



Mid Carolina High

377 Cy Schumper Rd.
Prosperity, SC 29127

Grades	9-12 High School	
Enrollment	727 Students	
Principal	Lynn G. Cary, Ed.D.	803-364-2134
Superintendent	Mr. Bennie Bennett	803-321-2600
Board Chair	Mr. Don Saylor	803-276-9765

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Below Average
2008	Good	Excellent
2007	Average	Average
2006	Average	At-Risk
2005	Excellent	Excellent

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
2	8	19	0	0

* Ratings are calculated with data available by 03/25/2010.

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

	Our High School			High Schools with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	80.5	81.2	78.7	79.4	82.5	77.7
Passed 1 subtest (%)	11.6	11.7	10.1	11.8	10.0	12.3
Passed no subtests (%)	7.9	7.1	11.2	8.8	7.7	10.0

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	96.1%	94.9%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	174	349
Number of Diplomas	149	259
Rate	85.6%	75.0%

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	81.4	74.2
English 1	62.0	64.5
Physical Science	45.0	57.6
US History and the Constitution	50.4	47.1
All Tests	56.6	59.7

* 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=727)				
Retention rate	3.4%	Down from 7.1%	3.8%	4.8%
Attendance rate	96.6%	Up from 96.3%	95.4%	95.5%
Eligible for gifted and talented	21.5%	Up from 19.9%	13.5%	9.2%
With disabilities other than speech	14.2%	Down from 14.5%	12.5%	12.6%
Older than usual for grade	6.5%	Down from 7.8%	7.4%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.8%	Up from 0.6%	1.6%	1.2%
Enrolled in AP/IB programs	7.3%	Down from 11.5%	15.9%	13.2%
Successful on AP/IB exams	57.1%	Up from 34.1%	55.6%	55.6%
Eligible for LIFE Scholarship	55.0%	Down from 56.7%	32.8%	29.8%
Annual dropout rate	2.7%	No Change	3.6%	3.5%
Career/technology students in co-curricular organizations	2.2%	Up from 1.2%	1.6%	3.0%
Enrollment in career/technology courses	414	Up from 341	745	523
Students participating in work-based experiences	46.0%	Up from 38.0%	13.5%	12.9%
Career/technology students attaining technical skills	87.0%	Up from 84.6%	78.9%	79.3%
Career/technology completers placed	N/A	N/A	100.0%	98.8%
Teachers (n=40)				
Teachers with advanced degrees	72.5%	Down from 74.4%	63.8%	58.6%
Continuing contract teachers	72.5%	Up from 59.0%	77.6%	71.6%
Teachers with emergency or provisional certificates	5.6%	No Change	4.3%	8.1%
Teachers returning from previous year	81.3%	Up from 76.9%	87.3%	85.0%
Teacher attendance rate	96.4%	Up from 95.2%	95.7%	95.5%
Average teacher salary*	\$44,025	Down 1.1%	\$48,989	\$47,761
Professional development days/teacher	11.4 days	Up from 6.7 days	10.3 days	10.8 days
School				
Principal's years at school	7.0	Up from 6.0	6.3	3.0
Student-teacher ratio in core subjects	23.9 to 1	Down from 24.7 to 1	28.0 to 1	26.1 to 1
Prime instructional time	90.4%	Down from 91.3%	90.3%	89.8%
Dollars spent per pupil**	\$7,352	Up 5.7%	\$6,890	\$7,883
Percent of expenditures for teacher salaries**	51.7%	Down from 53.1%	55.2%	54.1%
Percent of expenditures for instruction**	56.0%	Down from 59.2%	60.0%	60.2%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	83.6%	Down from 89.4%	95.6%	95.8%
Character development program	Average	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	Good	Good

* 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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	154	96.1%	622	56.6%	174	85.6%	No
Gender							
Male	71	93.0%	341	56.9%	82	80.5%	N/A
Female	83	98.8%	281	56.2%	92	90.2%	N/A
Racial/Ethnic Group							
White	95	97.9%	359	73.5%	103	90.3%	N/A
African American	52	94.2%	225	31.1%	60	81.7%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	33	48.5%	10	60.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	17	70.6%	109	21.1%	19	57.9%	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	29	41.4%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	69	94.2%	283	37.5%	78	82.1%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

We have had an outstanding year at Mid-Carolina High School, a school with a long-standing tradition of excellence. That tradition continued during the 2008-2009 school year.

The focus for school improvement has been, and will continue to be, student achievement. We were very pleased to see the percentage of students passing the math subtest of the HSAP go up significantly, from 84.8% in 2007 to 91% in 2008. We saw an increase of 22 points in SAT verbal scores from 2007 to 2008. All of our graduating seniors who were working toward a diploma passed the HSAP by the fall of 2008. In addition, 55% of our graduating class qualified for the LIFE scholarship. They received a total of \$1,787,198 in scholarships. Our graduation rate increased from 72.4% in 2007 to 81% in 2008. We also received the prestigious Palmetto Gold Award for our excellent improvement rating on the state report card.

