

MULLINS HIGH

747 Millers Road
Mullins, SC 29574

Grades	9-12 High School	
Enrollment	565 Students	
Principal	Theodore R. Greene, Jr.	843-464-3710
Superintendent	To Be Determined	843-464-3700
Board Chair	To Be Determined	843-464-3700

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	At-Risk
2009	Good	Average
2008	Average	Excellent
2007	Below Average	At-Risk
2006	Average	Below Average

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
0	5	15	5	13

* 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 (%)	74.7%	64.3%	51.7%	69.3%	61.9%	62.7%
Passed 1 subtest (%)	15.1%	12.7%	17.4%	16.4%	18.8%	18.9%
Passed no subtests (%)	10.3%	23.0%	30.9%	14.3%	19.3%	20.5%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	87.3%	83.5%

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	148	161	134	154
Number of Graduates in Cohort	122	107	94	102
Rate	82.4%	66.5%	67.8%	66.6%

*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	58.0%	58.5%
English 1	48.7%	51.2%
Physical Science	19.7%	35.2%
US History and the Constitution	23.3%	24.7%
All Tests	37.9%	41.6%

* 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=565)				
Retention rate	12.8%	Up from 9.7%	5.3%	3.7%
Attendance rate	91.8%	Up from 90.8%	94.1%	95.4%
Eligible for gifted and talented	15.3%	Up from 9.7%	4.2%	12.4%
With disabilities other than speech	19.5%	Up from 18.6%	14.0%	12.8%
Older than usual for grade	17.7%	Up from 13.1%	14.2%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	37.7%	Up from 0.0%	2.2%	1.1%
Enrolled in AP/IB programs	7.8%	Up from 5.7%	8.0%	13.1%
Successful on AP/IB exams	40.0%	Down from 48.0%	23.6%	50.4%
Eligible for LIFE Scholarship	30.2%	No Change	26.4%	30.4%
Annual dropout rate	6.1%	Down from 6.4%	2.5%	3.1%
Career/technology students in co-curricular organizations	6.6%	Up from 4.5%	3.4%	2.2%
Enrollment in career/technology courses	218	Down from 351	273	424
Students participating in work-based experiences	43.2%	Up from 10.3%	8.5%	11.7%
Career/technology students attaining technical skills	82.4%	Up from 78.6%	75.0%	78.7%
Career/technology completers placed	N/A	N/A	96.8%	98.5%
Teachers (n=32)				
Teachers with advanced degrees	50.0%	No Change	56.9%	60.4%
Continuing contract teachers	62.5%	Up from 50.0%	62.5%	76.6%
Teachers with emergency or provisional certificates	29.6%	Up from 21.4%	16.9%	6.5%
Teachers returning from previous year	81.5%	Up from 75.5%	78.7%	86.8%
Teacher attendance rate	94.0%	Down from 94.3%	96.2%	95.8%
Average teacher salary*	\$41,308	Down 4.3%	\$44,768	\$47,390
Professional development days/teacher	13.2 days	Up from 7.9 days	10.8 days	10.0 days
School				
Principal's years at school	9.0	Up from 8.0	3.0	4.0
Student-teacher ratio in core subjects	25.6 to 1	Down from 29.1 to 1	22.5 to 1	25.8 to 1
Prime instructional time	83.8%	Up from 83.3%	88.8%	90.1%
Dollars spent per pupil**	\$7,744	Down 2.1%	\$9,799	\$7,974
Percent of expenditures for teacher salaries**	48.5%	Down from 53.1%	52.6%	55.4%
Percent of expenditures for instruction**	60.3%	Down from 62.2%	59.5%	60.4%
Opportunities in the arts	Good	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.1%	Down from 100.0%	98.1%	96.0%
Character development program	Average	Down from Excellent	Good	Good
Modern language program assessment	N/A	N/A	Average	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	134	87.3%	720	37.9%	161	66.5%	No
Gender							
Male	75	85.3%	384	36.2%	90	62.2%	N/A
Female	59	89.8%	336	39.9%	71	71.8%	N/A
Racial/Ethnic Group							
White	27	88.9%	155	51.0%	32	65.6%	N/A
African American	107	86.9%	550	34.0%	129	66.7%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	11	45.5%	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	22	77.3%	109	25.7%	28	42.9%	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	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	107	86.9%	604	36.8%	123	65.9%	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 75 percent of the students receive free and reduced lunch. As the unemployment rate in our county is number one 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. Due to budget cuts, this was discontinued after first semester.

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, acadmemic challenge, Beta Club, Entrepreneurship Team, FBLA, Fine Arts Homor 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.

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
Julie Dorsey, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	66	25
Percent satisfied with learning environment	84.4%	57.6%	76.0%
Percent satisfied with social and physical environment	90.9%	63.1%	62.5%
Percent satisfied with school-home relations	45.5%	73.4%	75.0%

* 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 14 out of 19 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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	7.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.9%	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	185	96.8	36.7	31.9	21.7	9.6	41	39.8	65.9	Yes	Yes
Male	96	95.8	45.2	29.8	17.9	7.1	33.3	32.2	60.8	N/A	N/A
Female	89	97.8	28	34.1	25.6	12.2	48.8	47.6	71	N/A	N/A
White	52	96.2	17	31.9	36.2	14.9	59.6	59.6	77.5	Yes	Yes
African American	129	96.9	46.1	30.4	15.7	7.8	33	31.7	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	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.9	I/S	I/S
Disabled	43	93	58.3	30.6	11.1	0	13.9	13.2	21.3	I/S	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47.3	I/S	I/S
Subsidized meals	144	97.9	40.2	34.1	20.5	5.3	37.1	36.3	51.5	Yes	Yes

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

All Students	185	96.8	38.6	35.5	13.9	12	33.7	33.3	62.3	No	Yes
Male	96	95.8	44	31	9.5	15.5	33.3	33.3	61.7	N/A	N/A
Female	89	97.8	32.9	40.2	18.3	8.5	34.1	33.3	63	N/A	N/A
White	52	96.2	21.3	42.6	6.4	29.8	48.9	48.9	75	No	Yes
African American	129	96.9	46.1	32.2	16.5	5.2	26.1	25.8	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	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	62.5	I/S	I/S
Disabled	43	93	63.9	25	8.3	2.8	22.2	21.1	22.1	I/S	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	52.6	I/S	I/S
Subsidized meals	144	97.9	40.9	40.2	12.9	6.1	27.3	27.4	48.1	No	Yes

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

All Students	184	94.0	91.9	5.8	0.6	1.7	2.3	N/A	N/A	N/A	N/A
Male	96	92.7	92.1	3.4	1.1	3.4	4.5	N/A	N/A	N/A	N/A
Female	88	95.5	91.7	8.3	0.0	0.0	0.0	N/A	N/A	N/A	N/A
White	50	94.0	78.7	14.9	2.1	4.3	6.4	N/A	N/A	N/A	N/A
African American	130	93.8	96.7	2.5	0.0	0.8	0.8	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	4	I/S	I/S	I/S	I/S	I/S	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	40	82.5	N/AV	N/AV	N/AV	N/AV	N/AV	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
Subsidized meals	143	94.4	96.3	3.0	0.0	0.7	0.7	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

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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*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2009	130	96.9	28.8	48	17.6	5.6	32.8	32.5	61.8
	2010	185	96.8	36.7	31.9	21.7	9.6	41	39.8	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	130	96.9	28.8	39.2	25.6	6.4	50.4	50	62.7
	2010	185	96.8	38.6	35.5	13.9	12	33.7	33.3	62.3

* Adjusted to account for natural variation in performance.