



## R B Stall High

7749 Pinehurst St.  
North Charleston, SC

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	873 Students	
<b>Principal</b>	Dan Conner	843-764-2200
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Toya Hampton Green	843-723-7831

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>At-Risk</b>	<b>At-Risk</b>
2008	At-Risk	Below Average
2007	At-Risk	Average
2006	At-Risk	Below Average
2005	At-Risk	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
2	3	3	10	14

\* 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 (%)	54.1	57.4	46.2	65.4	65.6	58.2
Passed 1 subtest (%)	26.0	22.3	23.8	18.7	16.9	20.7
Passed no subtests (%)	19.9	20.3	30.0	15.9	17.9	23.5

**HSAP Passage Rate by Spring 2009**

Percent	Our High School	High Schools with Students Like Ours
	85.0%	85.1%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	241	129
Number of Diplomas	126	86
Rate	52.3%	63.0%

**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	63.5	53.7
English 1	39.6	42.7
Physical Science	28.4	30.1
US History and the Constitution	13.1	19.6
All Tests	38.7	35.7

\* 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=873)</b>				
Retention rate	11.7%	Down from 17.5%	7.3%	4.8%
Attendance rate	93.1%	Up from 76.2%	94.4%	95.5%
Eligible for gifted and talented	1.5%	Down from 3.7%	4.4%	9.2%
With disabilities other than speech	15.7%	Up from 13.9%	14.0%	12.6%
Older than usual for grade	22.7%	Down from 25.6%	11.8%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	17.5%	Up from 14.3%	1.3%	1.2%
Enrolled in AP/IB programs	7.5%	Up from 3.9%	5.8%	13.2%
Successful on AP/IB exams	N/A	N/A	38.0%	55.6%
Eligible for LIFE Scholarship	13.3%	Down from 17.0%	28.4%	29.8%
Annual dropout rate	6.5%	Down from 7.3%	4.0%	3.5%
Career/technology students in co-curricular organizations	5.8%	Down from 11.8%	3.6%	3.0%
Enrollment in career/technology courses	357	Down from 440	295	523
Students participating in work-based experiences	6.6%	Up from 2.5%	12.7%	12.9%
Career/technology students attaining technical skills	59.4%	Up from 51.8%	77.1%	79.3%
Career/technology completers placed	95.8%	Up from 92.9%	99.6%	98.8%
<b>Teachers (n=78)</b>				
Teachers with advanced degrees	55.1%	Up from 46.1%	54.3%	58.6%
Continuing contract teachers	62.8%	Up from 56.6%	60.8%	71.6%
Teachers with emergency or provisional certificates	9.8%	Down from 11.1%	19.3%	8.1%
Teachers returning from previous year	69.5%	Down from 75.7%	76.0%	85.0%
Teacher attendance rate	94.6%	Down from 95.3%	95.5%	95.5%
Average teacher salary*	\$44,638	Up 4.4%	\$45,109	\$47,761
Professional development days/teacher	11.8 days	Down from 17.9 days	10.6 days	10.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio in core subjects	25.8 to 1	Up from 23.8 to 1	22.3 to 1	26.1 to 1
Prime instructional time	86.5%	N/R	89.0%	89.8%
Dollars spent per pupil**	\$10,726	Up 15.2%	\$10,003	\$7,883
Percent of expenditures for teacher salaries**	51.2%	Down from 55.1%	53.3%	54.1%
Percent of expenditures for instruction**	60.8%	Up from 60.1%	60.0%	60.2%
Opportunities in the arts	Good	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.5%	Up from 78.4%	91.9%	95.8%
Character development program	Good	No Change	Good	Good
Modern language program assessment	Excellent	N/A	Average	Average
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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	167	85.0%	888	38.7%	241	52.3%	No
<b>Gender</b>							
Male	72	77.8%	389	36.0%	112	38.4%	N/A
Female	95	90.5%	499	40.9%	129	64.3%	N/A
<b>Racial/Ethnic Group</b>							
White	25	80.0%	114	52.6%	35	34.3%	N/A
African American	129	85.3%	668	37.0%	190	53.7%	N/A
Asian/Pacific Islander	N/A	N/A	10	30.0%	N/A	N/A	N/A
Hispanic	N/A	N/A	91	34.1%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	26	30.8%	86	31.4%	36	13.9%	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	86	31.4%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	123	85.4%	718	38.7%	177	52.0%	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

Warrior Family/Friends,

Verizon Wireless has a series of commercials that repeatedly asks, "Can you hear me now?" As principal of Stall High, I am asking you, "Can you hear the WARRIORS now?" We have had a "banner" year from both our students and our faculty and staff.

