



SUMMERVILLE HIGH

1101 Boone Hill Road
Summerville, South

Grades	9-12 High School	
Enrollment	2,758 Students	
Principal	Burdette "Buddy" Chapel	843-873-6460
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Frances Townsend	843-873-1341

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Average
2010	Good	Below Average
2009	Average	Below Average
2008	Average	At-Risk
2007	Good	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 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://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
16	6	7	0	0

* Ratings are calculated with data available by 11/09/2011.

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

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	79.0%	81.9%	85.1%	79.3%	79.8%	83.5%
Passed 1 subtest (%)	12.4%	11.4%	8.3%	11.6%	11.6%	9.9%
Passed no subtests (%)	8.7%	6.7%	6.6%	9.1%	8.6%	7.1%

HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	92.0%	93.3%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	919	706	432	378
Number of Graduates in Cohort	669	500	318	288
Rate	72.8%	70.8%	71.8%	72.2%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	931	N/A	426
Number of Graduates in Cohort	N/A	705	N/A	323
Rate	N/A	75.7%	N/A	76.6%

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	86.3%	77.8%
English 1	76.4%	70.1%
Biology 1/Applied Biology 2	80.7%	74.1%
Physical Science	67.4%	62.1%
US History and the Constitution	67.0%	53.9%
All Tests	75.2%	67.0%

* 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=2,758)				
Retention rate	2.4%	Up from 1.0%	3.1%	3.4%
Attendance rate	93.5%	Down from 95.6%	94.9%	95.0%
Served by gifted and talented program	13.5%	Up from 12.8%	19.8%	12.4%
With disabilities other than speech	6.6%	Down from 9.7%	9.2%	9.9%
Older than usual for grade	4.7%	Down from 5.9%	4.8%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Down from 1.9%	0.9%	0.9%
Enrolled in AP/IB programs	24.3%	Up from 19.5%	17.7%	13.0%
Successful on AP/IB exams	56.4%	Down from 58.8%	56.1%	51.7%
Eligible for LIFE Scholarship	34.3%	Up from 28.8%	35.4%	30.1%
Annual dropout rate	3.9%	Down from 4.5%	2.8%	2.5%
Career/technology students in co-curricular organizations	0.0%	No Change	2.3%	2.9%
Enrollment in career/technology courses	1300	Down from 1352	705	419
Students participating in work-based experiences	8.5%	Up from 6.2%	11.1%	7.2%
Career/technology students attaining technical skills	0.0%	Down from 67.4%	82.5%	83.0%
Career/technology completers placed	96.3%	Down from 100.0%	98.0%	98.4%
Teachers (n=133)				
Teachers with advanced degrees	61.7%	Up from 56.0%	63.3%	61.1%
Continuing contract teachers	89.5%	Up from 79.3%	83.6%	80.6%
Teachers returning from previous year	81.8%	Down from 82.1%	88.2%	86.5%
Teacher attendance rate	93.5%	Up from 92.8%	95.5%	95.5%
Average teacher salary*	\$47,558	Up 2.6%	\$48,319	\$46,884
Professional development days/teacher	17.1 days	Up from 15.1 days	11.4 days	10.0 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	32.9 to 1	Up from 32.0 to 1	28.8 to 1	26.5 to 1
Prime instructional time	86.1%	Down from 87.6%	89.2%	89.3%
Dollars spent per pupil**	\$6,067	Down 4.5%	\$7,009	\$7,804
Percent of expenditures for teacher salaries**	61.3%	Up from 56.9%	59.7%	58.0%
Percent of expenditures for instruction**	62.7%	Up from 61.5%	62.3%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.5%	96.6%	97.3%
Character development program	Excellent	Up from Average	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
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 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		Met AYP Objective
	n	%	t	%	n	%	
All Students	562	92.0%	3088	75.2%	919	72.8%	No
Gender							
Male	267	89.1%	1535	73.9%	435	65.1%	N/A
Female	295	94.6%	1483	76.1%	483	79.7%	N/A
Racial/Ethnic Group							
White	401	94.3%	1959	81.1%	605	75.5%	N/A
African American	136	86.0%	906	62.4%	271	65.7%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	11	90.9%	N/A
Hispanic	13	84.6%	125	68.0%	24	79.2%	N/A
American Indian/Alaskan	N/A	N/A	28	92.9%	N/A	N/A	N/A
Disability Status							
Disabled	62	56.5%	187	34.8%	51	29.4%	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	44	54.5%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	163	85.3%	1186	66.2%	248	61.7%	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

As we complete the 2010-2011 school year at Summerville High School, excellence in all areas remains our overarching goal. During 2010-11, Summerville High continued on a path of continuous improvement due to the outstanding efforts of all stakeholders. The Summerville community shares in this commitment to excellence through support of students in work based learning, volunteer opportunities, business partnerships, PTSA membership, and attendance at school-sponsored events.

Summerville High School's state report card shows steady and consistent upward movement in all areas of assessment, school environment, and opportunities for student and staff involvement. Numerous interventions have been implemented to support student achievement and school safety. The faculty, staff, students, and parents at Summerville High School actively support a progressive, goals-focused environment. Opportunities to practice leadership and problem-solving skills are important factors in the high school experience. Excellence is measured, not only by academic achievement, but also in community and school based service time.

