

MID CAROLINA HIGH

377 Cy Schumpert Rd.
Prosperity, SC 29127

Grades	9-12 High School	
Enrollment	707 Students	
Principal	Dr. Lynn G. Cary	803-364-2134
Superintendent	Mr. Bennie Bennett	803-321-2600
Board Chair	Mr. Don Saylor	803-276-9765

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	At-Risk
2009	Good	Below Average
2008	Good	Excellent
2007	Average	Average
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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	16	8	0	0

* Ratings are calculated with data available by 03/24/2011.

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

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	81.2%	78.7%	78.2%	82.5%	77.7%	80.5%
Passed 1 subtest (%)	11.7%	10.1%	12.6%	10.0%	12.3%	11.1%
Passed no subtests (%)	7.1%	11.2%	9.2%	7.7%	10.0%	8.7%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	90.5%	91.8%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	174	194	349	386
Number of Graduates in Cohort	149	143	259	283
Rate	85.6%	73.7%	75.0%	72.3%

*Used to calculate current AYP.

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	86.6%	78.7%
English 1	73.0%	72.9%
Physical Science	60.2%	63.3%
US History and the Constitution	53.3%	50.9%
All Tests	66.8%	66.4%

* 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=707)				
Retention rate	2.6%	Down from 3.4%	3.1%	3.7%
Attendance rate	95.2%	Down from 96.6%	95.3%	95.4%
Eligible for gifted and talented	21.1%	Down from 21.5%	15.5%	12.4%
With disabilities other than speech	15.7%	Up from 14.2%	12.3%	12.8%
Older than usual for grade	7.6%	Up from 6.5%	7.7%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Down from 1.8%	1.3%	1.1%
Enrolled in AP/IB programs	9.1%	Up from 7.3%	19.0%	13.1%
Successful on AP/IB exams	28.2%	Down from 57.1%	58.8%	50.4%
Eligible for LIFE Scholarship	30.1%	Down from 55.0%	31.3%	30.4%
Annual dropout rate	2.7%	No Change	3.4%	3.1%
Career/technology students in co-curricular organizations	1.4%	Down from 2.2%	1.4%	2.2%
Enrollment in career/technology courses	233	Down from 414	674	424
Students participating in work-based experiences	33.7%	Down from 46.0%	13.5%	11.7%
Career/technology students attaining technical skills	86.0%	Down from 87.0%	78.7%	78.7%
Career/technology completers placed	N/A	N/A	100.0%	98.5%
Teachers (n=42)				
Teachers with advanced degrees	71.4%	Down from 72.5%	62.3%	60.4%
Continuing contract teachers	73.8%	Up from 72.5%	79.3%	76.6%
Teachers with emergency or provisional certificates	2.9%	Down from 5.6%	4.7%	6.5%
Teachers returning from previous year	88.0%	Up from 81.3%	87.8%	86.8%
Teacher attendance rate	95.3%	Down from 96.4%	95.9%	95.8%
Average teacher salary*	\$43,798	Down 0.5%	\$48,542	\$47,390
Professional development days/teacher	9.1 days	Down from 11.4 days	9.5 days	10.0 days
School				
Principal's years at school	8.0	Up from 7.0	7.0	4.0
Student-teacher ratio in core subjects	24.8 to 1	Up from 23.9 to 1	28.9 to 1	25.8 to 1
Prime instructional time	89.2%	Down from 90.4%	90.8%	90.1%
Dollars spent per pupil**	\$7,436	Up 1.1%	\$7,275	\$7,974
Percent of expenditures for teacher salaries**	52.7%	Up from 51.7%	56.2%	55.4%
Percent of expenditures for instruction**	56.0%	No Change	61.7%	60.4%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.5%	Up from 83.6%	93.6%	96.0%
Character development program	Average	No Change	Good	Good
Modern language program assessment	N/A	N/A	Excellent	Average
Classical language program assessment	N/A	N/A	N/A	Average

* 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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	168	90.5%	650	66.8%	194	73.7%	No
Gender							
Male	92	89.1%	333	64.9%	108	69.4%	N/A
Female	76	92.1%	317	68.8%	86	79.1%	N/A
Racial/Ethnic Group							
White	95	98.9%	410	75.6%	113	77.9%	N/A
African American	65	76.9%	196	49.5%	71	64.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	38	57.9%	10	90.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	20	55.0%	81	35.8%	26	38.5%	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	27	63.0%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	84	84.5%	301	58.1%	93	65.6%	N/A

