

MCCARTHY/TESZLER LEARNING CENTER

175 Burdette Street
Spartanburg, South

Grades	PK-12 Middle School	
Enrollment	229 Students	
Principal	Cheryl Revels	864-596-8491
Superintendent	Dr. Thomas D. White, Jr.	864-594-4400
Board Chair	Sharon D. Porter	864-594-4400

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

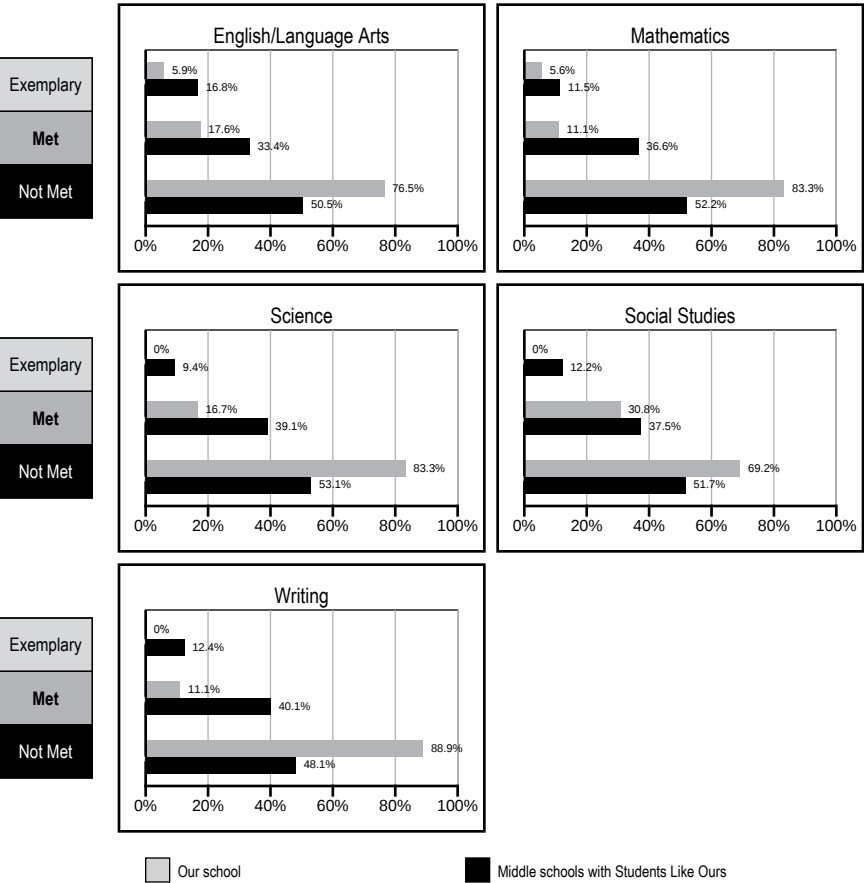
91.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	10	33	25

* 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	100.0%	88.5%
English 1	N/A	86.2%
Physical Science	N/A	42.1%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	86.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=229)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	13.7%	24.2%
Retention rate	11.6%	Down from 13.7%	1.0%	0.7%
Attendance rate	90.9%	Down from 91.8%	95.4%	95.9%
Eligible for gifted and talented	0.0%	No Change	5.7%	16.4%
With disabilities other than speech	92.1%	Up from 78.1%	14.4%	12.0%
Older than usual for grade	13.2%	Up from 11.8%	4.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.7%	Down from 4.3%	0.3%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	56.9%	Up from 54.2%	57.6%	58.5%
Continuing contract teachers	72.5%	Down from 72.9%	67.6%	80.0%
Teachers with emergency or provisional certificates	4.5%	Up from 2.4%	11.1%	4.0%
Teachers returning from previous year	88.5%	Up from 87.2%	78.0%	84.6%
Teacher attendance rate	N/R	N/R	95.5%	95.4%
Average teacher salary*	\$48,964	Up 2.9%	\$44,664	\$46,561
Professional development days/teacher	10.6 days	Up from 5.6 days	10.5 days	10.2 days
School				
Principal's years at school	23.0	Up from 22.0	3.0	4.0
Student-teacher ratio in core subjects	7.6 to 1	Up from 6.9 to 1	17.6 to 1	21.1 to 1
Prime instructional time	N/R	N/R	89.8%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	96.8%	98.1%
Character development program	At-Risk	Down from Average	Good	Good
Dollars spent per pupil**	\$44,267	Up 4.2%	\$10,056	\$7,802
Percent of expenditures for instruction**	70.0%	Up from 69.9%	60.4%	63.8%
Percent of expenditures for teacher salaries**	49.7%	Down from 51.7%	55.9%	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

