



Stratford High

951 Crowfield Blvd.
Goose Creek, SC 29445

Grades	9-12 High School	
Enrollment	2,326 Students	
Principal	TBA	843-820-4000
Superintendent	Dr. Anthony L. Parker	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	At-Risk
2008	Good	Average
2007	Good	Below Average
2006	Good	Below Average
2005	Good	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 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	7	13	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 (%)	77.0	87.3	87.2	81.2	85.1	81.0
Passed 1 subtest (%)	14.7	7.7	6.2	11.2	8.2	10.6
Passed no subtests (%)	8.3	5.0	6.6	7.6	6.7	8.4

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	94.3%	95.4%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	687	425
Number of Diplomas	473	319
Rate	68.9%	71.8%

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	75.1	74.7
English 1	61.3	69.7
Physical Science	66.5	62.9
US History and the Constitution	44.5	49.3
All Tests	59.6	63.8

* 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=2,326)				
Retention rate	2.4%	Down from 2.8%	5.2%	4.8%
Attendance rate	93.1%	Down from 93.2%	95.8%	95.5%
Eligible for gifted and talented	0.0%	No Change	13.1%	9.2%
With disabilities other than speech	11.3%	Up from 11.0%	10.2%	12.6%
Older than usual for grade	6.1%	Up from 4.2%	6.7%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.2%	Up from 1.3%	1.6%	1.2%
Enrolled in AP/IB programs	6.7%	Up from 5.6%	19.0%	13.2%
Successful on AP/IB exams	78.2%	Down from 88.9%	64.3%	55.6%
Eligible for LIFE Scholarship	27.6%	Down from 28.3%	31.5%	29.8%
Annual dropout rate	5.2%	Down from 5.8%	3.4%	3.5%
Career/technology students in co-curricular organizations	3.0%	Up from 2.9%	2.5%	3.0%
Enrollment in career/technology courses	1480	Down from 1869	963	523
Students participating in work-based experiences	9.9%	Up from 7.3%	17.6%	12.9%
Career/technology students attaining technical skills	72.9%	Down from 75.8%	79.3%	79.3%
Career/technology completers placed	99.6%	Down from 100.0%	99.6%	98.8%
Teachers (n=139)				
Teachers with advanced degrees	69.1%	Up from 68.5%	60.0%	58.6%
Continuing contract teachers	80.6%	Up from 72.2%	71.8%	71.6%
Teachers with emergency or provisional certificates	3.1%	Down from 4.9%	7.1%	8.1%
Teachers returning from previous year	84.1%	Down from 86.4%	86.3%	85.0%
Teacher attendance rate	95.5%	Up from 95.0%	95.3%	95.5%
Average teacher salary*	\$49,008	Up 4.6%	\$47,923	\$47,761
Professional development days/teacher	4.1 days	Down from 7.0 days	9.0 days	10.8 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	3.0
Student-teacher ratio in core subjects	28.2 to 1	Up from 27.8 to 1	27.0 to 1	26.1 to 1
Prime instructional time	87.5%	Up from 86.5%	90.0%	89.8%
Dollars spent per pupil**	\$6,188	Down 3.0%	\$6,573	\$7,883
Percent of expenditures for teacher salaries**	57.4%	Up from 55.4%	56.9%	54.1%
Percent of expenditures for instruction**	63.6%	Up from 59.3%	63.1%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	78.9%	Down from 100.0%	97.7%	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

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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	558	94.3%	2036	59.6%	687	68.9%	No
Gender							
Male	265	92.8%	1065	61.4%	333	63.1%	N/A
Female	293	95.6%	971	57.7%	354	74.3%	N/A
Racial/Ethnic Group							
White	382	95.3%	1298	64.3%	450	69.6%	N/A
African American	130	89.2%	512	48.4%	172	66.3%	N/A
Asian/Pacific Islander	17	100.0%	61	80.3%	21	90.5%	N/A
Hispanic	29	100.0%	154	49.4%	43	60.5%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	58	56.9%	223	33.2%	72	43.1%	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	115	47.8%	14	50.0%	N/A
Socio-Economic Status							
Subsidized meals	144	88.2%	635	49.8%	183	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

Stratford High School continues to serve a diverse population of approximately 2,300 students. There are 133 teachers and over 50 support staff members who strive each day to provide each of our students with the tools necessary to enjoy a successful adulthood. Proof of the hard work of these adults and our students was evidenced by the attainment of Annual Yearly Progress (AYP) status and our SAT scores which exceeded the national average.

This year marked our fifth year of the small learning communities initiative and our continued focus on the Freshman Academy. The Freshman Academy affords first-year high school students the opportunity to reap the benefits of increased instructional time, team teaching, and become better acclimated to the expectations and rigors of high school. Utilizing data and anecdotal information gathered during the first four years, academy teachers and administration modified and tailored the program to better meet the needs of our ninth grade students. Additionally, we expanded and improved upon our day-long Freshman Academy Orientation with hopes that their first days at Stratford would be more comfortable and successful.

