



MARLBORO COUNTY SCHOOL OF DISCOVERY

201 Jefferson Street

Clio, South Carolina 29525

Grades	6-8 Middle School	
Enrollment	165 Students	
Principal	Jack Swann, Jr.	843-586-8376
Superintendent	Randall Malichi	843.479.4016
Board Chair	Michael Toms	843-479-1905

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Excellent*
2009	Average	Average
2008	Average	Average
2007	Average	At-Risk
2006	Average	Average

* The School's 2010 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 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

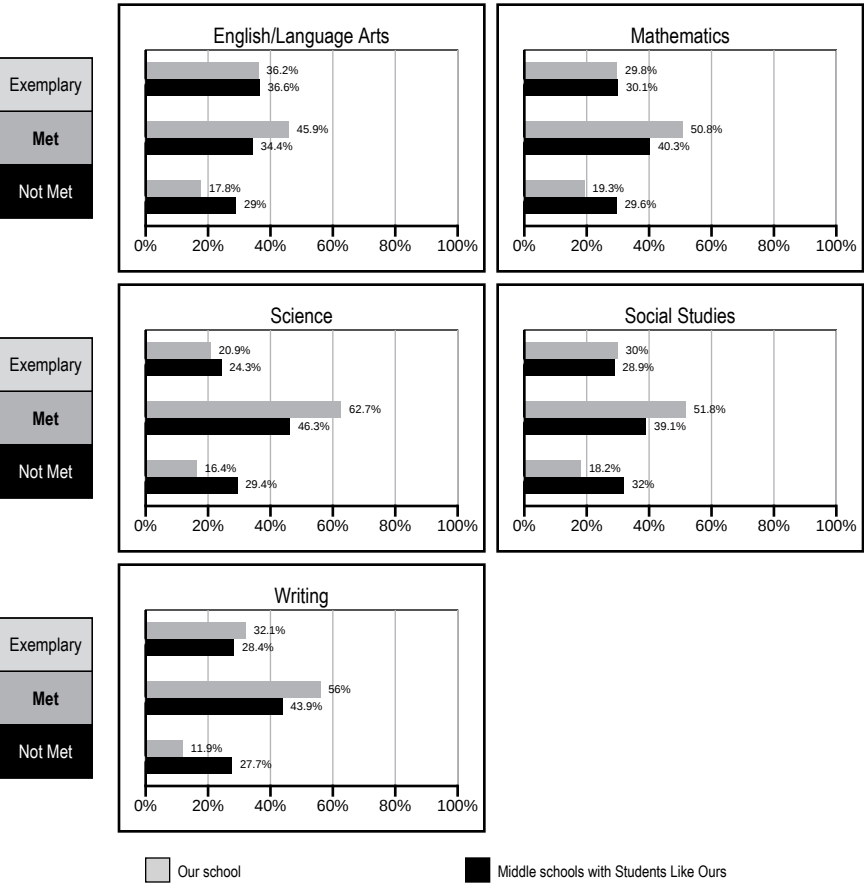
98.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	10	50	0	0

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

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	95.7%	96.6%
English 1	96.3%	97.7%
Physical Science	N/A	59.9%
US History and the Constitution	N/A	N/A
All Subjects	96.0%	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=165)				
Students enrolled in high school credit courses (grades 7 & 8)	24.8%	Up from 17.5%	24.9%	24.2%
Retention rate	0.0%	Down from 0.6%	0.9%	0.7%
Attendance rate	96.3%	Down from 96.9%	95.7%	95.9%
Eligible for gifted and talented	73.2%	Up from 40.8%	18.7%	16.4%
With disabilities other than speech	1.8%	Up from 1.3%	12.8%	12.0%
Older than usual for grade	0.0%	No Change	2.2%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.8%	Up from 1.3%	0.9%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=15)				
Teachers with advanced degrees	88.9%	Up from 54.5%	61.1%	58.5%
Continuing contract teachers	88.9%	Up from 63.6%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	2.6%	4.0%
Teachers returning from previous year	77.3%	Down from 83.3%	86.1%	84.6%
Teacher attendance rate	94.6%	Down from 98.7%	95.4%	95.4%
Average teacher salary*	\$42,424	Up 5.7%	\$47,479	\$46,561
Professional development days/teacher	9.9 days	Down from 11.3 days	10.8 days	10.2 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 22.3 to 1	21.9 to 1	21.1 to 1
Prime instructional time	90.6%	Down from 95.4%	90.3%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	42.7%	Down from 99.6%	98.4%	98.1%
Character development program	Below Average	Down from Good	Good	Good
Dollars spent per pupil**	\$7,860	Down 5.0%	\$7,694	\$7,802
Percent of expenditures for instruction**	55.2%	Up from 54.9%	63.9%	63.8%
Percent of expenditures for teacher salaries**	51.9%	Up from 48.6%	60.4%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The Marlboro County School of Discovery continued to grow and excel during the 2009-2010 school year in both the arts and academic realms. Once again, the school anticipates meeting Annual Yearly Progress. The Discovery School completed its fourth 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 3 out of a possible 5 based on 2009 PASS scores, which is reflective of the hard work of the staff and student body in making a full year's academic growth.

