



## Summerville High

1101 Boone Hill Road  
Summerville, South

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	3,165 Students	
<b>Principal</b>	Roger Edwards	843-873-6460
<b>Superintendent</b>	Joseph R. Pye	843-873-2901
<b>Board Chair</b>	Bufort "Bo" Blanton	843-873-8454

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Below Average</b>
2008	Average	At-Risk
2007	Good	Average
2006	Good	At-Risk
2005	Excellent	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
2	9	14	0	0

\* 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 (%)	83.0	85.9	79.0	82.9	85.8	79.3
Passed 1 subtest (%)	9.7	7.9	12.4	10.3	7.9	11.6
Passed no subtests (%)	7.3	6.2	8.7	7.5	6.3	9.1

**HSAP Passage Rate by Spring 2009**

Percent	Our High School	High Schools with Students Like Ours
	97.1%	95.2%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	863	439
Number of Diplomas	660	331
Rate	76.5%	75.3%

**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	77.5	74.1
English 1	73.9	68.5
Physical Science	68.0	60.9
US History and the Constitution	60.9	51.2
All Tests	69.4	62.7

\* 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
<b>Students (n=3,165)</b>				
Retention rate	5.4%	Down from 8.6%	4.5%	4.8%
Attendance rate	95.9%	Down from 96.2%	95.7%	95.5%
Eligible for gifted and talented	4.4%	Down from 5.8%	13.2%	9.2%
With disabilities other than speech	10.8%	Up from 10.3%	10.4%	12.6%
Older than usual for grade	9.9%	Up from 9.0%	6.6%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.6%	Down from 5.0%	1.5%	1.2%
Enrolled in AP/IB programs	9.5%	Down from 13.7%	19.1%	13.2%
Successful on AP/IB exams	75.5%	Up from 68.5%	65.4%	55.6%
Eligible for LIFE Scholarship	29.9%	Down from 32.0%	32.2%	29.8%
Annual dropout rate	2.4%	Down from 6.4%	3.5%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	2.6%	3.0%
Enrollment in career/technology courses	1632	Down from 1744	946	523
Students participating in work-based experiences	5.3%	Down from 10.8%	14.6%	12.9%
Career/technology students attaining technical skills	75.8%	No Change	78.4%	79.3%
Career/technology completers placed	100.0%	Up from 99.4%	99.6%	98.8%
<b>Teachers (n=174)</b>				
Teachers with advanced degrees	53.4%	Down from 56.6%	60.6%	58.6%
Continuing contract teachers	71.8%	Down from 72.0%	72.7%	71.6%
Teachers with emergency or provisional certificates	6.9%	Up from 5.1%	7.0%	8.1%
Teachers returning from previous year	82.7%	Down from 85.3%	85.9%	85.0%
Teacher attendance rate	93.4%	Down from 94.4%	95.5%	95.5%
Average teacher salary*	\$46,750	Up 5.0%	\$47,989	\$47,761
Professional development days/teacher	13.5 days	Up from 12.2 days	10.4 days	10.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio in core subjects	28.7 to 1	Up from 28.3 to 1	27.9 to 1	26.1 to 1
Prime instructional time	88.8%	Down from 89.2%	89.9%	89.8%
Dollars spent per pupil**	\$6,142	Up 2.9%	\$6,573	\$7,883
Percent of expenditures for teacher salaries**	56.0%	Up from 55.1%	57.1%	54.1%
Percent of expenditures for instruction**	60.5%	Down from 62.7%	63.1%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	71.3%	Down from 98.9%	96.3%	95.8%
Character development program	Good	Up from Average	Excellent	Good
Modern language program assessment	N/A	N/A	Good	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	716	97.1%	2708	69.4%	863	76.5%	No
<b>Gender</b>							
Male	327	96.0%	1369	70.2%	402	72.4%	N/A
Female	388	97.9%	1339	68.5%	459	80.2%	N/A
<b>Racial/Ethnic Group</b>							
White	522	98.3%	1788	77.0%	591	81.0%	N/A
African American	160	94.4%	796	53.0%	221	66.1%	N/A
Asian/Pacific Islander	N/A	N/A	24	83.3%	N/A	N/A	N/A
Hispanic	24	91.7%	87	58.6%	33	63.6%	N/A
American Indian/Alaskan	N/A	N/A	13	61.5%	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	68	77.9%	229	39.3%	78	44.9%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	47	63.8%	10	70.0%	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	169	92.9%	913	57.0%	211	62.1%	N/A

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

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Summerville High School continues its tradition of working with a large and diverse population of students. These factors provide us with the opportunity to offer a diversified educational program to meet the needs of our students as we work toward AYP goals. Because of its size and abundant faculty resources, SHS is moving rapidly forward in several major areas. We are in the second year of our implementation of Professional Learning Communities. These communities, which have evolved from our Freshmen Academy, foster relationship-building and sharing of best practices in education among our faculty, as well as promote our Schools of Study. Our Freshmen Academy introduced the Inclusion philosophy this school year, creating opportunities for our special education students to earn Carnegie Units in high school. In preparing for HSAP testing, SHS placed students identified as deficient into additional courses designed to accelerate their learning in specific areas. SHS understands and appreciates the involvement of parents in the education of their children. For this reason, we host many evening gatherings (such as monthly PTSA and SIC meetings, 9th Grade Parents' Night and AP Information Night) that help parents to gain pertinent information about our school. This past summer, we offered students a chance to participate in our Jumpstart Program in math, language, and AP coursework. SHS was honored with its 2nd Tri-County Business Partner Award, recognizing our efforts to create lasting community partnerships. We were recognized for our efforts at improving student performance with the SCDE's Silver Award.

