



## R B STALL HIGH

3265 Ashley Phosphate  
North Charleston, SC

|                       |                       |              |
|-----------------------|-----------------------|--------------|
| <b>Grades</b>         | 9-12 High School      |              |
| <b>Enrollment</b>     | 830 Students          |              |
| <b>Principal</b>      | Kim Wilson            | 843-764-2200 |
| <b>Superintendent</b> | Dr. Nancy J. McGinley | 843-937-6319 |
| <b>Board Chair</b>    | Mrs. Ruth Jordan      | 843-345-4529 |

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING    |
|-------------|-----------------|------------------|
| <b>2010</b> | <b>At-Risk</b>  | <b>Excellent</b> |
| 2009        | At-Risk         | At-Risk          |
| 2008        | At-Risk         | Below Average    |
| 2007        | At-Risk         | Average          |
| 2006        | At-Risk         | 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 |
| 0         | 2    | 13      | 5             | 14      |

\* 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 (%)  | 57.4%           | 46.2% | 53.8% | 65.6%                                | 58.2% | 60.7% |
| Passed 1 subtest (%)   | 22.3%           | 23.8% | 21.8% | 16.9%                                | 20.7% | 19.1% |
| Passed no subtests (%) | 20.3%           | 30.0% | 24.4% | 17.9%                                | 23.5% | 22.4% |

HSAP Passage Rate by Spring 2010

|         | Our High School | High Schools with Students Like Ours |
|---------|-----------------|--------------------------------------|
| Percent | 74.1%           | 83.0%                                |

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 | 241             | 270   | 129                                  | 135   |
| Number of Graduates in Cohort          | 126             | 129   | 86                                   | 86    |
| Rate                                   | 52.3%           | 47.8% | 63.0%                                | 62.8% |

\*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           | 63.2%           | 57.5%                                 |
| English 1                                       | 51.4%           | 48.8%                                 |
| Physical Science                                | 31.3%           | 34.0%                                 |
| US History and the Constitution                 | 25.6%           | 24.9%                                 |
| All Tests                                       | 43.3%           | 40.4%                                 |

