



MCCARTHY/TESZLER LEARNING CENTER

175 Burdette Street
Spartanburg, South

Grades	PK-12 High 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	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A
2006	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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	10	5	14

* Ratings are calculated with data available by 03/24/2011.

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

Percent	Our High School			High Schools with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	12.5%	N/A	N/A	64.1%	57.5%	58.2%
Passed 1 subtest (%)	N/A	N/A	12.5%	16.1%	20.9%	19.4%
Passed no subtests (%)	87.5%	100.0%	87.5%	20.4%	24.2%	26.5%

HSAP Passage Rate by Spring 2010

Percent	Our High School	High Schools with Students Like Ours
	76.5%	80.2%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	29	23	105	117
Number of Graduates in Cohort	0	1	67	73
Rate	0.0%	4.3%	58.0%	57.0%

*Used to calculate current AYP.

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	.	53.1%
English 1	.	47.3%
Physical Science	.	33.5%
US History and the Constitution	.	23.8%
All Tests	.	38.3%

* 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=229)				
Retention rate	11.6%	Down from 13.7%	5.9%	3.7%
Attendance rate	90.9%	Down from 91.8%	94.7%	95.4%
Eligible for gifted and talented	0.0%	No Change	2.7%	12.4%
With disabilities other than speech	92.1%	Up from 78.1%	14.8%	12.8%
Older than usual for grade	13.2%	Up from 11.8%	14.9%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.7%	Down from 4.3%	1.9%	1.1%
Enrolled in AP/IB programs	0.0%	No Change	2.6%	13.1%
Successful on AP/IB exams	N/A	N/A	40.0%	50.4%
Eligible for LIFE Scholarship	0.0%	No Change	26.0%	30.4%
Annual dropout rate	9.1%	Up from 7.5%	2.4%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	3.4%	2.2%
Enrollment in career/technology courses	225	Up from 218	201	424
Students participating in work-based experiences	0.0%	No Change	5.8%	11.7%
Career/technology students attaining technical skills	N/A	N/A	75.7%	78.7%
Career/technology completers placed	N/A	N/A	96.8%	98.5%
Teachers (n=51)				
Teachers with advanced degrees	56.9%	Up from 54.2%	54.5%	60.4%
Continuing contract teachers	72.5%	Down from 72.9%	58.8%	76.6%
Teachers with emergency or provisional certificates	4.5%	Up from 2.4%	19.2%	6.5%
Teachers returning from previous year	88.5%	Up from 87.2%	78.0%	86.8%
Teacher attendance rate	N/R	N/R	95.6%	95.8%
Average teacher salary*	\$48,964	Up 2.9%	\$43,712	\$47,390
Professional development days/teacher	10.6 days	Up from 5.6 days	10.2 days	10.0 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	20.0 to 1	25.8 to 1
Prime instructional time	N/R	N/R	89.4%	90.1%
Dollars spent per pupil**	\$44,267	Up 4.2%	\$10,836	\$7,974
Percent of expenditures for teacher salaries**	49.7%	Down from 51.7%	52.3%	55.4%
Percent of expenditures for instruction**	70.0%	Up from 69.9%	58.9%	60.4%
Opportunities in the arts	Good	No Change	Good	Excellent
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.4%	96.0%
Character development program	At-Risk	Down from Average	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

* 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

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	17	76.5%	N/A	N/A	23	4.3%	N/A
Gender							
Male	12	75.0%	N/A	N/A	18	5.6%	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Racial/Ethnic Group							
White	10	90.0%	N/A	N/A	15	6.7%	N/A
African American	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
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	14	78.6%	N/A	N/A	16	0.0%	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	N/A	N/A	N/A

NOTE: 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

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	54	0	9
Percent satisfied with learning environment	87.0%	FORMS	I/S
Percent satisfied with social and physical environment	96.2%	LOST IN	I/S
Percent satisfied with school-home relations	85.2%	SHIPMENT	I/S

* 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

No Child Left Behind

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

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. 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 Data

	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

Abbreviations for Missing Data

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

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	----------------------------------	------------------------------------	---------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	18	94.4	50	18.8	18.8	12.5	37.5	62.8	65.9	No	Yes
Male	10	I/S	I/S	I/S	I/S	I/S	I/S	60.3	60.8	N/A	N/A
Female	8	I/S	I/S	I/S	I/S	I/S	I/S	65.4	71	N/A	N/A
White	12	91.7	60	30	10	0	20	85.9	77.5	No	Yes
African American	6	I/S	I/S	I/S	I/S	I/S	I/S	50.2	49.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.5	80.2	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	18	94.4	50	18.8	18.8	12.5	37.5	14.1	21.3	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	52.4	47.3	I/S	I/S
Subsidized meals	9	I/S	I/S	I/S	I/S	I/S	I/S	48.5	51.5	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	18	94.4	62.5	25	12.5	0	37.5	57	62.3	No	Yes
Male	10	I/S	I/S	I/S	I/S	I/S	I/S	53.4	61.7	N/A	N/A
Female	8	I/S	I/S	I/S	I/S	I/S	I/S	60.8	63	N/A	N/A
White	12	91.7	80	20	0	0	20	80.8	75	No	Yes
African American	6	I/S	I/S	I/S	I/S	I/S	I/S	43.1	44	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.3	85.5	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	80	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	18	94.4	62.5	25	12.5	0	37.5	14.1	22.1	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	52.6	I/S	I/S
Subsidized meals	9	I/S	I/S	I/S	I/S	I/S	I/S	44.1	48.1	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Male	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Female	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
White	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A

* 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 or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
--	-------------	-------------------------------	----------	---------------	---------	--------------	------------	----------------------------------	------------------------------------	---------------------------------

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2009	21	76.2	25	31.3	18.8	25	62.5	57.9	61.8
	2010	18	94.4	50	18.8	18.8	12.5	37.5	62.8	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2009	21	76.2	31.3	43.8	18.8	6.3	43.8	59.1	62.7
	2010	18	94.4	62.5	25	12.5	0	37.5	57	62.3

* 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