



Darlington Middle

150 Pinedale Dr.
Darlington, SC 29532

Grades	6-8 Middle School	
Enrollment	1,049 Students	
Principal	Carlita Davis	843-398-5088
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	Below Average	Below Average
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Below Average	Below Average
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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

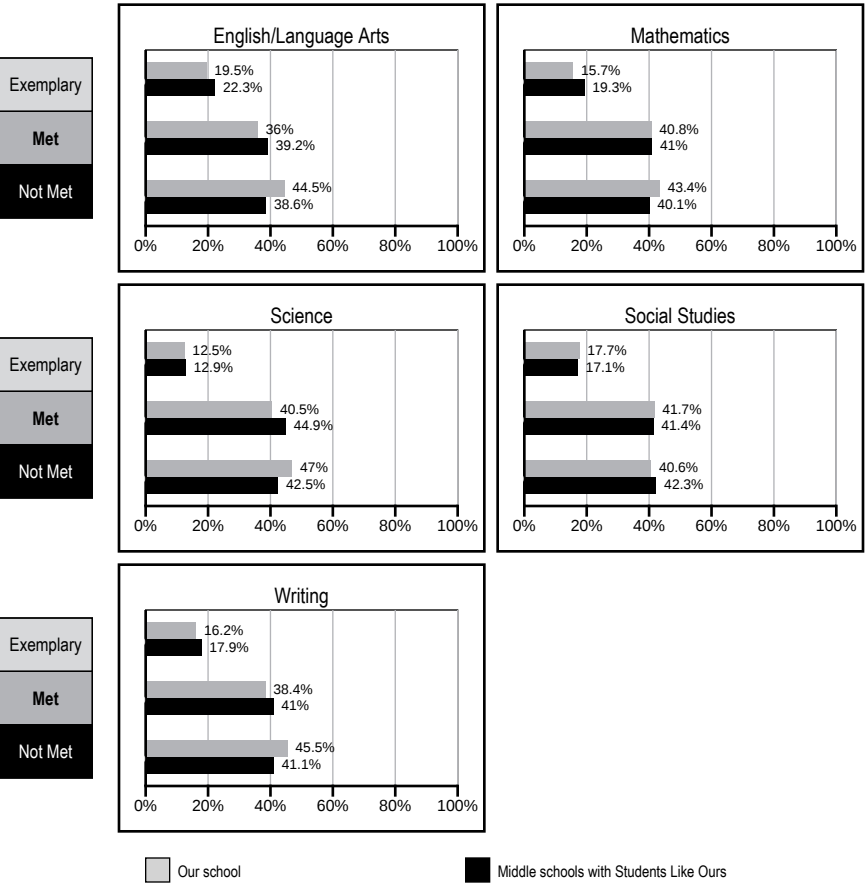
95.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	26	15	3

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	92.1%	91.4%
English 1	90.5%	89.7%
Physical Science	91.6%	94.8%
US History and the Constitution	N/A	N/A
All Subjects	91.4%	91.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,049)				
Students enrolled in high school credit courses (grades 7 & 8)	11.1%	Up from 8.8%	20.5%	21.6%
Retention rate	1.8%	Down from 3.3%	1.8%	1.2%
Attendance rate	95.6%	Down from 95.8%	95.4%	95.9%
Eligible for gifted and talented	8.2%	Up from 7.9%	10.6%	14.8%
With disabilities other than speech	17.8%	Down from 18.1%	15.3%	12.6%
Older than usual for grade	5.0%	Down from 5.3%	3.8%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.9%	1.1%	0.6%
Annual dropout rate	0.8%	Up from 0.1%	0.0%	0.0%
Teachers (n=72)				
Teachers with advanced degrees	30.6%	Down from 40.6%	56.9%	56.9%
Continuing contract teachers	47.2%	Down from 52.2%	67.6%	72.7%
Teachers with emergency or provisional certificates	18.0%	Down from 18.9%	9.1%	5.3%
Teachers returning from previous year	75.4%	Up from 73.0%	78.9%	82.9%
Teacher attendance rate	96.4%	Up from 95.9%	95.3%	95.2%
Average teacher salary*	\$41,598	Down 3.2%	\$45,974	\$46,599
Professional development days/teacher	16.0 days	No Change	11.4 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	22.6 to 1	Down from 22.8 to 1	18.9 to 1	20.1 to 1
Prime instructional time	91.0%	Up from 90.3%	89.8%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	90.3%	Up from 70.7%	97.8%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$6,222	Up 8.4%	\$8,113	\$7,645
Percent of expenditures for instruction**	65.8%	Down from 70.9%	62.4%	63.4%
Percent of expenditures for teacher salaries**	59.8%	Up from 59.1%	55.2%	57.0%

* 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

Report of Principal and School Improvement Council

The administrators, teachers, and staff of Darlington Middle School want to thank you for an outstanding school year! We also want to thank our parents and community for your continued encouragement.

Our goal, for this school year and the coming year is "To nurture and motivate students by creating real-world and hands-on experiences that enhance and expand their lives." We want our students to excel above and beyond what is expected. We ask for continued support to join us as we work with your child so that he/she can "make the connection" between the importance of education and success. Each child must see the real need to work hard in and out of class, while preparing for their career interests.

Middle School is the period when your child develops life-long habits. We need continued assistance in working with us as we prepare your child to compete in this ever-changing world. We want our community to be proud of the children who attend Darlington Middle School. We also want to share that pride with you. Together, we will make a difference in the lives of our young people.

