Discovery Charter of Lancaster

302 West Dunlap Street
Lancaster, SC 29720

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

THE STATE OF SOUTH CAROLINA
2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	**Excellent**	**Excellent**
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Average	Good
2008	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://www.eoc.sc.gov

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

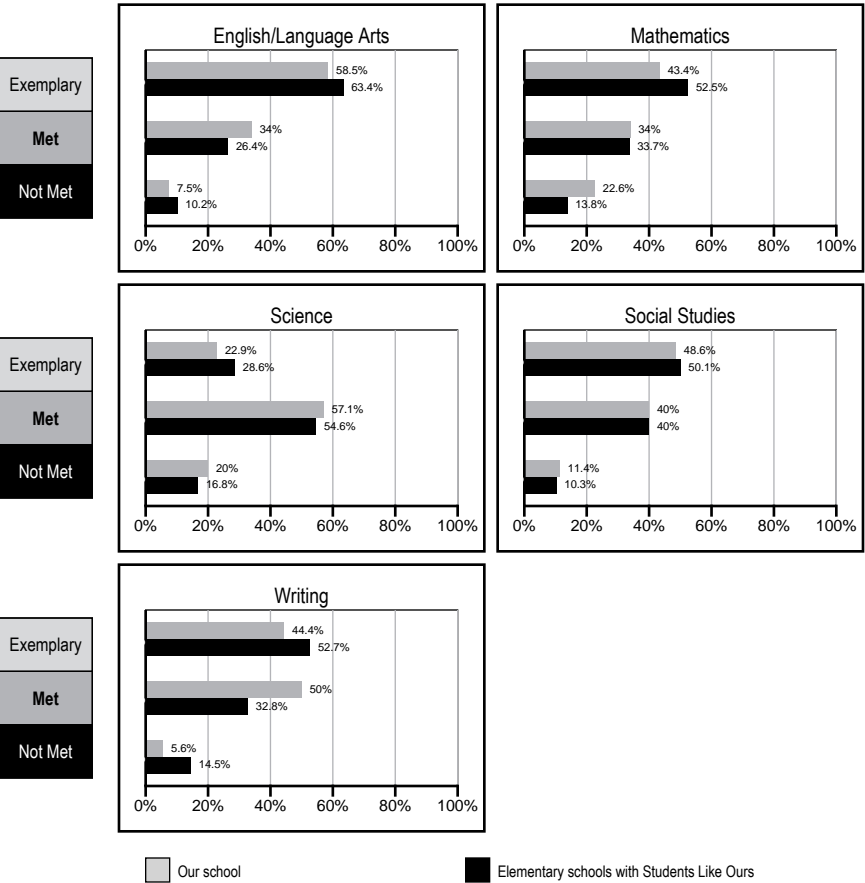| Percent of students tested in 2011-12 whose 2010-11 test scores were located | 97.1% |

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	3	0	0	0

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)

English/Language Arts

	Our school	Elementary schools with Students Like Ours
Exemplary	58.5%	63.4%
Met	34%	26.4%
Not Met	7.5%	10.2%

Mathematics

	Our school	Elementary schools with Students Like Ours
Exemplary	43.4%	52.5%
Met	34%	33.7%
Not Met	22.6%	13.8%

Science

	Our school	Elementary schools with Students Like Ours
Exemplary	22.9%	28.6%
Met	57.1%	54.6%
Not Met	20%	16.8%

Social Studies

	Our school	Elementary schools with Students Like Ours
Exemplary	48.6%	50.1%
Met	40%	40%
Not Met	11.4%	10.3%

Writing

	Our school	Elementary schools with Students Like Ours
Exemplary	44.4%	52.7%
Met	50%	32.8%
Not Met	5.6%	14.5%

