

T E MABRY MIDDLE

35 Oakland Ave.
Inman, SC 23949

Grades	7-8 Middle School	
Enrollment	454 Students	
Principal	Brian Batson	864-472-8402
Superintendent	Dr. Ronald W. Garner	864-472-2846
Board Chair	Mr. Mark Rollins	864-472-2846

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Average	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

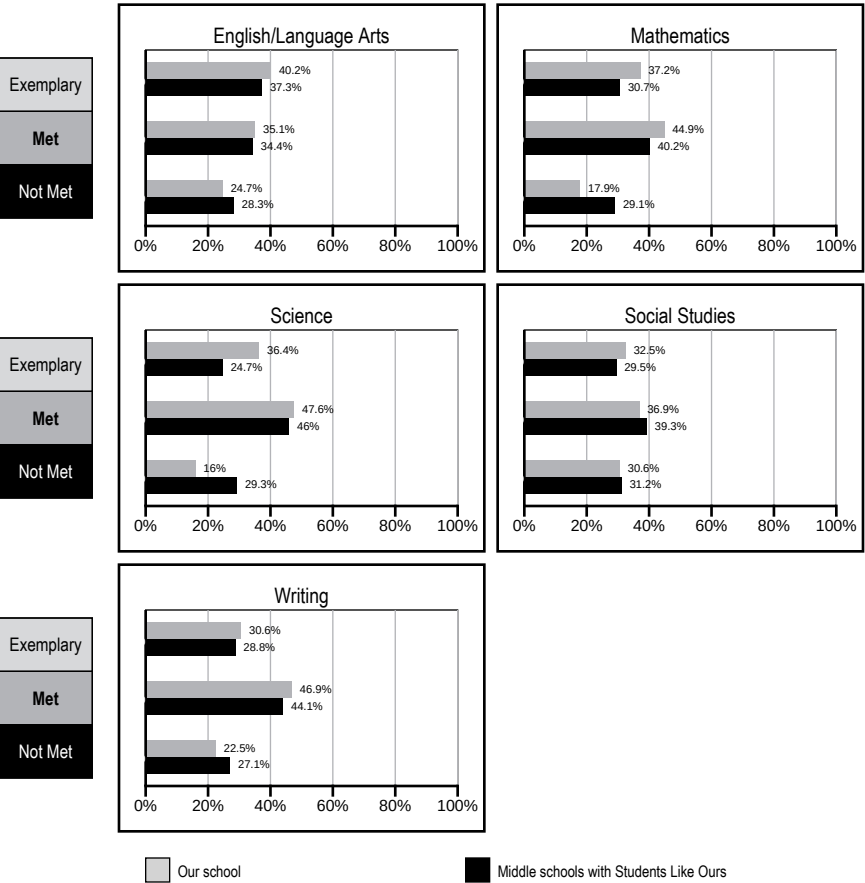
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	12	44	0	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	100.0%	96.7%
English 1	N/A	97.3%
Physical Science	N/A	44.2%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=454)				
Students enrolled in high school credit courses (grades 7 & 8)	14.8%	Up from 10.0%	25.0%	24.2%
Retention rate	0.0%	Down from 1.1%	0.7%	0.7%
Attendance rate	96.1%	Up from 95.9%	95.9%	95.9%
Eligible for gifted and talented	22.8%	Up from 19.8%	18.7%	16.4%
With disabilities other than speech	11.8%	Down from 13.2%	12.1%	12.0%
Older than usual for grade	2.0%	Up from 1.0%	2.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.4%	0.9%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	67.5%	Up from 65.8%	61.1%	58.5%
Continuing contract teachers	82.5%	Up from 81.6%	84.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 5.6%	2.9%	4.0%
Teachers returning from previous year	90.5%	Up from 90.1%	85.9%	84.6%
Teacher attendance rate	96.4%	Up from 95.1%	95.6%	95.4%
Average teacher salary*	\$46,346	Down 3.1%	\$47,243	\$46,561
Professional development days/teacher	5.7 days	Down from 9.5 days	10.3 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 18.7 to 1	21.9 to 1	21.1 to 1
Prime instructional time	92.0%	Up from 90.3%	90.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.5%	Down from 99.9%	98.6%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$8,528	Down 2.6%	\$7,527	\$7,802
Percent of expenditures for instruction**	64.3%	Up from 63.6%	63.9%	63.8%
Percent of expenditures for teacher salaries**	63.1%	Up from 62.1%	60.5%	60.0%

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

** Prior year audited financial data are reported.

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. In our first year, we set a goal to read 2,000,000 pages, and we surpassed that goal by reading over 2,225,000 pages. Mabry had nineteen students that were named Junior Scholars and four students that were identified as Duke/TIP scholars. We inducted eighty-four students into the 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. Over 50% of our students participated in one of our fine arts programs and close to 80% either participated in fine arts or were on an athletic team. We are very grateful to the athletic booster club, PTO, and SIC for the support each group provided throughout the year. 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.

