



## J G MCCrackEN JUNIOR HIGH

300 Webber Road  
Spartanburg, S.C. 29307

<b>Grades</b>	7-9 Middle School	
<b>Enrollment</b>	758 Students	
<b>Principal</b>	Margaret Peach	864-594-4457
<b>Superintendent</b>	Dr. Thomas D. White, Jr.	864-594-4400
<b>Board Chair</b>	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
<b>2010</b>	<b>Good</b>	<b>Good</b>
2009	Good	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	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 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

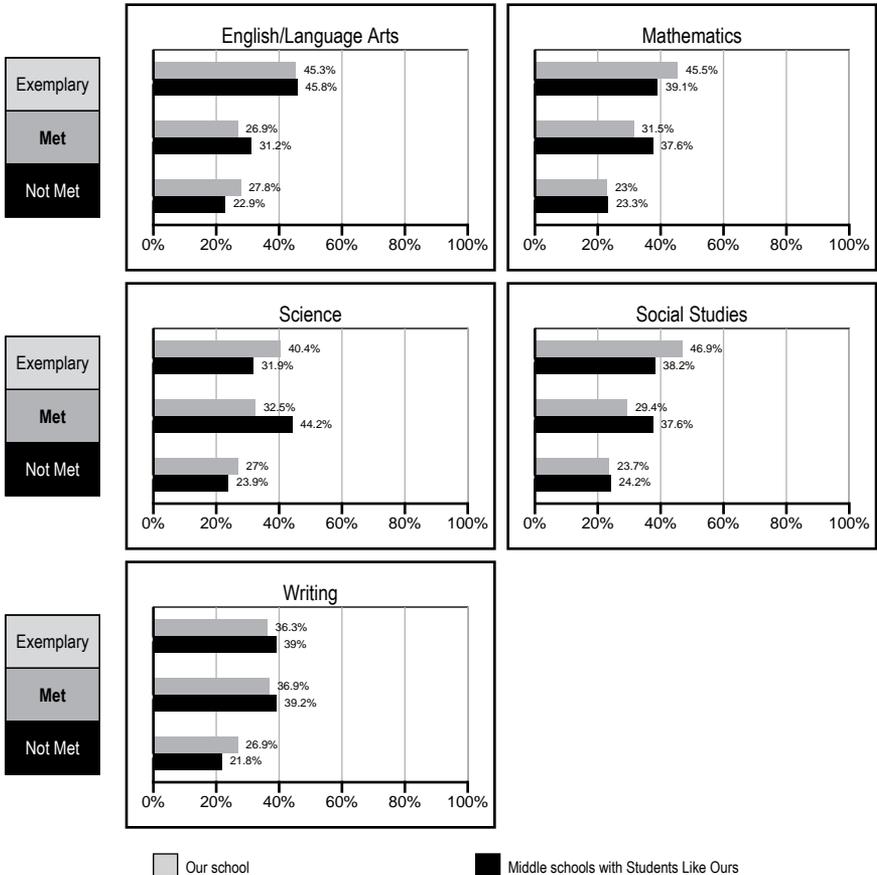
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
6	18	5	1	0

\* 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	97.7%	98.3%
English 1	84.3%	98.2%
Physical Science	73.8%	73.8%
US History and the Constitution	100.0%	100.0%
All Subjects	84.5%	97.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=758)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	44.5%	Up from 28.2%	35.4%	24.2%
Retention rate	1.0%	Down from 1.3%	0.5%	0.7%
Attendance rate	96.0%	Down from 96.2%	96.6%	95.9%
Eligible for gifted and talented	40.8%	Down from 41.0%	26.2%	16.4%
With disabilities other than speech	10.1%	Up from 9.6%	10.8%	12.0%
Older than usual for grade	2.1%	No Change	1.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.4%	Up from 1.6%	0.4%	0.5%
Annual dropout rate	0.4%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=56)</b>				
Teachers with advanced degrees	55.4%	Down from 58.2%	59.3%	58.5%
Continuing contract teachers	85.7%	Up from 83.6%	83.2%	80.0%
Teachers with emergency or provisional certificates	5.7%	Up from 1.9%	2.3%	4.0%
Teachers returning from previous year	91.8%	Up from 91.7%	87.6%	84.6%
Teacher attendance rate	95.6%	Up from 95.0%	95.6%	95.4%
Average teacher salary*	\$51,108	Up 0.6%	\$48,540	\$46,561
Professional development days/teacher	6.5 days	Down from 14.4 days	8.7 days	10.2 days
<b>School</b>				
Principal's years at school	1.0	No Change	4.5	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 18.2 to 1	21.9 to 1	21.1 to 1
Prime instructional time	90.6%	Up from 89.8%	91.8%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.5%	Up from 85.6%	97.7%	98.1%
Character development program	Below Average	Down from Good	Good	Good
Dollars spent per pupil**	\$8,544	Up 5.0%	\$7,300	\$7,802
Percent of expenditures for instruction**	68.9%	Down from 69.8%	65.6%	63.8%
Percent of expenditures for teacher salaries**	66.3%	Up from 66.2%	63.6%	60.0%

