



T E Mabry Middle

35 Oakland Ave.
Inman, SC 23949

Grades	7-8 Middle School	
Enrollment	423 Students	
Principal	Brian Batson	864-472-8402
Superintendent	Dr. Jimmy Littlefield	864-472-2846
Board Chair	Mr. Michael Smith	864-472-2846



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	Below Average
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

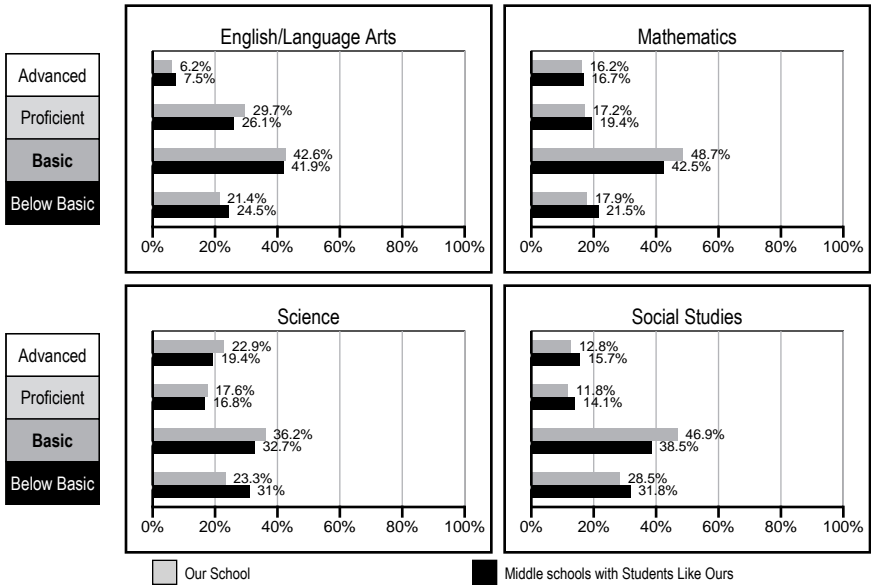
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	25	15	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	98.4
English 1	0	97.1
Physical Science	0	65.5
All Subjects	100.0	97.6

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=423)				
Students enrolled in high school credit courses (grades 7 & 8)	5.7%	Down from 6.3%	27.7%	19.4%
Retention rate	0.2%	Down from 3.4%	1.7%	1.8%
Attendance rate	95.9%	Up from 95.1%	95.8%	95.8%
Eligible for gifted and talented	20.0%	Down from 22.6%	18.7%	15.3%
With disabilities other than speech	14.3%	Down from 15.7%	13.1%	12.9%
Older than usual for grade	1.2%	Down from 2.8%	2.7%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.8%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	67.6%	Down from 68.6%	57.6%	55.0%
Continuing contract teachers	81.1%	Down from 85.7%	74.4%	70.6%
Teachers with emergency or provisional certificates	6.1%	Down from 6.3%	4.7%	5.4%
Teachers returning from previous year	90.1%	Down from 94.0%	87.0%	83.4%
Teacher attendance rate	96.7%	Down from 97.5%	95.1%	94.9%
Average teacher salary	\$45,746	Up 2.7%	\$45,344	\$44,706
Professional development days/teacher	21.1 days	Up from 18.8 days	12.8 days	11.8 days
School				
Principal's years at school	1.0	Down from 2.0	4.0	3.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 20.2 to 1	22.5 to 1	20.1 to 1
Prime instructional time	91.3%	Down from 91.7%	89.3%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	98.8%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$8,100	Up 15.6%	\$6,560	\$7,097
Percent of expenditures for instruction*	61.6%	Down from 70.9%	64.0%	64.4%
Percent of expenditures for teacher salaries*	60.4%	Down from 69.8%	59.8%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

T. E. Mabry Middle School continues on our "Incredible Journey" as we complete the first year in our new building. The Superintendent, Board of Trustees, and the District One Administration are to be commended on the outstanding facilities that our students are using everyday to achieve success. During the 2007-2008 school year, our enrollment totaled 442 students in grades seven and eight. The faculty and staff worked diligently to develop a literacy initiative that will be implemented beginning in the fall of 2008. This focus will include reading and writing strategies, a research component, and an increased use of technology for all students.

Students achieved academic recognition as thirteen were recognized as S. C. Junior Scholars. Fifty-two seventh graders were inducted into the Junior Beta Club, sixteen students were selected to participate in the Regional Science Fair, and two students were awarded State Honorable Mention for Groundhog Job Shadowing Day Essay Contest and the Manufacturing Design Competition.

Our student athletes set good examples for teamwork and sportsmanship and finished with competitive records in all sports. Our football, volleyball, and boys' basketball celebrated championship seasons. With the support of our district, Mabry was also able to add baseball to our list of sports for the first time. Over 55% of our students participated in our visual and performing arts. Chorus, band, and strings were presented many prestigious awards at local, state, and national competitions.

In service to others, we contributed over \$5295.00 for the March of Dimes and American Cancer Society's Relay for Life. In addition, students partnered with the Department of Social Services in providing Christmas to less fortunate children throughout Spartanburg County.

Our guidance department and career development facilitator continued to focus on academic and career advisement. Counselors encouraged and guided all eighth grade students in the development of their Individual Graduation Plan (IGP) in an effort to research, plan, and organize future high school and career opportunities. Our challenge is to continue to focus on positive transitions from elementary to middle and from middle to high school.

