

## DISCOVERY CHARTER OF LANCASTER

302 W. Dunlap Street  
Lancaster, SC 29720

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	107 Students	
<b>Principal</b>	Thomas H. McDuffie	803-285-8430
<b>Superintendent</b>	Richard E. Moore	803-286-6972
<b>Board Chair</b>	Robert Parker	803-286-6972

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Average	Good
2008	Average	At-Risk
2007	Good	Average

## 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

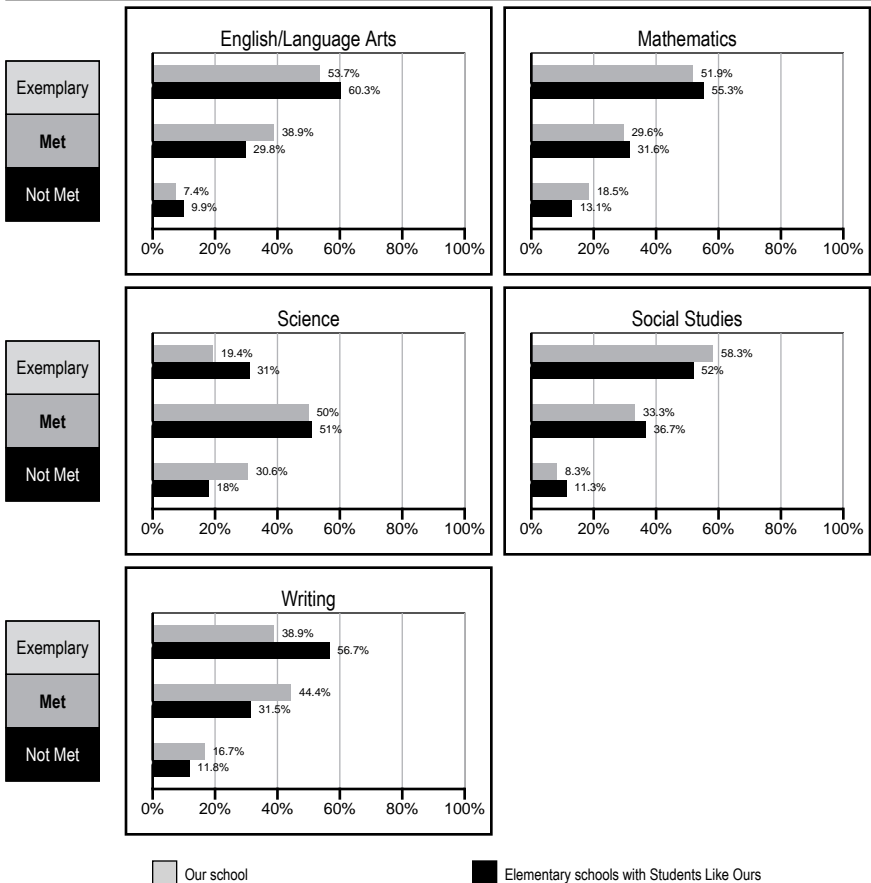
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
23	2	0	0	0

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

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=107)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	98.5%	100.0%
Retention rate	0.0%	No Change	0.6%	1.1%
Attendance rate	97.0%	No Change	96.8%	96.2%
Served by gifted and talented program	31.5%	Up from 25.5%	31.0%	13.4%
With disabilities other than speech	3.0%	Down from 7.3%	3.0%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
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	40.0%	Up from 30.0%	63.6%	62.5%
Continuing contract teachers	70.0%	Up from 20.0%	90.6%	88.2%
Teachers returning from previous year	66.7%	Up from 63.0%	89.9%	87.8%
Teacher attendance rate	94.0%	Down from 95.8%	95.2%	95.2%
Average teacher salary*	\$41,283	Down 3.5%	\$48,638	\$46,773
Professional development days/teacher	13.5 days	Down from 14.6 days	11.6 days	10.5 days
<b>School</b>				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	No Change	21.3 to 1	19.9 to 1
Prime instructional time	88.9%	Down from 91.2%	91.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,494	Down 9.0%	\$6,753	\$7,447
Percent of expenditures for instruction**	63.4%	Down from 63.9%	69.9%	68.4%
Percent of expenditures for teacher salaries**	61.5%	Up from 52.1%	68.7%	65.8%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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

## Report of Principal and School Improvement Council

Discovery School is Lancaster County's only public charter school. We believe that all children can learn, but that children learn in a variety of ways. To capitalize on the unique learning profiles of our students, we employ a Multiple Intelligences approach to teaching and learning. Units of instruction are carefully designed to incorporate the fine arts as well as the traditional academic content. In addition, Discovery School blends the SC content standards with the rigorous Core Knowledge sequence standards. This maximizes the opportunity for each child to be challenged, while learning content that is of high interest.

Character development is a vital component of the student's education as reflected in the weekly schedule. During the past year our students raised well over \$2,000 to support a variety of charities including: St. Jude's Children's Hospital, Pennies for Patients for leukemia research, Red Cross, and Relay for Life. Our students also used the Giraffe Heroes Project materials as they learned that real heroes are the ones unafraid to "stick their necks out" for others.

We pursue many innovative programs such as problem-based learning, Thinking Maps, concept-focused curriculum, foreign-language instruction, a teacher internship program with Nihon University in Japan, Everyday Math, and Core Knowledge curriculum. Technology is integrated into the curriculum and used to support the daily operations of the school. Students are motivated to read through our Reading Counts program and our technology-based summer reading program.

