

School Achievements

Turbeville High School earned sixteen (16) High School Equivalency Diplomas.

Turbeville High School had one (1) student earn their SC High School Diploma.

Turbeville High School had one (1) student earn their Department of Labor Apprenticeships.

Turbeville High School SIC Members

Chair: Mrs. Dunneah Kruger, Community
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Vice Chair: Ms. Courtney Black, Community
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Mrs. Shaquetta Ferguson, Guidance
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Mrs. Kherissa Morant, Teacher
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Mr. David Honeycutt, Student

Mr. Troy Gilmore, Jr., Student

Principal: Mr. Jarrod DuBose-Schmitt
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Purpose of the Report

“This Report is issued by the Turbeville High School Improvement Council in accordance with South Carolina law to share information on the school's progress in meeting various goals and objectives, the work of the SIC, and other accomplishments during the school year.”

Turbeville High School

Annual School Improvement Council Report 2022-23



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PUSD and SCDC will provide students with relevant academic courses, highly effective career related vocational programs, and necessary life skills to make a positive impact in society.

SIC Annual Goals

- Increasing Student Achievement and Certifications prior to release: Students achieve High School Equivalency Diplomas (HSEDs), high school diplomas, on-the-job training (OJT), WIN and professional vocational certifications.
- Improving School Climate and Culture: Continue to administer the annual school climate survey to determine the level of engagement of the students.
- Improving Teacher/Administrator Quality: Continue to offer diverse professional development opportunities for staff. Continue to monitor the learning environment to ensure that best practices are being implemented.

“For more information, you may view Turbeville High School’s “S.C. School Report Card” for the previous school year online at www.ed.sc.gov.”

Student Achievement

Upon entry into the program, students will complete the TABE assessment. TABE pre- and post-test helps teachers and staff assess needs and exposes strengths and weaknesses in instructional strategies.

Instruction is differentiated based on student needs. Staff continue to make retention a priority, as students must be in attendance for the greatest achievement gains to occur.

Earning a passing score on the WIN (also referred to as WorkKeys) test will grant students the National Career Readiness Certificate, an important document that verifies your mastery of each skill required within the work environment. Employers primarily use the NCRC to look at abilities, skills, and readiness to achieve success in the workplace. The WIN exam is an extra step to take in the hiring process, and it can improve chances for being hired.

Earning a HSED prior to reentry can help students compete in an economy of highly skilled credentialed individuals. The more supplemental or vocational education they have, the less likely they are to reoffend and return to prison. Opportunities for higher education are now more available to provide motivation for students to complete their HSED or high school diploma.

Additional Information

The Covid-19 pandemic created issues with access that impeded academic progress for some students and staff due to quarantine and isolation situations. Some students missed weeks of in-person instruction which prevented them from having academic guidance from staff and regular access to academic resources.

The year 2022-2023 has presented unique conditions which impeded a normal approach to educating the incarcerated. Strategic planning and innovative practices were necessary to gain access to students while keeping the staff safe and healthy. Students gained access to the online curriculum which has proven to foster and increase their success.

Turbeville High School staff continues to participate in professional development opportunities that will help students to compete and overcome these challenges to rebound from the pandemic.
