



# DARLINGTON SCHOOL DISTRICT NEWSLETTER

FEBRUARY 2021



Dear Parents/Community Members:

As we continue to work our way through these challenging times, I can't help but feel an overwhelming sense of gratitude.

I am fortunate to work in a school that has such dedicated and hardworking staff members. The last year has brought many changes and with change comes stress, but our staff has always applied the effort necessary to provide our students with the most effective mix of virtual and in-person education they can. They have never let the stressfulness of the situation deter them from their mission. It has been inspiring to watch our staff members continue to educate the students, the food-service ladies prepare and deliver tens of thousands of meals and the custodial staff work tirelessly to ensure the building is as clean and safe as it can be.

I am also grateful to our students who have not used the events of the last several months as an excuse to have a poor attitude or reduce their effort. James Lane said, "Adversity does not build character, it reveals it." I am proud of the character that has been revealed in our student body. The last year has not gone the way any of them would have liked, but they continue to make the best of a difficult situation.

Finally, I am thankful for our parents and community members who have demonstrated seemingly endless patience and understanding with the numerous schedule changes we have implemented. Everyone appreciates a schedule that is consistent and predictable. Unfortunately, we have not been able to provide that lately. The support that this community provides the school has always been tremendous, but lately it has risen to a new level.

Sincerely,  
Cale Jackson  
District Administrator

## Darlington School District is an Equal Opportunity Employer

The School District of Darlington shall not discriminate against employee or applicant on the basis of race, religion, political affiliation, disability, sex or sexual orientation, age, national origin citizenship, handicap, marital status, ancestry, color, arrest or conviction record, membership in the national guard, state defense force or any other reserve component of the military forces of the United States or of the state of Wisconsin, use or nonuse of a lawful product of school premises during nonworking hours, or any other reason prohibited by the state or federal law. Exceptions to this policy may only be made in accordance with state and federal law.

Application forms, hiring practices and personnel administration shall be evaluated on a regular basis relative to equal opportunity employment.

Reasonable accommodations shall be made for qualified individuals with a disability or handicap, unless such accommodations would impose an undue hardship to the District.

Notice of this policy shall be periodically published in local and school newspapers, incorporated into District application forms and published elsewhere as is necessary to give continuing notice. A notice shall also be posted in accordance with state and federal laws and regulations.

## Educational Options

Children who reside in the Darlington Community School District have the following Educational options:

Attendance at public schools

Attendance at private schools participating in the Wisconsin Private School Choice Program

Attendance at charter schools

Attendance at virtual schools

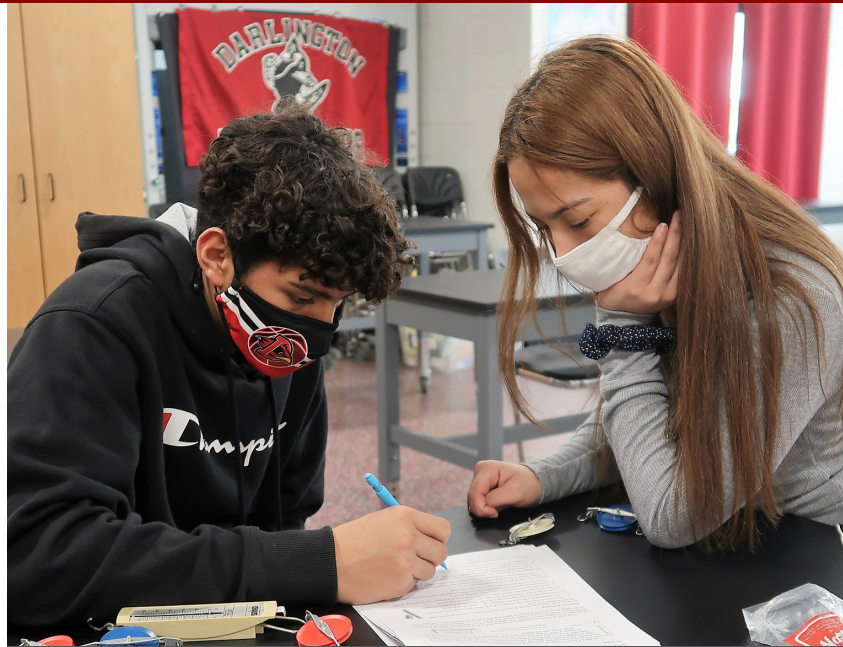
Full-time open enrollment; and

Youth options, course options, and options for pupils enrolled in a home-based private educational program

Parents of children with disabilities are also advised that there is a special needs voucher program.

For more information, please contact:

Cale Jackson, District Administrator,  
jacksonc@darlington.k12.wi.us



## RIGHTS TO RECEIVE TEACHER INFORMATION

Dear families:

Federal law requires that we share with you the qualifications of teachers at Darlington Public School.