We would like to thank our School Improvement Committee, PTO, Booster Club, and various business partners for their encouragement and support throughout the 2007-2008 school year. As the level of expectations continues to rise and the rigor is increased in all classes, we look forward to the challenges and opportunities that will lead us on our "Journey to Success."

Brian Batson, Principal
Bill Hightower, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	207	74
Percent satisfied with learning environment	100.0%	83.6%	86.5%
Percent satisfied with social and physical environment	100.0%	89.3%	79.5%
Percent satisfied with school-home relations	95.0%	91.1%	80.8%

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

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School Adequate Yearly Progress

NO

This school met 16 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

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. Sanction: Implement the restructuring plan.
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%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	439	99.8	21.4	42.6	29.7	6.2	47.9	54.9	48.2	Yes	Yes
Gender											
Male	220	99.6	28.4	44.1	25	2.5	39.2	48.8	41.7	N/A	N/A
Female	219	100	14.2	41.1	34.5	10.2	56.9	61.4	55	N/A	N/A
Racial/Ethnic Group											
White	346	99.7	17.4	44	31.6	7	51.6	57.9	60	Yes	Yes
African American	73	100	44.1	35.3	19.1	1.5	29.4	36	31.7	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	60.7	70.4	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	49.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	58	100	84.9	15.1	0	0	0	11.7	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	23	100	17.4	52.2	30.4	0	47.8	47.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	234	99.6	30	44.3	23.2	2.5	36.9	43.3	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	439	99.8	19	51.4	17.7	12	42.6	52.4	45.8	Yes	Yes
Gender											
Male	220	99.6	21.1	48	17.2	13.7	43.6	53.9	45.6	N/A	N/A
Female	219	100	16.8	54.8	18.3	10.2	41.6	50.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	346	99.7	14.6	52.8	18.4	14.2	45.6	55.1	59	Yes	Yes
African American	73	100	44.1	39.7	14.7	1.5	27.9	35.7	26.9	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	53.6	71.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	40.5	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	58	100	81.1	17	1.9	0	1.9	15.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	23	100	8.7	65.2	13	13	43.5	45.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	234	99.6	26.6	52.7	13.3	7.4	33.5	42	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	331	99.7	23	36.3	17.7	23	40.7	48	35.7	95.9	96.4
Gender											
Male	166	100	24.2	34.6	14.4	26.8	41.2	51.5	37.4	95.4	96.4
Female	165	99.4	21.8	38.1	21.1	19	40.1	44.1	33.8	96.4	96.5
Racial/Ethnic Group											
White	269	99.6	21	35.8	18.9	24.3	43.2	51.3	49.2	95.7	96.3
African American	48	100	37.8	37.8	8.9	15.6	24.4	27.5	17	96.2	96.9
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	60	58	97.7	97.1
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	32.7	24.9	96.4	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.9
Disability Status											
Disabled	42	97.6	75.7	18.9	2.7	2.7	5.4	17.2	14	93.6	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	19	100	15.8	42.1	26.3	15.8	42.1	38.1	24.4	96.9	96.7
Socio-Economic Status											
Subsidized meals	176	99.4	30.7	35.3	15.3	18.7	34	36.9	21.1	95.3	95.9
Social Studies											
All Students	331	100	28.5	46.9	11.8	12.8	24.6	39.8	34	95.9	96.4
Gender											
Male	167	100	27.7	41.3	14.2	16.8	31	47	36.6	95.4	96.4
Female	164	100	29.3	52.7	9.3	8.7	18	32	31.3	96.4	96.5
Racial/Ethnic Group											
White	255	100	27.2	46.8	12.3	13.6	26	41.4	44.5	95.7	96.3
African American	60	100	39.3	46.4	5.4	8.9	14.3	25.3	19.1	96.2	96.9
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	55.6	58.9	97.7	97.1
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	40.4	27.5	96.4	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.9
Disability Status											
Disabled	42	100	81.6	18.4	0	0	0	16.1	14.4	93.6	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	16	100	12.5	62.5	18.8	6.3	25	44.2	27.3	96.9	96.7
Socio-Economic Status											
Subsidized meals	175	100	34.6	45.8	11.1	8.5	19.6	31.1	21	95.3	95.9

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	215	99.5	21.7	34	37.4	6.9	44.3
	8	222	100	24.2	44.5	28.4	2.8	31.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	225	100	26.2	35	35.9	2.9	38.8
	8	214	99.5	16.4	50.8	23.1	9.7	32.8
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	215	99.5	21.2	37.4	25.1	16.3	41.4
	8	222	100	27	54	11.4	7.6	19
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	225	100	20.4	44.7	17	18	35
	8	214	99.5	17.4	58.5	18.5	5.6	24.1
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	215	98.6	18.4	32.8	30.3	18.4	48.8
	8	113	99.1	32.4	41.9	14.3	11.4	25.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	225	100	22.8	34.5	16	26.7	42.7
	8	106	99.1	23.4	40.4	21.3	14.9	36.2
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	215	99.1	29.2	45	13.4	12.4	25.7
	8	109	100	19	62.9	14.3	3.8	18.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	225	100	34.5	41.3	7.3	17	24.3
	8	106	100	16.2	58.6	21.2	4	25.3

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