Community interaction is vital to the success of Discovery School students. Our business partners last year included: Sonic, Pizza Inn, Arrowpointe Federal Credit Union, La Chalupa, Microsoft, Rapid Signs, Fastenal, the UPS Store, Founders Federal Credit Union, etc. Students at all grade levels took part in the Junior Achievement Program. Over 3,000 volunteer hours have been contributed to the school this year through our Parents as Partners program.

In 2011, Discovery School received its seventh Palmetto Gold / Silver Award for Academic Excellence. Our school also met all components of the federal AYP requirements.

Tom McDuffie & Lori Yarborough, Leadership Team  
Lou Prete & Betsy Gardner, SIC Co-Chairs

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	10	18	16
Percent satisfied with learning environment	100.0%	94.4%	86.7%
Percent satisfied with social and physical environment	100.0%	100.0%	86.7%
Percent satisfied with school-home relations	100.0%	94.4%	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	5.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	16.7%	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 = 79.4% (Met or Exemplary)</b>										
All Students	54	100	7.4	38.9	53.7	94.4	81.8	82.4	Yes	Yes
<b>Gender</b>										
Male	24	100	8.3	37.5	54.2	91.7	77.9	78.7	N/A	N/A
Female	30	100	6.7	40	53.3	96.7	86	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	41	100	2.4	41.5	56.1	97.6	86.3	88.9	Yes	Yes
African American	12	100	25	33.3	41.7	83.3	71.9	72.9	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	79.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	95	83	I/S	I/S
<b>Disability Status</b>										
Disabled	5	I/S	I/S	I/S	I/S	I/S	48	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	78.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	74.5	75.4	I/S	I/S
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	54	100	18.5	29.6	51.9	85.2	83.1	81.9	Yes	Yes
<b>Gender</b>										
Male	24	100	12.5	29.2	58.3	87.5	80.2	79.9	N/A	N/A
Female	30	100	23.3	30	46.7	83.3	86.2	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	41	100	9.8	29.3	61	92.7	88	88.9	Yes	Yes
African American	12	100	41.7	33.3	25	58.3	72.3	71.4	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.7	94.6	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	81.5	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	5	I/S	I/S	I/S	I/S	I/S	45.5	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	81.7	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	76.2	74.9	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	100	30.6	50	19.4	69.4	64.4	68.6
<b>Gender</b>								
Male	19	100	21.1	57.9	21.1	78.9	65	68.3
Female	17	100	41.2	41.2	17.6	58.8	63.7	68.9
<b>Racial/Ethnic Group</b>								
White	27	100	25.9	51.9	22.2	74.1	72.5	80.7
African American	9	I/S	I/S	I/S	I/S	I/S	47.7	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70	85.3
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	59	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	70.8
<b>Disability Status</b>								
Disabled	1	I/S	I/S	I/S	I/S	I/S	30.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	57.5	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	52	57.3
<b>Social Studies</b>								
All Students	36	100	8.3	33.3	58.3	91.7	68.8	72.5
<b>Gender</b>								
Male	18	100	N/AV	N/AV	N/AV	100	68.4	72
Female	18	100	16.7	44.4	38.9	83.3	69.2	73.1
<b>Racial/Ethnic Group</b>								
White	28	100	N/AV	N/AV	N/AV	100	73.1	81
African American	7	I/S	I/S	I/S	I/S	I/S	59.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	80	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	67	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	73.5
<b>Disability Status</b>								
Disabled	5	I/S	I/S	I/S	I/S	I/S	36.4	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	67.8	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	59.4	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
<b>Writing</b>										
All Students	18	100	16.7	44.4	38.9	83.3	71.7	73.2	97	96
<b>Gender</b>										
Male	5	I/S	I/S	I/S	I/S	I/S	64.4	67.2	96.7	95.8
Female	13	100	7.7	53.8	38.5	92.3	79	79.4	97.2	96.2
<b>Racial/Ethnic Group</b>										
White	14	100	7.1	50	42.9	92.9	77.9	81.5	96.9	95.8
African American	4	I/S	I/S	I/S	I/S	I/S	57.1	61.3	97.5	96.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	87	N/A	97.2
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	70.1	66.7	94.6	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	95.6	96.7
<b>Disability Status</b>										
Disabled	3	I/S	I/S	I/S	I/S	I/S	24.5	26	95.5	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	68.9	65.7	98.1	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	61	63.2	96.2	95.4

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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>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
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	18	100	11.1	27.8	61.1	88.9
	4	18	100	N/AV	N/AV	N/AV	100
	5	18	100	11.1	66.7	22.2	88.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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>Mathematics</b>							
<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
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	18	100	27.8	22.2	50	72.2
	4	18	100	5.6	33.3	61.1	94.4
	5	18	100	22.2	33.3	44.4	77.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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>Science</b>							
<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
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	9	I/S	I/S	I/S	I/S	I/S
	4	18	100	11.1	66.7	22.2	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
<b>2011</b>	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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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<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>2011</b>	3	9	I/S	I/S	I/S	I/S	I/S
	4	18	100	N/AV	N/AV	N/AV	100
	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>Writing</b>							
<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
<b>2011</b>	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	18	100	16.7	44.4	38.9	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

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