There are questions you may ask, including:

--Is my child's teacher licensed to teach the grades or subjects assigned?

--Has the state waived any requirements for my child's teacher?

--What was the college major of my child's teacher?

--What degrees does my child's teacher hold?

--Are there instructional assistants working with my child? If so, what are their qualifications?

Let me say that all teachers have at least a bachelor's degree in all Wisconsin schools. In addition, all of the teachers in this school are fully licensed for their assignment. If you want to see the qualification for your child's teacher you may ask us or find it on the DPI website at:

<https://elo.wieducatorlicensing.org/datamart/searchByNameWIDPI.do>

In addition, all of our instructional assistants are considered qualified for this work. If you would like more information about Darlington Public Schools, please feel free to contact me at 608-776-2006.

Sincerely,

Cale Jackson,  
Superintendent

## How does a student access the Youth Options Program?

Students interested in participating in the program should talk with staff at the high school and the post-secondary institution and decide on an appropriate course or courses. By March 1 for the fall semester, and Oct. 1 for the spring semester, the student must notify the school board of their intent to participate in the program. This is accomplished by completing the PI-8700A (Program Plan and Report form) (see: <http://www.dpi.state.wi.us/forms/pdf/pod870-a.pdf>) and submitting it by the deadline date. The student should list all courses and alternate courses he or she might take.

Students must also apply to the postsecondary institution and comply with all of the institution's admissions standards and application deadlines. In the event that space is not available at a postsecondary institution or a student's preferred course(s) cannot be conveniently scheduled, the student is encouraged to list alternative course selections on the back side of the PI 8700A form so that the school board is able to determine the appropriateness or acceptability of the alternative courses(s) when they review primary choices on the front of the form.

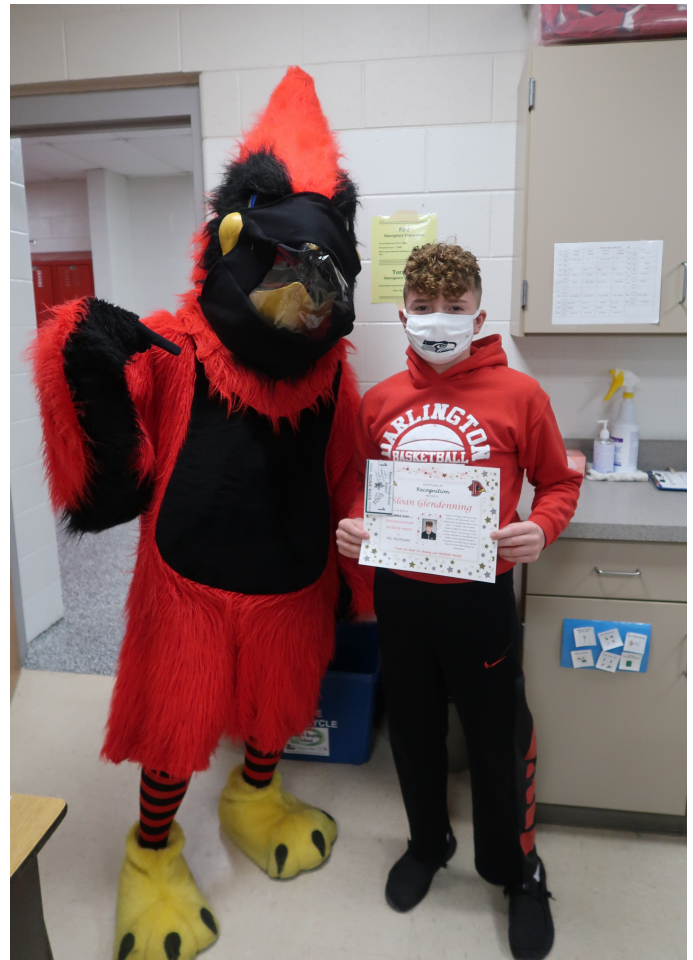


## ANNUAL NOTICE OF SPECIAL EDUCATION REFERRAL AND EVALUATION PROCEDURES

Upon request, the Darlington Community School District is required to evaluate a child for eligibility for special education services. A request for evaluation is known as a referral. When the district receives a referral, the district will appoint an Individualized Education Program (IEP) team to determine if the child has a disability, and if the child needs special education services. The district locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in private (including religious) schools, elementary schools and secondary schools located in the school district. A physician, nurse, psychologist, social worker, or administrator of a social agency who reasonably believes a child brought to him or her for services is a child with a disability has a legal duty to refer the child, including a homeless child, to the school district in which the child resides. Before referring the child, the person making the referral must inform the child's parent that the referral will be made. Others, including parents, who reasonably believe a child is a child with a disability may also refer the child, including a homeless child, to the school district in which the child resides. Referrals must be in writing and include the reason why the person believes the child is a child with a disability. A referral may be made by contacting Barb Beyer, Director of Special Education, Darlington Community School District at 608-776-4021, or email [beyerb@darlington.k12.wi.us](mailto:beyerb@darlington.k12.wi.us) or by writing her at 11630 Center Hill Road, Darlington, WI 53530.

