

## DISCOVERY SCHOOL OF LANCASTER

302 W. Dunlap Street  
Lancaster, SC 29720

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	108 Students	
<b>Principal</b>	Thomas H. McDuffie	803-285-8430
<b>Superintendent</b>	Dr. Gene Moore	803-286-6972
<b>Board Chair</b>	Bobby Parker	803-286-6972

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Excellent</b>	<b>Excellent</b>
2009	Average	Good
2008	Average	At-Risk
2007	Good	Average
2006	Excellent	Excellent

## 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.

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

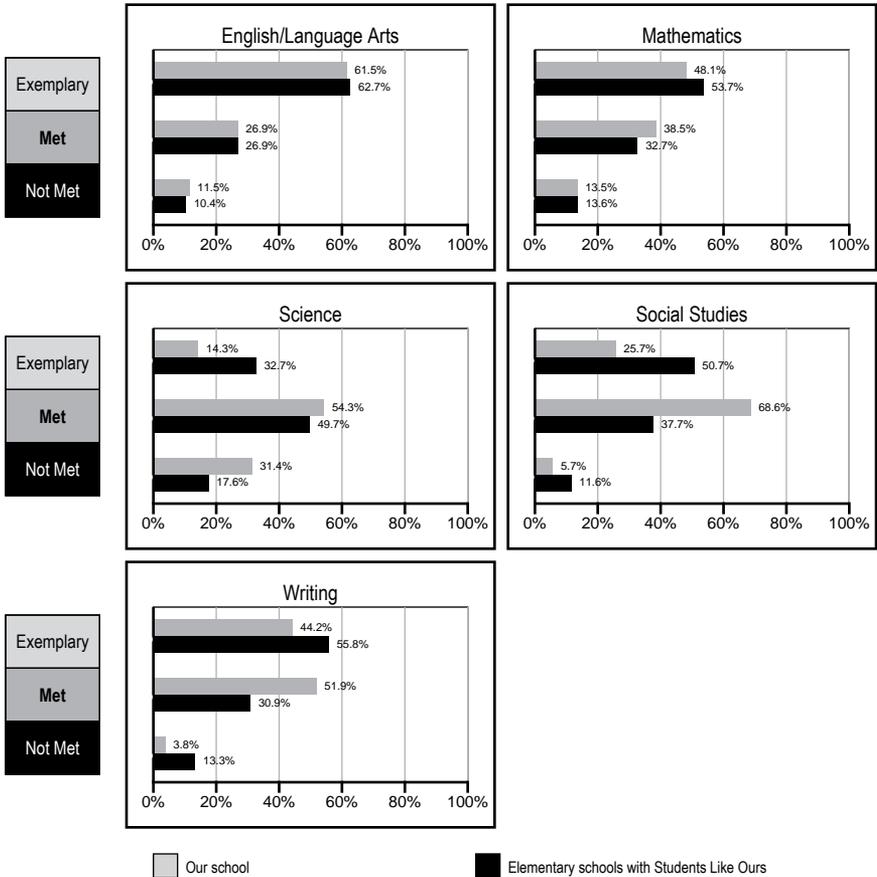
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
22	1	0	0	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary 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

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=108)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	99.2%	100.0%
Retention rate	0.0%	No Change	0.6%	1.2%
Attendance rate	97.0%	Down from 97.1%	96.9%	96.1%
Eligible for gifted and talented	25.5%	Up from 20.4%	30.1%	11.7%
With disabilities other than speech	7.3%	Up from 5.6%	6.7%	8.0%
Older than usual for grade	0.0%	No Change	0.0%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=10)</b>				
Teachers with advanced degrees	30.0%	No Change	65.1%	60.5%
Continuing contract teachers	20.0%	Up from 10.0%	88.0%	84.6%
Teachers with emergency or provisional certificates	14.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	63.0%	Up from 54.7%	88.4%	87.0%
Teacher attendance rate	95.8%	Down from 96.0%	95.2%	95.4%
Average teacher salary*	\$42,782	Down 4.2%	\$49,450	\$47,288
Professional development days/teacher	14.6 days	Up from 10.5 days	10.3 days	10.5 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	6.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 17.8 to 1	20.0 to 1	19.2 to 1
Prime instructional time	91.2%	Up from 90.0%	92.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.6%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,136	Up 1.1%	\$6,878	\$7,548
Percent of expenditures for instruction**	63.9%	Down from 76.3%	70.2%	68.7%
Percent of expenditures for teacher salaries**	52.1%	Down from 59.7%	67.6%	65.1%

\* 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 single most memorable experience for Discovery School students during school year 2009-2010, according to results of student and parent surveys, was our Discover the World Day, the culmination of an intensive year-long, school-wide exploration of the history, geography, culture, literature and language of eleven nations from around the globe. That one day in March brought together all of the key components of the Discovery School learning program and exemplified the mission and academic vision of our school better than anything our school family has done before. It provides a snapshot of the philosophies and practices upon which Discovery School is centered.

