



DARLINGTON HIGH

525 Spring Street
Darlington, South Carolina

| | | |
|-----------------------|-------------------|--------------|
| Grades | 9-12 High School | |
| Enrollment | 1,244 Students | |
| Principal | Pearl Jeffords | 843-398-2730 |
| Superintendent | Dr. Rainey Knight | 843-398-5200 |
| Board Chair | Connell Delaine | 843-332-2852 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|-------------------|
| 2010 | Average | Excellent* |
| 2009 | At-Risk | At-Risk |
| 2008 | Good | Excellent |
| 2007 | Below Average | Good |
| 2006 | At-Risk | At-Risk |

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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 |
|-----------|------|---------|---------------|---------|
| 1 | 5 | 17 | 3 | 4 |

* Ratings are calculated with data available by 03/24/2011.

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

| Percent | Our High School | | | High Schools with Students Like Ours | | |
|------------------------|-----------------|-------|-------|--------------------------------------|-------|-------|
| | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 |
| Passed 2 subtests (%) | 71.6% | 60.5% | 62.6% | 70.5% | 64.0% | 69.4% |
| Passed 1 subtest (%) | 14.4% | 20.5% | 16.6% | 15.7% | 17.7% | 16.4% |
| Passed no subtests (%) | 14.0% | 19.0% | 20.9% | 13.8% | 18.2% | 14.3% |

HSAP Passage Rate by Spring 2010

| Percent | Our High School | High Schools with Students Like Ours |
|---------|-----------------|--------------------------------------|
| | 89.2% | 86.1% |

Four-Year Cohort Graduation Rate

| | Our High School | | High Schools with Students Like Ours | |
|--|-----------------|-------|--------------------------------------|-------|
| | 2009* | 2010 | 2009* | 2010 |
| Number of Students in Four-Year Cohort | 262 | 239 | 178 | 200 |
| Number of Graduates in Cohort | 189 | 203 | 126 | 138 |
| Rate | 72.1% | 84.9% | 68.9% | 70.0% |

*Used to calculate current AYP.

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 | 66.8% | 62.4% |
| English 1 | 58.3% | 59.0% |
| Physical Science | 46.1% | 43.2% |
| US History and the Constitution | 37.7% | 29.8% |
| All Tests | 52.3% | 48.1% |

* 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=1,244) | | | | |
| Retention rate | 10.2% | Down from 13.1% | 3.7% | 3.7% |
| Attendance rate | 92.6% | Down from 94.0% | 94.6% | 95.4% |
| Eligible for gifted and talented | 5.1% | Down from 5.9% | 7.0% | 12.4% |
| With disabilities other than speech | 22.4% | Up from 22.3% | 14.5% | 12.8% |
| Older than usual for grade | 18.2% | Up from 14.7% | 11.1% | 9.1% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 1.2% | Up from 0.1% | 0.9% | 1.1% |
| Enrolled in AP/IB programs | 0.0% | No Change | 9.7% | 13.1% |
| Successful on AP/IB exams | N/A | N/A | 24.8% | 50.4% |
| Eligible for LIFE Scholarship | 22.2% | Down from 26.9% | 27.6% | 30.4% |
| Annual dropout rate | 2.4% | No Change | 2.8% | 3.1% |
| Career/technology students in co-curricular organizations | 0.0% | No Change | 4.7% | 2.2% |
| Enrollment in career/technology courses | 569 | Down from 756 | 337 | 424 |
| Students participating in work-based experiences | 18.0% | Down from 21.1% | 10.0% | 11.7% |
| Career/technology students attaining technical skills | 68.9% | Down from 70.3% | 72.3% | 78.7% |
| Career/technology completers placed | N/A | N/A | 98.7% | 98.5% |
| Teachers (n=80) | | | | |
| Teachers with advanced degrees | 56.3% | Up from 51.1% | 58.0% | 60.4% |
| Continuing contract teachers | 76.3% | Up from 68.2% | 67.3% | 76.6% |
| Teachers with emergency or provisional certificates | 16.7% | Up from 15.6% | 12.0% | 6.5% |
| Teachers returning from previous year | 80.3% | Up from 77.4% | 83.3% | 86.8% |
| Teacher attendance rate | 96.7% | Up from 96.2% | 95.6% | 95.8% |
| Average teacher salary* | \$45,850 | Up 1.4% | \$46,841 | \$47,390 |
| Professional development days/teacher | 11.6 days | Down from 17.0 days | 10.2 days | 10.0 days |
| School | | | | |
| Principal's years at school | 5.0 | Up from 4.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 28.9 to 1 | Up from 27.4 to 1 | 23.0 to 1 | 25.8 to 1 |
| Prime instructional time | 88.3% | Down from 89.2% | 88.5% | 90.1% |
| Dollars spent per pupil** | \$7,546 | Down 0.0% | \$8,853 | \$7,974 |
| Percent of expenditures for teacher salaries** | 57.8% | Up from 55.4% | 53.7% | 55.4% |
| Percent of expenditures for instruction** | 61.9% | Down from 62.7% | 59.8% | 60.4% |
| Opportunities in the arts | Good | Up from Fair | Excellent | Excellent |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 90.5% | Down from 96.0% | 95.9% | 96.0% |
| Character development program | Average | Down from Good | Average | Good |
| Modern language program assessment | N/A | N/A | Excellent | Average |
| 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