\* 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

The 2009-2010 school year was another great year at McCracken. We had many accomplishments at the regional, state, and national levels in academics, arts, and athletics. This level of recognition was possible because of the tremendous support of our entire school community for our students and teachers.

Building on our tradition of excellence, McCracken had another banner year with a number of outstanding accomplishments. Our Math Counts team proved successful again this year in regional competition. Our Wordmaster team ranked second in the nation for the first time ever. On their respective exams, the Latin and French students ranked nationally. Other notable accomplishments and activities garnered recognition for McCracken with our Youth In Government students, Battle of the Brains Team, and many other activities. Students in the performing arts earned superior rankings at competitions, and we had a number of students selected for region and state chorus, band, and orchestra. Our visual arts students, along with drama and chorus, produced the schoolwide musical "Once Upon A Mattress." Our athletic teams dominated the fields of competition in regional, district, or tournament events. Our football team was the Little Six Conference Champion, and our Lady Eagle basketball team was the tournament champion. We extend our congratulations to our super students and dynamic teachers and coaches.

Our teachers continued to develop their repertoire of cutting-edge teaching strategies by participating in three book studies designed to encourage hands-on teaching strategies, actively engaging students in the classroom, and continued use of data to inform their teaching. Writing was emphasized in all of our classrooms, and we focused on building rigor into all aspects of learning as we pursue our focus of becoming a Pre-AP school. Our parent and school community were very supportive in preparing our students for testing this year. We showed gains in meeting our target scores in both math and language arts as measured by MAP this year between our Fall and Spring testing cycles.

Thank you again for your continued support of our students and teachers. We simply would not be able to accomplish so much and to maintain our reputation for excellence in education without your positive and active involvement. You make such a tremendous difference.

Margaret Peach, Principal  
Stephanie Hall, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	66	210	117
Percent satisfied with learning environment	95.5%	73.3%	87.1%
Percent satisfied with social and physical environment	90.8%	78.8%	80.7%
Percent satisfied with school-home relations	95.5%	85.0%	80.7%

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

## Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 19 out of 21 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%	1.9%
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	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**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	503	99.6	26.7	27.5	45.9	80.6	79.3	83.5	Yes	Yes
<b>Gender</b>										
Male	270	99.6	29.4	26	44.7	77.1	75.6	80.1	N/A	N/A
Female	233	99.6	23.4	29.3	47.3	84.7	83.4	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	279	99.3	13.9	25.6	60.4	91.2	89.5	89.6	Yes	Yes
African American	189	100	49.4	31.3	19.3	62.5	72.3	74.6	Yes	Yes
Asian/Pacific Islander	16	100	6.3	18.8	75	93.8	89.1	92.7	I/S	I/S
Hispanic	12	100	16.7	16.7	66.7	83.3	73	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	41	100	87.8	9.8	2.4	22	41.9	51.7	No	Yes
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	25	100	23.1	23.1	53.8	76.9	79.6	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	210	99.1	48.7	28.7	22.6	61	72.5	76.9	Yes	Yes

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

All Students	503	99.6	27.9	34.3	37.8	81.4	76.1	80.4	Yes	Yes
<b>Gender</b>										
Male	270	99.6	29	30.5	40.5	77.9	73.2	78.4	N/A	N/A
Female	233	99.6	26.6	38.7	34.7	85.6	79.5	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	279	99.3	15.4	31.5	53.1	91.6	88.7	87.8	Yes	Yes
African American	189	100	50	36.9	13.1	63.1	67	69.3	Yes	Yes
Asian/Pacific Islander	16	100	12.5	31.3	56.3	87.5	86.4	93.5	I/S	I/S
Hispanic	12	100	8.3	58.3	33.3	100	75.9	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90.9	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	41	100	80.5	17.1	2.4	36.6	36	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	25	100	19.2	42.3	38.5	96.2	84.1	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	210	99.1	50.3	35.9	13.8	65.6	68.7	72.8	Yes	Yes