We continued our school wide advisor and advisee program for the third year. Advisors met with their assigned groups of students weekly to help them with topics such as high school course selection, study skills, career planning, and test preparation. Guidance counselors and administrators worked with feeder middle schools to assist rising ninth graders in the development of electronic Individual Graduation Plans (eIGP's).

During the 2008-2009 school year Stratford experienced its first Technical Assistance Visit (TAV) through the High Schools That Work (HSTW) program. One of the initiatives addressed through this program is the need for students to have additional academic safety nets. Therefore, the Tutoring/Homework Center was established. This center, which is manned daily by teachers during all four lunches, allows students to seek assistance and remediation. This not only includes the core subject areas, but also allows the opportunity to practice SAT/ACT tests and HSAP skills.

Our graduation/data specialist was used to an even greater degree to assist with the effective use of school data and the implementation of strategies that can be used to improve our graduation rate. This information helped the administration and teachers to target areas of underperformance and develop more appropriate deficit focused instruction.

The 2008-2009 school year proved to be a successful one for Stratford stakeholders. With the help of a supportive community, involved parents, dedicated teachers, and conscientious students who understand the meaning of academic excellence, Stratford High School continues to lead the way in securing the promise of a bright future for students and the communities in which these students will share the knowledge and experiences they have gained.

James Spencer, Principal
Mike Bolton, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	118	623	76
Percent satisfied with learning environment	91.5%	64.5%	75.7%
Percent satisfied with social and physical environment	97.4%	74.1%	74.7%
Percent satisfied with school-home relations	88.1%	78.7%	65.3%

* 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

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	2.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.3%	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	475	99.6	7.4	28.9	32.7	30.9	76.2	65.2	61.8	Yes	Yes
Male	241	99.2	9.6	29.4	32.9	28.1	74.6	62.2	57.4	N/A	N/A
Female	234	100	5	28.4	32.6	33.9	78	67.9	66.1	N/A	N/A
White	336	99.4	6.2	27.7	32.1	34	78.8	73.2	74.3	Yes	Yes
African American	93	100	7.3	39	32.9	20.7	67.1	53.3	44.9	No	Yes
Asian/Pacific Islander	19	100	5.3	15.8	42.1	36.8	89.5	80.5	77.4	I/S	I/S
Hispanic	25	100	27.3	22.7	31.8	18.2	59.1	50	50.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	51	98	38.3	44.7	6.4	10.6	29.8	21.7	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	13	100	45.5	18.2	18.2	18.2	45.5	36.1	38.5	I/S	I/S
Subsized meals	129	99.2	11.1	29.9	41.9	17.1	66.7	56	45.6	No	Yes

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

All Students	473	100	9.4	27.1	24.9	38.6	75.6	65.8	62.7	Yes	Yes
Male	239	100	11.8	21.1	30.3	36.8	75.9	66.1	61.8	N/A	N/A
Female	234	100	6.9	33.5	19.3	40.4	75.2	65.5	63.6	N/A	N/A
White	334	100	8.7	25.9	27.4	38	75.4	72.7	75.1	Yes	Yes
African American	93	100	12.2	37.8	19.5	30.5	72	53.9	45.1	Yes	Yes
Asian/Pacific Islander	19	100	N/AV	N/AV	N/AV	N/AV	N/AV	87.8	83.8	I/S	I/S
Hispanic	25	100	18.2	27.3	13.6	40.9	68.2	60.5	58.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	50	100	36.2	34	21.3	8.5	38.3	27.5	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	13	100	27.3	9.1	9.1	54.5	63.6	52.5	52.3	I/S	I/S
Subsized meals	128	100	12	35.9	18.8	33.3	67.5	55.9	47.9	No	Yes

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

All Students	470	93.4	43.2	17.9	15.3	17.0	32.3	N/A	N/A	N/A	N/A
Male	239	92.1	36.8	20.9	13.4	20.9	34.3	N/A	N/A	N/A	N/A
Female	231	94.8	49.8	14.7	17.3	13.0	30.3	N/A	N/A	N/A	N/A
White	331	93.1	41.1	17.2	15.7	19.0	34.7	N/A	N/A	N/A	N/A
African American	93	92.5	51.6	20.4	12.9	7.5	20.4	N/A	N/A	N/A	N/A
Asian/Pacific Islander	19	100.0	10.5	31.6	15.8	42.1	57.9	N/A	N/A	N/A	N/A
Hispanic	25	96.0	64.0	8.0	16.0	8.0	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	46	69.6	60.9	6.5	N/A	2.2	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	13	100.0	53.8	15.4	7.7	23.1	I/S	N/A	N/A	N/A	N/A
Subsized meals	127	89.0	48.8	18.1	11.8	10.2	22.0	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*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2008	721	98.3	7.7	24.3	40.4	27.6	77.1	70.1	69.7
	2009	475	99.6	7.4	28.9	32.7	30.9	76.2	65.2	61.8

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

All Students	2008	721	97.4	8.7	27.6	41	22.7	75.7	69.2	67.2
	2009	473	100	9.4	27.1	24.9	38.6	75.6	65.8	62.7

* 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