



## STROM THURMOND HIGH

1131 Columbia Road  
Johnston, South Carolina

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	897 Students	
<b>Principal</b>	Matthew T. Schilit	803-275-1768
<b>Superintendent</b>	Dr. Mary Rice-Crenshaw	803-275-4601
<b>Board Chair</b>	Brad Covar	803-637-6689

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Below Average</b>
2010	Average	Good
2009	Average	At-Risk
2008	Good	Excellent
2007	Below 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 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
11	7	24	0	2

\* 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 (%)	77.2%	77.8%	74.3%	73.1%	77.0%	74.3%
Passed 1 subtest (%)	7.5%	9.4%	17.4%	14.0%	12.2%	15.6%
Passed no subtests (%)	15.4%	12.7%	8.3%	12.9%	11.7%	10.7%

## HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	88.9%	90.2%

## 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	236	234	269	259
Number of Graduates in Cohort	170	188	187	178
Rate	72.0%	80.3%	71.0%	72.0%

\*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	235	N/A	252
Number of Graduates in Cohort	N/A	174	N/A	179
Rate	N/A	74.0%	N/A	70.6%

## 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	69.3%	73.7%
English 1	59.4%	60.8%
Biology 1/Applied Biology 2	68.3%	61.4%
Physical Science	44.6%	52.3%
US History and the Constitution	29.8%	42.1%
All Tests	53.7%	58.1%

\* 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=897)</b>				
Retention rate	4.6%	Up from 4.1%	3.8%	3.4%
Attendance rate	93.6%	Up from 93.1%	95.1%	95.0%
Served by gifted and talented program	7.2%	Down from 12.4%	13.8%	12.4%
With disabilities other than speech	15.4%	Down from 16.9%	10.8%	9.9%
Older than usual for grade	10.8%	Down from 12.2%	7.5%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	6.1%	Up from 5.5%	0.5%	0.9%
Enrolled in AP/IB programs	13.5%	Up from 13.2%	10.4%	13.0%
Successful on AP/IB exams	40.9%	Down from 46.8%	44.3%	51.7%
Eligible for LIFE Scholarship	27.9%	Down from 64.0%	30.0%	30.1%
Annual dropout rate	4.5%	Up from 1.0%	2.9%	2.5%
Career/technology students in co-curricular organizations	5.3%	Up from 0.0%	2.8%	2.9%
Enrollment in career/technology courses	1	Down from 8	370	419
Students participating in work-based experiences	9.6%	Down from 23.3%	13.0%	7.2%
Career/technology students attaining technical skills	N/A	N/A	82.4%	83.0%
Career/technology completers placed	N/A	N/A	98.1%	98.4%
<b>Teachers (n=53)</b>				
Teachers with advanced degrees	60.4%	Up from 56.9%	60.1%	61.1%
Continuing contract teachers	79.2%	Down from 80.4%	81.0%	80.6%
Teachers returning from previous year	90.1%	Up from 89.9%	86.3%	86.5%
Teacher attendance rate	95.5%	Down from 95.6%	95.5%	95.5%
Average teacher salary*	\$43,489	Up 0.2%	\$46,713	\$46,884
Professional development days/teacher	10.8 days	Up from 8.4 days	10.2 days	10.0 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	26.7 to 1	Up from 25.9 to 1	26.6 to 1	26.5 to 1
Prime instructional time	87.8%	No Change	89.5%	89.3%
Dollars spent per pupil**	\$5,986	Down 15.3%	\$7,944	\$7,804
Percent of expenditures for teacher salaries**	63.1%	Up from 56.7%	57.2%	58.0%
Percent of expenditures for instruction**	64.5%	Up from 58.1%	60.9%	60.6%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.2%	97.3%
Character development program	Excellent	No Change	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	208	88.9%	995	53.7%	236	72.0%	No
<b>Gender</b>							
Male	96	89.6%	544	50.6%	121	69.4%	N/A
Female	112	88.4%	449	57.5%	115	74.8%	N/A
<b>Racial/Ethnic Group</b>							
White	76	90.8%	384	67.2%	88	77.3%	N/A
African American	124	87.9%	582	44.2%	135	67.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	27	66.7%	11	81.8%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	35	48.6%	153	24.2%	31	54.8%	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	11	63.6%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	129	86.0%	636	45.0%	134	61.9%	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

2010-2011 was a spotlight year for Strom Thurmond High School. We were the recipient of the Magna Cum Laude award for our improvement in our SAT scores. Our students had the 3rd highest improvement in the state of South Carolina. Strom Thurmond High School received the Palmetto Silver award in both categories for outstanding student academic performance and for excellent results in closing the achievement gaps. We are proud to be a High Schools That Work site and had a successful Technical Assistance Visit. Our Principal was invited to present at the National High Schools That Work conference in Nashville, Tennessee on the success of our school. The senior class was awarded numerous scholarships to a variety of colleges and universities. The Thurmond Statesmen Institute had a successful inaugural year. This program provides students with a focus on justice, leadership, and civic engagement.

