



Darlington Middle

150 Pinedale Dr.
Darlington, SC 29532

Grades	6-8 Middle School	
Enrollment	1,115 Students	
Principal	Carlita Davis	843-398-5088
Superintendent	Dr. Rainey H. Knight	843-398-5200
Board Chair	Dr. Allem McCutcheon	843-332-2852

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	Below Average	Below Average
2004	Below Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

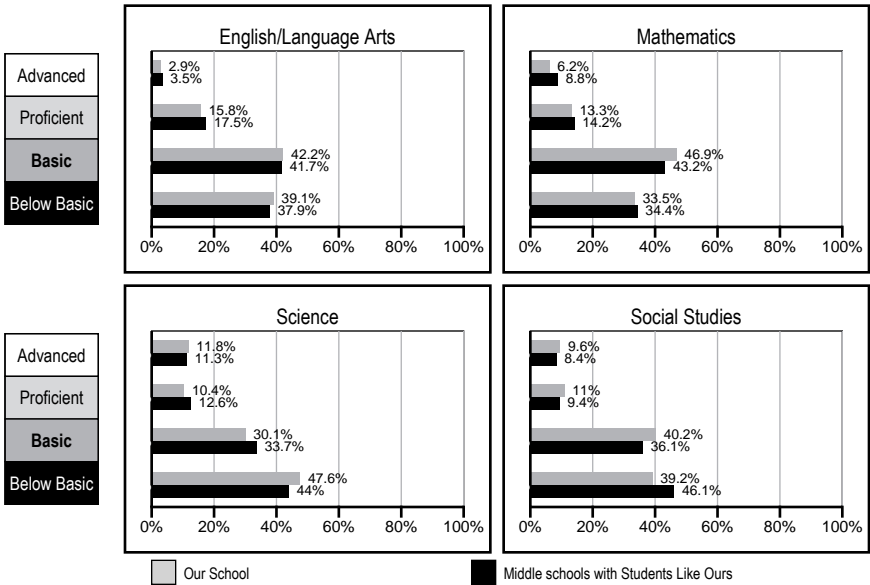
97%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	19	21

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	100.0	94.0
English 1	97.0	94.3
Physical Science	0	0
All Subjects	97.6	92.3

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,115)				
Students enrolled in high school credit courses (grades 7 & 8)	8.8%	Up from 7.4%	15.8%	19.4%
Retention rate	3.3%	Down from 6.6%	2.8%	1.8%
Attendance rate	95.8%	Up from 94.3%	95.4%	95.8%
Eligible for gifted and talented	7.9%	Down from 9.6%	11.3%	15.3%
With disabilities other than speech	18.1%	Down from 19.6%	13.9%	12.9%
Older than usual for grade	5.3%	Up from 3.9%	5.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Up from 0.7%	1.1%	0.7%
Annual dropout rate	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n=69)				
Teachers with advanced degrees	40.6%	Up from 38.2%	53.9%	55.0%
Continuing contract teachers	52.2%	Down from 66.2%	63.5%	70.6%
Teachers with emergency or provisional certificates	18.9%	Up from 12.7%	8.3%	5.4%
Teachers returning from previous year	73.0%	Down from 76.3%	80.8%	83.4%
Teacher attendance rate	95.9%	Up from 95.4%	94.9%	94.9%
Average teacher salary	\$42,948	Up 0.2%	\$44,654	\$44,706
Professional development days/teacher	16.0 days	Up from 12.7 days	11.7 days	11.8 days
School				
Principal's years at school	1.0	No Change	2.0	3.0
Student-teacher ratio in core subjects	22.8 to 1	Down from 23.0 to 1	20.1 to 1	20.1 to 1
Prime instructional time	90.3%	Up from 87.5%	88.6%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	70.7%	Down from 93.1%	97.7%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$5,742	Up 6.1%	\$7,424	\$7,097
Percent of expenditures for instruction*	70.9%	Up from 67.3%	63.8%	64.4%
Percent of expenditures for teacher salaries*	59.1%	Down from 64.9%	58.8%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Darlington Middle School, rich with a nurturing and understanding environment needed to mold the middle school child, focuses on developing well-rounded individuals who are able to successfully compete in an ever-changing global society.

It is our every intent to meet the needs of all students by providing a curriculum that provides the necessary knowledge, as well as spark a level of interest while stimulating the mind, body, and soul. Tutorial sessions and after school tutoring were offered to all students. Reading initiatives were introduced, and writing across the curriculum was embraced. During school-wide and grade level presentations, students were presented with academic and behavioral data, as well as noted accomplishments to keep them aware of the overall performance of our school and the areas of concern to address.

Many accomplishments were made this year that we are extremely proud of. They are as follows: Relay for Life Contributions of \$3,200.00, Contributions to children’s hospital of \$3,500.00, 3 Junior Scholars, Student accepted into Governor’s School, Boy’s Basketball Team – 2nd Place in the Region, Competitive Lego-League Team, Competitive Academic Challenge Bowl Team.

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 properly prepare our youth for the future through the educational process.

