



Darlington High

525 Spring Street
Darlington, South Carolina

Grades	9-12 High School	
Enrollment	1,248 Students	
Principal	Pearl Jeffords	843-398-2730
Superintendent	Dr. Rainey H. Knight	843-398-5200
Board Chair	Connell Delaine	843-332-2852

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	At-Risk
2008	Good	Excellent
2007	Below Average	Good
2006	At-Risk	At-Risk
2005	Below Average	Below Average

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
3	4	9	4	6

* 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 (%)	58.3	71.6	60.5	68.5	70.5	64.0
Passed 1 subtest (%)	21.6	14.4	20.5	17.5	15.7	17.7
Passed no subtests (%)	20.1	14.0	19.0	14.0	13.8	18.2

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	86.0%	90.3%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	262	178
Number of Diplomas	189	126
Rate	72.1%	68.9%

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	52.8	58.3
English 1	50.3	51.8
Physical Science	35.9	38.6
US History and the Constitution	34.7	25.0
All Tests	43.9	42.8

* 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=1,248)				
Retention rate	13.1%	Up from 10.5%	6.0%	4.8%
Attendance rate	94.0%	Up from 92.9%	95.0%	95.5%
Eligible for gifted and talented	5.9%	Up from 5.6%	7.0%	9.2%
With disabilities other than speech	22.3%	Up from 21.7%	13.8%	12.6%
Older than usual for grade	14.7%	Up from 12.3%	11.3%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Down from 1.2%	1.6%	1.2%
Enrolled in AP/IB programs	0.0%	Down from 7.2%	6.0%	13.2%
Successful on AP/IB exams	N/A	N/A	25.9%	55.6%
Eligible for LIFE Scholarship	26.9%	Up from 21.2%	26.9%	29.8%
Annual dropout rate	2.4%	Up from 2.1%	4.1%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	4.7%	3.0%
Enrollment in career/technology courses	756	Up from 700	469	523
Students participating in work-based experiences	21.1%	Down from 24.1%	8.3%	12.9%
Career/technology students attaining technical skills	70.3%	Up from 62.3%	75.4%	79.3%
Career/technology completers placed	98.4%	Down from 99.0%	100.0%	98.8%
Teachers (n=88)				
Teachers with advanced degrees	51.1%	Up from 41.5%	52.9%	58.6%
Continuing contract teachers	68.2%	Up from 63.4%	66.7%	71.6%
Teachers with emergency or provisional certificates	15.6%	Down from 26.0%	11.3%	8.1%
Teachers returning from previous year	77.4%	Up from 72.2%	82.3%	85.0%
Teacher attendance rate	96.2%	Down from 96.7%	95.4%	95.5%
Average teacher salary*	\$45,202	Up 1.1%	\$47,537	\$47,761
Professional development days/teacher	17.0 days	Up from 15.7 days	11.3 days	10.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	27.4 to 1	Up from 26.7 to 1	23.0 to 1	26.1 to 1
Prime instructional time	89.2%	Up from 87.7%	89.1%	89.8%
Dollars spent per pupil**	\$7,548	Up 10.2%	\$9,426	\$7,883
Percent of expenditures for teacher salaries**	55.4%	Down from 59.0%	51.1%	54.1%
Percent of expenditures for instruction**	62.7%	Up from 60.8%	59.4%	60.2%
Opportunities in the arts	Fair	Down from Good	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.0%	Up from 79.5%	87.0%	95.8%
Character development program	Good	Up from Average	Good	Good
Modern language program assessment	N/A	N/A	Excellent	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

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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	235	86.0%	1204	43.9%	262	72.1%	No
Gender							
Male	102	84.3%	599	42.2%	116	65.5%	N/A
Female	133	87.2%	605	45.5%	142	77.5%	N/A
Racial/Ethnic Group							
White	75	98.7%	335	59.4%	85	77.6%	N/A
African American	158	79.7%	857	37.2%	170	70.0%	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	49	59.2%	207	22.2%	41	46.3%	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	172	82.0%	855	38.9%	180	70.0%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Darlington High School continues its quest for educational excellence. Each student who enters our school is offered the opportunity to participate in a program of studies designed specifically to meet the academic needs of the individual.

Darlington High School has an Honors Magnet Program for students who are willing to accept the challenging curriculum in order to earn college credit, while still enrolled in high school. In the first year of this program, twenty-seven students earned college credit in English, history, psychology, or teacher cadet. This year twenty-three students graduated with up to fifteen hours of college credit.

Darlington High School continues its tradition of cutting-edge educational practices where students are given numerous opportunities to pursue their interests and nurture special talents, while completing their academic course of study. Students work with counselors and teachers to develop their Individual Graduation Plans and begin to take courses geared to one of six Academies of Study currently offered through the Pathways to Success program. This program allows our school to meld academic and technical studies in a way that benefits each student on an individual basis.

Pearl Jeffords, Principal
Robbie Smith, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	89	171	14
Percent satisfied with learning environment	86.5%	61.8%	71.4%
Percent satisfied with social and physical environment	86.5%	67.3%	57.1%
Percent satisfied with school-home relations	62.5%	75.6%	71.4%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 11 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

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. 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	3.3%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.8%	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
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	346	99.4	24.7	48.5	21.1	5.7	41.3	53	61.8	No	Yes
Male	160	99.4	30.3	41.3	21.3	7.1	42.6	52.1	57.4	N/A	N/A
Female	186	99.5	19.8	54.8	20.9	4.5	40.1	54	66.1	N/A	N/A
White	77	98.7	16.7	31.9	38.9	12.5	62.5	74.7	74.3	No	Yes
African American	264	99.6	27.5	52.9	15.7	3.9	34.9	39.1	44.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	78	97.4	58.9	31.5	6.8	2.7	21.9	22.8	19.4	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	259	99.2	28.3	50.6	16.7	4.4	34.7	39.8	45.6	No	Yes

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

All Students	346	98.8	31.2	40.3	22.4	6.1	43	56.8	62.7	No	Yes
Male	160	98.8	31.2	41.6	18.2	9.1	42.9	56.6	61.8	N/A	N/A
Female	186	98.9	31.3	39.2	26.1	3.4	43.2	56.9	63.6	N/A	N/A
White	77	98.7	16.7	26.4	43.1	13.9	76.4	78.4	75.1	Yes	Yes
African American	264	98.9	35.6	43.9	16.6	4	33.6	42.8	45.1	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	78	94.9	54.9	32.4	9.9	2.8	29.6	24.5	21.8	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	259	98.5	35.3	42.2	18.9	3.6	37.3	43.9	47.9	No	Yes

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

All Students	344	88.7	74.4	8.7	4.9	0.6	5.5	N/A	N/A	N/A	N/A
Male	159	83.6	69.2	8.8	5.0	0.6	I/S	N/A	N/A	N/A	N/A
Female	185	93.0	78.9	8.6	4.9	0.5	5.4	N/A	N/A	N/A	N/A
White	76	92.1	59.2	18.4	11.8	2.6	14.5	N/A	N/A	N/A	N/A
African American	263	87.5	78.7	5.7	3.0	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	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	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	76	67.1	65.8	1.3	N/A	N/A	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	258	86.0	76.4	6.6	3.1	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

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 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	279	93.2	17.7	39	33.3	10	55.8	66.6	69.7
	2009	346	99.4	24.7	48.5	21.1	5.7	41.3	53	61.8

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

All Students	2008	279	94.6	22.9	45.8	22.1	9.1	47	62.5	67.2
	2009	346	98.8	31.2	40.3	22.4	6.1	43	56.8	62.7

* Adjusted to account for natural variation in performance.