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

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

Mid-Carolina High School in continued its long standing tradition of excellence for the 2009-2010 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 Advanced Placement (AP) exams go up significantly in Calculus, US history, Studio Art and English. Our graduation rate increased from 81% in 2008 to 85.6% in 2009 and 30% of our graduating class qualified for the LIFE scholarship. The ninth grade retention rate decreased from 55 students in 2008 to 32 students in 2009. We also received the prestigious Palmetto Gold Award for closing the achievement gap on the state report card.

MCHS is known for its strong athletic and fine arts programs. This year, all athletic teams 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 third year in a row, making it to the second round. Our cheerleaders competed for a state title. For the fourth year in a row, our archery team placed first in the state competition and qualified to compete at the national level 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 one student being selected to attend the Governor’s School for the Arts and Humanities.

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 appreciate the support that we receive from parents and community members. We are also blessed with a dedicated faculty and staff, and their diligent efforts continue to foster improved student achievement at MCHS.

Lynn Cary, Principal
Susan Smith, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	116	22
Percent satisfied with learning environment	90.9%	71.6%	81.8%
Percent satisfied with social and physical environment	90.9%	76.7%	77.3%
Percent satisfied with school-home relations	70.5%	81.0%	68.2%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 11 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%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

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	177	98.3	13.5	31.8	25.9	28.8	62.9	53.5	65.9	No	Yes
Male	91	97.8	18.6	34.9	25.6	20.9	55.8	50.5	60.8	N/A	N/A
Female	86	98.8	8.3	28.6	26.2	36.9	70.2	57	71	N/A	N/A
White	118	97.5	5.4	26.8	26.8	41.1	74.1	72.2	77.5	Yes	Yes
African American	52	100	33.3	41.2	19.6	5.9	35.3	32.5	49.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	80.2	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	41.9	56.8	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	30	96.7	53.6	35.7	0	10.7	10.7	14.8	21.3	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	2	I/S	I/S	I/S	I/S	I/S	I/S	32	47.3	I/S	I/S
Subsidized meals	76	100	24.3	41.9	23	10.8	44.6	38.3	51.5	No	Yes

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

All Students	177	97.7	16	31.4	28.4	24.3	61.5	55.5	62.3	No	Yes
Male	91	97.8	22.1	30.2	23.3	24.4	58.1	55	61.7	N/A	N/A
Female	86	97.7	9.6	32.5	33.7	24.1	65.1	56.1	63	N/A	N/A
White	118	96.6	9	21.6	35.1	34.2	76.6	78.5	75	Yes	Yes
African American	52	100	33.3	47.1	15.7	3.9	29.4	31.2	44	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	85.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	38.7	56.7	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	30	96.7	50	28.6	17.9	3.6	25	18.5	22.1	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	2	I/S	I/S	I/S	I/S	I/S	I/S	32	52.6	I/S	I/S
Subsidized meals	76	100	27	45.9	18.9	8.1	33.8	36.9	48.1	No	Yes

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

All Students	177	94.4	65.9	15.6	8.4	10.2	18.6	N/A	N/A	N/A	N/A
Male	91	90.1	65.9	15.9	4.9	13.4	18.3	N/A	N/A	N/A	N/A
Female	86	98.8	65.9	15.3	11.8	7.1	18.8	N/A	N/A	N/A	N/A
White	118	94.9	52.7	20.5	12.5	14.3	26.8	N/A	N/A	N/A	N/A
African American	52	94.2	93.9	6.1	0.0	0.0	0.0	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	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	30	90.0	88.9	3.7	0.0	7.4	7.4	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	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	76	94.7	87.5	8.3	1.4	2.8	4.2	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

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*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2009	189	99.5	14.8	31.9	26.4	26.9	63.7	55.4	61.8
	2010	177	98.3	13.5	31.8	25.9	28.8	62.9	53.5	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	188	100	16.5	25.8	26.4	31.3	69.8	58.7	62.7
	2010	177	97.7	16	31.4	28.4	24.3	61.5	55.5	62.3

* Adjusted to account for natural variation in performance.