MCHS is known for its strong athletic and fine arts programs. This year, the softball, baseball, soccer and girls' basketball teams all advanced to the state playoffs, and several students competed and placed at the state level in track. Our football team went on to make the playoffs for the second year in a row, making it to the second round. Our competition cheerleaders competed for a state title. For the third year in a row, our archery team placed first in the state competition and went on to compete at the national competition in Kentucky. The band competed in the state marching competition. Our chorus students competed in many state activities, including the USC, Furman, Columbia College and Region Honor Choirs and All-State Chorus. Our art students also had an extraordinary year, with two students being selected to attend the Governor's School for the Arts and Humanities summer or residential programs.

We will continue to strive toward engaging our students and reaching for the stars. It is important that we continue to develop strategies that will improve student achievement and use rigorous assessments tied to state standards. We are most proud of the role that our school plays in the community, and we definitely appreciate the support that we receive from parents and community members alike. We are also blessed with a dedicated faculty and staff, and their diligent efforts continue to foster improved student achievement at MCHS.

Joe Boland, School Improvement Council Chair
Lynn Cary, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	156	28
Percent satisfied with learning environment	91.3%	73.1%	82.1%
Percent satisfied with social and physical environment	97.8%	83.8%	78.6%
Percent satisfied with school-home relations	65.2%	84.5%	67.9%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

School Adequate Yearly Progress

NO

This school met 12 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%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.4%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.0%	0.0%	No

Abbreviations for Missing Data

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	189	99.5	14.8	31.9	26.4	26.9	63.7	55.4	61.8	No	Yes
Male	97	99	18.5	33.7	22.8	25	59.8	52.1	57.4	N/A	N/A
Female	92	100	11.1	30	30	28.9	67.8	58.6	66.1	N/A	N/A
White	121	99.2	5.2	25	32.8	37.1	79.3	74.9	74.3	Yes	Yes
African American	55	100	34	43.4	13.2	9.4	30.2	36.4	44.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	12	100	25	50	16.7	8.3	58.3	56.5	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	55.4	I/S	I/S
Disabled	32	100	64.5	35.5	0	0	6.5	7.4	19.4	I/S	I/S
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	7	I/S	I/S	I/S	I/S	I/S	I/S	33.3	38.5	I/S	I/S
Subsized meals	74	100	28.8	45.2	17.8	8.2	39.7	40.2	45.6	No	Yes

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

All Students	188	100	16.5	25.8	26.4	31.3	69.8	58.7	62.7	Yes	Yes
Male	96	100	21.7	23.9	21.7	32.6	67.4	58.3	61.8	N/A	N/A
Female	92	100	11.1	27.8	31.1	30	72.2	59.1	63.6	N/A	N/A
White	120	100	8.6	20.7	26.7	44	82.8	78.8	75.1	Yes	Yes
African American	55	100	35.8	37.7	20.8	5.7	37.7	38	45.1	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	12	100	8.3	25	50	16.7	83.3	69.6	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	59.2	I/S	I/S
Disabled	32	100	64.5	32.3	3.2	0	9.7	14.7	21.8	I/S	I/S
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	7	I/S	I/S	I/S	I/S	I/S	I/S	53.3	52.3	I/S	I/S
Subsized meals	74	100	30.1	31.5	26	12.3	52.1	43.5	47.9	No	Yes

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

All Students	189	96.3	59.3	18.0	12.2	6.9	19.0	N/A	N/A	N/A	N/A
Male	97	95.9	58.8	17.5	9.3	10.3	19.6	N/A	N/A	N/A	N/A
Female	92	96.7	59.8	18.5	15.2	3.3	18.5	N/A	N/A	N/A	N/A
White	121	97.5	45.5	24.0	17.4	10.7	28.1	N/A	N/A	N/A	N/A
African American	55	98.2	89.1	7.3	1.8	N/A	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	12	83.3	66.7	8.3	8.3	N/A	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	32	93.8	93.8	N/A	N/A	N/A	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	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	74	93.2	77.0	12.2	4.1	N/A	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*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2008	197	100	16.2	23.9	35.5	24.4	69	61.1	69.7
	2009	189	99.5	14.8	31.9	26.4	26.9	63.7	55.4	61.8

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

All Students	2008	197	100	9.6	30.5	32.5	27.4	71.6	64.4	67.2
	2009	188	100	16.5	25.8	26.4	31.3	69.8	58.7	62.7

* Adjusted to account for natural variation in performance.