# NOTICE OF NONDISCRIMINATION

The School District of Darlington does not discriminate against any person on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities or in employment, Any questions concerning Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, or inquiries related to Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap, should be directed to the District Administrator; School District of Darlington, 11630 Center Hill Road, Darlington, WI 53530, phone (608)776-2006.




## This was the last school report card issued due to Covid

Please find below some information we would like to share regarding the recently released school report cards. The following explanation of the report cards was copied from the Department of Public Instruction (DPI) web page. If you would like more information about the school reports cards or would like to see the detailed version of the report for our district, please visit <https://dpi.wi.gov/accountability/report-cards>.

As part of the state accountability system, the Department of Public Instruction (DPI) produces report cards for every publicly funded school and district in Wisconsin. These Accountability Report Cards include data on multiple indicators for multiple years across four Priority Areas (Student Achievement, Growth, Closing Gaps, and On-track and Post-secondary Success). In addition, given the impact on student success, the Accountability Report Cards also measure chronic absenteeism and dropout rates. A school or district's Overall Accountability Score places the school/district into one of five Overall Accountability Ratings.


FINAL - SECURE REPORT - NOT FOR PUBLIC RELEASE November 12th, 2019



### Darlington Community

District Report Card | 2018-19 | Summary

**Overall Score**



**78.1**

☆☆☆☆☆  
Exceeds Expectations

Overall Accountability Ratings	Score
Significantly Exceeds	83-100
Expectations	73-82.9
Exceeds	63-72.9
Meets	53-62.9
Expectations	43-52.9
Meets Few	33-42.9
Expectations	23-32.9
Fails to Meet	13-22.9
Expectations	3-12.9

**District Information**

Grades	K4-12
Enrollment	839
Within District Mobility	0.0%
Between District Mobility	2.0%

**Race/Ethnicity**

American Indian or Alaskan Native	0.1%
Asian	0.8%
Black or African American	0.7%
Hispanic/Latino	22.5%
Native Hawaiian or Other Pacific Islander	0.0%
White	75.0%
Two or More Races	0.8%

**Student Groups**

Students with Disabilities	11.0%
Economically Disadvantaged	39.7%
English Learners	16.3%

Priority Areas	District Score	Max Score	State Score	Max Score
<b>Student Achievement</b>	<b>67.7/100</b>	<b>62.3/100</b>		
English Language Arts (ELA) Achievement	32.3/50	31.6/50		
Mathematics Achievement	35.4/50	30.7/50		
<b>District Growth</b>	<b>76.5/100</b>	<b>66.0/100</b>		
English Language Arts (ELA) Growth	38.7/50	33.0/50		
Mathematics Growth	37.8/50	33.0/50		
<b>Closing Gaps</b>	<b>75.6/100</b>	<b>68.8/100</b>		
English Language Arts (ELA) Achievement Gaps	38.6/50	18.1/25		
Mathematics Achievement Gaps	37.0/50	18.0/25		
Graduation Rate Gaps	NA/NA	32.7/50		
<b>On-Track and Postsecondary Readiness</b>	<b>91.4/100</b>	<b>84.8/100</b>		
Graduation Rate	36.8/40	36.3/40		
Attendance Rate	39.0/40	36.6/40		
3rd Grade English Language Arts (ELA) Achievement	8.0/10	6.2/10		
8th Grade Mathematics Achievement	7.6/10	5.7/10		

Priority Area Weights	Percentage Weight
Student Achievement	21.9%
District Growth	28.1%
Closing Gaps	25.0%
On-Track and Postsecondary Readiness	25.0%

Note: For details about how weights are determined, see weighting calculator: [https://oea-dpi.shinyapps.io/overall\\_weighting\\_calculator/](https://oea-dpi.shinyapps.io/overall_weighting_calculator/)

Student Engagement Indicators	Total Deductions: 0
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

**Test Participation Information**  
Includes Forward Exam (grades 3-8), ACT Aspire (9 and 10), ACT (11), and Dynamic Learning Maps (3-11)

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	99.8%	99.9%	100%	100%
Lowest Subgroup Rate: Hispanic	100%	100%	100%	100%

^ denotes at least a 10-point Overall Score change in a single year when present. Wisconsin DPI considers this amount of change an outlier which may not reflect the actual magnitude of change in performance.

Wisconsin Department of Public Instruction | [dpi.wi.gov](http://dpi.wi.gov)

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Report cards for different types of schools or districts should not be directly compared.