



MARLBORO COUNTY SCHOOL OF DISCOVERY

201 Jefferson Street
Clio, South Carolina 29525

Grades	6-8 Middle School	
Enrollment	144 Students	
Principal	Jack Swann, Jr.	843-586-8376
Superintendent	Dr. Helena Tillar	843-479-4016
Board Chair	Lucy Parsons	843-230-8825

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good
2010	Good	Excellent
2009	Average	Average
2008	Average	Average
2007	Average	At-Risk

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

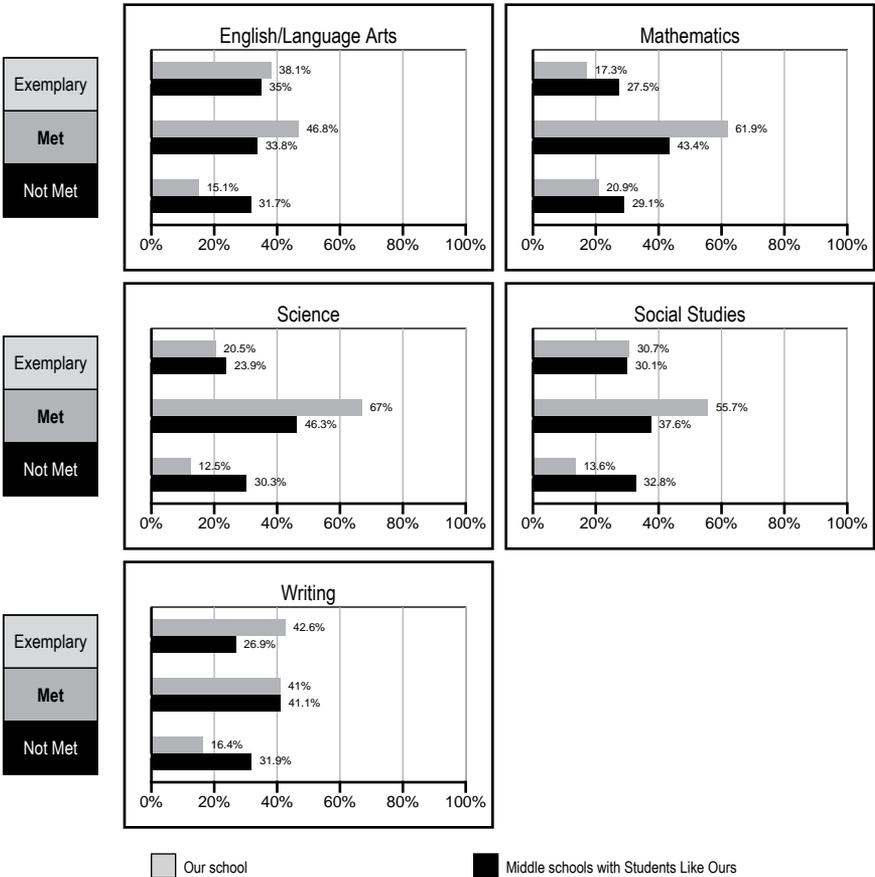
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	13	43	3	0

* Ratings are calculated with data available by 11/09/2011.