\* 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

**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
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**Science**

All Students	379	99.7	19.7	40.2	40.2	80.3	64.3	67.3
<b>Gender</b>								
Male	203	99.5	19.8	37.1	43.1	80.2	62.8	66.9
Female	176	100	19.5	43.8	36.7	80.5	65.9	67.7
<b>Racial/Ethnic Group</b>								
White	201	100	7.6	35	57.4	92.4	84.4	79.6
African American	150	99.3	37.6	48.9	13.5	62.4	50.9	49.7
Asian/Pacific Islander	14	100	7.1	35.7	57.1	92.9	75	84.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	63.2	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
<b>Disability Status</b>								
Disabled	29	100	72.4	24.1	3.4	27.6	26.5	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	19	100	20	50	30	80	71.5	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	161	99.4	36.2	48	15.8	63.8	52.7	55.4

**Social Studies**

All Students	380	99.7	23.8	29.2	47	76.2	68.1	70.9
<b>Gender</b>								
Male	200	100	23.9	25.9	50.3	76.1	66.7	70.1
Female	180	99.4	23.7	32.9	43.4	76.3	69.7	71.7
<b>Racial/Ethnic Group</b>								
White	222	100	12.7	29	58.4	87.3	84.3	79.2
African American	134	99.3	46.4	32	21.6	53.6	56.1	58.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	81.3	86.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	65.9	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	35	100	71.4	25.7	2.9	28.6	31.8	39.3
<b>Migrant Status</b>								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	18	100	16.7	22.2	61.1	83.3	74.8	68
<b>Socio-Economic Status</b>								
Subsidized meals	151	99.3	48.3	28.7	23.1	51.7	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
<b>Writing</b>										
All Students	499	99.4	26.6	37	36.4	73.4	66.5	72.1	96.4	95.5
<b>Gender</b>										
Male	270	98.9	32.2	37.1	30.7	67.8	60.5	65.2	96.3	95.3
Female	229	100	20	36.9	43.1	80	73	79.2	96.5	95.7
<b>Racial/Ethnic Group</b>										
White	278	99.3	15.7	33.2	51.1	84.3	80.8	80.8	96.8	95.6
African American	186	99.5	43.9	42.8	13.3	56.1	56.6	59.7	95.4	95.4
Asian/Pacific Islander	15	100	26.7	20	53.3	73.3	78.5	87	98.9	96.7
Hispanic	13	100	23.1	61.5	15.4	76.9	62.2	64.6	97.8	95.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	97.8	92.2
<b>Disability Status</b>										
Disabled	41	97.6	87.5	10	2.5	12.5	19.5	27.7	94.7	94.6
<b>Migrant Status</b>										
Migrant	1	I/S	N/A	N/A	N/A	N/A	N/A	63.5	99.9	99.9
<b>English Proficiency</b>										
Limited English Proficient	25	100	26.9	46.2	26.9	73.1	72.1	63.7	98.5	96.5
<b>Socio-Economic Status</b>										
Subsidized meals	209	99.5	46	39.1	14.9	54	56.1	61.9	95.1	95

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</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	241	100	26.7	32.8	40.5	73.3
	8	236	99.6	22.6	33	44.3	77.4
<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	258	100	21.8	28.6	49.6	78.2
	8	245	99.2	31.9	26.3	41.8	68.1
<b>Mathematics</b>							
<b>2009</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	241	99.6	23.3	42.7	34.1	76.7
	8	236	99.6	31.3	34.3	34.3	68.7
<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	258	100	19.8	35.7	44.4	80.2
	8	245	99.2	36.6	32.8	30.6	63.4
<b>Science</b>							
<b>2009</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	241	100	22	42.7	35.3	78
	8	119	95	19.8	45	35.1	80.2
<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	258	100	15.9	42.1	42.1	84.1
	8	121	99.2	28.1	36	36	71.9

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>Social Studies</b>							
<b>2009</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	241	100	29.3	38.4	32.3	70.7
	8	116	98.3	25.7	33.6	40.7	74.3
<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	258	100	26.2	25.8	48	73.8
	8	122	99.2	18.6	36.4	44.9	81.4
<b>Writing</b>							
<b>2009</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	241	99.2	26.6	38.6	34.8	73.4
	8	238	97.9	18.9	42.3	38.8	81.1
<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	259	99.6	25.4	37.9	36.7	74.6
	8	240	99.2	27.9	36.1	36.1	72.1

Abbreviations for Missing Data

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