



SUMMERVILLE HIGH

1101 Boone Hill Road
Summerville, South

Grades	9-12 High School	
Enrollment	3,015 Students	
Principal	Roger Edwards	843-873-6460
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Frances Townsend	843-873-1341

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	19	6	0	0

* 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 (%)	85.9%	79.0%	81.9%	85.8%	79.3%	79.8%
Passed 1 subtest (%)	7.9%	12.4%	11.4%	7.9%	11.6%	11.6%
Passed no subtests (%)	6.2%	8.7%	6.7%	6.3%	9.1%	8.6%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	92.1%	92.2%

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	863	919	439	432
Number of Graduates in Cohort	660	669	331	318
Rate	76.5%	72.8%	75.3%	71.8%

*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	84.0%	75.8%
English 1	80.8%	72.9%
Physical Science	66.4%	64.3%
US History and the Constitution	59.0%	52.4%
All Tests	71.4%	65.9%

* 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=3,015)				
Retention rate	1.0%	Down from 5.4%	3.1%	3.7%
Attendance rate	95.6%	Down from 95.9%	95.6%	95.4%
Eligible for gifted and talented	12.8%	Up from 4.4%	17.9%	12.4%
With disabilities other than speech	9.7%	Down from 10.8%	12.1%	12.8%
Older than usual for grade	5.9%	Down from 9.9%	7.6%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.9%	Down from 3.6%	0.9%	1.1%
Enrolled in AP/IB programs	19.5%	Up from 9.5%	19.4%	13.1%
Successful on AP/IB exams	58.8%	Down from 75.5%	61.8%	50.4%
Eligible for LIFE Scholarship	28.8%	Down from 29.9%	31.0%	30.4%
Annual dropout rate	4.5%	Up from 2.4%	3.4%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	2.0%	2.2%
Enrollment in career/technology courses	1352	Down from 1632	760	424
Students participating in work-based experiences	6.2%	Up from 5.3%	20.7%	11.7%
Career/technology students attaining technical skills	67.4%	Down from 75.8%	78.2%	78.7%
Career/technology completers placed	100.0%	No Change	99.7%	98.5%
Teachers (n=150)				
Teachers with advanced degrees	56.0%	Up from 53.4%	61.2%	60.4%
Continuing contract teachers	79.3%	Up from 71.8%	78.2%	76.6%
Teachers with emergency or provisional certificates	5.1%	Down from 6.9%	5.0%	6.5%
Teachers returning from previous year	82.1%	Down from 82.7%	87.4%	86.8%
Teacher attendance rate	92.8%	Down from 93.4%	95.4%	95.8%
Average teacher salary*	\$46,369	Down 0.8%	\$49,050	\$47,390
Professional development days/teacher	15.1 days	Up from 13.5 days	9.9 days	10.0 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	32.0 to 1	Up from 28.7 to 1	28.9 to 1	25.8 to 1
Prime instructional time	87.6%	Down from 88.8%	89.6%	90.1%
Dollars spent per pupil**	\$6,354	Up 3.5%	\$6,976	\$7,974
Percent of expenditures for teacher salaries**	56.9%	Up from 56.0%	57.8%	55.4%
Percent of expenditures for instruction**	61.5%	Up from 60.5%	61.8%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.5%	Up from 71.3%	95.3%	96.0%
Character development program	Average	Down from Good	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	Good	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	750	92.1%	2688	71.4%	919	72.8%	No
Gender							
Male	346	89.3%	1346	70.7%	435	65.1%	N/A
Female	404	94.6%	1342	72.1%	483	79.7%	N/A
Racial/Ethnic Group							
White	502	95.6%	1772	77.3%	605	75.5%	N/A
African American	216	84.3%	774	56.7%	271	65.7%	N/A
Asian/Pacific Islander	N/A	N/A	33	81.8%	11	90.9%	N/A
Hispanic	18	94.4%	97	78.4%	24	79.2%	N/A
American Indian/Alaskan	N/A	N/A	12	58.3%	N/A	N/A	N/A
Disability Status							
Disabled	39	41.0%	233	39.1%	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	33	66.7%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	200	84.5%	970	61.0%	248	61.7%	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

Summerville High School's diversity fosters an environment where students and educators are encouraged to examine differences and to use unique talents to be the best school possible. Summerville High implements supportive, progressive options for students. Most promising are the rising numbers of students enrolled in Advanced Placement courses and dual enrollment courses through Trident Technical College. Online learning opportunities, such as initial credit, credit recovery courses, and SC Virtual High School courses, provide students with options that were non-existent a short time ago. Summerville High actively pursues all available resources to enable students to meet on-time graduation requirements and to prepare for postsecondary opportunities.

Summerville High values instructional time. Most professional development is focused on curriculum and instruction that engages students in active academic preparation at the highest levels of the SC Curriculum Standards. A comprehensive student support system is in place that includes scheduled tutoring times by all teachers, peer tutoring and mentoring, and online unit and/or quarterly recovery for students. This school year, a structured Pyramid of Interventions initiative was developed in the Freshman Academy. Next year, this will become a campus-wide focus. A campus-wide High School Assessment Program (HSAP)/End-of-Course (EOC) preparation and review plan was implemented that included ongoing team planning in subject areas and prepared practice items for HSAP and EOC.

