



Daniel Island School

2365 Daniel Island Drive
Charleston, SC 29492

Grades	PK-8 Elementary School	
Enrollment	1,271 Students	
Principal	Marty French	843-471-2301
Superintendent	Dr. Rodney Thompson	843-899-8600
Board Chair	Doug Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Good
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent

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>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

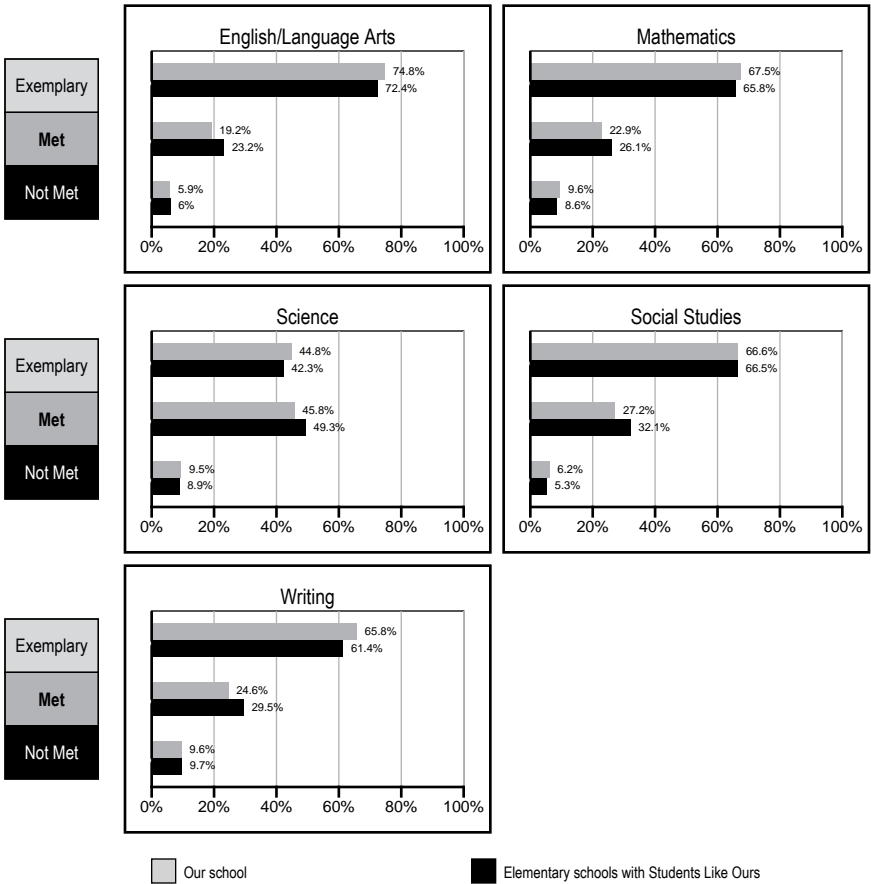
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 92.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
18	0	0	0	0

* Ratings are calculated with data available by 12/14/2013.

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=1,271)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	Down from 1.1%	0.4%	0.9%
Attendance rate	96.8%	Down from 97.1%	97.3%	96.3%
Served by gifted and talented program	27.5%	N/A	18.6%	7.2%
With disabilities	9.6%	N/A	10.3%	12.4%
Older than usual for grade	0.8%	N/A	0.6%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	No Change	0.0%	0.0%
Teachers (n=76)				
Teachers with advanced degrees	63.2%	Down from 63.5%	66.4%	62.5%
Continuing contract teachers	65.8%	Up from 47.3%	90.1%	83.3%
Teachers returning from previous year	85.1%	Up from 83.1%	91.5%	88.3%
Teacher attendance rate	91.9%	Down from 94.2%	95.1%	95.0%
Average teacher salary*	\$43,758	Up 5.2%	\$49,565	\$48,193
Professional development days/teacher	7.5 days	Up from 7.4 days	10.3 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	22.8 to 1	Down from 23.4 to 1	21.2 to 1	20.1 to 1
Prime instructional time	87.3%	Down from 90.7%	91.5%	90.0%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$4,676	Down 15.2%	\$7,122	\$7,364
Percent of expenditures for instruction**	75.0%	Up from 64.4%	73.0%	68.0%
Percent of expenditures for teacher salaries**	73.0%	Up from 62.4%	71.0%	66.0%

* 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

Daniel Island School continues to make great progress toward our vision: "To challenge and empower students to be successful in a highly competitive world". We are focused on the implementation of Common Core State Standards (CCSS). The purpose of this initiative is to ensure that our students receive a world-class education and the preparation necessary to succeed in the 21st century global market place. To help students prepare for the future, we must offer rigorous and meaningful curriculum and challenge ourselves to provide engaging lessons.

