



Marlboro County School of Discovery

201 Jefferson Street
Clio, South Carolina 29525

Grades	6-8 Middle School	
Enrollment	140 Students	
Principal	Jack Swann	843-586-8376
Superintendent	Miss Alisa Goodman	843-479-4016
Board Chair	Mr. John McInnis	843-586-8989



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The School's 2008 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 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

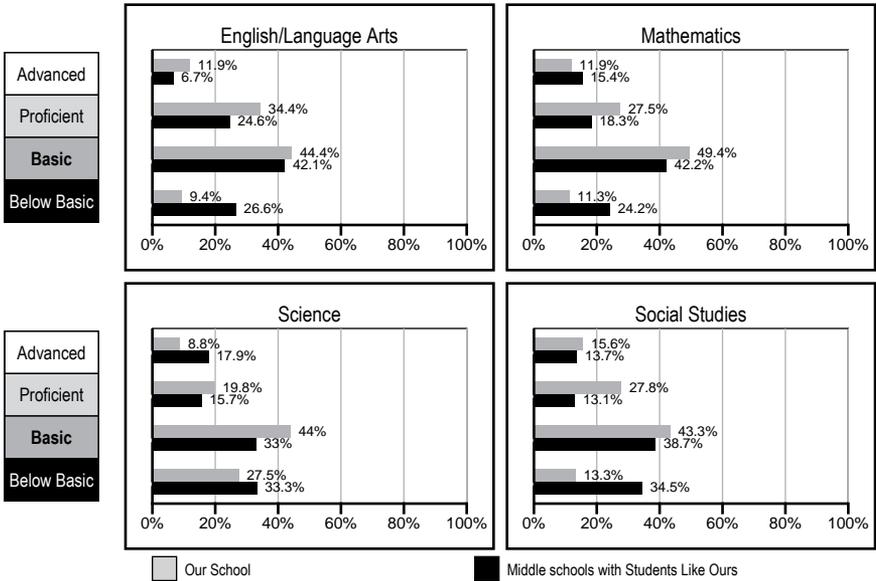
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 90.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	17	22	2

* 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	97.6
English 1	95.0	96.6
Physical Science	0	59.2
All Subjects	97.5	96.9

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=140)				
Students enrolled in high school credit courses (grades 7 & 8)	23.3%	Up from 22.0%	24.0%	19.4%
Retention rate	0.7%	Up from 0.0%	1.5%	1.8%
Attendance rate	97.7%	Up from 97.6%	96.0%	95.8%
Eligible for gifted and talented	32.1%	Down from 34.3%	17.8%	15.3%
With disabilities other than speech	0.0%	No Change	14.2%	12.9%
Older than usual for grade	0.0%	Down from 0.7%	2.9%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=10)				
Teachers with advanced degrees	62.5%	Down from 70.0%	54.5%	55.0%
Continuing contract teachers	87.5%	Down from 90.0%	74.5%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	5.2%	5.4%
Teachers returning from previous year	88.0%	Down from 96.3%	85.2%	83.4%
Teacher attendance rate	95.2%	Up from 93.7%	94.8%	94.9%
Average teacher salary	\$42,167	Down 8.9%	\$44,647	\$44,706
Professional development days/teacher	22.3 days	N/R	11.3 days	11.8 days
School				
Principal's years at school	3.0	Up from 0.0	3.0	3.0
Student-teacher ratio in core subjects	23.7 to 1	Up from 22.2 to 1	20.7 to 1	20.1 to 1
Prime instructional time	89.5%	Up from 88.3%	89.3%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	78.3%	Down from 86.9%	98.0%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$7,295	Down 11.8%	\$6,949	\$7,097
Percent of expenditures for instruction*	51.7%	Down from 63.5%	62.2%	64.4%
Percent of expenditures for teacher salaries*	48.9%	Down from 59.0%	59.0%	59.4%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The Marlboro County School of Discovery continued to grow and excel during the 2007–2008 school year in both the arts and academic realms. Meeting Annual Yearly Progress once again was a tremendous accomplishment. Ours is the pilot school for the Teacher Advancement Program, 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 4 out of a possible 5, which is reflective of the hard work of the staff and student body.

Again this year, the school had four students recognized as South Carolina Junior Scholars. One student received the Governor's Citizenship Award. One student was a recipient of the Daughter's of the American Revolution Citizenship Award. One student was recognized at the Sandhills Science Fair, and we had twenty students inducted into the Junior Beta Club.

For the first time, the School of Discovery had an Academic Challenge Team. There were 18 members that represented the school in an admirable manner. They ranked third in their division at the Pee Dee Academic Challenge Team Tournament.

The School of Discovery Singers performed at the International Invitational Music Competition in Nashville, Tennessee, where they received first place in the Junior High Show Choir. They also received a superior rating. At the conclusion of the national competitions, they were awarded the Grand Champion for all of the competitions held by the Music Festival throughout the nation for the Junior High Show Choir division. Three of the group's soloists were recognized for superior performances.

The School of Discovery Dancers participated in Festival Disney at Disney World in Florida and won the Golden Mickey, a first place trophy, for their performance in the competition. They were commended for the choreography, their team spirit, and precision in their dance.

High expectations are the norm at the School of Discovery, and those high expectations continue to translate into positive results.