-Focus on the Arts: Students were actively engaged in songs, dances, dramatic presentations, and visual art from around the world that reflected our goals for arts infusion at both the classroom and school levels.

-Core Knowledge Curriculum: There were research projects everywhere that represented our school's commitment to the Core Knowledge curriculum's focus on world geography and world history. Countries were selected by grade level based on linkage to content required to be taught at those grade levels.

-Multiple Intelligences Theory & Application: Students were engaged in conversation with parents, students, and other visitors (interpersonal intelligence), relaying a variety of information about the countries they had studied. A variety of student-created artwork, maps, charts and graphs (visual-spatial intelligence) were on display. There was ample evidence of student-planning and goal-setting (intrapersonal intelligence). During the school year, a multitude of opportunities were provided for support of student reading, writing, and language development (verbal-linguistic intelligence). It was also very evident that time and attention had been applied to problem-solving, organization, and attention to arrangement of projects (logical-mathematical intelligence). Music, dance and movement (musical-rhythmic intelligence) were definitely key elements of Discover the World Day. Many student projects focused on the plants and animals related to specific countries that were researched (naturalistic intelligence) and how national economies are often linked to the flora and fauna of specific geographic regions. Projects created in our multiple intelligences Flow Room included games from around the world.

-Positive Discipline: Without cooperation and teamwork among the various stakeholders (elements of Positive Discipline), the day could never have been so successful. Our students demonstrated independence, maturity, and confidence throughout the day.

-Family Involvement: Parent volunteers assisted with a wide range of event-related projects from tent and stage set-up to preparation of costumes to at-home and on-the-road practice for student performances. Event attendance by family members was phenomenal and very positive comments related to student work were the norm.

-Thinking Maps: Used in student research as organizational tools, Thinking Maps provided the foundation for most of the projects that students created throughout the year as they applied the knowledge and concepts they learned.

Tom McDuffie & Lori Yarborough, Leadership Team  
Chris Nunnery & Betsy Gardner, SIC Co-Chairs

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	10	17	15
Percent satisfied with learning environment	100.0%	88.2%	92.9%
Percent satisfied with social and physical environment	100.0%	88.2%	73.3%
Percent satisfied with school-home relations	100.0%	88.2%	93.3%

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

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## No Child Left Behind

## School Adequate Yearly Progress

YES

This school met 9 out of 9 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	4.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	10.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	14.3%	0.0%	No
Student attendance rate	97.0%	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
<b>English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)</b>										
All Students	54	100	11.5	26.9	61.5	96.2	83	83.5	Yes	Yes
<b>Gender</b>										
Male	25	100	12.5	16.7	70.8	91.7	79.1	80.1	N/A	N/A
Female	29	100	10.7	35.7	53.6	100	87.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	43	100	9.8	26.8	63.4	95.1	86.8	89.6	Yes	Yes
African American	11	100	18.2	27.3	54.5	100	74	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.1	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	85.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.8	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	8	I/S	I/S	I/S	I/S	I/S	47.1	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	82.4	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	0	N/A	N/A	N/A	N/A	N/A	76.4	76.9	I/S	I/S
<b>Mathematics - State Performance Objective = 57.8% (Met or Exemplary)</b>										
All Students	54	100	13.5	38.5	48.1	88.5	81.5	80.4	Yes	Yes
<b>Gender</b>										
Male	25	100	12.5	37.5	50	87.5	78.3	78.4	N/A	N/A
Female	29	100	14.3	39.3	46.4	89.3	84.8	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	43	100	12.2	36.6	51.2	90.2	86.1	87.8	Yes	Yes
African American	11	100	18.2	45.5	36.4	81.8	71.2	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91.7	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	80.9	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	87.5	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	8	I/S	I/S	I/S	I/S	I/S	44.2	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	79	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	0	N/A	N/A	N/A	N/A	N/A	74.8	72.8	I/S	I/S

\* Adjusted to account for natural variation in performance.