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 2010 | | End of Course Tests Passage Rate | | On-time Graduation Rate, 2010 | | |
|------------------------------|----------------------------------|-------|----------------------------------|-------|-------------------------------|-------|-------------------|
| | n | % | t | % | n | % | Met AYP Objective |
| All Students | 203 | 89.2% | 859 | 52.3% | 239 | 84.9% | No |
| Gender | | | | | | | |
| Male | 103 | 83.5% | 478 | 55.4% | 123 | 79.7% | N/A |
| Female | 100 | 95.0% | 381 | 48.3% | 116 | 90.5% | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | 54 | 94.4% | 211 | 66.8% | 71 | 85.9% | N/A |
| African American | 149 | 87.2% | 641 | 47.9% | 168 | 84.5% | 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 | 33 | 66.7% | 141 | 31.9% | 42 | 64.3% | 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 | 143 | 87.4% | 675 | 50.2% | 162 | 84.6% | N/A |

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

Darlington High School, known as the “Home of the Falcons,” continues to provide an excellent academic program for each student who enters its doors. We are proud of our diverse student population of approximately 1,200 students who reside in primarily rural areas of Darlington County. Some students live substantial distances from the school, necessitating lengthy bus travel to and from school. They also represent a number of different communities throughout Darlington County. These distances, however, do not affect the spirit of unity that is obvious on our campus, even to the most casual observer.

Our new “Falcon’s Nest” football stadium, new track, and beautifully renovated gym also add to the spirit of school pride. Our school athletic programs have experienced a highly successful year with all sports making it to the state playoffs. The Darlington High JROTC program is ranked among the highest in the state and has repeatedly received the highest scores possible in competitions. Members of the Rifle Team have been recognized nationally on the college level for skills they acquired during their time in JROTC. We have numerous clubs and extracurricular activities that address a wide range of students’ interest. No matter what the students’ individual interests are, their needs can be met on the campus of Darlington High School.

Darlington High students are also known for their altruistic contributions to the local community and throughout different areas of the world. Each year, the entire school is involved in the “Old People’s Food Drive” at Christmas time. Numerous needy families receive food for Christmas based solely on the work of the Darlington High students and faculty members. Students have assisted the Red Cross with blood drives, sent water to Haiti, served as tutors, worked with beautification projects, and collected funds for various youth homes. One student received the “key to the city” from the city of Darlington for all of his humanitarian work. Our students are not only scholars, but good citizens as well.

On the academic front, Darlington High is truly “In Pursuit of Educational Excellence.” We have a dedicated ninth grade academy that subscribes to the High Schools That Work philosophy of the small learning community. By providing a transition through the ninth grade academy, students are provided the tools for success in a rigorous learning environment. Through our Honors College Magnet program, students are earning college credit while enrolled in high school. This is a county-wide magnet program with students selected through an application process that addresses the applicants’ potential for success in a rigorous academic setting. The number of Darlington High graduates who go on to college has increased in recent years, due in part to the success of the Honors College Magnet. This year’s class of graduates received nearly \$1.5 million in scholarship monies, with 49 students meeting the LIFE scholarship criteria. A high number of students attend four-year colleges, technical schools, join the military while others go directly into the world of work. Our goal at Darlington High School is to prepare students to be successful in all their post-high school endeavors.

Our mission at Darlington High School is to create not only lifelong learners, but also capable and willing citizens of the world. This is achieved through high expectations, challenging and relevant academics, and the philosophy that continual growth is the key to success.