Green Wave students continue to excel in student activities as well as in academics. The cheerleading squad captured a consecutive State Championship, and the Winterguard Team won the State Championship and placed 11th in world competition. Quest and Robotics teams continue to perform well in competitions. The Fine Arts Programs were part of a State Distinguished Arts Program grant. The Navy JROTC program was again named an Honor Distinguished Unit. Our dynamic PTSA has been recognized as the 2009-2010 SC State PTA of the Year and is home to the SC State PTA Volunteer of the Year. The PTSA provides support to SHS stakeholders in a variety of ways: teacher grants, a student-of-the-month program, teacher celebrations, a food pantry for families experiencing difficult times, and meals for needy families during the holidays. The popular WAVE CAVE school store is operated by PTSA volunteers.

An intense focus on providing a rigorous, varied, and supportive environment for students is based in four primary campus-wide initiatives: Peer Mediation, Student Leadership, Professional Learning Communities, and intense preparation strategies for HSAP, EOC, SAT, and Advanced Placement testing. Meeting the challenges of the State Report Card and Adequate Yearly Progress (AYP) requirements in severe budget times will require efforts from all our stakeholders with no time or energy for excuses. The expectation we have as a school and community is that Summerville High students deserve our best, and we will continue to emphasize the level of dedication and effort that expectation requires.

Roger Edwards, Principal
Karen Thompson, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	130	498	99
Percent satisfied with learning environment	82.9%	66.7%	76.5%
Percent satisfied with social and physical environment	87.6%	74.9%	72.7%
Percent satisfied with school-home relations	83.6%	82.3%	72.4%

* 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
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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
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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	0.6%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.6%	0.0%	No

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	677	99.1	9.4	27.2	31.1	32.3	74.1	74.8	65.9	Yes	Yes
Male	361	98.9	12.3	30.8	29.3	27.5	66.5	68.6	60.8	N/A	N/A
Female	316	99.4	6.2	23.2	33	37.6	82.4	81.7	71	N/A	N/A
White	446	98.9	6.5	21.7	30.7	41.1	81.8	83.1	77.5	Yes	Yes
African American	195	99.5	15.8	41.8	29.9	12.4	55.4	58.4	49.7	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	83.7	80.2	I/S	I/S
Hispanic	24	100	20	20	40	20	70	64	56.8	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	60	93.3	50	40	10	0	20	24.8	21.3	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	10	I/S	I/S	I/S	I/S	I/S	I/S	33.3	47.3	I/S	I/S
Subsidized meals	248	99.6	15.5	34.9	30.7	18.9	62.6	60.7	51.5	Yes	Yes

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

All Students	677	99	13.8	31.9	29.1	25.3	64.5	67	62.3	No	Yes
Male	361	98.6	15	32.9	29.3	22.8	63.2	67.3	61.7	N/A	N/A
Female	316	99.4	12.4	30.7	28.8	28.1	66	66.7	63	N/A	N/A
White	446	98.9	9	25.9	32.6	32.6	73.2	76.7	75	Yes	Yes
African American	195	99.5	24.9	46.3	22.6	6.2	45.2	47	44	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	83.7	85.5	I/S	I/S
Hispanic	24	95.8	20	35	20	25	45	56	56.7	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	60	93.3	68	20	8	4	18	19.7	22.1	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	10	I/S	I/S	I/S	I/S	I/S	I/S	37.5	52.6	I/S	I/S
Subsidized meals	248	99.6	21.8	38.2	23.9	16	51.7	52.3	48.1	No	Yes

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

All Students	675	92.9	48.0	25.4	12.6	14.0	26.6	N/A	N/A	N/A	N/A
Male	359	92.2	49.2	23.6	10.3	16.9	27.2	N/A	N/A	N/A	N/A
Female	316	93.7	46.6	27.4	15.2	10.8	26.0	N/A	N/A	N/A	N/A
White	445	95.5	38.4	25.9	16.5	19.3	35.8	N/A	N/A	N/A	N/A
African American	194	88.1	70.8	23.4	3.5	2.3	5.8	N/A	N/A	N/A	N/A
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	24	91.7	68.2	18.2	4.5	9.1	13.6	N/A	N/A	N/A	N/A
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	56	73.2	87.8	0.0	4.9	7.3	12.2	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	10	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	248	93.1	58.9	26.0	9.5	5.6	15.2	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

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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	2009	684	98.1	11.8	32.1	34.3	21.8	67.2	69.3	61.8
	2010	677	99.1	9.4	27.2	31.1	32.3	74.1	74.8	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	680	98.4	15.9	28.6	26.4	29.1	67.5	69.6	62.7
	2010	677	99	13.8	31.9	29.1	25.3	64.5	67	62.3

* Adjusted to account for natural variation in performance.