2009-2010 was a fantastic school year for the students at McCarthy-Teszler School. We continued our "Buddy Program" that was started last year and added more volunteers to assist in implementing it within each district in our county. The Buddy classes attended our Fall Day activity as well as many others throughout the year and interacted with our students on a peer level.

Our school assisted in providing clinical experiences for several higher education programs in the area, as well as learning opportunities for the teacher cadet programs. Physical education majors and special education majors have an opportunity to work with students and to meet certified staff and discuss real life experiences.

We continue to focus on parental involvement. This year, we provided a number of opportunities for our parents to visit the school. Our students performed at a Christmas and Spring program. For an evening activity, we sponsored a Book Fair where parents could shop, we held a variety of workshops on timely topics (like literacy, communication tools, and behavior management), conferences with teachers were scheduled, and we made available a pizza dinner. At Thanksgiving, a luncheon was held for the parents of the secondary division. The Teszler division held two awards days for student recognition and a reception for parents afterwards.

Community involvement for our students and staff plays a role in our planning each year. We encourage our students and staff to be community-minded and give back to our community. Some of the community activities that our students and staff participated in were Multiple Sclerosis Walk, Mayor's Walk for Disabilities Awareness, Jump Rope for Heart, The Spartanburg Christmas Parade, The Bill Drake Christmas Program, Walk to School, Terrific Kids recognition, and Relay for Life team. We host an orthopedic clinic each month in collaboration with the Shriners' Hospital of Greenville. At Christmas our school sponsored an Angel Tree for students whose families needed assistance at Christmas, and we had a canned food drive to assist the local food pantry.

The Spartanburg Community is proud of the McCarthy-Teszler School and what it stands for and the services that it provides. We were asked to host a Leadership Spartanburg group again this year to showcase our program. We are fortunate to have the facility and program providing such a service to a well-deserved group of students.

Dr. Joette C. Johnson, Principal, and Mary Kendrick, SIC Chair

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.

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	0.0%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.8%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.9%	0.0%	No
Student attendance rate	90.9%	94.0%*	No

* 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	100	98	53	25.3	21.7	47	79.3	83.5	No	Yes
Gender										
Male	81	100	50	25	25	47.1	75.6	80.1	N/A	N/A
Female	19	89.5	66.7	26.7	6.7	46.7	83.4	87	N/A	N/A
Racial/Ethnic Group										
White	58	98.3	53.1	22.4	24.5	51	89.5	89.6	No	Yes
African American	35	97.1	55.2	31	13.8	37.9	72.3	74.6	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.1	92.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	73	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	100	85.1	I/S	I/S
Disability Status										
Disabled	97	100	53	25.3	21.7	47	41.9	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	79.6	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	69	100	52.5	24.6	23	44.3	72.5	76.9	No	Yes

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

All Students	99	98	65.1	25.3	9.6	38.6	76.1	80.4	No	Yes
Gender										
Male	80	100	61.8	27.9	10.3	41.2	73.2	78.4	N/A	N/A
Female	19	89.5	80	13.3	6.7	26.7	79.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	57	98.3	67.3	18.4	14.3	44.9	88.7	87.8	No	Yes
African American	35	97.1	N/A	N/A	N/A	27.6	67	69.3	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.4	93.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	75.9	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	90.9	83.2	I/S	I/S
Disability Status										
Disabled	96	100	65.1	25.3	9.6	38.6	36	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	84.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	68	100	65.6	24.6	9.8	34.4	68.7	72.8	No	Yes

* Adjusted to account for natural variation in performance.

