

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 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	At-Risk
2008	At-Risk	Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	N/A	N/A

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

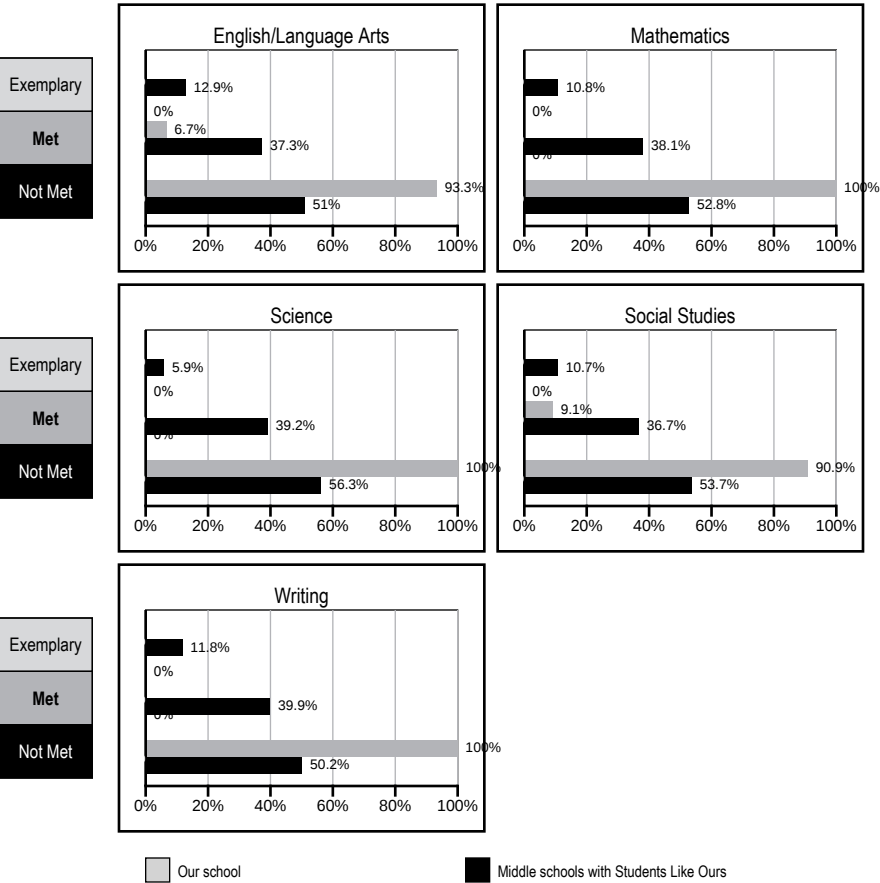
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 100%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	5	36	24

* Ratings are calculated with data available by 06/01/2010.

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	N/A	86.3%
English 1	N/A	83.2%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	N/A	84.7%

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	16.3%	21.6%
Retention rate	13.7%	Down from 17.7%	2.3%	1.2%
Attendance rate	91.8%	Up from 90.9%	95.5%	95.9%
Eligible for gifted and talented	0.0%	No Change	5.3%	14.8%
With disabilities other than speech	78.1%	Down from 81.8%	14.1%	12.6%
Older than usual for grade	11.8%	Down from 16.4%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.3%	Up from 3.5%	0.3%	0.6%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	54.2%	Down from 58.0%	54.7%	56.9%
Continuing contract teachers	72.9%	Up from 72.0%	62.2%	72.7%
Teachers with emergency or provisional certificates	2.4%	Down from 4.8%	15.4%	5.3%
Teachers returning from previous year	87.2%	Up from 79.8%	76.4%	82.9%
Teacher attendance rate	92.6%	Down from 93.1%	94.6%	95.2%
Average teacher salary*	\$47,577	Up 0.5%	\$44,789	\$46,599
Professional development days/teacher	5.6 days	Down from 7.2 days	10.9 days	10.8 days
School				
Principal's years at school	22.0	Up from 21.0	2.0	3.0
Student-teacher ratio in core subjects	6.9 to 1	Up from 6.7 to 1	16.7 to 1	20.1 to 1
Prime instructional time	83.8%	Up from 83.0%	89.0%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	95.9%	97.8%
Character development program	Average	Up from At-Risk	Good	Good
Dollars spent per pupil**	\$42,486	Up 15.7%	\$10,064	\$7,645
Percent of expenditures for instruction**	69.9%	Up from 66.2%	60.3%	63.4%
Percent of expenditures for teacher salaries**	51.7%	Down from 56.1%	54.1%	57.0%