Janice Henson, Principal
Michael Woodham, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	8	44	24
Percent satisfied with learning environment	100.0%	88.6%	91.7%
Percent satisfied with social and physical environment	100.0%	86.4%	91.7%
Percent satisfied with school-home relations	87.5%	81.8%	79.2%

* 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. 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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	24.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	22.9%	0.0%	No
Student attendance rate	97.7%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	140	100	7.9	47.1	37.1	7.9	68.6	30.4	48.2	Yes	Yes
Gender											
Male	55	100	9.1	56.4	29.1	5.5	60	24	41.7	N/A	N/A
Female	85	100	7.1	41.2	42.4	9.4	74.1	37.3	55	N/A	N/A
Racial/Ethnic Group											
White	64	100	6.3	43.8	39.1	10.9	68.8	38.4	60	Yes	Yes
African American	69	100	10.1	50.7	34.8	4.3	65.2	25.2	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	35.7	47	I/S	I/S
Disability Status											
Disabled	N/A	I/S	I/S	I/S	I/S	I/S	I/S	9.1	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	76	100	9.2	51.3	32.9	6.6	64.5	26.6	34	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	140	100	12.9	50	25.7	11.4	51.4	25.1	45.8	Yes	Yes
Gender											
Male	55	100	12.7	40	29.1	18.2	63.6	24	45.6	N/A	N/A
Female	85	100	12.9	56.5	23.5	7.1	43.5	26.3	45.9	N/A	N/A
Racial/Ethnic Group											
White	64	100	12.5	46.9	28.1	12.5	57.8	34	59	Yes	Yes
African American	69	100	14.5	55.1	21.7	8.7	43.5	19.9	26.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	29.3	46.2	I/S	I/S
Disability Status											
Disabled	N/A	I/S	I/S	I/S	I/S	I/S	I/S	9.7	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	76	100	11.8	56.6	23.7	7.9	47.4	22	31.4	Yes	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	91	100	27.5	44	19.8	8.8	28.6	13.9	35.7	97.7	95.3
Gender											
Male	34	100	23.5	44.1	20.6	11.8	32.4	13.9	37.4	98.1	95
Female	57	100	29.8	43.9	19.3	7	26.3	13.8	33.8	97.5	95.7
Racial/Ethnic Group											
White	45	100	26.7	35.6	28.9	8.9	37.8	24.7	49.2	96.8	94.8
African American	42	100	31	52.4	7.1	9.5	16.7	7.6	17	98.7	95.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	99.4	97.1
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	N/A	95.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	16.4	37.4	97.7	94
Disability Status											
Disabled	N/A	I/S	I/S	I/S	I/S	I/S	I/S	10.5	14	N/A	94.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	N/A	97.6
Socio-Economic Status											
Subsided meals	47	100	40.4	38.3	17	4.3	21.3	10.5	21.1	97.8	95.1
Social Studies											
All Students	90	100	13.3	43.3	27.8	15.6	43.3	13.8	34	97.7	95.3
Gender											
Male	40	100	10	42.5	22.5	25	47.5	14.1	36.6	98.1	95
Female	50	100	16	44	32	8	40	13.4	31.3	97.5	95.7
Racial/Ethnic Group											
White	38	100	10.5	47.4	21.1	21.1	42.1	16.4	44.5	96.8	94.8
African American	48	100	16.7	41.7	35.4	6.3	41.7	11.8	19.1	98.7	95.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	99.4	97.1
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	N/A	95.2
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	19	32.7	97.7	94
Disability Status											
Disabled	N/A	I/S	I/S	I/S	I/S	I/S	I/S	6.1	14.4	N/A	94.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	N/A	97.6
Socio-Economic Status											
Subsided meals	48	100	16.7	45.8	25	12.5	37.5	11.4	21	97.8	95.1

* Adj - 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

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	46	100	25.6	46.5	23.3	4.7	27.9
	7	46	95.7	16.7	47.6	31	4.8	35.7
	8	43	100	9.3	69.8	20.9	0	20.9
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	54	100	5.6	53.7	37	3.7	40.7
	7	41	100	9.8	36.6	46.3	7.3	53.7
	8	45	100	8.9	48.9	28.9	13.3	42.2
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	46	100	20.9	44.2	25.6	9.3	34.9
	7	46	95.7	14.3	54.8	23.8	7.1	31
	8	43	100	20.9	48.8	27.9	2.3	30.2
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	54	100	11.1	27.8	40.7	20.4	61.1
	7	41	100	9.8	53.7	24.4	12.2	36.6
	8	45	100	17.8	73.3	8.9	0	8.9
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	23	100	31.8	36.4	31.8	0	31.8
	7	46	95.7	9.5	45.2	26.2	19	45.2
	8	21	100	14.3	52.4	19	14.3	33.3
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	27	100	37	25.9	29.6	7.4	37
	7	41	100	22	53.7	12.2	12.2	24.4
	8	23	100	26.1	47.8	21.7	4.3	26.1
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	23	100	14.3	61.9	23.8	0	23.8
	7	46	95.7	28.6	52.4	9.5	9.5	19
	8	22	100	13.6	50	27.3	9.1	36.4
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	27	100	3.7	40.7	25.9	29.6	55.6
	7	41	100	22	36.6	26.8	14.6	41.5
	8	22	100	9.1	59.1	31.8	0	31.8

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