## 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
<b>Science</b>								
All Students	36	97.2	31.4	54.3	14.3	68.6	62.7	67.3
<b>Gender</b>								
Male	15	93.3	21.4	50	28.6	78.6	62.4	66.9
Female	21	100	38.1	57.1	4.8	61.9	63.1	67.7
<b>Racial/Ethnic Group</b>								
White	28	96.4	25.9	59.3	14.8	74.1	70.5	79.6
African American	8	I/S	I/S	I/S	I/S	I/S	45.6	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	72	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	59.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.8	69.5
<b>Disability Status</b>								
Disabled	4	I/S	I/S	I/S	I/S	I/S	27	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	57	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	0	N/A	N/A	N/A	N/A	N/A	51.4	55.4
<b>Social Studies</b>								
All Students	36	97.2	5.7	68.6	25.7	94.3	65.4	70.9
<b>Gender</b>								
Male	17	100	11.8	58.8	29.4	88.2	64.3	70.1
Female	19	94.7	N/A	N/A	N/A	100	66.6	71.7
<b>Racial/Ethnic Group</b>								
White	29	96.6	7.1	60.7	32.1	92.9	69.8	79.2
African American	7	I/S	I/S	I/S	I/S	I/S	54.9	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	82.6	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	67.4	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	8	I/S	I/S	I/S	I/S	I/S	32.8	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	67.1	68
<b>Socio-Economic Status</b>								
Subsidized meals	0	N/A	N/A	N/A	N/A	N/A	54.8	60.8

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
<b>Writing</b>										
All Students	54	100	3.8	51.9	44.2	96.2	72	72.1	97	95.7
<b>Gender</b>										
Male	25	100	4.2	62.5	33.3	95.8	64.5	65.2	96.9	95.5
Female	29	100	3.6	42.9	53.6	96.4	79.9	79.2	97.1	96
<b>Racial/Ethnic Group</b>										
White	43	100	2.4	56.1	41.5	97.6	77.8	80.8	96.8	95.5
African American	11	100	9.1	36.4	54.5	90.9	59.2	59.7	97.4	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	75	87	N/A	97.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	72	64.6	98.3	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	68.8	73.4	96.7	96
<b>Disability Status</b>										
Disabled	8	I/S	I/S	I/S	I/S	I/S	22.3	27.7	97.3	93.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	68.4	63.7	98.9	96.1
<b>Socio-Economic Status</b>										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	61.6	61.9	99.9	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
<b>English/Language Arts</b>							
<b>2009</b>	3	17	100	17.6	47.1	35.3	82.4
	4	18	100	5.6	38.9	55.6	94.4
	5	18	100	16.7	38.9	44.4	83.3
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	18	100	5.6	16.7	77.8	94.4
	4	18	100	27.8	33.3	38.9	72.2
	5	18	100	N/A	N/A	N/A	100
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	17	100	52.9	17.6	29.4	47.1
	4	18	100	11.1	44.4	44.4	88.9
	5	18	100	16.7	61.1	22.2	83.3
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	18	100	16.7	33.3	50	83.3
	4	18	100	22.2	38.9	38.9	77.8
	5	18	100	N/A	N/A	N/A	100
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	9	I/S	I/S	I/S	I/S	I/S
	4	18	100	11.1	61.1	27.8	88.9
	5	9	I/S	I/S	I/S	I/S	I/S
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	9	I/S	I/S	I/S	I/S	I/S
	4	18	100	N/A	N/A	N/A	55.6
	5	9	I/S	I/S	I/S	I/S	I/S
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	8	I/S	I/S	I/S	I/S	I/S
	4	18	100	5.6	44.4	50	94.4
	5	9	I/S	I/S	I/S	I/S	I/S
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	9	I/S	I/S	I/S	I/S	I/S
	4	18	100	5.6	66.7	27.8	94.4
	5	9	I/S	I/S	I/S	I/S	I/S
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	17	100	35.3	35.3	29.4	64.7
	4	18	100	16.7	38.9	44.4	83.3
	5	18	100	66.7	22.2	11.1	33.3
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	18	100	N/AV	N/AV	N/AV	100
	4	18	100	11.1	50	38.9	88.9
	5	18	100	N/AV	N/AV	N/AV	100
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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