



Mullins High

747 Millers Road
Mullins, SC 29574

Grades	9-12 High School	
Enrollment	619 Students	
Principal	Theodore R. Greene, Jr.	843-464-3710
Superintendent	Dr. Nathaniel Miller	843-464-3700
Board Chair	Mrs. Elizabeth Hammond	843-464-3700

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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	4	6	9	11

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

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

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	76.4	74.7	64.3	66.6	69.3	61.9
Passed 1 subtest (%)	14.3	15.1	12.7	18.3	16.4	18.8
Passed no subtests (%)	9.3	10.3	23.0	15.1	14.3	19.3

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	96.2%	89.4%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	148	134
Number of Diplomas	122	94
Rate	82.4%	67.8%

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	79.8	58.4
English 1	42.8	46.9
Physical Science	25.7	32.8
US History and the Constitution	14.1	19.8
All Tests	37.3	38.5

* 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=619)				
Retention rate	9.7%	Down from 10.8%	7.2%	4.8%
Attendance rate	90.8%	Down from 92.0%	94.7%	95.5%
Eligible for gifted and talented	9.7%	Down from 10.5%	5.1%	9.2%
With disabilities other than speech	18.6%	Down from 18.8%	13.5%	12.6%
Older than usual for grade	13.1%	Down from 15.0%	11.8%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.0%	1.4%	1.2%
Enrolled in AP/IB programs	5.7%	Up from 5.0%	5.7%	13.2%
Successful on AP/IB exams	48.0%	N/A	45.0%	55.6%
Eligible for LIFE Scholarship	30.2%	Down from 32.7%	28.8%	29.8%
Annual dropout rate	6.4%	Up from 5.6%	3.2%	3.5%
Career/technology students in co-curricular organizations	4.5%	Up from 3.0%	4.5%	3.0%
Enrollment in career/technology courses	351	Up from 329	325	523
Students participating in work-based experiences	10.3%	Down from 19.9%	11.6%	12.9%
Career/technology students attaining technical skills	78.6%	Up from 76.9%	78.8%	79.3%
Career/technology completers placed	N/A	N/A	99.3%	98.8%
Teachers (n=34)				
Teachers with advanced degrees	50.0%	Up from 41.5%	53.3%	58.6%
Continuing contract teachers	50.0%	Down from 51.2%	61.4%	71.6%
Teachers with emergency or provisional certificates	21.4%	Down from 25.0%	17.7%	8.1%
Teachers returning from previous year	75.5%	Down from 78.1%	76.4%	85.0%
Teacher attendance rate	94.3%	Down from 95.1%	95.5%	95.5%
Average teacher salary*	\$43,163	Up 3.0%	\$46,063	\$47,761
Professional development days/teacher	7.9 days	Down from 33.5 days	10.9 days	10.8 days
School				
Principal's years at school	8.0	Up from 7.0	2.0	3.0
Student-teacher ratio in core subjects	29.1 to 1	Up from 25.9 to 1	21.7 to 1	26.1 to 1
Prime instructional time	83.3%	Down from 85.1%	89.2%	89.8%
Dollars spent per pupil**	\$7,909	Up 23.6%	\$9,776	\$7,883
Percent of expenditures for teacher salaries**	53.1%	Down from 54.0%	53.1%	54.1%
Percent of expenditures for instruction**	62.2%	Down from 62.6%	59.4%	60.2%
Opportunities in the arts	Good	Down from Excellent	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 94.3%	92.6%	95.8%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Average
Classical language program assessment	N/A	N/A	N/A	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	132	96.2%	595	37.3%	148	82.4%	No
Gender							
Male	57	94.7%	300	39.7%	67	76.1%	N/A
Female	75	97.3%	295	34.9%	81	87.7%	N/A
Racial/Ethnic Group							
White	31	100.0%	152	52.0%	36	80.6%	N/A
African American	98	94.9%	434	31.3%	108	83.3%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	14	71.4%	109	20.2%	17	47.1%	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	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	91	94.5%	453	33.8%	104	76.9%	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

Mullins High School continues to set high expectations for all students in a population in which 73 percent of the students receive free and reduced lunch. As the unemployment rate in our county continues to be second in the state and we continue to lose funds, Mullins High School aspires to provide our students with a quality education. As set forth in our school renewal plan, we continue to move ideas and strategies into actions.

Writing skills, vocabulary development, HSAP, ACT, and SAT practice are integral parts of our daily routine. Individual Graduation Plans are done as a method to guide students during their high school career. Homework center and after- school HSAP remediation are also provided in order to supply students with extra assistance after regular school hours.

