

## McCarthy/Teszler Learning Center

175 Burdette Street
Spartanburg, South

| | | |
|---|---|---|
| **Grades** | PK-12 High School | |
| **Enrollment** | 230 Students | |
| **Principal** | Dr. Joette C. Johnson | 864-596-8491 |
| **Superintendent** | Dr. Thomas D. White, Jr. | 864-594-4400 |
| **Board Chair** | Conrad C. Hurst, III | 864-594-4400 |

# THE STATE OF SOUTH CAROLINA
# 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|---|---|---|
| **2008** | **N/A** | **N/A** |
| 2007 | N/A | N/A |
| 2006 | N/A | N/A |
| 2005 | N/A | N/A |
| 2004 | N/A | N/A |

## 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.

http://ed.sc.gov
http://www.sceoc.org

## ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|---|---|---|---|---|
| 3 | 4 | 4 | 5 | 9 |

* Ratings are calculated with data available by September 30.

## High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

| | Our High School | | | High Schools with Students Like Ours | | |
|---|---|---|---|---|---|---|
| **Percent** | **2006** | **2007** | **2008** | **2006** | **2007** | **2008** |
| Passed 2 subtests (%) | 0 | 0 | 12.5 | 53.9 | 0 | 64.1 |
| Passed 1 subtest (%) | 14.3 | 0 | 0 | 18.4 | 0 | 16.1 |
| Passed no subtests (%) | 85.7 | 100.0 | 87.5 | 45.7 | 0 | 20.4 |

## HSAP Passage Rate by Spring 2008

| | Our High School | High Schools with Students Like Ours |
|---|---|---|
| Percent | 0% | 83.4% |

## On-Time Graduation Rate

| | Our High School | High Schools with Students Like Ours |
|---|---|---|
| Number of Students | 20 | 94 |
| Number of Diplomas | 0 | 62 |
| Rate | 0% | 59.4% |

## End of Course Tests

| **Percent of tests with scores of 70 or above on:** | **Our High School** | **High Schools with Students Like Ours*** |
|---|---|---|
| Algebra 1/Math for the Technologies 2 | 0 | 59.2 |
| English 1 | 0 | 40.9 |
| Physical Science | 0 | 26.4 |
| All Tests | 0 | 45.5 |

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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 | High Schools with Students Like Ours | Median High School |
|---|---|---|---|---|
| **Students (n=230)** | | | | |
| Retention rate | 17.7% | N/A | 11.0% | 6.1% |
| Attendance rate | 90.9% | Down from 91.1% | 93.8% | 95.0% |
| Eligible for gifted and talented | 0.0% | No Change | 3.2% | 8.3% |
| With disabilities other than speech | 81.8% | Up from 0.0% | 14.6% | 13.0% |
| Older than usual for grade | 16.4% | Up from 5.5% | 14.8% | 8.5% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 3.5% | Up from 1.2% | 3.2% | 1.5% |
| Enrolled in AP/IB programs | 0.0% | No Change | 3.0% | 11.4% |
| Successful on AP/IB exams | N/A | N/A | N/A | 54.3% |
| Eligible for LIFE Scholarship | 0.0% | No Change | 22.2% | 30.5% |
| Annual dropout rate | N/A | N/A | 3.5% | 3.5% |
| Career/technology students in co-curricular organizations | N/A | N/A | 2.2% | 3.1% |
| Enrollment in career/technology courses | N/A | N/A | 262 | 559 |
| Students participating in work-based experiences | N/A | N/A | 4.7% | 10.6% |
| Career/technology students attaining technical skills | N/A | N/A | 77.2% | 79.6% |
| Career/technology completers placed | N/A | N/A | 97.1% | 98.5% |
| **Teachers (n=50)** | | | | |
| Teachers with advanced degrees | 58.0% | Up from 50.9% | 54.3% | 57.4% |
| Continuing contract teachers | 72.0% | Down from 73.6% | 56.6% | 69.6% |
| Teachers with emergency or provisional certificates | 4.8% | No Change | 19.1% | 8.7% |
| Teachers returning from previous year | 79.8% | Up from 78.5% | 78.8% | 85.0% |
| Teacher attendance rate | 93.1% | N/R | 94.9% | 95.4% |
| Average teacher salary | $47,360 | Up 1.8% | $43,447 | $46,061 |
| Professional development days/teacher | 7.2 days | Down from 10.2 days | 13.3 days | 11.4 days |
| **School** | | | | |
| Principal's years at school | 21.0 | Up from 20.0 | 2.0 | 3.0 |
| Student-teacher ratio in core subjects | 6.7 to 1 | Down from 8.0 to 1 | 19.4 to 1 | 25.4 to 1 |
| Prime instructional time | 83.0% | N/R | 87.0% | 89.1% |
| Dollars spent per pupil* | $36,732 | Down 3.5% | $9,686 | $7,279 |
| Percent of expenditures for teacher salaries* | 56.1% | Up from 51.1% | 51.4% | 55.3% |
| Percent of expenditures for instruction* | 66.2% | Down from 67.0% | 60.6% | 60.8% |
| Opportunities in the arts | Good | No Change | Good | Excellent |
| Parents attending conferences | 100.0% | Up from 74.7% | 93.4% | 94.2% |
| SACS accreditation | No | No Change | Yes | Yes |
| Character development program | At-Risk | No Change | Good | Good |
| Modern Language Program Assessment | N/A | N/A | Good | Good |
| Classical Language Program Assessment | N/A | N/A | Average | Average |