\* 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=830)</b>                                                      |            |                       |                                      |                    |
| Retention rate                                                               | 5.9%       | Down from 11.7%       | 5.9%                                 | 3.7%               |
| Attendance rate                                                              | 91.6%      | Down from 93.1%       | 94.5%                                | 95.4%              |
| Eligible for gifted and talented                                             | 1.3%       | Down from 1.5%        | 3.4%                                 | 12.4%              |
| With disabilities other than speech                                          | 15.1%      | Down from 15.7%       | 14.1%                                | 12.8%              |
| Older than usual for grade                                                   | 25.9%      | Up from 22.7%         | 14.7%                                | 9.1%               |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 17.3%      | Down from 17.5%       | 1.9%                                 | 1.1%               |
| Enrolled in AP/IB programs                                                   | 13.4%      | Up from 7.5%          | 5.0%                                 | 13.1%              |
| Successful on AP/IB exams                                                    | N/A        | N/A                   | 38.1%                                | 50.4%              |
| Eligible for LIFE Scholarship                                                | 19.9%      | Up from 13.3%         | 26.2%                                | 30.4%              |
| Annual dropout rate                                                          | 6.6%       | Up from 6.5%          | 2.5%                                 | 3.1%               |
| Career/technology students in co-curricular organizations                    | 9.4%       | Up from 5.8%          | 4.1%                                 | 2.2%               |
| Enrollment in career/technology courses                                      | 354        | Down from 357         | 250                                  | 424                |
| Students participating in work-based experiences                             | 3.0%       | Down from 6.6%        | 8.3%                                 | 11.7%              |
| Career/technology students attaining technical skills                        | 68.1%      | Up from 59.4%         | 75.0%                                | 78.7%              |
| Career/technology completers placed                                          | 90.7%      | Down from 95.8%       | 96.8%                                | 98.5%              |
| <b>Teachers (n=69)</b>                                                       |            |                       |                                      |                    |
| Teachers with advanced degrees                                               | 60.9%      | Up from 55.1%         | 54.3%                                | 60.4%              |
| Continuing contract teachers                                                 | 63.8%      | Up from 62.8%         | 58.7%                                | 76.6%              |
| Teachers with emergency or provisional certificates                          | 12.7%      | Up from 9.8%          | 19.4%                                | 6.5%               |
| Teachers returning from previous year                                        | 74.5%      | Up from 69.5%         | 78.3%                                | 86.8%              |
| Teacher attendance rate                                                      | 96.3%      | Up from 94.6%         | 95.9%                                | 95.8%              |
| Average teacher salary*                                                      | \$43,712   | Down 2.1%             | \$44,706                             | \$47,390           |
| Professional development days/teacher                                        | 12.8 days  | Up from 11.8 days     | 10.6 days                            | 10.0 days          |
| <b>School</b>                                                                |            |                       |                                      |                    |
| Principal's years at school                                                  | 4.0        | Up from 3.0           | 3.0                                  | 4.0                |
| Student-teacher ratio in core subjects                                       | 24.2 to 1  | Down from 25.8 to 1   | 22.2 to 1                            | 25.8 to 1          |
| Prime instructional time                                                     | 86.9%      | Up from 86.5%         | 89.3%                                | 90.1%              |
| Dollars spent per pupil**                                                    | \$9,638    | Down 10.1%            | \$10,287                             | \$7,974            |
| Percent of expenditures for teacher salaries**                               | 55.6%      | Up from 51.2%         | 52.3%                                | 55.4%              |
| Percent of expenditures for instruction**                                    | 57.9%      | Down from 60.8%       | 59.0%                                | 60.4%              |
| Opportunities in the arts                                                    | Good       | No Change             | Good                                 | Excellent          |
| SACS accreditation                                                           | Yes        | No Change             | Yes                                  | Yes                |
| Parents attending conferences                                                | 99.3%      | Up from 95.5%         | 97.7%                                | 96.0%              |
| Character development program                                                | Excellent  | Up from Good          | Good                                 | Good               |
| Modern language program assessment                                           | N/A        | N/A                   | Average                              | Average            |
| Classical language program assessment                                        | N/A        | N/A                   | N/A                                  | 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<br>Spring 2010 |       | End of Course Tests<br>Passage Rate |       | On-time Graduation Rate, 2010 |       |                      |
|----------------------------|-------------------------------------|-------|-------------------------------------|-------|-------------------------------|-------|----------------------|
|                            | n                                   | %     | t                                   | %     | n                             | %     | Met AYP<br>Objective |
| All Students               | 158                                 | 74.1% | 797                                 | 43.3% | 270                           | 47.8% | No                   |
| Gender                     |                                     |       |                                     |       |                               |       |                      |
| Male                       | 74                                  | 68.9% | 383                                 | 44.6% | 133                           | 34.6% | N/A                  |
| Female                     | 84                                  | 78.6% | 414                                 | 42.0% | 137                           | 60.6% | N/A                  |
| Racial/Ethnic Group        |                                     |       |                                     |       |                               |       |                      |
| White                      | 20                                  | 80.0% | 105                                 | 58.1% | 34                            | 41.2% | N/A                  |
| African American           | 122                                 | 75.4% | 558                                 | 40.0% | 205                           | 51.7% | N/A                  |
| Asian/Pacific Islander     | N/A                                 | N/A   | N/A                                 | N/A   | N/A                           | N/A   | N/A                  |
| Hispanic                   | 15                                  | 53.3% | 121                                 | 44.6% | 30                            | 26.7% | N/A                  |
| American Indian/Alaskan    | N/A                                 | N/A   | N/A                                 | N/A   | N/A                           | N/A   | N/A                  |
| Disability Status          |                                     |       |                                     |       |                               |       |                      |
| Disabled                   | 18                                  | 27.8% | 86                                  | 19.8% | 28                            | 32.1% | N/A                  |
| Migrant Status             |                                     |       |                                     |       |                               |       |                      |
| Migrant                    | N/A                                 | N/A   | N/A                                 | N/A   | N/A                           | N/A   | N/A                  |
| English Proficiency        |                                     |       |                                     |       |                               |       |                      |
| Limited English Proficient | 10                                  | 60.0% | 105                                 | 40.0% | 17                            | 41.2% | N/A                  |
| Socio-Economic Status      |                                     |       |                                     |       |                               |       |                      |
| Subsidized meals           | 128                                 | 75.8% | 662                                 | 44.0% | 210                           | 50.0% | 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**