* 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 McCarthy-Teszler Eagles were very active during the 2008-2009 school year. We began the year as a national winner of the Big Lots Grant for \$10,000. This money was used for the design and development of our natural outdoor learning and play area, with groundbreaking early next year. The Buddy Program, implemented the previous year, continued to develop and ended up providing us with thirty-one partner classes from schools across Spartanburg County. The buddy classes participated in a multitude of activities with our students throughout the school year.

In November, our staff and students designed and decorated a "Let Your Light Shine" float, and we participated in the Spartanburg County Christmas Parade. Our students and staff thought it was the best! Our newly-formed PTSO was very actively involved in our program and sponsored Spirit Nights, a Spring Festival, and many other activities and fundraisers. Attendance incentive awards were added to our student recognition program. Our students enjoyed visits from Santa Claus, Ronald McDonald, Dr. Seuss, the Easter bunny, a magician, therapy dogs, and community helpers throughout the year.

Our music program continues to thrive, and our students had three experiences performing for large community groups. One of these performances was the Awareness Walk and Roll event sponsored by the Mayor's Committee for People with Disabilities. We also added a Spring Arts Extravaganza to our musical performances. We are looking forward to adding a hand bell choir and performing in a community Christmas program next year.

Our vocational students enjoyed a new schedule of changing classes and a new class in woodworking. We developed and purchased instructional materials for a new science lab which will be ready for students to enjoy next year. With help from community volunteers, we added a Boy and Girl Scout troop for our middle-school-age students. Pet care, woodworking, engineering, art, citizenship, cooking, and world cultures were a few of the merit badges that our thirteen boys and nine girls earned. Our Relay for Life teams' fundraising efforts paid off with a final donation of over \$3,200 towards cancer research.

We were surprised and honored to be named a Red Carpet School by the South Carolina State Department of Education in May. Our staff members strive to make each parent, child, and visitor welcome when they visit our school.

We continue to be amazed at the successes of our students and the support of the school districts and the community. We have high expectations for each and every child. McCarthy-Teszler School continues to be a positive place for students with disabilities.

Dr. Joette C. Johnson, Principal
Mary Kendrick, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest middle school grade level and their parents were 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 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	2.2%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.6%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	22.8%	0.0%	No
Student attendance rate	91.8%	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	86	98.8	40.3	47.2	12.5	43.1	79.2	82.8	No	Yes
Gender										
Male	69	98.6	35.1	50.9	14	47.4	75.5	79.3	N/A	N/A
Female	17	100	60	33.3	6.7	26.7	83.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	51	98	42.5	45	12.5	50	90.2	89.5	No	Yes
African American	28	100	44	48	8	36	71.7	73.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	84.8	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	80.9	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	90.9	82.5	I/S	I/S
Disability Status										
Disabled	85	98.8	39.4	47.9	12.7	43.7	37.5	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	81.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	56	100	40.8	42.9	16.3	42.9	71.9	75.5	No	Yes

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

All Students	86	98.8	48.6	48.6	2.8	41.7	75.2	78.9	No	Yes
Gender										
Male	69	98.6	47.4	50.9	1.8	42.1	73.4	77	N/A	N/A
Female	17	100	53.3	40	6.7	40	77.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	51	98	52.5	42.5	5	37.5	88.1	87.2	No	Yes
African American	28	100	N/AV	N/AV	N/AV	48	66	66.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.5	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	79.1	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	90.9	79.5	I/S	I/S
Disability Status										
Disabled	85	98.8	47.9	49.3	2.8	42.3	34.7	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	81.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	56	100	49	46.9	4.1	42.9	66.4	70.2	No	Yes

