



D. W. Daniel High School

140 Blue & Gold Blvd
Central, SC 29630

Grades	9-12 High School	
Enrollment	1,021 Students	
Principal	Danny Merck	864-397-2900
Superintendent	Dr. Kelly U. Pew	864-397-1000
Board Chair	Mr. Alex Saitta	864-397-1029

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Excellent	Good
2011	Excellent	Excellent
2010	Excellent	At-Risk
2009	Excellent	Good
2008	Good	At-Risk

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://www.eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
13	2	0	0	0

* Ratings are calculated with data available by 11/14/2012.

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

Percent	Our High School			High Schools with Students Like Ours		
	2010	2011	2012	2010	2011	2012
Passed 2 subtests (%)	89.2%	87.4%	88.0%	85.3%	87.1%	88.1%
Passed 1 subtest (%)	6.5%	6.9%	9.0%	9.0%	8.4%	7.5%
Passed no subtests (%)	4.2%	5.7%	3.0%	6.8%	5.3%	4.3%

HSAP Passage Rate by Spring 2012

Percent	Our High School	High Schools with Students Like Ours
	95.9%	95.0%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2011*	2012	2011	2012
Number of Students in Four-Year Cohort	249	276	346	364
Number of Graduates in Cohort	214	230	278	295
Rate	85.9%	83.3%	81.1%	80.8%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2011	2012	2011	2012
Number of Students in Cohort	280	250	325	362
Number of Graduates in Cohort	232	216	256	290
Rate	82.9%	86.4%	78.1%	80.9%

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	92.7%	83.4%
English 1	79.9%	72.3%
Biology 1/Applied Biology 2	87.6%	84.8%
US History and the Constitution	64.0%	62.6%
All Tests	80.3%	77.5%

* 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
Students (n=1,021)				
Retention rate	1.4%	Down from 2.1%	3.5%	3.0%
Attendance rate	93.2%	Down from 94.0%	95.4%	95.3%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Up from 0.7%	0.8%	0.9%
Enrolled in AP/IB programs	22.0%	Down from 34.0%	25.3%	13.4%
Successful on AP/IB exams	90.0%	Up from 79.3%	63.9%	50.9%
Eligible for LIFE Scholarship	62.1%	Down from 63.9%	32.3%	30.1%
Annual dropout rate	2.3%	Down from 3.6%	2.0%	2.3%
Career/technology students in co-curricular organizations	0.8%	Up from 0.0%	0.0%	2.7%
Enrollment in career/technology courses	453	Down from 472	592	395
Students participating in work-based experiences	6.8%	Up from 3.4%	6.5%	7.4%
Career/technology students attaining technical skills	86.1%	Up from 85.4%	86.8%	84.0%
Career/technology completers placed	N/A	N/A	100.0%	98.4%
Teachers (n=53)				
Teachers with advanced degrees	79.2%	Down from 79.6%	67.1%	63.2%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	91.1%	Up from 90.8%	89.4%	86.6%
Teacher attendance rate	95.2%	Up from 93.7%	95.1%	95.2%
Average teacher salary*	\$51,159	Down 4.1%	\$47,863	\$47,326
Professional development days/teacher	8.3 days	Down from 11.7 days	7.8 days	9.7 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	31.6 to 1	Up from 30.1 to 1	29.0 to 1	27.1 to 1
Prime instructional time	87.1%	Down from 87.4%	89.2%	89.4%
Dollars spent per pupil**	\$6,836	Up 0.8%	\$7,102	\$7,708
Percent of expenditures for teacher salaries**	56.7%	Down from 57.7%	58.7%	57.1%
Percent of expenditures for instruction**	58.1%	Down from 59.6%	60.8%	59.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.3%	Down from 99.6%	96.7%	97.8%
Character development program	Below Average	Down from Average	Good	Good
Modern language program assessment	N/A	N/A	N/A	Good
Classical language program assessment	N/A	N/A	N/A	Average