We are one of eight schools in the country traveling to Washington D.C. in June to accept our Jefferson Leadership Award. We had two students place high in state and then travel to Anaheim, California for a national competition. We had one of only five students in the entire school district receive a CTE scholarship, and two of our seniors claimed 40% of this year's Rotarian Scholarships. Athletically we made the playoffs in the majority of our sports, had a state power lifting champion, and a first-team all-state baseball player. Speaking of hearing us, our award winning drumline and chorus have performed all over the Lowcountry, as well as making television and radio appearances.

For the second year in a row, a Stall teacher won "Rookie Teacher of the Year" for CCSD. One of our art teachers won the Mary Whyte award, which is given to the top art teacher in three counties! We also had our "Teacher of the Year" make the top ten county-wide.

Our test scores continue to rise and our discipline issues continue to go downward. We are not where we need to be yet, but we are on the way. We are light years ahead of where we were two years ago.

Please continue to get involved! Ask questions! Stop by! Remember to look at our new school while driving down Ashley Phosphate; we move in August of 2010. Thank you for everything and please trust in our teachers. They are doing great things with your kids.

Dan Conner, Principal  
Arcenia Gibbs, School Improvement Council Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	59	117	10
Percent satisfied with learning environment	75.9%	59.5%	70.0%
Percent satisfied with social and physical environment	79.7%	62.6%	70.0%
Percent satisfied with school-home relations	37.3%	69.0%	80.0%

\* 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 7 out of 13 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

RP

## 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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.8%	0.0%	No

## Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

## 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	216	98.6	38.2	42.4	13.6	5.8	28.8	64.1	61.8	No	Yes
Male	89	97.8	50	35.5	9.2	5.3	22.4	60.7	57.4	N/A	N/A
Female	127	99.2	30.4	47	16.5	6.1	33	67	66.1	N/A	N/A
White	30	100	23.1	34.6	23.1	19.2	53.8	86.8	74.3	I/S	I/S
African American	159	98.1	40	45.7	10.7	3.6	23.6	44.5	44.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	85.5	77.4	I/S	I/S
Hispanic	22	100	45	35	15	5	30	59.5	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	32	93.8	50	37.5	8.3	4.2	29.2	23.9	19.4	I/S	I/S
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	21	100	50	30	20	0	25	44.6	38.5	I/S	I/S
Subsized meals	174	98.9	40.4	44.2	9.6	5.8	25	42	45.6	No	Yes

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

All Students	216	98.1	42.1	41.6	12.6	3.7	28.4	62.9	62.7	No	Yes
Male	89	96.6	44	38.7	13.3	4	28	63.2	61.8	N/A	N/A
Female	127	99.2	40.9	43.5	12.2	3.5	28.7	62.5	63.6	N/A	N/A
White	30	100	26.9	46.2	19.2	7.7	57.7	88.2	75.1	I/S	I/S
African American	159	97.5	47.5	40.3	10.8	1.4	20.1	40.7	45.1	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	89.1	83.8	I/S	I/S
Hispanic	22	100	35	50	10	5	35	63.1	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	32	93.8	58.3	41.7	0	0	20.8	26.9	21.8	I/S	I/S
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	21	100	30	50	10	10	40	56.9	52.3	I/S	I/S
Subsized meals	174	98.3	43.9	41.3	11	3.9	26.5	40.5	47.9	No	Yes

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

All Students	211	82.9	73.0	8.5	0.9	0.5	I/S	N/A	N/A	N/A	N/A
Male	85	77.6	67.1	8.2	1.2	1.2	I/S	N/A	N/A	N/A	N/A
Female	126	86.5	77.0	8.7	0.8	N/A	I/S	N/A	N/A	N/A	N/A
White	29	89.7	69.0	20.7	N/A	N/A	I/S	N/A	N/A	N/A	N/A
African American	155	80.6	72.9	7.1	0.6	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	22	90.9	86.4	N/A	4.5	N/A	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	27	55.6	55.6	N/A	N/A	N/A	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	22	86.4	81.8	N/A	N/A	4.5	I/S	N/A	N/A	N/A	N/A
Subsized meals	170	83.5	73.5	8.2	1.2	0.6	I/S	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	2008	210	97.6	30.3	41.1	20	8.6	41.7	70.7	69.7
	2009	216	98.6	38.2	42.4	13.6	5.8	28.8	64.1	61.8

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

All Students	2008	210	97.6	31.4	41.7	20	6.9	40	66.9	67.2
	2009	216	98.1	42.1	41.6	12.6	3.7	28.4	62.9	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