Robbie Smith, SIC Chairperson
 Pearl Jeffords, Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 77 | 175 | 112 |
| Percent satisfied with learning environment | 79.2% | 65.7% | 78.5% |
| Percent satisfied with social and physical environment | 85.5% | 69.9% | 64.9% |
| Percent satisfied with school-home relations | 51.9% | 74.3% | 74.1% |

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

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 Adequate Yearly Progress NO

This school met 12 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 | 1.1% | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | 1.3% | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 1.9% | 0.0% | No |

Abbreviations for Missing Data

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 | 307 | 98.4 | 24.1 | 39.5 | 27.1 | 9.3 | 52.2 | 59.8 | 65.9 | No | Yes |
| Male | 156 | 98.1 | 27.4 | 43.2 | 24 | 5.5 | 47.3 | 54.8 | 60.8 | N/A | N/A |
| Female | 151 | 98.7 | 20.7 | 35.9 | 30.3 | 13.1 | 57.2 | 64.1 | 71 | N/A | N/A |
| White | 88 | 100 | 15.1 | 33.7 | 37.2 | 14 | 72.1 | 76.8 | 77.5 | Yes | Yes |
| African American | 217 | 97.7 | 28.1 | 42.4 | 23.2 | 6.4 | 43.3 | 46.9 | 49.7 | No | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 80.2 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 56.8 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 65.9 | I/S | I/S |
| Disabled | 61 | 96.7 | 52.6 | 31.6 | 15.8 | 0 | 26.3 | 25 | 21.3 | 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 | 47.3 | I/S | I/S |
| Subsidized meals | 223 | 99.1 | 28 | 44.4 | 22 | 5.6 | 43.5 | 47.9 | 51.5 | No | Yes |

| | | | | | | | | | | | |
|---|-----|------|------|------|------|------|------|------|------|-----|-----|
| Mathematics - State Performance Objective = 70.0% (Proficient or Advanced) | | | | | | | | | | | |
| All Students | 307 | 98.4 | 34 | 38.5 | 22.7 | 4.8 | 41.2 | 54.5 | 62.3 | No | Yes |
| Male | 156 | 98.1 | 36.3 | 36.3 | 23.3 | 4.1 | 39 | 52.7 | 61.7 | N/A | N/A |
| Female | 151 | 98.7 | 31.7 | 40.7 | 22.1 | 5.5 | 43.4 | 56.1 | 63 | N/A | N/A |
| White | 88 | 100 | 22.1 | 34.9 | 31.4 | 11.6 | 61.6 | 73.6 | 75 | Yes | Yes |
| African American | 217 | 97.7 | 39.4 | 40.4 | 18.7 | 1.5 | 32 | 40 | 44 | No | Yes |
| Asian/Pacific Islander | N/A | I/S | 85.5 | I/S | I/S |
| Hispanic | 1 | I/S | 56.7 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | 62.5 | I/S | I/S |
| Disabled | 61 | 96.7 | 64.9 | 28.1 | 5.3 | 1.8 | 14 | 18.7 | 22.1 | 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 | 52.6 | I/S | I/S |
| Subsidized meals | 223 | 99.1 | 39.3 | 41.1 | 16.8 | 2.8 | 32.7 | 42.9 | 48.1 | No | Yes |

| | | | | | | | | | | | |
|---|-----|------|------|------|------|-----|------|-----|-----|-----|-----|
| Physical Science (End-of-Course Test performance by Group) | | | | | | | | | | | |
| All Students | 308 | 89.0 | 79.2 | 10.6 | 6.6 | 3.6 | 10.2 | N/A | N/A | N/A | N/A |
| Male | 157 | 84.7 | 81.2 | 9.8 | 6.0 | 3.0 | 9.0 | N/A | N/A | N/A | N/A |
| Female | 151 | 93.4 | 77.3 | 11.3 | 7.1 | 4.3 | 11.3 | N/A | N/A | N/A | N/A |
| White | 88 | 85.2 | 65.3 | 13.3 | 12.0 | 9.3 | 21.3 | N/A | N/A | N/A | N/A |
| African American | 218 | 90.4 | 84.8 | 9.6 | 4.6 | 1.0 | 5.6 | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Disabled | 62 | 67.7 | 90.5 | 4.8 | 2.4 | 2.4 | 4.8 | 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 |
| Subsidized meals | 224 | 90.2 | 86.1 | 7.9 | 4.0 | 2.0 | 5.9 | 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* |
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

| | | | | | | | | | | |
|--------------|------|-----|------|------|------|------|-----|------|------|------|
| All Students | 2009 | 346 | 99.4 | 24.7 | 48.5 | 21.1 | 5.7 | 41.3 | 53 | 61.8 |
| | 2010 | 307 | 98.4 | 24.1 | 39.5 | 27.1 | 9.3 | 52.2 | 59.8 | 65.9 |

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

| | | | | | | | | | | |
|--------------|------|-----|------|------|------|------|-----|------|------|------|
| All Students | 2009 | 346 | 98.8 | 31.2 | 40.3 | 22.4 | 6.1 | 43 | 56.8 | 62.7 |
| | 2010 | 307 | 98.4 | 34 | 38.5 | 22.7 | 4.8 | 41.2 | 54.5 | 62.3 |

* 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