McCarthy/Teszler Learning Center

175 Burdette Street
Spartanburg, South

Grades	PK-12 Middle 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	**At-Risk**	**Average**
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
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

McCarthy/Teszler Learning Center	03/02/09-4207904

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

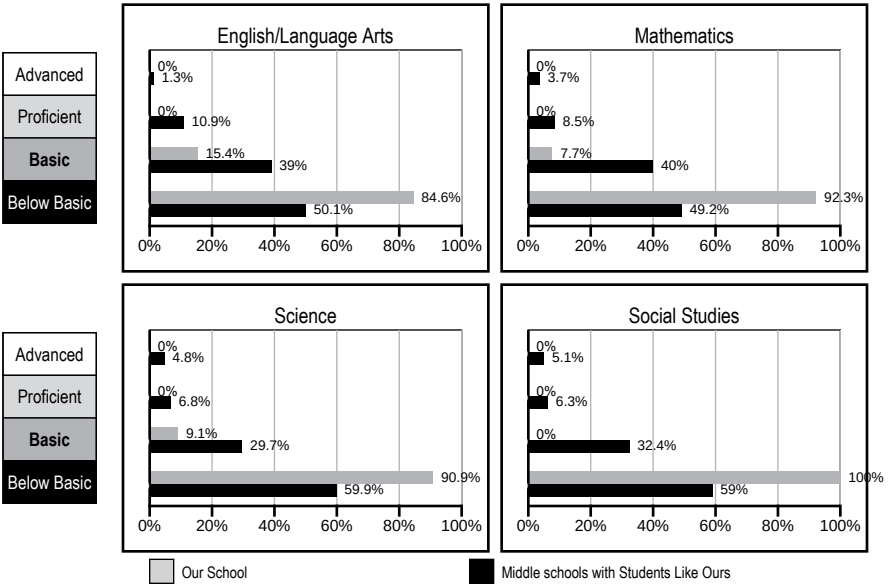
Percent of students tested in 2007-08 whose 2006-07 test scores were located	96.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	4	47

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	0	83.7
English 1	0	81.2
Physical Science	0	37.9
All Subjects	0	80.4

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=230)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	12.0%	19.4%
Retention rate	17.7%	N/A	3.4%	1.8%
Attendance rate	90.9%	Down from 91.1%	95.1%	95.8%
Eligible for gifted and talented	0.0%	No Change	5.8%	15.3%
With disabilities other than speech	81.8%	Up from 0.0%	13.5%	12.9%
Older than usual for grade	16.4%	Up from 5.5%	6.5%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.5%	Up from 1.2%	0.7%	0.7%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	58.0%	Up from 50.9%	54.0%	55.0%
Continuing contract teachers	72.0%	Down from 73.6%	54.3%	70.6%
Teachers with emergency or provisional certificates	4.8%	No Change	19.0%	5.4%
Teachers returning from previous year	79.8%	Up from 78.5%	76.7%	83.4%
Teacher attendance rate	93.1%	N/R	94.8%	94.9%
Average teacher salary	$47,360	Up 1.8%	$43,109	$44,706
Professional development days/teacher	7.2 days	Down from 10.2 days	12.1 days	11.8 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	16.1 to 1	20.1 to 1
Prime instructional time	83.0%	N/R	88.9%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 74.7%	96.4%	98.0%
Character development program	At-Risk	No Change	Good	Good
Dollars spent per pupil*	$36,732	Down 3.5%	$8,817	$7,097
Percent of expenditures for instruction*	66.2%	Down from 67.0%	63.1%	64.4%
Percent of expenditures for teacher salaries*	56.1%	Up from 51.1%	56.3%	59.4%

* Prior year audited financial data are reported.

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

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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	

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 and Student Attendance

	Our District	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
Student attendance rate	90.9%	94.0%	No

* Or greater than last year

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McCarthy/Teszler Learning Center 03/02/09-4207904

PACT 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 = 58.8% (Proficient and Advanced)											
All Students	76	96.1	36.7	35	15	13.3	43.3	46.5	48.2	No	Yes
Gender											
Male	57	94.7	39	31.7	17.1	12.2	46.3	42.8	41.7	N/A	N/A
Female	19	100	31.6	42.1	10.5	15.8	36.8	50.3	55	N/A	N/A
Racial/Ethnic Group											
White	45	95.6	37.5	40.6	15.6	6.3	37.5	69.9	60	I/S	Yes
African American	26	96.2	33.3	25	16.7	25	50	29.9	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.1	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	54.7	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	76	96.1	36.7	35	15	13.3	43.3	15.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	55.1	36.9	I/S	I/S
Socio-Economic Status											
Subsized meals	43	95.4	41.7	30.6	8.3	19.4	38.9	31.7	34	I/S	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	76	97.4	35	45	16.7	3.3	36.7	42.2	45.8	No	Yes
Gender											
Male	57	96.5	36.6	39	22	2.4	36.6	43.1	45.6	N/A	N/A
Female	19	100	31.6	57.9	5.3	5.3	36.8	41.3	45.9	N/A	N/A
Racial/Ethnic Group											
White	45	97.8	42.4	39.4	15.2	3	36.4	69.6	59	I/S	Yes
African American	26	96.2	26.1	47.8	21.7	4.3	43.5	24.2	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	54.5	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	48.1	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	76	97.4	35	45	16.7	3.3	36.7	14	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	48.3	38.7	I/S	I/S
Socio-Economic Status											
Subsized meals	43	100	37.8	43.2	13.5	5.4	29.7	26.3	31.4	I/S	Yes