Standards-driven instruction and differentiation supports students in thinking and learning, but also motivates them and offers an emotionally sound context. Mullins High School operates on the premise that instruction should not only support the acquisition of basic knowledge, but also stimulate higher-order thinking which launches problem solving.

Community involvement through clubs and organizations help to educate the whole child. Students are involved in such activities as food drives, blood drives, Adopt-a- Highway, the March of Dimes, Relay for Life, and the Manna House. Clubs and organizations include the math team, academic challenge, Beta Club, Entrepreneurship Team, FBLA, Fine Arts Honor Society, Robotics Team, Spanish Honor Society, and student council. Our Honor Roll students receive recognitions each nine weeks. In athletics our students continue to be able to compete with the best that South Carolina has to offer. This school year has even brought us a new area of athletics--wrestling!

Character education is an important part of being a lifelong learner. Perfect attendance, Student of the Month awards, and citizenship awards are given to promote the art of doing right when no one is looking.

Here at Mullins High School we are very proud of our tradition of working for academic excellence. We will continue to maintain these efforts as we strive to raise the bar so that every student will have the opportunity to reach his or her greatest potential.

Theodore R. Greene, Jr., Principal
Betty G. Floyd, School Improvement Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	66	26
Percent satisfied with learning environment	75.0%	68.3%	91.7%
Percent satisfied with social and physical environment	66.7%	71.4%	80.0%
Percent satisfied with school-home relations	37.5%	80.0%	84.0%

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

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School Adequate Yearly Progress

NO

This school met 7 out of 13 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.4%	0.0%	No

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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
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	130	96.9	28.8	48	17.6	5.6	32.8	32.5	61.8	No	Yes
Male	72	95.8	29	55.1	11.6	4.3	24.6	24.6	57.4	N/A	N/A
Female	58	98.3	28.6	39.3	25	7.1	42.9	42.1	66.1	N/A	N/A
White	29	96.6	17.9	53.6	17.9	10.7	42.9	42.9	74.3	I/S	I/S
African American	99	97	32.6	45.3	17.9	4.2	29.5	29.2	44.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	77.4	I/S	I/S
Hispanic	1	I/S	50.3	I/S	I/S						
American Indian/Alaskan	1	I/S	55.4	I/S	I/S						
Disabled	23	100	68.2	31.8	0	0	0	0	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.5	I/S	I/S
Subsized meals	106	98.1	32	46.6	17.5	3.9	29.1	28.8	45.6	No	Yes

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

All Students	130	96.9	28.8	39.2	25.6	6.4	50.4	50	62.7	No	Yes
Male	72	95.8	24.6	43.5	24.6	7.2	49.3	49.3	61.8	N/A	N/A
Female	58	98.3	33.9	33.9	26.8	5.4	51.8	50.9	63.6	N/A	N/A
White	29	96.6	10.7	42.9	35.7	10.7	67.9	67.9	75.1	I/S	I/S
African American	99	97	34.7	38.9	21.1	5.3	44.2	43.8	45.1	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.8	I/S	I/S
Hispanic	1	I/S	58.5	I/S	I/S						
American Indian/Alaskan	1	I/S	59.2	I/S	I/S						
Disabled	23	100	63.6	27.3	9.1	0	22.7	21.7	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	52.3	I/S	I/S
Subsized meals	106	98.1	30.1	37.9	26.2	5.8	47.6	47.1	47.9	No	Yes

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

All Students	130	96.9	87.7	7.7	1.5	N/A	I/S	N/A	N/A	N/A	N/A
Male	72	97.2	87.5	8.3	1.4	N/A	I/S	N/A	N/A	N/A	N/A
Female	58	96.6	87.9	6.9	1.7	N/A	I/S	N/A	N/A	N/A	N/A
White	29	100.0	79.3	13.8	6.9	N/A	I/S	N/A	N/A	N/A	N/A
African American	99	96.0	90.9	5.1	N/A	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	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	23	87.0	87.0	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	106	96.2	87.7	6.6	1.9	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	153	98	17	46.8	30.5	5.7	51.1	50.3	69.7
	2009	130	96.9	28.8	48	17.6	5.6	32.8	32.5	61.8

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

All Students	2008	153	98	19.9	44	23.4	12.8	51.1	50.3	67.2
	2009	130	96.9	28.8	39.2	25.6	6.4	50.4	50	62.7

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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