

Marlboro County High

951 Fayetteville Avenue
Bennettsville, South

Grades	9-12 High School	
Enrollment	1,359 Students	
Principal	Kenneth Lance Bowen	843-479-5900
Superintendent	Dr. Frank G. Roberson	843-479-1534
Board Chair	John McInnis	843-586-8989

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

http://ed.sc.gov
http://www.eoc.sc.gov

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	4	5	9	11

* 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 (%)	64.2	66.3	58.9	68.1	68.6	61.8
Passed 1 subtest (%)	19.8	19.6	19.6	17.6	16.4	18.9
Passed no subtests (%)	16.0	14.1	21.5	14.3	15.0	19.3

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	87.1%	89.3%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	333	131
Number of Diplomas	220	92
Rate	66.1%	67.5%

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	41.1	58.3
English 1	34.2	47.1
Physical Science	64.5	32.4
US History and the Constitution	8.2	19.9
All Tests	30.9	38.3

* 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=1,359)				
Retention rate	7.3%	Up from 5.8%	7.3%	4.8%
Attendance rate	93.5%	Up from 92.8%	94.6%	95.5%
Eligible for gifted and talented	7.1%	Down from 10.8%	4.6%	9.2%
With disabilities other than speech	13.8%	Up from 13.5%	13.5%	12.6%
Older than usual for grade	10.6%	Up from 9.7%	11.7%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	10.0%	Up from 8.3%	1.5%	1.2%
Enrolled in AP/IB programs	4.8%	Down from 5.2%	5.8%	13.2%
Successful on AP/IB exams	44.4%	Up from 20.0%	45.0%	55.6%
Eligible for LIFE Scholarship	29.1%	Down from 29.7%	28.9%	29.8%
Annual dropout rate	4.0%	Down from 5.3%	3.1%	3.5%
Career/technology students in co-curricular organizations	6.0%	Down from 6.6%	3.9%	3.0%
Enrollment in career/technology courses	786	Down from 955	289	523
Students participating in work-based experiences	28.6%	Up from 21.2%	12.7%	12.9%
Career/technology students attaining technical skills	73.3%	Up from 63.8%	79.0%	79.3%
Career/technology completers placed	99.6%	Down from 100.0%	98.9%	98.8%
Teachers (n=87)				
Teachers with advanced degrees	46.0%	Down from 54.1%	52.9%	58.6%
Continuing contract teachers	67.8%	Up from 49.4%	61.9%	71.6%
Teachers with emergency or provisional certificates	17.9%	Up from 16.4%	17.5%	8.1%
Teachers returning from previous year	77.2%	Down from 85.3%	76.4%	85.0%
Teacher attendance rate	94.2%	Down from 95.1%	95.5%	95.5%
Average teacher salary*	$42,575	Down 0%	$45,936	$47,761
Professional development days/teacher	4.4 days	Down from 8.9 days	10.7 days	10.8 days
School				
Principal's years at school	2.0	Up from 0.5	2.0	3.0
Student-teacher ratio in core subjects	26.7 to 1	Down from 27.2 to 1	21.6 to 1	26.1 to 1
Prime instructional time	86.3%	Up from 86.2%	89.3%	89.8%
Dollars spent per pupil**	$6,345	Up 14.0%	$9,878	$7,883
Percent of expenditures for teacher salaries**	54.4%	Up from 50.5%	53.3%	54.1%
Percent of expenditures for instruction**	57.6%	Up from 52.8%	59.4%	60.2%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	86.6%	Up from 47.5%	91.9%	95.8%
Character development program	Excellent	Up from Below Average	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

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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	280	87.1%	1080	30.9%	333	66.1%	No
Gender							
Male	142	85.9%	533	28.7%	172	64.5%	N/A
Female	138	88.4%	547	33.1%	161	67.7%	N/A
Racial/Ethnic Group							
White	90	93.3%	313	38.0%	114	64.0%	N/A
African American	181	84.0%	717	27.8%	207	68.1%	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	40	37.5%	N/A	N/A	N/A
Disability Status							
Disabled	37	43.2%	132	10.6%	45	35.6%	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	229	84.7%	884	27.4%	266	62.8%	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

2008-2009 has been a year of changes and successes at MCHS. As with every year, there were some new faces on the staff. Students began being greeted in the mornings with breakfast in the cafeteria – allowing for better food to be served. A homeroom time was added to the schedule for every day to provide students with extra assistance with EOC, HSAP, SAT, ACT, and career development – this time has also allowed many guest speakers to visit classrooms, as well as group, class, and organizational meetings to be held. An activity schedule was developed to allow students to attend all of their classes and still have time for academic achievement assemblies and intra-murals at the end of designated days which has helped with school spirit and improving the school climate positively. We also saw great achievements in Athletics with our Varsity Football Team advancing to the Lower-state Championship game.

Marlboro County High School continued the implementation of the Teacher Advancement Program as part of a district-wide initiative with seven Master Teachers and two Mentor Teachers facilitating the program along with the leadership of the MCHS Administration. President Obama has embraced this program and said "It's why we're building on the promising work being done in places like South Carolina's Teachers Advancement Program, and making an unprecedented commitment to ensure that anyone entrusted with educating our children is doing the job as well as it can be done."

Our Literacy First Initiative continued in the third year of its implementation. Fourteen participants completed this training.