***** Adj - Adjusted to account for natural variation in performance.

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McCarthy/Teszler Learning Center 03/02/09-4207904

PACT 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*	School Attendance Rate	District Attendance Rate
Science											
All Students	50	96	55	17.5	10	17.5	27.5	31.8	35.7	91.5	95.3
Gender											
Male	39	94.9	51.7	17.2	6.9	24.1	31	32.8	37.4	91.6	95.1
Female	11	100	63.6	18.2	18.2	0	18.2	30.8	33.8	91.5	95.5
Racial/Ethnic Group											
White	30	100	50	29.2	8.3	12.5	20.8	58.9	49.2	90.4	95.5
African American	17	88.2	57.1	0	14.3	28.6	42.9	14.1	17	93	95
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	58	91	96
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	40.8	24.9	92.6	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	91.9	95.9
Disability Status											
Disabled	50	96	55	17.5	10	17.5	27.5	11	14	91.5	93.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.8
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	32.8	24.4	89.3	96
Socio-Economic Status											
Subsized meals	29	96.6	66.7	8.3	8.3	16.7	25	17.6	21.1	92.2	94.7
Social Studies											
All Students	50	96	35.9	53.8	2.6	7.7	10.3	31.3	34	91.5	95.3
Gender											
Male	36	97.2	34.6	57.7	3.8	3.8	7.7	34.8	36.6	91.6	95.1
Female	14	92.9	38.5	46.2	0	15.4	15.4	27.5	31.3	91.5	95.5
Racial/Ethnic Group											
White	27	92.6	38.9	55.6	0	5.6	5.6	57.4	44.5	90.4	95.5
African American	20	100	33.3	50	5.6	11.1	16.7	14.3	19.1	93	95
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.7	58.9	91	96
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.5	92.6	95.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	91.9	95.9
Disability Status											
Disabled	50	96	35.9	53.8	2.6	7.7	10.3	11.2	14.4	91.5	93.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.8
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	89.3	96
Socio-Economic Status											
Subsized meals	29	96.6	44	40	4	12	16	17.7	21	92.2	94.7

***** Adj - Adjusted to account for natural variation in performance.

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McCarthy/Teszler Learning Center 03/02/09-4207904

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	16	100	46.2	23.1	30.8	0	30.8
	4	12	100	41.7	25	25	8.3	33.3
	5	11	100	27.3	36.4	27.3	9.1	36.4
	6	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	13	76.9	50	12.5	25	12.5	37.5
	8	15	100	30.8	61.5	0	7.7	7.7
2008	3	8	I/S	I/S	I/S	I/S	I/S	I/S
	4	11	90.9	50	20	30	0	30
	5	13	92.3	16.7	41.7	25	16.7	41.7
	6	17	100	30	40	10	20	30
	7	11	100	62.5	37.5	0	0	0
	8	16	100	46.2	15.4	15.4	23.1	38.5
Mathematics								
2007	3	16	100	53.8	38.5	7.7	0	7.7
	4	12	100	41.7	33.3	25	0	25
	5	11	100	27.3	45.5	18.2	9.1	27.3
	6	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	13	76.9	50	37.5	0	12.5	12.5
	8	15	100	46.2	46.2	7.7	0	7.7
2008	3	8	I/S	I/S	I/S	I/S	I/S	I/S
	4	11	100	40	50	10	0	10
	5	13	92.3	16.7	58.3	25	0	25
	6	17	100	10	50	30	10	40
	7	11	100	75	25	0	0	0
	8	16	93.8	41.7	33.3	16.7	8.3	25
Science								
2007	3	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	12	100	100	0	0	0	0
	5	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	13	84.6	100	0	0	0	0
	8	14	100	100	0	0	0	0
2008	3	5	I/S	I/S	I/S	I/S	I/S	I/S
	4	11	100	60	10	20	10	30
	5	8	I/S	I/S	I/S	I/S	I/S	I/S
	6	7	I/S	I/S	I/S	I/S	I/S	I/S
	7	11	90.9	75	25	0	0	0
	8	8	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	12	100	100	0	0	0	0
	5	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	13	84.6	100	0	0	0	0
	8	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	3	I/S	I/S	I/S	I/S	I/S	I/S
	4	11	100	20	80	0	0	0
	5	6	I/S	I/S	I/S	I/S	I/S	I/S
	6	11	90.9	14.3	71.4	0	14.3	14.3
	7	11	90.9	85.7	14.3	0	0	0
	8	8	I/S	I/S	I/S	I/S	I/S	I/S

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