Carlita S. Davis, Principal

Retha Ross, SIC chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	56	250	120
Percent satisfied with learning environment	90.9%	60.8%	73.7%
Percent satisfied with social and physical environment	94.6%	70.2%	70.1%
Percent satisfied with school-home relations	56.4%	82.8%	69.8%

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

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

Plan to Restructure

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. Sanction: Implement the restructuring plan.
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	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	5.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.2%	0.0%	No
Student attendance rate	95.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	1102	98.8	40.2	43	15.1	1.6	27.2	36.1	48.2	No	Yes
Gender											
Male	589	99	48.9	39.6	10.4	1.1	21.5	31.1	41.7	N/A	N/A
Female	513	98.6	30.3	46.9	20.5	2.3	33.8	41.5	55	N/A	N/A
Racial/Ethnic Group											
White	379	98.4	29.1	43.5	24.2	3.2	39.8	49.8	60	No	Yes
African American	711	99.2	46.4	42.5	10.2	0.9	20.6	26.4	31.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	76.5	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	44.2	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	193	99	71.7	27.2	0.5	0.5	4.9	10.6	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	46.3	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	814	98.9	47.3	41.3	10.4	1	19.5	27.1	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	1102	99.2	34.5	48.4	12.3	4.9	27.9	37.8	45.8	No	Yes
Gender											
Male	589	99	36.8	45.7	11.6	5.8	28.5	38.2	45.6	N/A	N/A
Female	513	99.4	31.8	51.3	13	3.9	27.2	37.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	379	98.9	24.6	48.7	15.2	11.5	40.7	53.3	59	Yes	Yes
African American	711	99.3	39.7	48.3	10.6	1.3	20.7	26.7	26.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	77.8	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	44.2	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	193	99.5	64.9	30.8	4.3	0	7.6	12.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	46.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	814	99.1	39.9	47.5	11	1.6	22.3	28.7	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	728	98.5	46.9	30.6	10.7	11.8	22.5	29.2	35.7	95.8	95.9
Gender											
Male	407	98.3	47.2	29.2	10.3	13.3	23.6	29.9	37.4	95.4	95.7
Female	321	98.8	46.5	32.4	11	10	21.1	28.4	33.8	96.3	96.2
Racial/Ethnic Group											
White	250	98	32.5	29.4	15.4	22.8	38.2	46.4	49.2	94.8	95.5
African American	469	98.7	54.9	31.3	8.2	5.7	13.8	16.6	17	96.4	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	81.8	58	99.4	98
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	45.5	24.9	93.6	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	86.9	91.8
Disability Status											
Disabled	138	97.8	74.8	20.6	2.3	2.3	4.6	9.6	14	95	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	89.9
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	51.4	24.4	88.6	96.9
Socio-Economic Status											
Subsided meals	543	98.3	54	30.6	8.3	7.1	15.4	19	21.1	95.5	95.6
Social Studies											
All Students	734	98.6	38.6	40.6	11.2	9.6	20.8	28.1	34	95.8	95.9
Gender											
Male	394	98.5	41.8	36.4	11.4	10.3	21.7	31.1	36.6	95.4	95.7
Female	340	98.8	34.9	45.5	10.9	8.7	19.6	24.9	31.3	96.3	96.2
Racial/Ethnic Group											
White	247	98	31.4	39.8	14.2	14.6	28.8	39.4	44.5	94.8	95.5
African American	481	99	42.6	40.8	9.8	6.8	16.6	19.7	19.1	96.4	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	57.1	58.9	99.4	98
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.5	93.6	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	86.9	91.8
Disability Status											
Disabled	130	99.2	70.2	25	3.2	1.6	4.8	10.4	14.4	95	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	89.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.5	27.3	88.6	96.9
Socio-Economic Status											
Subsided meals	540	98.5	43.7	42.1	8.7	5.5	14.2	19.5	21	95.5	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	340	99.7	42.6	41.7	14.5	1.2	15.7
	7	388	96.9	34.8	43.9	19.4	2	21.4
	8	426	100	44	43.8	11	1.3	12.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	347	99.4	40.2	42.9	15.3	1.5	16.8
	7	362	98.1	38.9	42.8	16.5	1.8	18.3
	8	393	99	41.4	43.3	13.7	1.6	15.3
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	340	99.7	27.2	42	22.5	8.3	30.9
	7	388	99.5	28.8	50.1	16.6	4.4	21.1
	8	426	100	44.3	45.3	6.8	3.8	10.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	347	99.7	35	41.3	18	5.7	23.7
	7	362	98.1	32	50.3	9.9	7.8	17.7
	8	393	99.8	36.1	53	9.2	1.6	10.9
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	170	99.4	52.5	26.3	8.8	12.5	21.3
	7	388	99.2	39.6	33.7	16.7	10	26.7
	8	215	100	51.3	37.1	7.6	4.1	11.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	173	100	66.3	17.5	8.4	7.8	16.3
	7	362	98.1	35	37.7	11.7	15.6	27.2
	8	193	97.9	51.1	29.5	10.8	8.5	19.3
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	171	100	23.3	39.3	21.5	16	37.4
	7	388	99	50.4	35.3	8.4	5.9	14.3
	8	217	100	39.9	50	9.1	1	10.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	174	99.4	31.5	35.1	16.1	17.3	33.3
	7	362	97.5	48.6	34.8	7.8	8.7	16.5
	8	198	100	27.1	55.9	12.8	4.3	17

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