Peer Mediation and Peer Academic Tutoring, Student Leadership, Student Government, and school based organizations such as National Honor Society, Beta Club, Habitat for Humanity, the school wide PBIS student rewards program, PTSA student and staff recognition efforts, and the school food bank are examples of students taking ownership of their school environment. Another example is a campus-wide literacy initiative established by Student Government, Student Leadership Teams, and a Faculty Literacy Committee to encourage more recreational reading.

Challenges at a large, comprehensive high school may seem never ending. However, at Summerville High School, adults and students promote the concept that the success of the school is measured through our students' achievement in numerous areas. Examples of excellence from the 2010 – 2011 school year in Green Wave land include the #1 NJROTC Unit in South Carolina and North Carolina as selected by the US Navy League, student winners in the annual Quest academic competition sponsored by Trident Technical College, 2011 state champions in 4A Girls' Track, State Winter Guard competition winners, individual state champions in wrestling as well as regional and state competition winners from across the Fine Arts curriculum.

The key to this drive for excellence in all we do is fueled by the Summerville High School PTSA. Summerville High School is fortunate to boast the #1 PTSA in South Carolina for the second consecutive year!

Roger Edwards, Principal
 Karen Thompson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	141	482	53
Percent satisfied with learning environment	82.1%	68.1%	84.3%
Percent satisfied with social and physical environment	90.1%	75.0%	73.1%
Percent satisfied with school-home relations	75.0%	81.0%	71.2%

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

Abbreviations for Missing Data

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 14 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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.0%	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	706	97.7	8.2	19.0	30.5	42.3	78.8	78.2	68.0	Yes	Yes
Male	344	97.7	10.9	20.5	32.4	36.2	75.0	74.7	63.1	N/A	N/A
Female	362	97.8	5.7	17.5	28.7	48.0	82.5	81.9	73.1	N/A	N/A
White	461	97.6	4.0	15.8	30.2	50.0	84.9	85.2	79.4	Yes	Yes
African American	185	97.8	17.4	30.5	29.9	22.2	62.3	64.6	51.7	No	Yes
Asian/Pacific Islander	14	92.9	9.1	N/A	45.5	45.5	90.9	84.2	83.2	I/S	I/S
Hispanic	39	100.0	14.3	11.4	25.7	48.6	80.0	73.5	62.8	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	81.3	66.4	I/S	I/S
Disabled	70	97.1	47.6	44.4	6.3	1.6	15.9	26.8	22.8	No	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	12	100.0	50.0	10.0	20.0	20.0	50.0	41.7	45.1	I/S	I/S
Subsidized meals	260	97.7	17.2	28.8	30.0	24.0	64.4	63.3	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	706	97.9	12.4	25.0	31.3	31.3	73.2	70.7	62.3	Yes	Yes
Male	344	97.7	13.7	21.7	32.9	31.6	75.1	71.8	61.4	N/A	N/A
Female	362	98.1	11.1	28.0	29.8	31.0	71.4	69.6	63.2	N/A	N/A
White	461	97.8	7.5	21.4	32.9	38.3	81.9	81.4	75.3	Yes	Yes
African American	185	97.8	24.6	36.5	24.6	14.4	49.1	49.0	42.9	No	Yes
Asian/Pacific Islander	14	92.9	9.1	9.1	45.5	36.4	90.9	78.9	84.3	I/S	I/S
Hispanic	39	100.0	11.4	20.0	40.0	28.6	77.1	69.9	59.4	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	75.0	64.1	I/S	I/S
Disabled	70	97.1	60.3	33.3	6.3	N/A	19.0	26.8	21.5	No	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	12	100.0	40.0	30.0	20.0	10.0	50.0	33.3	47.1	I/S	I/S
Subsidized meals	260	98.1	22.2	29.1	35.9	12.8	58.1	54.6	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)											
All Students	708	95.6	40.6	17.9	14.6	26.9	41.5	N/A	N/A	N/A	N/A
Male	346	95.4	37.3	18.8	14.5	29.4	43.9	N/A	N/A	N/A	N/A
Female	362	95.9	43.8	17.0	14.7	24.5	39.2	N/A	N/A	N/A	N/A
White	462	96.5	32.1	18.4	15.9	33.6	49.6	N/A	N/A	N/A	N/A
African American	185	93.0	61.6	17.4	11.0	9.9	20.9	N/A	N/A	N/A	N/A
Asian/Pacific Islander	15	93.3	42.9	28.6	14.3	14.3	28.6	N/A	N/A	N/A	N/A
Hispanic	39	97.4	44.7	13.2	15.8	26.3	42.1	N/A	N/A	N/A	N/A
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	70	87.1	95.1	N/A	3.3	1.6	4.9	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	12	91.7	63.6	27.3	N/A	9.1	9.1	N/A	N/A	N/A	N/A
Subsidized meals	260	94.6	59.3	15.0	13.0	12.6	25.6	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*
--	-------------	-------------------------------	----------	---------------	---------	--------------	------------	----------------------------------	------------------------------------	---------------------------------

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

All Students	2010	677	99.1	9.4	27.2	31.1	32.3	74.1	74.8	65.9
	2011	706	97.7	8.2	19.0	30.5	42.3	78.8	78.2	68.0

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

All Students	2010	677	99.0	13.8	31.9	29.1	25.3	64.5	67	62.3
	2011	706	97.9	12.4	25.0	31.3	31.3	73.2	70.7	62.3

* 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