

## T E MABRY MIDDLE

35 Oakland Ave.  
Inman, SC 23949

<b>Grades</b>	7-8 Middle School	
<b>Enrollment</b>	421 Students	
<b>Principal</b>	Marsha Clark	864-472-8402
<b>Superintendent</b>	Dr. Ronald W. Garner	864-472-2846
<b>Board Chair</b>	Mr. Mark Rollins	864-472-2846

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Good	Good
2009	Average	Average
2008	Average	At-Risk
2007	Average	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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

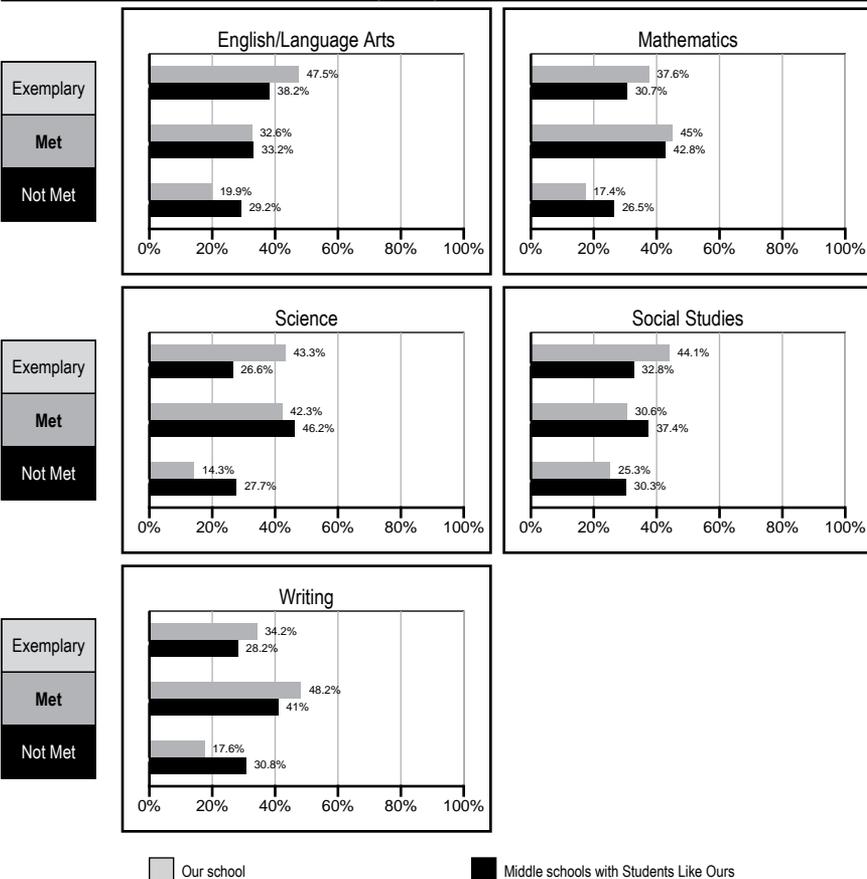
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	18	37	0	0

\* Ratings are calculated with data available by 11/09/2011.

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%	97.4%
English 1	N/A	96.6%
Biology 1/Applied Biology 2	N/A	87.5%
Physical Science	N/A	78.4%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	97.0%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=421)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	14.3%	Down from 14.8%	25.5%	24.5%
Retention rate	0.0%	No Change	0.8%	0.7%
Attendance rate	96.0%	Down from 96.1%	95.8%	95.9%
Served by gifted and talented program	23.9%	Up from 22.8%	21.1%	17.8%
With disabilities other than speech	10.9%	Down from 11.8%	10.3%	9.2%
Older than usual for grade	0.7%	Down from 2.0%	1.5%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.7%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	76.3%	Up from 67.5%	60.9%	60.0%
Continuing contract teachers	89.5%	Up from 82.5%	86.2%	82.6%
Teachers returning from previous year	91.9%	Up from 90.5%	86.9%	85.6%
Teacher attendance rate	96.4%	No Change	95.3%	95.3%
Average teacher salary*	\$46,809	Up 1.0%	\$46,603	\$46,300
Professional development days/teacher	11.4 days	Up from 5.7 days	9.6 days	9.9 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 17.7 to 1	22.2 to 1	21.5 to 1
Prime instructional time	91.7%	Down from 92.0%	90.0%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	51.8%	Down from 98.5%	98.6%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$9,017	Up 5.7%	\$7,443	\$7,634
Percent of expenditures for instruction**	64.9%	Up from 64.3%	64.5%	64.0%
Percent of expenditures for teacher salaries**	63.6%	Up from 63.1%	62.7%	61.2%