SHS values the development of the entire student, in academics and beyond. Our cheerleading squad was recognized as 4A State Champions this year. The SHS Color Guard won several state and national competitions. This year's senior class boasts 3 National Merit Scholarship recipients. Our NJROTC Unit was awarded the honor of Distinguished Unit with Academic Honors during their annual review. The SHS Fine Arts department continues to soar with Chorus winning awards at an Inauguration performance and Theater producing several sold out performances of Grease. The SHS PTSA is a special point of pride and continues to garner state honors and legislative support.

SHS looks forward to the challenge of providing quality instruction, support, and extended learning opportunities to students. The on-time graduation rate continues to be a point of emphasis in all aspects of school planning. A major initiative in this regard is the alignment of curriculum within our Professional Learning Communities. The Freshmen Academy spent significant time retooling the Freshmen Seminar program to provide this for students. A major focus for next year in all grades will be increasing the number of capable students enrolled in Honors, AP, and Dual Credit level coursework.

Roger Edwards, Principal  
 Wendy Rourke, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	160	551	67
Percent satisfied with learning environment	91.7%	66.5%	83.6%
Percent satisfied with social and physical environment	91.0%	73.8%	74.2%
Percent satisfied with school-home relations	79.4%	80.1%	72.7%

\* 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 15 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**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

  

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.1%	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
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	684	98.1	11.8	32.1	34.3	21.8	67.2	69.3	61.8	Yes	Yes
Male	324	98.5	17	33.7	28.8	20.6	61.1	65.5	57.4	N/A	N/A
Female	360	97.8	6.9	30.7	39.5	22.9	72.9	73.1	66.1	N/A	N/A
White	472	98.3	8.5	27.5	36.5	27.5	74.9	76.8	74.3	Yes	Yes
African American	180	97.8	18.3	46.3	28.7	6.7	48.8	54.2	44.9	No	Yes
Asian/Pacific Islander	11	100	18.2	18.2	36.4	27.3	63.6	73.3	77.4	I/S	I/S
Hispanic	17	94.1	23.1	30.8	30.8	15.4	46.2	62.2	50.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	81	95.1	50	36.1	9.7	4.2	22.2	22.1	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	6	I/S	I/S	I/S	I/S	I/S	I/S	21.4	38.5	I/S	I/S
Subsized meals	225	96.9	21.4	38.3	31.3	9	53.7	53.6	45.6	No	Yes

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

All Students	680	98.4	15.9	28.6	26.4	29.1	67.5	69.6	62.7	Yes	Yes
Male	323	98.5	17.7	29.2	21.3	31.8	64.9	70.1	61.8	N/A	N/A
Female	357	98.3	14.2	28.1	31.1	26.6	69.8	69.2	63.6	N/A	N/A
White	469	98.7	10.5	26.9	27.4	35.2	73.8	77.4	75.1	Yes	Yes
African American	180	97.2	29.4	35.6	24.5	10.4	49.7	52.4	45.1	No	Yes
Asian/Pacific Islander	11	100	9.1	18.2	27.3	45.5	72.7	80	83.8	I/S	I/S
Hispanic	16	100	30.8	15.4	15.4	38.5	69.2	71.1	58.5	I/S	I/S
American Indian/Alaskan	4	I/S	59.2	I/S	I/S						
Disabled	78	98.7	58.3	30.6	4.2	6.9	23.6	24.3	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	6	I/S	I/S	I/S	I/S	I/S	I/S	35.7	52.3	I/S	I/S
Subsized meals	222	96.8	25.8	33.3	22.7	18.2	52	53.3	47.9	No	Yes

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

All Students	681	90.0	45.5	18.5	13.1	12.9	26.0	N/A	N/A	N/A	N/A
Male	321	89.1	43.0	15.6	13.1	17.4	30.5	N/A	N/A	N/A	N/A
Female	360	90.8	47.8	21.1	13.1	8.9	21.9	N/A	N/A	N/A	N/A
White	469	91.9	40.1	18.8	15.1	17.9	33.0	N/A	N/A	N/A	N/A
African American	180	86.7	62.2	16.7	7.2	0.6	7.8	N/A	N/A	N/A	N/A
Asian/Pacific Islander	11	81.8	18.2	36.4	18.2	9.1	I/S	N/A	N/A	N/A	N/A
Hispanic	17	82.4	35.3	17.6	17.6	11.8	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	77	81.8	67.5	9.1	2.6	2.6	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	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	224	86.6	56.3	16.5	8.9	4.9	13.8	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	893	99.3	8.5	25.8	37.7	28	76.5	76.2	69.7
	2009	684	98.1	11.8	32.1	34.3	21.8	67.2	69.3	61.8

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

All Students	2008	894	98.9	8.8	28.2	35.1	27.8	76.9	75.3	67.2
	2009	680	98.4	15.9	28.6	26.4	29.1	67.5	69.6	62.7

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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