* 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
Science								
All Students	57	100	44.4	35.6	20	55.6	63.3	67.5
Gender								
Male	44	100	44.1	35.3	20.6	55.9	63.6	67
Female	13	100	45.5	36.4	18.2	54.5	62.9	68
Racial/Ethnic Group								
White	32	100	52.2	26.1	21.7	47.8	83.8	79.5
African American	22	100	36.8	47.4	15.8	63.2	49.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	68.1	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	56	100	43.2	36.4	20.5	56.8	30.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	69	59.6
Socio-Economic Status								
Subsided meals	36	100	36.7	36.7	26.7	63.3	51.7	55.1

Social Studies								
All Students	57	98.3	49	44.9	6.1	51	69.8	72.3
Gender								
Male	45	97.8	44.7	50	5.3	55.3	69.7	71.5
Female	12	100	63.6	27.3	9.1	36.4	69.9	73.2
Racial/Ethnic Group								
White	34	100	55.2	37.9	6.9	44.8	86	80.7
African American	16	93.8	N/AV	N/AV	N/AV	53.8	58.2	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	83.6	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	72.5	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.8	72.2
Disability Status								
Disabled	56	98.2	47.9	45.8	6.3	52.1	35	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	75.2	67.9
Socio-Economic Status								
Subsided meals	39	100	47.1	44.1	8.8	52.9	59.4	62.1

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
Writing										
All Students	82	37.8	N/AV	N/AV	N/AV	N/AV	66.7	70.2	92.4	95.6
Gender										
Male	66	42.4	N/AV	N/AV	N/AV	N/AV	60.5	63.2	92.3	95.4
Female	16	18.8	I/S	I/S	I/S	I/S	73.2	77.5	92.6	95.7
Racial/Ethnic Group										
White	48	45.8	N/AV	N/AV	N/AV	N/AV	82.2	79.1	91.5	95.5
African American	27	29.6	I/S	I/S	I/S	I/S	55.5	57.6	93.4	95.5
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	80.9	86.2	96.8	96
Hispanic	3	I/S	I/S	I/S	I/S	I/S	71.4	62.6	93.5	95.6
American Indian/Alaskan	2	I/S	N/A	N/A	N/A	N/A	I/S	68.7	91.4	94.7
Disability Status										
Disabled	81	38.3	N/AV	N/AV	N/AV	N/AV	20.9	26.1	92.4	94.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.8
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	73	61.2	94	95.9
Socio-Economic Status										
Subsidized meals	50	34	N/AV	N/AV	N/AV	N/AV	55.7	58.9	92	95

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
English/Language Arts							
2009	3	17	100	35.3	52.9	11.8	64.7
	4	10	I/S	I/S	I/S	I/S	I/S
	5	13	92.3	I/S	I/S	I/S	I/S
	6	19	100	33.3	53.3	13.3	66.7
	7	18	100	42.9	35.7	21.4	57.1
	8	9	I/S	I/S	I/S	I/S	I/S
Mathematics							
2009	3	17	100	N/AV	N/AV	N/AV	58.8
	4	10	I/S	I/S	I/S	I/S	I/S
	5	13	92.3	I/S	I/S	I/S	I/S
	6	19	100	N/AV	N/AV	N/AV	53.3
	7	18	100	42.9	42.9	14.3	57.1
	8	9	I/S	I/S	I/S	I/S	I/S
Science							
2009	3	7	I/S	I/S	I/S	I/S	I/S
	4	10	I/S	I/S	I/S	I/S	I/S
	5	6	I/S	I/S	I/S	I/S	I/S
	6	11	100	I/S	I/S	I/S	I/S
	7	18	100	50	7.1	42.9	50
	8	5	I/S	I/S	I/S	I/S	I/S
Social Studies							
2009	3	10	I/S	I/S	I/S	I/S	I/S
	4	10	I/S	I/S	I/S	I/S	I/S
	5	6	I/S	I/S	I/S	I/S	I/S
	6	9	I/S	I/S	I/S	I/S	I/S
	7	18	94.4	42.9	35.7	21.4	57.1
	8	4	I/S	I/S	I/S	I/S	I/S
Writing							
2009	3	17	5.9	I/S	I/S	I/S	I/S
	4	9	I/S	I/S	I/S	I/S	I/S
	5	13	53.9	I/S	I/S	I/S	I/S
	6	19	42.1	I/S	I/S	I/S	I/S
	7	16	37.5	I/S	I/S	I/S	I/S
	8	8	I/S	I/S	I/S	I/S	I/S

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