* 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

## Performance By Student Groups

| | HSAP Passage Rate by Spring 2008 | | End of Course Passage Rate | | Graduation Rate | | |
|---|---|---|---|---|---|---|---|
| | n | % | t | % | n | % | Met State Objective |
| All Students | 1 | N/A | N/A | N/A | 20 | N/A | N/A |
| **Gender** | | | | | | | |
| Male | N/A | N/A | N/A | N/A | 14 | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| **Racial/Ethnic Group** | | | | | | | |
| White | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| African American | N/A | N/A | N/A | N/A | 12 | N/A | N/A |
| Asian/Pacific Islander | N/A | 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 | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| **Disability Status** | | | | | | | |
| Disabled | N/A | N/A | N/A | N/A | 18 | N/A | N/A |
| **Migrant Status** | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| **English Proficiency** | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| **Socio-Economic Status** | | | | | | | |
| Subsidized meals | N/A | N/A | N/A | N/A | 15 | N/A | N/A |

* n=number of students on which percentage is calculated. t=number of tests taken.

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

2007-2008 was an exciting school year at McCarthy/Teszler school. We accomplished numerous initiatives and have even more planned for next year. One very important initiative this year was the “Buddy Program." We tried to pair every class at McCarthy/Teszler with a class on a traditional school campus. The two classes met and shared a variety of experiences from visiting the apple farm, to participating in music class together to attending community performances together. This gave both groups a clearer vision of the challenges and the successes that can be had with cooperation and community support.

A challenge for our school is finding innovative ways to encourage family/parent participation, assistance in understanding the disabilities our students have, and continued support for programs implemented at school. We tackled this challenge by providing a variety of opportunities this year for parents: parent conference and workshop night, new phone communication system to keep parents informed of school happenings, information sent home about other agencies that provide help and support to children with disabilities, newsletter about school and individual class projects, updated web site, and participation in a Disabilities Awareness Fair at Westgate Mall. We saw participation and interest developing, and our hope is to have even more participation next year.

We developed new and revised some previous business community partnerships. We invited clubs or businesses to breakfast or lunch and shared our story. Those that we now have positive working relationships with are Kiwanis, Lions Club, Civitans, and a Women’s Garden Club. Most have offered to assist in any way possible that will impact student and school success.

We concentrated on the instructional program and made changes that were needed. We added a new software package to our server that will allow the secondary division to have hands on access to up to date resources for teaching functional skills and assessing students for deficient areas. We updated hardware components where needed and made plans for new technology in several classrooms.

We encourage our students to be service minded and to look for ways they can make a difference in the community. This year we had several service projects: a canned food drive for the Greater Spartanburg Ministries, collected socks for the Children’s Shelter, held a MS Walk and made a donation to the Multiple Sclerosis Association, raised money for a snow cone machine for the Miracle League and uniforms for Special Olympians, and had an armed service project. Our goal is for our students to experience the satisfaction of giving.

McCarthy/Teszler School continues to be a shining star in services to children with disabilities in Spartanburg County. Our students benefit from the support of the seven school districts and the community that acknowledge the need of a special comprehensive school and facility.