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	96.8%	96.8%
English 1	93.5%	96.8%
Biology 1/Applied Biology 2	N/A	86.3%
Physical Science	N/A	99.5%
US History and the Constitution	N/A	N/A
All Subjects	95.2%	96.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=144)				
Students enrolled in high school credit courses (grades 7 & 8)	31.4%	Up from 24.8%	25.5%	24.5%
Retention rate	2.8%	Up from 0.0%	0.9%	0.7%
Attendance rate	96.3%	No Change	95.6%	95.9%
Served by gifted and talented program	75.5%	Up from 73.2%	18.7%	17.8%
With disabilities other than speech	2.1%	Up from 1.8%	10.1%	9.2%
Older than usual for grade	0.7%	Up from 0.0%	2.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.8%	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=11)				
Teachers with advanced degrees	63.6%	Down from 88.9%	60.9%	60.0%
Continuing contract teachers	63.6%	Down from 88.9%	87.5%	82.6%
Teachers returning from previous year	78.2%	Up from 77.3%	86.4%	85.6%
Teacher attendance rate	95.3%	Up from 94.6%	95.0%	95.3%
Average teacher salary*	\$42,547	Up 0.3%	\$46,345	\$46,300
Professional development days/teacher	9.0 days	Down from 9.9 days	10.1 days	9.9 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	24.0 to 1	Up from 19.8 to 1	21.6 to 1	21.5 to 1
Prime instructional time	90.4%	Down from 90.6%	89.6%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.5%	Up from 42.7%	97.6%	98.1%
Character development program	Below Average	No Change	Good	Good
Dollars spent per pupil**	\$7,090	Down 9.8%	\$7,484	\$7,634
Percent of expenditures for instruction**	57.5%	Up from 55.2%	64.1%	64.0%
Percent of expenditures for teacher salaries**	55.3%	Up from 51.9%	61.9%	61.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The Marlboro County School of Discovery continued to grow and excel during the 2010-2011 school year in both the arts and academic realms. Once again, the school anticipates meeting Annual Yearly Progress. Based on 2010 PASS scores the school earned the Palmetto Gold Award for general academic achievement and the Palmetto Silver Award for closing the achievement gap. The Discovery School completed its fifth consecutive year of being a Teacher Advancement Program (TAP) school. TAP is a comprehensive school reform aimed at restructuring the teaching profession while attaining measurable gains in student achievement. The school earned a value-added score of 5 out of a possible 5 based on 2010 PASS scores, which is reflective of the hard work of the staff and student body in making two full years academic growth.

This year, the school had one student recognized as a South Carolina Junior Scholar. One student was a recipient of the Daughters of the American Revolution Citizenship Award. We also had twenty-one students inducted into the Junior Beta Club. For the fourth year, the School of Discovery had an Academic Challenge Team that represented the school admirably. Over two-thirds of the student body met or exceeded their target growth scores on the MAP tests or else scored at the 80th national percentile or higher.

The School of Discovery Dancers performed at a regional dance competition in Concord, NC, and earned top ratings in their division and category. The Discovery Singers competed in a national choral competition in Williamsburg, VA, and earned a rating of "Excellent" for the Show Choir category. Three soloists also earned top honors in the soloist category.

This year the school continued tenants of Positive Behavioral Interventions and Supports (PBIS). The focus of PBIS is on recognizing and rewarding students for positive behavior. This program helped encourage and motivate our students to consistently demonstrate good behavior, and the students enjoyed the numerous incentives provided for them during the year.

High expectations are the norm at the Marlboro School of Discovery, and those high expectations continue to translate into positive results. There is an equation familiar to many educators that sums up the core of our philosophy at Discovery: Expectation + Concentration = Manifestation. By coupling high expectations with rigorous instructional concentration, Discovery continues to celebrate student academic growth manifested in desirable achievement results.

Jack Swann, Jr., Principal
Sharol Ellerbe, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	10	62	29
Percent satisfied with learning environment	100.0%	83.6%	89.3%
Percent satisfied with social and physical environment	100.0%	87.1%	96.6%
Percent satisfied with school-home relations	100.0%	95.2%	85.7%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 17 out of 17 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

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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	14.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	15.3%	0.0%	No
Student attendance rate	96.3%	94.0%**	Yes

* Or greater than last year

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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 = 79.4% (Met or Exemplary)