Brian M. Batson, Principal

Bill Hightower, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	229	105
Percent satisfied with learning environment	100.0%	89.1%	91.3%
Percent satisfied with social and physical environment	100.0%	90.8%	83.5%
Percent satisfied with school-home relations	92.5%	90.3%	78.1%

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

Abbreviations for Missing Data

School Adequate Yearly Progress YES

This school met 21 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. 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 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	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

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	439	99.8	24.5	35.2	40.3	85.8	89.4	83.5	Yes	Yes
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Gender										
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Male	226	99.6	27	35.1	37.8	84.2	87.6	80.1	N/A	N/A
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Female	213	100	21.7	35.3	43	87.4	91.2	87	N/A	N/A
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Racial/Ethnic Group										
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White	350	99.7	22.9	33.5	43.5	85.6	90.2	89.6	Yes	Yes
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African American	69	100	37.7	34.8	27.5	82.6	82.8	74.6	Yes	Yes
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Asian/Pacific Islander	11	100	N/A	N/A	N/A	100	97.9	92.7	I/S	I/S
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	83.7	79.6	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
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Disability Status										
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Disabled	48	100	66	31.9	2.1	61.7	58.5	51.7	Yes	Yes
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Migrant Status										
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Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
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English Proficiency										
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Limited English Proficient	30	96.7	20	36.7	43.3	90	86.9	79	I/S	I/S
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Socio-Economic Status										
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Subsidized meals	254	99.6	32.7	35.5	31.8	80	85.2	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	439	99.8	21	50.8	28.2	87.6	88.7	80.4	Yes	Yes
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Gender										
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Male	226	99.6	23.9	49.5	26.6	84.2	87.3	78.4	N/A	N/A
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Female	213	100	17.9	52.2	30	91.3	90.2	82.5	N/A	N/A
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Racial/Ethnic Group										
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White	350	99.7	20.6	48.8	30.6	87.4	89.3	87.8	Yes	Yes
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African American	69	100	21.7	60.9	17.4	88.4	83.6	69.3	Yes	Yes
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Asian/Pacific Islander	11	100	27.3	45.5	27.3	81.8	91.7	93.5	I/S	I/S
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	87	78.3	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
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Disability Status										
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Disabled	48	100	59.6	38.3	2.1	48.9	51.2	46.1	Yes	Yes
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Migrant Status										
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Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
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English Proficiency										
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Limited English Proficient	30	96.7	20	53.3	26.7	90	85.9	78.9	I/S	I/S
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Socio-Economic Status										
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Subsidized meals	254	99.6	27.8	51.4	20.8	82.9	84	72.8	Yes	Yes
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* 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	324	99.7	15.5	47.9	36.6	84.5	79.2	67.3
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Gender

Male	164	100	15.3	46	38.7	84.7	80.5	66.9
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Female	160	99.4	15.6	50	34.4	84.4	77.8	67.7
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Racial/Ethnic Group

White	266	99.6	13.5	46.7	39.8	86.5	81.3	79.6
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African American	42	100	31	50	19	69	63.6	49.7
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Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	84.8	84.4
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	66.7	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
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Disability Status

Disabled	32	100	64.5	32.3	3.2	35.5	39.6	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	22	100	8.3	66.7	25	91.7	71.9	58.6
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Socio-Economic Status

Subsidized meals	190	99.5	22.8	47.8	29.3	77.2	72.3	55.4
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Social Studies

All Students	323	99.7	30.2	37.1	32.7	69.8	78.9	70.9
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Gender

Male	171	100	29.2	31.5	39.3	70.8	79.8	70.1
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Female	152	99.3	31.3	43.5	25.2	68.7	77.9	71.7
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Racial/Ethnic Group

White	258	99.6	30.8	33.2	36	69.2	80.5	79.2
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African American	50	100	32	50	18	68	66.7	58.4
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Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	90	86.8
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	73.2	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
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Disability Status

Disabled	40	100	64.1	15.4	20.5	35.9	46.5	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	22	100	21.7	52.2	26.1	78.3	78.2	68
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Socio-Economic Status

Subsidized meals	193	99.5	37.3	36.2	26.5	62.7	70.5	60.8
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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
Writing										
All Students	438	100	22.5	46.9	30.6	77.5	79.8	72.1	96.1	96.3
Gender										
Male	225	100	28.3	46.6	25.1	71.7	74.2	65.2	96.2	96.4
Female	213	100	16.3	47.1	36.5	83.7	85.7	79.2	95.9	96.2
Racial/Ethnic Group										
White	349	100	21.6	44.2	34.2	78.4	81.4	80.8	95.7	96.1
African American	69	100	31.9	52.2	15.9	68.1	68.2	59.7	97.5	97.2
Asian/Pacific Islander	11	100	9.1	63.6	27.3	90.9	85.4	87	97.3	97.2
Hispanic	5	I/S	I/S	I/S	I/S	I/S	72.5	64.6	96.7	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	96
Disability Status										
Disabled	48	100	N/AV	N/AV	N/AV	27.7	31.5	27.7	95.8	95.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	12.9	67.7	19.4	87.1	77.2	63.7	95.9	96.8
Socio-Economic Status										
Subsidized meals	253	100	28.7	52.2	19	71.3	72.7	61.9	95.4	95.7

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
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English/Language Arts

2009	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	240	99.6	27.6	42.2	30.2	72.4
	8	227	100	23.1	44.4	32.4	76.9
2010	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

Mathematics

2009	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	240	99.6	20.7	51.3	28	79.3
	8	227	100	25.5	44.4	30.1	74.5
2010	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

Science

2009	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	240	99.6	14.2	51.3	34.5	85.8
	8	113	100	33.6	40	26.4	66.4
2010	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

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
Social Studies							
2009	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	240	99.6	33.6	36.6	29.7	66.4
	8	114	100	13.2	45.3	41.5	86.8
2010	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
Writing							
2009	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	245	99.2	24.1	40.1	35.9	75.9
	8	226	98.7	22	48.2	29.8	78
2010	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

Abbreviations for Missing Data

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