* 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 2012		End of Course Tests Passage Rate		On-time Graduation Rate, 2012	
	n	%	t	%	n	%
All Students	241	95.9%	839	80.3%	276	83.3%
Gender						
Male	131	94.7%	458	82.3%	146	83.6%
Female	110	97.3%	380	77.9%	130	83.1%
Racial/Ethnic Group						
White	182	96.7%	616	84.3%	204	83.8%
African American	31	90.3%	140	66.4%	38	78.9%
Asian/Pacific Islander	13	100.0%	19	100.0%	13	84.6%
Hispanic	13	92.3%	59	66.1%	17	82.4%
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	29	82.8%	90	58.9%	26	73.1%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	15	93.3%	40	60.0%	11	63.6%
Socio-Economic Status						
Subsidized meals	74	89.2%	308	66.2%	94	71.3%

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

D. W. Daniel High School opened in 1955 when three community high schools were consolidated into a centrally-located facility. Though much has changed in our community since 1955, the desire of our parents remains the same: to make sure their children receive the best education possible in a society much different from the one they entered after high school. Daniel High School reflects the community's desire in its mission to "prepare students for the challenges and opportunities of an ever-changing, technological, global society in a safe, caring, and community-supported environment." Daniel High School is one of four high schools in a rural county-wide school district. Our student population serves approximately 1040 students in grades 9-12. DHS has established a tradition of excellence that is not only evident throughout all areas of our school but is also recognized across our state as school that provides a top-notch education for our students. In 2011-12, we offered 10 AP courses with a combined enrollment of 103 different students. Our students also routinely score above state and national averages on HSAP, SAT and ACT tests. US News and World Report named Daniel High as the top traditional public high school in SC. Daniel's successes are not limited to academic performance. Our students excel outside the classroom as well. Students participate in various academic competitions. This year we added a Cyber Patriot Team to reinforce STEM education in our AFJROTC program and an FBLA organization to support our students' interest in business careers. We believe that our extra-curricular organizations promote leadership and are vital to our students' overall growth. Our athletic teams regularly compete for regional and state championships. Students in our fine arts program participate competitively in regional and state competitions and share their talents in the community also through our annual May Show. Our students' commitment to service learning is a commendable component of Daniel's tradition of excellence. Our students recognize that it is important to share their time and talents with their community. The belief that we are responsible for helping all students learn is a key belief among our faculty. As such, we offer weekly after-school tutoring programs staffed by DHS teachers. We also offer HSAP preparation sessions to make sure our students are ready for the exit exam. Another key effort in helping students be successful is our FastTrack program. This program offers a cohort group of 9th grade students the best possible academic opportunities and helps them get off to a strong start in earning their high school diplomas. Our teachers have high expectations for our students and themselves. Seventy percent of our professional staff holds advanced degrees, and 21 teachers have achieved National Board Certification. Through continued professional development our teachers model life-long learning as an encouragement and example to our students. While these accolades and accomplishments reflect the diligence and achievements of Daniel High School, the real focus of this institution is serving the needs of the young people from our three communities. For over fifty years Daniel High School has provided experiences that enabled our graduates to face future challenges with confidence and enthusiasm.

Donna Winchell, School Improvement Council Chair and Sharon Huff, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	120	13
Percent satisfied with learning environment	94.2%	75.0%	92.3%
Percent satisfied with social and physical environment	86.0%	77.3%	92.3%
Percent satisfied with school-home relations	98.0%	89.8%	84.6%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	92.3
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

D. W. Daniel High School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.7%	0.0%	No

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
Grades 9-12							
All Students	243	249	82	75	99.6	99.3	85.9
Male	241	249	82	74	100.0	99.3	81.1
Female	246	248	81	73	99.2	99.2	90.6
White	247	253	84	76	99.5	99.0	85.9
African American	229	230	72	N/A	100.0	100.0	81.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	100.0
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	80.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	216	211	67	N/A	100.0	100.0	73.9
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	90.9
Subsidized meals	227	227	74	69	100.0	100.0	75.4
Annual Measurable Objective (AMO)	223	220	76	71	95.0	95	73.1

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
English/Language Arts								
All Students	2011	248	99.6	7.2	18.6	31.4	42.8	80.5
	2012	268	99.6	5.8	19.4	30.2	44.6	81.8
Mathematics								
All Students	2011	248	99.2	8.9	20.3	29.7	41.1	76.7
	2012	268	99.3	8.9	19.4	26.7	45.0	81.0

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