All Students	143	100	15.1	46.8	38.1	97.1	71.2	82.4	Yes	Yes
Gender										
Male	52	100	28	48	24	92	66.2	78.7	N/A	N/A
Female	91	100	7.9	46.1	46.1	100	76.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	65	100	9.5	46	44.4	100	79.2	88.9	Yes	Yes
African American	69	100	17.6	47.1	35.3	95.6	67.4	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	69.2	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.2	79.3	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	70	83	I/S	I/S
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	36.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	71.4	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	80	100	16.5	50.6	32.9	97.5	68.7	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	143	100	20.9	61.9	17.3	89.9	71.2	81.9	Yes	Yes
Gender										
Male	52	100	30	50	20	84	67.7	79.9	N/A	N/A
Female	91	100	15.7	68.5	15.7	93.3	74.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	65	100	20.6	57.1	22.2	92.1	76.7	88.9	Yes	Yes
African American	69	100	20.6	67.6	11.8	88.2	68.6	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	69.2	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.2	81.1	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	70	84.4	I/S	I/S
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	35.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	64.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	80	100	22.8	59.5	17.7	88.6	69.1	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	91	100	12.5	67	20.5	87.5	45.1	68.6
Gender								
Male	31	100	10	70	20	90	44.6	68.3
Female	60	100	13.8	65.5	20.7	86.2	45.7	68.9
Racial/Ethnic Group								
White	36	100	5.7	60	34.3	94.3	59.5	80.7
African American	51	100	18	72	10	82	37.7	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	30.8	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	43.2	70.8
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	17.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status								
Subsidized meals	52	100	11.8	74.5	13.7	88.2	41	57.3
Social Studies								
All Students	91	100	13.6	55.7	30.7	86.4	50.9	72.5
Gender								
Male	36	100	17.1	51.4	31.4	82.9	49	72
Female	55	100	11.3	58.5	30.2	88.7	52.9	73.1
Racial/Ethnic Group								
White	45	100	6.8	59.1	34.1	93.2	62.2	81
African American	39	100	23.7	44.7	31.6	76.3	45.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	75	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	61.5	69.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	47	73.5
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	24.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	69.2	69.7
Socio-Economic Status								
Subsidized meals	51	100	16	60	24	84	47.6	62.9

Abbreviations for Missing Data

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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	62	100	16.4	41	42.6	83.6	57	73.2	96.3	95.2
Gender										
Male	26	100	36	36	28	64	47.9	67.2	96.9	95
Female	36	100	2.8	44.4	52.8	97.2	66	79.4	95.9	95.4
Racial/Ethnic Group										
White	32	100	16.1	29	54.8	83.9	64.3	81.5	95.3	94
African American	27	100	11.1	55.6	33.3	88.9	54.9	61.3	97.5	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.9	97.6
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	91.7	94.3
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	48.7	72.2	94.7	93.7
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	17.6	26	94.6	94.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	99.9	97.5
Socio-Economic Status										
Subsidized meals	25	100	28	48	24	72	53.2	63.2	96	95.2

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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							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	48	100	12.5	39.6	47.9	87.5
	7	62	98.4	16.4	42.6	41	83.6
	8	49	100	25	52.1	22.9	75
2011	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	42	100	14.6	51.2	34.1	85.4
	7	39	100	10.8	43.2	45.9	89.2
	8	62	100	18	45.9	36.1	82
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	48	100	18.8	47.9	33.3	81.3
	7	62	98.4	19.7	55.7	24.6	80.3
	8	49	100	22.9	56.3	20.8	77.1
2011	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	42	100	17.1	61	22	82.9
	7	39	100	13.5	56.8	29.7	86.5
	8	62	100	27.9	65.6	6.6	72.1
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	24	100	N/A	N/A	N/A	58.3
	7	61	100	6.6	67.2	26.2	93.4
	8	24	100	12.5	58.3	29.2	87.5
2011	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	21	100	30	65	5	70
	7	39	100	5.4	73	21.6	94.6
	8	31	100	9.7	61.3	29	90.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	24	100	16.7	58.3	25	83.3
	7	61	100	21.3	47.5	31.1	78.7
	8	25	100	8.3	58.3	33.3	91.7
2011	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	21	100	4.8	76.2	19	95.2
	7	39	100	21.6	43.2	35.1	78.4
	8	31	100	10	56.7	33.3	90
Writing							
2010	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	48	100	4.2	52.1	43.8	95.8
	7	62	100	19.4	61.3	19.4	80.6
	8	50	100	10.2	53.1	36.7	89.8
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	62	100	16.4	41	42.6	83.6

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