This year, the school had two students recognized as South Carolina Junior Scholars. One student was a recipient of the Daughters of the American Revolution Citizenship Award. We also had twenty-three students inducted into the Junior Beta Club. For the third year, the School of Discovery had an Academic Challenge Team that represented the school admirably. Nearly 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 national dance competition in Orlando, FL, and won two dancers won first place in their division and category. The Discovery Singers competed in a national choral festival in Orlando and earned a rating of "Excellent" for the Show Choir 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
Michael Woodham, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	12	50	18
Percent satisfied with learning environment	91.7%	92.0%	94.4%
Percent satisfied with social and physical environment	100.0%	98.0%	94.4%
Percent satisfied with school-home relations	91.7%	94.0%	88.9%

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

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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	18.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	159	99.4	17.8	44.6	37.6	88.5	72.5	83.5	Yes	Yes
Gender										
Male	66	98.5	26.6	37.5	35.9	82.8	68.2	80.1	N/A	N/A
Female	93	100	11.8	49.5	38.7	92.5	77.1	87	N/A	N/A
Racial/Ethnic Group										
White	75	100	12.2	45.9	41.9	90.5	79.6	89.6	Yes	Yes
African American	77	98.7	25	46.1	28.9	85.5	68.5	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	62.5	79.6	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	77.2	85.1	I/S	I/S
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	43.4	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	50	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	79	100	21.5	51.9	26.6	86.1	70.2	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	159	99.4	20.4	53.5	26.1	88.5	68.7	80.4	Yes	Yes
Gender										
Male	66	98.5	20.3	57.8	21.9	90.6	66	78.4	N/A	N/A
Female	93	100	20.4	50.5	29	87.1	71.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	75	100	18.9	50	31.1	89.2	75	87.8	Yes	Yes
African American	77	98.7	23.7	57.9	18.4	86.8	64.2	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	62.5	78.3	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	80.3	83.2	I/S	I/S
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	42	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	58.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	79	100	24.1	57	19	86.1	65.9	72.8	Yes	Yes

* 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

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	109	100	15.6	63.3	21.1	84.4	42.7	67.3
Gender								
Male	49	100	20.4	57.1	22.4	79.6	44.1	66.9
Female	60	100	11.7	68.3	20	88.3	41.3	67.7
Racial/Ethnic Group								
White	51	100	15.7	56.9	27.5	84.3	55	79.6
African American	52	100	17.3	69.2	13.5	82.7	35.6	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	59.4
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	51.6	69.5
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	17.4	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	58.6
Socio-Economic Status								
Subsidized meals	53	100	20.8	69.8	9.4	79.2	38.3	55.4

Social Studies

All Students	110	100	17.4	52.3	30.3	82.6	51.4	70.9
Gender								
Male	42	100	19.5	48.8	31.7	80.5	49.8	70.1
Female	68	100	16.2	54.4	29.4	83.8	53.1	71.7
Racial/Ethnic Group								
White	56	100	18.2	49.1	32.7	81.8	58.9	79.2
African American	51	100	17.6	54.9	27.5	82.4	46.6	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	36.4	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	62.1	71.2
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	29	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status								
Subsidized meals	52	100	21.2	53.8	25	78.8	47.1	60.8

Abbreviations for Missing Data

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

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	160	100	11.9	56	32.1	88.1	56.3	72.1	96.3	95.1
Gender										
Male	66	100	21.5	52.3	26.2	78.5	48.3	65.2	96.8	94.9
Female	94	100	5.3	58.5	36.2	94.7	64.7	79.2	95.9	95.3
Racial/Ethnic Group										
White	76	100	9.3	57.3	33.3	90.7	64.2	80.8	95.1	94.1
African American	77	100	15.6	55.8	28.6	84.4	51.7	59.7	97.5	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	96.6	95.4
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	57.1	64.6	N/A
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	60.5	73.4	95.2	93.7
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	14.5	27.7	93.9	93.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	50	63.7	96.6	95.4
Socio-Economic Status										
Subsidized meals	79	100	13.9	59.5	26.6	86.1	52.9	61.9	96	94.9

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
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English/Language Arts

2009	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	59	100	17.2	51.7	31	82.8
	7	58	100	15.5	62.1	22.4	84.5
	8	39	100	15.8	50	34.2	84.2
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

Mathematics

2009	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	59	100	27.6	58.6	13.8	72.4
	7	58	100	10.3	62.1	27.6	89.7
	8	39	100	18.4	65.8	15.8	81.6
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

Science

2009	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	30	100	33.3	63.3	3.3	66.7
	7	58	100	13.8	62.1	24.1	86.2
	8	19	100	21.1	57.9	21.1	78.9
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

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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							
2009	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	29	100	17.9	78.6	3.6	82.1
	7	58	100	29.3	43.1	27.6	70.7
	8	20	100	5.3	52.6	42.1	94.7
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
Writing							
2009	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	58	100	8.6	43.1	48.3	91.4
	7	58	100	17.2	55.2	27.6	82.8
	8	39	100	10.5	57.9	31.6	89.5
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

Abbreviations for Missing Data

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