Strom Thurmond High School had an outstanding sports year highlighted by the school's first ever wrestling state champion, the girls golf individual state champion, and the discus throw state champion in track and field. Our football team won the region championship for the third year in a row.

Our Rebel Regiment band had their best year in school history and finished 3rd in the state. Strom Thurmond's Mock Trial team was the state runner up and our NJROTC program placed in several competitions they entered and won a Unit of Achievement award for our area. Our talented drama students put on a world class show for our community. For the second year in a row, the district teacher of the year came from our learning institution.

Strom Thurmond High School has high expectations for all students and will continue those high expectations for years to come as we prepare our students for a global society. We have a strong focus on teaching and learning and are proud of the opportunities available to all of our students. Here at the Rebel Zone we are truly a High School That Works.

Matthew T. Schilit, Principal  
Libba Ingram, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	136	28
Percent satisfied with learning environment	76.9%	77.0%	85.7%
Percent satisfied with social and physical environment	78.8%	84.2%	89.3%
Percent satisfied with school-home relations	71.2%	82.8%	78.6%

\* 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 11 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

<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

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.6%	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	2.6%	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	239	93.3	12.1	36.4	27.1	24.3	60.3	62.8	68.0	No	Yes
Male	127	92.9	17.9	43.8	17.0	21.4	46.4	51.7	63.1	N/A	N/A
Female	112	93.8	5.9	28.4	38.2	27.5	75.5	75.8	73.1	N/A	N/A
White	97	94.8	10.2	26.1	26.1	37.5	68.2	70.4	79.4	Yes	Yes
African American	132	91.7	13.8	44.0	26.7	15.5	54.3	53.4	51.7	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Hispanic	10	100.0	10.0	40.0	40.0	10.0	60.0	N/A	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	66.4	I/S	I/S
Disabled	42	88.1	38.9	44.4	8.3	8.3	19.4	23.3	22.8	I/S	No
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	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	45.1	I/S	I/S
Subsidized meals	129	90.7	19.6	46.4	19.6	14.3	46.4	46.6	54.7	No	No

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

All Students	239	95.0	18.1	32.6	29.4	19.9	60.6	63.9	62.3	No	Yes
Male	127	94.5	26.7	26.7	26.7	19.8	54.3	58.9	61.4	N/A	N/A
Female	112	95.5	8.6	39.0	32.4	20.0	67.6	69.9	63.2	N/A	N/A
White	97	99.0	14.1	20.7	35.9	29.3	69.6	71.2	75.3	Yes	Yes
African American	132	91.7	22.7	40.3	25.2	11.8	52.1	53.2	42.9	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	84.3	I/S	I/S
Hispanic	10	100.0	N/A	50.0	20.0	30.0	80.0	81.8	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64.1	I/S	I/S
Disabled	42	85.7	55.6	30.6	11.1	2.8	22.2	25.6	21.5	I/S	No
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	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.1	I/S	I/S
Subsidized meals	129	91.5	25.0	43.1	19.8	12.1	44.8	46.8	48.5	No	No

**Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)**

All Students	239	95.8	48.9	17.9	15.3	17.9	33.2	N/A	N/A	N/A	N/A
Male	127	93.7	51.3	11.8	16.8	20.2	37.0	N/A	N/A	N/A	N/A
Female	112	98.2	46.4	24.5	13.6	15.5	29.1	N/A	N/A	N/A	N/A
White	97	93.8	35.2	16.5	17.6	30.8	48.4	N/A	N/A	N/A	N/A
African American	132	97.0	59.4	18.8	13.3	8.6	21.9	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	42	83.3	91.4	2.9	2.9	2.9	5.7	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	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	129	93.8	62.8	18.2	9.1	9.9	19.0	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*
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>										
All Students	2010	218	96.3	16.5	28.6	31.6	23.3	62.1	66.1	65.9
	2011	239	93.3	12.1	36.4	27.1	24.3	60.3	62.8	68.0
<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>										
All Students	2010	218	95.9	17.6	31.2	24.9	26.3	59.5	57.6	62.3
	2011	239	95.0	18.1	32.6	29.4	19.9	60.6	63.9	62.3

\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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