/S
Socio-Economic Status										
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.

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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
Science								
All Students	459	99.8	12.7	43.2	44.1	87.3	70.9	68.6
Gender								
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
Racial/Ethnic Group								
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
Disability Status								
Disabled	45	97.8	51.3	25.6	23.1	48.7	39.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	65.3	60.7
Socio-Economic Status								
Subsidized meals	88	98.9	37	49.4	13.6	63	61.8	57.3
Social Studies								
All Students	453	100	12.5	25.9	61.7	87.5	75.7	72.5
Gender								
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
Racial/Ethnic Group								
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
Disability Status								
Disabled	38	100	44.4	36.1	19.4	55.6	43.5	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	73.4	69.7
Socio-Economic Status								
Subsidized meals	75	100	43.8	30.1	26	56.2	68.4	62.9

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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
Writing										
All Students	222	100	9.8	29.4	60.7	90.2	73.5	73.2	96.6	96.3
Gender										
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
Racial/Ethnic Group										
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
Disability Status										
Disabled	19	100	44.4	50	5.6	55.6	27.7	26	94.5	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	69	65.7	95.7	97
Socio-Economic Status										
Subsidized meals	46	100	36.4	47.7	15.9	63.6	65.4	63.2	95.5	96

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	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
2011	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
Mathematics							
2010	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
2011	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
Science							
2010	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
2011	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	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
2011	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
Writing							
2010	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
2011	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

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