Dear Warrior Family and Friends,

2009-2010 was an exceptional year at R.B. Stall High School. For several years now, Stall has had a laser-like focus on school improvement. While challenges have presented themselves, as they always will, we have persevered, raised expectations, and more deeply implemented best practices inside and out of the classroom to ensure that our students are achieving at higher levels than ever before. Our faculty, staff, families, community, and, most importantly, students are rising to the challenges before us, and we are making a difference. Despite some of our current report card data that shows us below where we need to be, we have made gains and shown continuous improvement in a number of areas. Our graduation rate improved the most of any school in the district, our End-of-Course Exam scores are up, and our longitudinal HSAP exit exam passage rate has improved. We take pride in the fact that numerous observers within and outside of the district have praised our students' behavior and our teachers' professionalism. Now we can also be proud of the new, state-of-the-art, multimillion-dollar facility that will serve our students for decades to come.

For the second year in a row, our Jefferson Leadership Team has taken top national honors as one of the best high schools across the country. Our Teacher of the Year was chosen runner-up out of over 3,200 teachers representing 77 schools in Charleston County School District. Our promotion rates continue to improve, and more of our students are graduating on time and ready for college, the military, or a chosen career. In 2009-1010, our graduating seniors earned more than 1.5 million dollars in scholarship money and were accepted into over 60 universities and colleges across the country. This year, we formalize a unique and exciting partnership with Boeing International and will open an Aviation Academy that will allow our students to begin a study of avionics and a variety of engineering fields. This is only a sampling of the wonderful achievements and opportunities available to Stall's students.

Please come by any time at our new location and see first-hand all that R. B. Stall High School has to offer. We appreciate your undying commitment and support of our faculty, staff, and students. R. B. Stall is a school on the rise, and, together with our families and communities, we will continue to grow and thrive in 2010-2011 and beyond.

Dan Conner, Principal  
Arcenia Gibbs, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

|                                                        | <b>Teachers</b> | <b>Students*</b> | <b>Parents*</b> |
|--------------------------------------------------------|-----------------|------------------|-----------------|
| Number of surveys returned                             | 64              | 95               | 7               |
| Percent satisfied with learning environment            | 71.9%           | 64.9%            | I/S             |
| Percent satisfied with social and physical environment | 78.1%           | 67.0%            | I/S             |
| Percent satisfied with school-home relations           | 29.0%           | 74.4%            | I/S             |

\* 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 9 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

R

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  | 3.8%         | 1.9%  |
| Classes in high poverty schools not taught by highly qualified teachers | 8.6%         | 5.6%  |

|                                                 |            |                 |                     |
|-------------------------------------------------|------------|-----------------|---------------------|
|                                                 | Our School | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers | 11.4%      | 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               | 208 | 96.6 | 29.8 | 44.4 | 16.3 | 9.6  | 36   | 69.8 | 65.9 | Yes | Yes |
| Male                       | 104 | 94.2 | 36.8 | 44.8 | 10.3 | 8    | 29.9 | 67.3 | 60.8 | N/A | N/A |
| Female                     | 104 | 99   | 23.1 | 44   | 22   | 11   | 41.8 | 72.3 | 71   | N/A | N/A |
| White                      | 30  | 96.7 | 20.8 | 25   | 25   | 29.2 | 66.7 | 91.6 | 77.5 | I/S | I/S |
| African American           | 143 | 96.5 | 29.3 | 49.6 | 15.4 | 5.7  | 30.9 | 48.4 | 49.7 | No  | Yes |
| Asian/Pacific Islander     | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 87.2 | 80.2 | I/S | I/S |
| Hispanic                   | 32  | 96.9 | 42.9 | 39.3 | 10.7 | 7.1  | 28.6 | 62.6 | 56.8 | I/S | I/S |
| American Indian/Alaskan    | N/A | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 65.9 | I/S | I/S |
| Disabled                   | 33  | 90.9 | 62.1 | 31   | 0    | 6.9  | 10.3 | 28.3 | 21.3 | I/S | I/S |
| Migrant                    | N/A | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | N/A | N/A |
| Limited English Proficient | 27  | 96.3 | 50   | 37.5 | 12.5 | 0    | 16.7 | 54.7 | 47.3 | I/S | I/S |
| Subsidized meals           | 171 | 97.7 | 31.1 | 43.9 | 16.2 | 8.8  | 34.5 | 50.2 | 51.5 | Yes | Yes |