Daniel Island students are all about learning. We had 20 Junior Scholars and 100% passing rate for students who took the Algebra 1 and English 1 End of Course exams in the middle school. Our 7th grade students piloted a technology initiative that integrated iPads in the classroom. As we add more mobile devices to our inventory next school year we will be able to continue to work on our school-wide project based learning initiative. Along with our academic program we offer many related arts and extra-curricular activities. Our classes include choir, art, Spanish, Gateway to Technology (GTT), PE, journalism/yearbook and drama. Students are active in Student Council, BETA club, chess club, Taiko drum class, glee club, the school musical and a variety of other after school opportunities.

As a learning community, we also focus on the art of social interaction. As students venture through their developmental stages, focus is placed on contributing to a safe and caring community. Our Counseling Program focuses on characteristics that promote getting along with others, managing friendships and developing self-awareness. Learning self-control and the power of positive choices is foundational to establishing a productive path for the future. At DIS we plan for success of all students.

Marty French, Principal
Nicole Newport, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	72	113	111
Percent satisfied with learning environment	98.6%	77%	86.4%
Percent satisfied with social and physical environment	100%	78.3%	92.9%
Percent satisfied with school-home relations	100%	91%	81.1%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, 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	84.5
Overall Grade Conversion	B

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

Daniel Island 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 and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.2%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.2%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.0%	0.0%	No
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	701.8	693.9	661.0	686.1	99.8	99.8
Male	697.8	696.9	668.1	692.6	100.0	100.0
Female	705.8	690.9	653.9	678.8	99.5	99.5
White	711.2	705.3	671.2	696.1	99.7	99.7
African American	635.3	620.4	597.4	622.9	100.0	100.0
Asian/Pacific Islander	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
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	644.8	628.0	613.6	625.8	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	639.5	632.3	607.9	621.6	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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							
2012	3	171	98.8	5.5	14.5	80	94.5
	4	120	100	5.1	19.5	75.4	94.9
	5	152	100	8.7	22.8	68.5	91.3
	6	132	100	13.2	17.1	69.8	86.8
	7	87	100	9.5	25	65.5	90.5
	8	78	100	14.7	33.3	52	85.3
2013	3	158	99.4	2	9.3	88.7	98
	4	183	100	9.7	25.6	64.8	90.3
	5	121	100	4.3	23.5	72.2	95.7
	6	143	100	11.1	31.1	57.8	88.9
	7	131	99.2	8.1	24.2	67.7	91.9
	8	83	100	13.9	12.7	73.4	86.1
Mathematics							
2012	3	171	99.4	7.2	18.1	74.7	92.8
	4	120	100	3.4	24.6	72	96.6
	5	152	100	10.1	28.9	61.1	89.9
	6	132	100	14	31	55	86
	7	87	100	13.1	23.8	63.1	86.9
	8	78	100	20	37.3	42.7	80
2013	3	158	99.4	6.6	20.5	72.8	93.4
	4	183	100	11.9	22.2	65.9	88.1
	5	121	100	9.6	29.6	60.9	90.4
	6	143	100	14.1	32.6	53.3	85.9
	7	131	99.2	10.5	29.8	59.7	89.5
	8	83	100	12.7	32.9	54.4	87.3
Science							
2012	3	85	100	14.6	42.7	42.7	85.4
	4	120	100	11	68.6	20.3	89
	5	76	98.7	9.7	34.7	55.6	90.3
	6	67	100	18.2	40.9	40.9	81.8
	7	87	100	6	28.6	65.5	94
	8	40	97.5	26.3	36.8	36.8	73.7
2013	3	78	100	7.9	44.7	47.4	92.1
	4	183	99.5	10.3	47.4	42.3	89.7
	5	59	100	8.8	42.1	49.1	91.2
	6	71	100	8.8	48.5	42.6	91.2
	7	131	99.2	4	34.7	61.3	96
	8	41	100	12.8	17.9	69.2	87.2

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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							
2012	3	86	98.8	14.3	21.4	64.3	85.7
	4	120	100	10.2	32.2	57.6	89.8
	5	76	100	7.9	26.3	65.8	92.1
	6	65	100	4.7	29.7	65.6	95.3
	7	87	100	9.5	19	71.4	90.5
	8	38	100	8.3	22.2	69.4	91.7
2013	3	81	98.8	1.3	30.3	68.4	98.7
	4	183	99.5	5.7	26.9	67.4	94.3
	5	62	100	13.8	29.3	56.9	86.2
	6	72	100	9	37.3	53.7	91
	7	131	99.2	8.1	19.4	72.6	91.9
	8	42	100	12.5	10	77.5	87.5
Writing							
2012	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	99.3	10.1	25	64.9	89.9
	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	78	100	12	30.7	57.3	88
2013	3	157	98.1	9.4	16.1	74.5	90.6
	4	181	98.3	11	27.9	61	89
	5	122	100	7.6	30.5	61.9	92.4
	6	142	99.3	12.7	26.9	60.4	87.3
	7	129	99.2	9.5	25.4	65.1	90.5
	8	83	100	7.6	22.8	69.6	92.4

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