We began our first year of the Positive Behavior Intervention and Supports (PBIS) Program at Marlboro County High School. This is another district-wide initiative. MCHS is unique because in addition to a teacher and faculty PBIS leadership team, MCHS also has a PBIS Student Leadership team, which is comprised of a variety of students who are identified as student social leaders in the school. The goal of the PBIS Program at MCHS is to empower the students to be positive leaders while working with the teachers and faculty to make positive changes in the school for the improvement for all. Students, Teachers, and Faculty display "Bulldog PRIDE" by: P – I am prepared, R – I am responsible for my own actions, I – I incorporate integrity daily, D – I display appropriate behavior, E – I earn and give respect.

The Marlboro County High School JROTC Program continues to retain its Honor Unit with Distinction status for the 14th consecutive year. The battalion ranks in the top 10% of the entire 1,645 Army JROTC units worldwide.

During 2008-2009, Marlboro County High School continued to make a dedicated commitment to improving student achievement. Efforts were made to continue the strategy of increasing the use and implementation of technology in the classrooms. We feel that we are headed in the right direction with the increase of interactive whiteboards, handheld devices, and the use of online resources, such as test prep programs, curriculator, and E-chalk class pages. We will continue to strive to provide our faculty and our students with the best possible resources and education possible.

One of the proudest moments in achievement was the release of the South Carolina 2008 Annual School Report Card. MCHS received the best overall ratings since the beginning of this process and the best in the Marlboro County School District for 2008. MCHS' Absolute Rating improved from Below Average in 2007 to Average in 2008 and MCHS' Growth Rating improved from Below Average in 2007 to Good in 2008. A rating of Average indicates the school performance meets the standards for progress toward the 2010 SC Performance Goal. A rating of Good indicates the school performance exceeds the standards for progress toward the 2010 SC Performance Goal. This success helped MCHS earn two Palmetto Silver awards: one for Academic Achievement and one for Closing the Achievement Gap – one of the highest honors for South Carolina Schools. Another significant honor for MCHS this past year was being distinguished as a South Carolina Riley Honor Roll School for the work of the MCHS School Improvement Council. MCHS was one of only sixteen schools in the

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	75	174	14
Percent satisfied with learning environment	81.3%	57.8%	57.1%
Percent satisfied with social and physical environment	81.3%	62.3%	64.3%
Percent satisfied with school-home relations	49.3%	81.0%	71.4%

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

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 Adequate Yearly Progress	NO

This school met 10 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	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	16.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	27.7%	0.0%	No

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Marlboro County High											03/25/10-3501026
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	338	97.3	25.8	42.5	23	8.8	43.4	42.9	61.8	No	Yes
Male	172	97.7	34.6	39.6	17	8.8	34.6	34	57.4	N/A	N/A
Female	166	97	17	45.3	28.9	8.8	52.2	51.9	66.1	N/A	N/A
White	105	95.2	19.8	39.6	22.9	17.7	51	51	74.3	No	Yes
African American	215	98.1	28.3	43.9	22.9	4.9	40	39.4	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	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	15	100	21.4	42.9	28.6	7.1	42.9	40	55.4	I/S	I/S
Disabled	52	98.1	84.8	10.9	4.3	0	4.3	4.1	19.4	No	Yes
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	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	283	97.2	27.7	44.6	22.5	5.2	39.3	39	45.6	No	Yes
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	338	95.6	32.3	30.4	24	13.4	48.9	48.3	62.7	No	Yes
Male	172	96.5	34.2	29.7	22.8	13.3	46.8	46	61.8	N/A	N/A
Female	166	94.6	30.3	31	25.2	13.5	51	50.6	63.6	N/A	N/A
White	105	93.3	25.3	30.5	27.4	16.8	55.8	55.8	75.1	No	Yes
African American	215	96.3	34.3	30.8	22.4	12.4	46.8	46.1	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	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	15	100	42.9	21.4	28.6	7.1	42.9	40	59.2	I/S	I/S
Disabled	52	98.1	76.1	19.6	4.3	0	6.5	6.1	21.8	No	Yes
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	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	283	95.1	34.7	30.2	22.9	12.2	46.6	46.2	47.9	No	Yes
Physical Science (End-of-Course Test performance by Group)											
All Students	338	90.8	81.7	8.0	0.3	0.9	I/S	N/A	N/A	N/A	N/A
Male	172	87.8	79.1	6.4	0.6	1.7	I/S	N/A	N/A	N/A	N/A
Female	166	94.0	84.3	9.6	N/A	N/A	I/S	N/A	N/A	N/A	N/A
White	105	88.6	78.1	8.6	1.0	1.0	I/S	N/A	N/A	N/A	N/A
African American	215	92.6	83.7	7.9	N/A	0.9	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	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	15	86.7	80.0	6.7	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Disabled	52	73.1	73.1	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	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	283	92.2	83.7	7.1	0.4	1.1	I/S	N/A	N/A	N/A	N/A

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

Abbreviations for Missing Data

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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	2008	375	94.9	19	43.2	28.2	9.5	52.7	52.6	69.7
	2009	338	97.3	25.8	42.5	23	8.8	43.4	42.9	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	375	96	25.9	37.9	26.2	10	49.3	49.2	67.2
	2009	338	95.6	32.3	30.4	24	13.4	48.9	48.3	62.7

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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