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	70	90	55.8	28.8	15.4	44.2	64.3	67.3
Gender								
Male	58	93.1	53.3	28.9	17.8	46.7	62.8	66.9
Female	12	75	I/S	I/S	I/S	I/S	65.9	67.7
Racial/Ethnic Group								
White	42	90.5	59.4	31.3	9.4	40.6	84.4	79.6
African American	21	85.7	60	20	20	40	50.9	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	75	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.2	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	69	89.9	55.8	28.8	15.4	44.2	26.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	71.5	58.6
Socio-Economic Status								
Subsidized meals	47	85.1	60	22.9	17.1	40	52.7	55.4

Social Studies

All Students	64	85.9	71.4	22.4	6.1	28.6	68.1	70.9
Gender								
Male	55	87.3	69	23.8	7.1	31	66.7	70.1
Female	9	I/S	I/S	I/S	I/S	I/S	69.7	71.7
Racial/Ethnic Group								
White	39	84.6	71	22.6	6.5	29	84.3	79.2
African American	23	87	75	18.8	6.3	25	56.1	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.3	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	65.9	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	64	85.9	71.4	22.4	6.1	28.6	31.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	74.8	68
Socio-Economic Status								
Subsidized meals	45	86.7	74.3	17.1	8.6	25.7	57.7	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	99	36.4	N/AV	N/AV	N/AV	11.5	66.5	72.1	91.4	95.5
Gender										
Male	80	40	N/AV	N/AV	N/AV	13.6	60.5	65.2	91.3	95.3
Female	19	21.1	I/S	I/S	I/S	I/S	73	79.2	91.7	95.7
Racial/Ethnic Group										
White	57	43.9	N/AV	N/AV	N/AV	10.5	80.8	80.8	90.2	95.6
African American	35	31.4	I/S	I/S	I/S	I/S	56.6	59.7	93.5	95.4
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	78.5	87	95.4	96.7
Hispanic	3	I/S	N/A	N/A	N/A	N/A	62.2	64.6	91.7	95.4
American Indian/Alaskan	2	I/S	N/A	N/A	N/A	N/A	I/S	73.4	88.3	92.2
Disability Status										
Disabled	95	37.9	N/AV	N/AV	N/AV	11.5	19.5	27.7	91.3	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	99.9
English Proficiency										
Limited English Proficient	3	I/S	N/A	N/A	N/A	N/A	72.1	63.7	92	96.5
Socio-Economic Status										
Subsidized meals	68	38.2	N/AV	N/AV	N/AV	14.3	56.1	61.9	90.8	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
2010	3	16	93.8	58.3	33.3	8.3	41.7
	4	19	100	50	27.8	22.2	50
	5	11	90.9	I/S	I/S	I/S	I/S
	6	13	100	I/S	I/S	I/S	I/S
	7	19	100	47.1	29.4	23.5	52.9
	8	21	100	56.3	6.3	37.5	43.8
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
2010	3	16	93.8	75	16.7	8.3	25
	4	19	100	50	38.9	11.1	50
	5	11	90.9	I/S	I/S	I/S	I/S
	6	13	100	I/S	I/S	I/S	I/S
	7	19	100	70.6	17.6	11.8	29.4
	8	20	100	68.8	12.5	18.8	31.3
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
2010	3	8	I/S	I/S	I/S	I/S	I/S
	4	18	100	52.9	29.4	17.6	47.1
	5	6	I/S	I/S	I/S	I/S	I/S
	6	8	I/S	I/S	I/S	I/S	I/S
	7	19	94.7	56.3	25	18.8	43.8
	8	11	81.8	I/S	I/S	I/S	I/S

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
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
2010	3	7	I/S	I/S	I/S	I/S	I/S
	4	19	94.7	N/A	N/A	N/A	23.5
	5	4	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	7	18	100	68.8	25	6.3	31.3
	8	9	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
2010	3	15	26.7	I/S	I/S	I/S	I/S
	4	18	11.1	I/S	I/S	I/S	I/S
	5	12	50	I/S	I/S	I/S	I/S
	6	14	42.9	I/S	I/S	I/S	I/S
	7	19	47.4	I/S	I/S	I/S	I/S
	8	21	42.9	I/S	I/S	I/S	I/S

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