Dr. Joette C. Johnson, Principal Heather Muller, SIC Chairperson

## Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|---|---|---|---|
| Number of surveys returned | 47 | 0 | 22 |
| Percent satisfied with learning environment | 89.4% | N/R | 95.2% |
| Percent satisfied with social and physical environment | 93.6% | N/R | 95.2% |
| Percent satisfied with school-home relations | 83.0% | N/R | 100.0% |

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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 Adequate Yearly Progress | NO |
|---|---|

This school met 8 out of 13 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 | N/A |
|---|---|

## 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 Data

| | Our School | State |
|---|---|---|
| Classes in low poverty schools not taught by highly qualified teachers | 0.1% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 2.1% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|---|---|---|
| Classes not taught by highly qualified teachers | 21.1% | 0.0% | No |

Abbreviations for Missing Data

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

McCarthy/Teszler Learning Center 02/16/09-4207904

## HSAP 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 = 52.3% (Proficient and Advanced)** | | | | | | | | | | | |
| All Students | 25 | 84 | 33.3 | 27.8 | 22.2 | 16.7 | 50 | 59.1 | 69.7 | No | Yes |
| Male | 18 | 88.9 | 38.5 | 30.8 | 15.4 | 15.4 | 46.2 | 53 | 64.6 | N/A | N/A |
| Female | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 65.4 | 74.8 | N/A | N/A |
| White | 12 | 75 | 37.5 | 37.5 | 12.5 | 12.5 | 37.5 | 84.8 | 81.7 | I/S | Yes |
| African American | 12 | 91.7 | 33.3 | 22.2 | 22.2 | 22.2 | 55.6 | 42.6 | 53.6 | I/S | I/S |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 81 | 83.1 | I/S | I/S |
| Hispanic | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 59.7 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 65.5 | I/S | I/S |
| Disabled | 25 | 84 | 33.3 | 27.8 | 22.2 | 16.7 | 50 | 17.6 | 25.2 | No | Yes |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 40 | N/A | N/A |
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 41.7 | 47.3 | I/S | I/S |
| Subsized meals | 10 | I/S | I/S | I/S | I/S | I/S | I/S | 44.3 | 55.1 | I/S | Yes |
| **Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)** | | | | | | | | | | | |
| All Students | 25 | 80 | 41.2 | 23.5 | 35.3 | 0 | 35.3 | 59.2 | 67.2 | No | Yes |
| Male | 18 | 88.9 | 38.5 | 30.8 | 30.8 | 0 | 30.8 | 56.9 | 66.3 | N/A | N/A |
| Female | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 61.6 | 68 | N/A | N/A |
| White | 12 | 75 | 50 | 25 | 25 | 0 | 25 | 86.7 | 79.6 | I/S | Yes |
| African American | 12 | 83.3 | 37.5 | 25 | 37.5 | 0 | 37.5 | 42.1 | 49.7 | I/S | I/S |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 81 | 88.9 | I/S | I/S |
| Hispanic | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 60 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 69.5 | I/S | I/S |
| Disabled | 25 | 80 | 41.2 | 23.5 | 35.3 | 0 | 35.3 | 13.5 | 23.8 | No | Yes |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 46.7 | N/A | N/A |
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 50 | 54.9 | I/S | I/S |
| Subsized meals | 10 | I/S | I/S | I/S | I/S | I/S | I/S | 45.7 | 53.1 | I/S | Yes |

| Physical Science (End-of-Course Performance by Group) | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A | 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 | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| African American | N/A | N/A | N/A | N/A | N/A | 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 | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | 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 | N/A | N/A | N/A | N/A | N/A |
| Disabled | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant | N/A | N/A | N/A | N/A | N/A | 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 | N/A | N/A | N/A | N/A | N/A |
| Subsized meals | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

***** 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

## Two-Year HSAP Trend Data

| | School Year | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* |
|---|---|---|---|---|---|---|---|---|---|---|
| **English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)** | | | | | | | | | | |
| All Students | 2007 | 20 | 90.0 | 50.0 | 25.0 | 6.3 | 18.8 | 37.5 | 62.0 | 70.7 |
| | 2008 | 25 | 84 | 33.3 | 27.8 | 22.2 | 16.7 | 50 | 59.1 | 69.7 |
| **Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)** | | | | | | | | | | |
| All Students | 2007 | 20 | 90.0 | 43.8 | 43.8 | 12.5 | N/A | 25.0 | 59.2 | 62.2 |
| | 2008 | 25 | 80 | 41.2 | 23.5 | 35.3 | 0 | 35.3 | 59.2 | 67.2 |

Abbreviations for Missing Data

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