Legend: ☐ Our school   ■ Elementary schools with Students Like Ours

* 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
Students (n=107)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	0.8%	1.0%
Attendance rate	97.2%	Up from 97.0%	96.9%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=9)				
Teachers with advanced degrees	33.3%	Down from 40.0%	67.2%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	64.4%	Down from 66.7%	91.4%	88.7%
Teacher attendance rate	97.4%	Up from 94.0%	96.0%	95.1%
Average teacher salary*	$36,630	Down 11.3%	$49,025	$47,210
Professional development days/teacher	15.9 days	Up from 13.5 days	9.9 days	10.5 days
School				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	15.4 to 1	Down from 18.0 to 1	21.3 to 1	20.0 to 1
Prime instructional time	91.5%	Up from 88.9%	91.9%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	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**	$6,521	Up 0.4%	$6,736	$7,247
Percent of expenditures for instruction**	65.3%	Up from 63.4%	69.5%	68.2%
Percent of expenditures for teacher salaries**	64.1%	Up from 61.5%	68.9%	65.7%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Discovery School is currently in its twelfth year of operation as a public charter school within the Lancaster County School District. We serve the county of Lancaster, and our students come from each of the four major attendance areas of our county. Our mission, to increase student achievement using practical application of Gardner's Theory of Multiple Intelligences, has been at the forefront of every educational decision made during our years of operation.

What makes our school different? The answer lies in the blending of research-based programs and practices that have a proven track record in other settings. We use the Core Knowledge curriculum with a deliberate integration of state content standards. Our adherence to the tenets of positive discipline emphasizes the faith that we have in students' abilities to solve problems in a cooperative manner. We work hand-in-hand with parents and students to create Personal Education Plans for all Discovery School students that focus not only on areas of individual strength, but also on areas that need to be strengthened. Our ultimate goal is for all students to feel secure in the knowledge that they are intelligent in unique and meaningful ways.

Specific accomplishments during the 2011-2012 school year include the following: recipient of the Palmetto Gold Award from the SC Department of Education for outstanding student achievement; met the Annual Yearly Progress goal of the federal No Child Left Behind legislation; received an excellent rating (in both absolute and improvement categories) on the school report card for the previous year; offered foreign language instruction (Spanish and Japanese) to all students; created Personal Education Plans for all students; encouraged 100 percent of our students to participate in service learning activities; focused on local history instruction with a culminating "Discover Lancaster Festival" that was very well attended by parents and community members; and, encouraged parents and other family members to contribute in excess of 3,000 hours of volunteer time with our school.

We continue to be pleased with the combined efforts and accomplishments of our students, our faculty and staff, and our parents. Student growth (cognitive and affective) remains a priority with all of us. We look forward to the changes, challenges, and commitments that make each new school year so exciting.

Lou Prete, School Improvement Council Chairman
Tom McDuffie, Site Manager

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	13	18	13
Percent satisfied with learning environment	100.0%	77.8%	100.0%
Percent satisfied with social and physical environment	100.0%	61.1%	92.3%
Percent satisfied with school-home relations	100.0%	88.9%	91.7%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: http://ed.sc.gov/data/esea/ or request this information from your child's district or school.

Overall Weighted Points Total	100.0
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Discovery Charter of Lancaster school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☑ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	8.2%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	33.3%	0.0%	No
Student attendance rate	97.2%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	689.3	654.0	638.8	663.4	100.0	100.0
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
White	695.8	658.8	643.0	670.0	100.0	100.0
African American	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
2011	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
	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
2012	3	18	100	11.1	33.3	55.6	88.9
	4	18	100	11.8	29.4	58.8	88.2
	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
Mathematics							
2011	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
	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
2012	3	18	100	33.3	27.8	38.9	66.7
	4	18	100	23.5	35.3	41.2	76.5
	5	18	100	11.1	38.9	50	88.9
	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
Science							
2011	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
	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
2012	3	9	I/S	I/S	I/S	I/S	I/S
	4	18	100	N/AV	N/AV	N/AV	76.5
	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

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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						
2011						
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
2012						
3	9	I/S	I/S	I/S	I/S	I/S
4	18	100	5.9	41.2	52.9	94.1
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
Writing						
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	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
2012						
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	5.6	50	44.4	94.4
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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