



## MCCARTHY/TESZLER LEARNING CENTER

175 Burdette Street  
Spartanburg, South

<b>Grades</b>	PK-12 Middle School	
<b>Enrollment</b>	229 Students	
<b>Principal</b>	Cheryl Revels	864-596-8491
<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>At-Risk</b>	<b>At-Risk</b>
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%

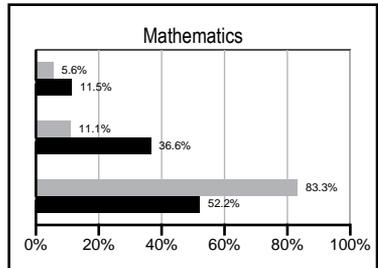
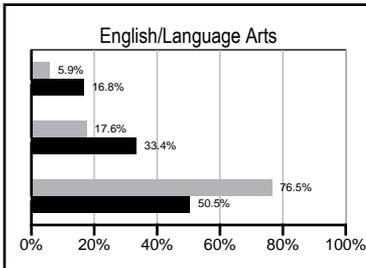
**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

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

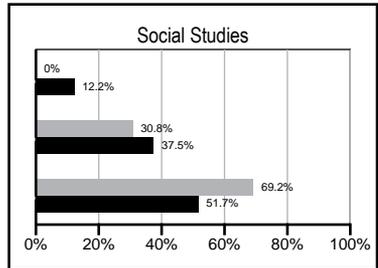
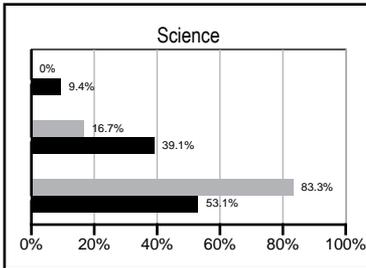
\* Ratings are calculated with data available by 03/09/2011.

**Palmetto Assessment of State Standards (PASS)**

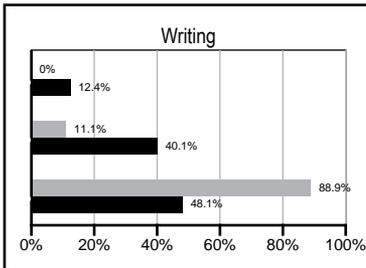
Exemplary
Met
Not Met



Exemplary
Met
Not Met



Exemplary
Met
Not Met



Our school
  Middle schools with Students Like Ours

\* 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
<b>Students (n=229)</b>				
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%
<b>Teachers (n=51)</b>				
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
<b>School</b>				
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.

## 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	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.

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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

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	6.9%	0.0%	No
Student attendance rate	90.9%	94.0%*	No

\* 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	100	98	53	25.3	21.7	47	79.3	83.5	No	Yes
<b>Gender</b>										
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
<b>Racial/Ethnic Group</b>										
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
<b>Disability Status</b>										
Disabled	97	100	53	25.3	21.7	47	41.9	51.7	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	79.6	79	I/S	I/S
<b>Socio-Economic Status</b>										
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
<b>Gender</b>										
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
<b>Racial/Ethnic Group</b>										
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
<b>Disability Status</b>										
Disabled	96	100	65.1	25.3	9.6	38.6	36	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	84.1	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
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.

## 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
<b>Science</b>								
All Students	70	90	55.8	28.8	15.4	44.2	64.3	67.3
<b>Gender</b>								
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
<b>Racial/Ethnic Group</b>								
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
<b>Disability Status</b>								
Disabled	69	89.9	55.8	28.8	15.4	44.2	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	4	I/S	I/S	I/S	I/S	I/S	71.5	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	47	85.1	60	22.9	17.1	40	52.7	55.4
<b>Social Studies</b>								
All Students	64	85.9	71.4	22.4	6.1	28.6	68.1	70.9
<b>Gender</b>								
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
<b>Racial/Ethnic Group</b>								
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
<b>Disability Status</b>								
Disabled	64	85.9	71.4	22.4	6.1	28.6	31.8	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	74.8	68
<b>Socio-Economic Status</b>								
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
<b>Writing</b>										
All Students	99	36.4	N/AV	N/AV	N/AV	11.5	66.5	72.1	91.4	95.5
<b>Gender</b>										
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
<b>Racial/Ethnic Group</b>										
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
<b>Disability Status</b>										
Disabled	95	37.9	N/AV	N/AV	N/AV	11.5	19.5	27.7	91.3	94.6
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	99.9
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	N/A	N/A	N/A	N/A	72.1	63.7	92	96.5
<b>Socio-Economic Status</b>										
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
<b>English/Language Arts</b>							
<b>2009</b>	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
<b>2010</b>	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
<b>Mathematics</b>							
<b>2009</b>	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
<b>2010</b>	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
<b>Science</b>							
<b>2009</b>	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
<b>2010</b>	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

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>Social Studies</b>							
<b>2009</b>	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
<b>2010</b>	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
<b>Writing</b>							
<b>2009</b>	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
<b>2010</b>	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

Abbreviations for Missing Data

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