Many accomplishments were made this year that we are extremely proud of. They are as follows: the single-gender initiative; High School Course Offerings; LEGO League, who were regional winners and competed in the state competition; nine state recognized Junior Scholars; 18 Duke Tip Qualifiers; the District Winner for the State Superintendent's Writing Award; our continuously growing band and art programs; the team concept that has been developed throughout the building; raising over \$4,800 for Relay for Life; raising over \$2,000 for hospital patients visited during the Christmas Holidays; 91% passing rate on the English End-of-Course Exam; 92% passing rate on the Algebra I End-of-Course Exam; and 93% passing rate on the Physical Science End-of-Course Exam.

Increased parent support is always welcomed at Darlington Middle School. With this in mind, we have established a parenting center with a coordinator. We extend a personal invitation to all parents, businesses, and community partners to join us in the continued and endless efforts to improve the overall performance and to properly prepare our youth for the future through the educational process.

Carlita S. Davis, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	291	108
Percent satisfied with learning environment	78.9%	60.8%	74.5%
Percent satisfied with social and physical environment	91.2%	67.4%	70.5%
Percent satisfied with school-home relations	64.3%	76.6%	67.9%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 19 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

R

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	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	6.6%	0.0%	No
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	1060	98.1	44.9	36.6	18.5	67.2	76.8	82.8	Yes	Yes
Gender										
Male	571	97.9	48.1	34.2	17.7	62.9	74.1	79.3	N/A	N/A
Female	489	98.4	41.2	39.4	19.4	72.1	79.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	365	98.6	31.8	39.1	29.1	77.6	86.7	89.5	Yes	Yes
African American	684	98.1	51.6	35.4	13	61.8	70.1	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	70.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	188	98.4	71.3	23.6	5.2	37.4	48.5	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	71.2	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	740	98.5	51.4	35.6	13	61.4	71.8	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	1060	98.1	43.7	42.5	13.8	67.7	74.6	78.9	Yes	Yes
Gender										
Male	571	97.9	46.4	40.1	13.5	65.6	74	77	N/A	N/A
Female	489	98.4	40.5	45.3	14.2	70.2	75.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	365	98.6	35.8	42.4	21.8	76.1	84.6	87.2	Yes	Yes
African American	684	98.1	47.9	42.5	9.6	63.2	67.6	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	100	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	81	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	188	98.4	72.4	23.6	4	42	44.8	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	82.7	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	740	98.5	49.5	40.9	9.6	62.7	69.1	70.2	Yes	Yes

* 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

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	704	99.2	46.7	41.9	11.4	53.3	61.7	67.5
Gender								
Male	378	99.7	46.3	41.5	12.2	53.7	62	67
Female	326	98.5	47.1	42.3	10.6	52.9	61.4	68
Racial/Ethnic Group								
White	242	99.6	33.9	46.4	19.6	66.1	78.5	79.5
African American	453	99.3	53.7	39.4	6.9	46.3	50.2	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	65.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	123	99.2	70.8	24.8	4.4	29.2	36.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	59	59.6
Socio-Economic Status								
Subsided meals	486	99.4	54.4	37.2	8.4	45.6	53.4	55.1

Social Studies

All Students	703	99.4	40.4	41.6	18	59.6	67.2	72.3
Gender								
Male	370	99.7	41.1	38.5	20.4	58.9	67.1	71.5
Female	333	99.1	39.6	45	15.3	60.4	67.4	73.2
Racial/Ethnic Group								
White	248	99.6	31.4	43.9	24.7	68.6	78.8	80.7
African American	445	99.8	45.1	41.2	13.7	54.9	59.1	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.7	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	75.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	126	99.2	67.5	25	7.5	32.5	44.3	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	74.2	67.9
Socio-Economic Status								
Subsided meals	491	100	45.4	40.1	14.4	54.6	61.2	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	1058	98.4	45.1	38.6	16.3	54.9	60	70.2	95.6	95.8
Gender										
Male	569	98.1	50.8	36.7	12.6	49.2	52.8	63.2	95.2	95.5
Female	489	98.8	38.5	40.9	20.6	61.5	67.5	77.5	96.1	96
Racial/Ethnic Group										
White	367	98.9	35.2	39.4	25.4	64.8	72.3	79.1	94.9	95.3
African American	680	98.1	50.5	37.8	11.7	49.5	51.3	57.6	96	96.1
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.9	86.2	98.8	97
Hispanic	5	I/S	I/S	I/S	I/S	I/S	60.3	62.6	94.8	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	83.6	90.8
Disability Status										
Disabled	179	94.4	84.8	14.6	0.6	15.2	19.1	26.1	95	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	59.6	61.2	98.1	97.2
Socio-Economic Status										
Subsidized meals	741	98	51.8	36.2	11.9	48.2	52.6	58.9	95.2	95.5

Abbreviations for Missing Data

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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							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	326	99.4	39.9	35.9	24.2	60.1
	7	361	99.5	47.2	40.5	12.3	52.8
	8	373	95.7	47	33.4	19.5	53
Mathematics							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	326	99.4	37.6	43.8	18.6	62.4
	7	361	99.5	38.1	48.7	13.2	61.9
	8	373	95.7	54.7	35.2	10.1	45.3
Science							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	161	100	55.9	34.2	9.9	44.1
	7	361	99.5	39.6	49.6	10.9	60.4
	8	182	97.8	52.6	33.3	14	47.4
Social Studies							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	164	100	25.2	57.4	17.4	74.8
	7	361	99.5	48.4	36.1	15.5	51.6
	8	178	98.9	38.2	38.2	23.6	61.8
Writing							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	326	98.5	42.4	39.8	17.8	57.6
	7	360	98.3	44.4	36.1	19.5	55.6
	8	372	98.4	48	40.1	11.9	52

Abbreviations for Missing Data

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N/R--Not Reported

I/S--Insufficient Sample