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

\*\* 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

## Report of Principal and School Improvement Council

T. E. Mabry Middle School continues to provide a quality education for our students. Mabry Middle School is a MMGW (Making Middle Grades Work) school that utilizes the framework established by the Southern Region Educational Board. Mabry Middle implemented a school-wide literacy initiative. Each year, for the last three years, we set a goal to read 2,000,000 pages, and we have surpassed that goal every year. Mabry had sixteen students named Junior Scholars and 21 students that were identified as Duke/TIP scholars; five of the students received invitations to summer camp and three received state recognition. We inducted 81 students into Junior Beta Club. Our athletic teams had a great year, with record numbers of students participating. Our Fine Arts programs also represented us very well and won numerous awards. Our Band received 23 "Superior" ratings and an "Outstanding Performance Award" for the first time in school history. Chorus received six "Superior" ratings and a "Grand Champion" award. We are very grateful to the Athletic Booster Club, PTO, and SIC for the support each group provided throughout the year. We are proud to announce that T.E. Mabry was named a South Carolina School to Watch for 2011 and was also awarded the Exemplary Reading Award for the state of South Carolina. As a result, we received recognition at the national conference in Orlando, FL for Exemplary Reading, as well as recognition at the national conference in Washington, D.C. for Schools to Watch. Our goal is to continue to focus on building literacy and creating successful transitions from elementary, to middle, to high school. We look forward to the challenges that each year will bring.

Marsha Clark, Principal  
Bill Hightower, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	177	93
Percent satisfied with learning environment	94.7%	94.3%	89.2%
Percent satisfied with social and physical environment	100.0%	95.5%	89.1%
Percent satisfied with school-home relations	97.2%	92.7%	92.4%

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

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## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 22 out of 25 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%**	Yes

\* Or greater than last year

## 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*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	425	100	19.9	32.6	47.5	87.6	90.6	82.4	Yes	Yes
<b>Gender</b>										
Male	229	100	25.1	28.8	46.1	83.6	88.8	78.7	N/A	N/A
Female	196	100	13.7	37.2	49.2	92.3	92.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	350	100	17.7	30.9	51.4	90.1	91.7	88.9	Yes	Yes
African American	47	100	36.6	39	24.4	70.7	83.7	72.9	No	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	96	93	I/S	I/S
Hispanic	18	100	27.8	50	22.2	77.8	81	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
<b>Disability Status</b>										
Disabled	57	100	69.2	26.9	3.8	48.1	56	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	45	100	23.1	40.4	36.5	86.5	86.7	78.3	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	266	100	25.3	37.8	36.9	83.1	86.6	75.4	Yes	Yes

## Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	425	100	17.4	45	37.6	89.6	91.6	81.9	Yes	Yes
<b>Gender</b>										
Male	229	100	18.3	40.2	41.6	89	90.9	79.9	N/A	N/A
Female	196	100	16.4	50.8	32.8	90.2	92.2	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	350	100	15	44.4	40.5	91.6	92.4	88.9	Yes	Yes
African American	47	100	36.6	48.8	14.6	73.2	85.1	71.4	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	98	94.6	I/S	I/S
Hispanic	18	100	22.2	55.6	22.2	83.3	85.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	57	100	57.7	38.5	3.8	53.8	58.6	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	45	100	21.2	34.6	44.2	88.5	89.6	81.4	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	266	100	24.1	45.8	30.1	86.3	88.3	74.9	Yes	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
<b>Science</b>								
All Students	326	99.7	14.3	42.3	43.3	85.7	86.6	68.6
<b>Gender</b>								
Male	181	100	16.3	33.1	50.6	83.7	86.9	68.3
Female	145	99.3	11.9	54.1	34.1	88.1	86.3	68.9
<b>Racial/Ethnic Group</b>								
White	262	99.6	11.2	40.6	48.2	88.8	88.5	80.7
African American	40	100	32.4	55.9	11.8	67.6	72.3	51.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	91.2	85.3
Hispanic	15	100	26.7	46.7	26.7	73.3	78.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
<b>Disability Status</b>								
Disabled	46	100	57.1	35.7	7.1	42.9	51.9	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	36	100	18.6	44.2	37.2	81.4	86.4	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	202	99.5	18.2	47.1	34.8	81.8	82.4	57.3
<b>Social Studies</b>								
All Students	323	100	25.3	30.6	44.1	74.7	83.5	72.5
<b>Gender</b>								
Male	175	100	21	26.9	52.1	79	85.7	72
Female	148	100	30.7	35	34.3	69.3	81.3	73.1
<b>Racial/Ethnic Group</b>								
White	266	100	23.3	30	46.6	76.7	84.2	81
African American	34	100	39.3	32.1	28.6	60.7	78.5	60
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	91.4	89
Hispanic	15	100	33.3	40	26.7	66.7	76.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
<b>Disability Status</b>								
Disabled	46	100	70.7	17.1	12.2	29.3	47.2	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	35	100	24.4	43.9	31.7	75.6	83	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	208	100	29.5	34.2	36.3	70.5	79.1	62.9

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
<b>Writing</b>										
All Students	200	100	17.6	48.2	34.2	82.4	83.6	73.2	96	96
<b>Gender</b>										
Male	102	100	23.2	51.5	25.3	76.8	79.2	67.2	96.3	96.1
Female	98	100	11.7	44.7	43.6	88.3	88.3	79.4	95.6	95.9
<b>Racial/Ethnic Group</b>										
White	171	100	15.9	47	37.2	84.1	84.7	81.5	95.9	95.9
African American	20	100	35	60	5	65	79.4	61.3	96.3	96.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	100	87	94.5	96.2
Hispanic	6	I/S	I/S	I/S	I/S	I/S	61.5	66.7	98.1	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	N/A
<b>Disability Status</b>										
Disabled	22	100	N/AV	N/AV	N/AV	23.8	32.9	26	95.6	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	19	100	15	55	30	85	75.9	65.7	97.1	96.5
<b>Socio-Economic Status</b>										
Subsidized meals	121	100	22.2	51.3	26.5	77.8	78	63.2	95.1	95.4

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
<b>English/Language Arts</b>							
<b>2010</b>	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	0	N/A	N/A	N/A	N/A	N/A
	7	210	99.5	24.9	38	37.1	75.1
	8	229	100	24.1	32.6	43.3	75.9
<b>2011</b>	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	224	100	23.4	27.8	48.8	76.6
	8	201	100	16.1	37.8	46.1	83.9
<b>Mathematics</b>							
<b>2010</b>	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	0	N/A	N/A	N/A	N/A	N/A
	7	210	99.5	26.3	50.2	23.4	73.7
	8	229	100	16.1	51.3	32.6	83.9
<b>2011</b>	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	224	100	23.4	41.1	35.4	76.6
	8	201	100	10.9	49.2	39.9	89.1
<b>Science</b>							
<b>2010</b>	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	0	N/A	N/A	N/A	N/A	N/A
	7	209	100	16.6	49.3	34.1	83.4
	8	115	99.1	13.4	45.5	41.1	86.6
<b>2011</b>	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	224	100	15.3	42.6	42.1	84.7
	8	102	99	12.2	41.8	45.9	87.8

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	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	0	N/A	N/A	N/A	N/A	N/A
	7	209	100	37.6	36.6	25.9	62.4
	8	114	99.1	16.4	38.2	45.5	83.6
<b>2011</b>	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	224	100	28.7	30.1	41.1	71.3
	8	99	100	17.9	31.6	50.5	82.1
<b>Writing</b>							
<b>2010</b>	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	210	100	28.6	47.6	23.8	71.4
	8	228	100	16.9	46.2	36.9	83.1
<b>2011</b>	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	200	100	17.6	48.2	34.2	82.4

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