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

|                            |     |      |      |      |      |      |      |      |      |     |     |
|----------------------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students               | 206 | 96.6 | 41.6 | 37.1 | 15.2 | 6.2  | 27   | 64.2 | 62.3 | No  | Yes |
| Male                       | 103 | 95.1 | 43.2 | 35.2 | 17   | 4.5  | 27.3 | 66.5 | 61.7 | N/A | N/A |
| Female                     | 103 | 98.1 | 40   | 38.9 | 13.3 | 7.8  | 26.7 | 62   | 63   | N/A | N/A |
| White                      | 30  | 96.7 | 25   | 33.3 | 20.8 | 20.8 | 54.2 | 86.8 | 75   | I/S | I/S |
| African American           | 143 | 96.5 | 48   | 37.4 | 12.2 | 2.4  | 17.9 | 41.8 | 44   | No  | Yes |
| Asian/Pacific Islander     | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 87.2 | 85.5 | I/S | I/S |
| Hispanic                   | 30  | 96.7 | 32.1 | 39.3 | 21.4 | 7.1  | 39.3 | 58.9 | 56.7 | I/S | I/S |
| American Indian/Alaskan    | N/A | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 62.5 | I/S | I/S |
| Disabled                   | 33  | 93.9 | 73.3 | 16.7 | 6.7  | 3.3  | 10   | 25.7 | 22.1 | I/S | I/S |
| Migrant                    | N/A | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | N/A | N/A |
| Limited English Proficient | 25  | 96   | 37.5 | 41.7 | 20.8 | 0    | 33.3 | 59.3 | 52.6 | I/S | I/S |
| Subsidized meals           | 169 | 97   | 42.9 | 34.7 | 16.3 | 6.1  | 27.9 | 43.1 | 48.1 | No  | Yes |

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

|                            |     |      |      |      |     |      |      |     |     |     |     |
|----------------------------|-----|------|------|------|-----|------|------|-----|-----|-----|-----|
| All Students               | 206 | 83.0 | 83.6 | 10.5 | 2.3 | 3.5  | 5.8  | N/A | N/A | N/A | N/A |
| Male                       | 102 | 79.4 | 85.2 | 9.9  | 1.2 | 3.7  | 4.9  | N/A | N/A | N/A | N/A |
| Female                     | 104 | 86.5 | 82.2 | 11.1 | 3.3 | 3.3  | 6.7  | N/A | N/A | N/A | N/A |
| White                      | 30  | 63.3 | 68.4 | 15.8 | 5.3 | 10.5 | 15.8 | N/A | N/A | N/A | N/A |
| African American           | 141 | 85.8 | 89.3 | 8.3  | 1.7 | 0.8  | 2.5  | 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                   | 32  | 90.6 | 75.9 | 13.8 | 3.4 | 6.9  | 10.3 | 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                   | 30  | 53.3 | 93.8 | 6.3  | 0.0 | 0.0  | 0.0  | 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 | 27  | 88.9 | 83.3 | 16.7 | 0.0 | 0.0  | 0.0  | N/A | N/A | N/A | N/A |
| Subsidized meals           | 168 | 85.7 | 83.3 | 11.8 | 2.8 | 2.1  | 4.9  | 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 | 2009 | 216 | 98.6 | 38.2 | 42.4 | 13.6 | 5.8 | 28.8 | 64.1 | 61.8 |
|              | 2010 | 208 | 96.6 | 29.8 | 44.4 | 16.3 | 9.6 | 36   | 69.8 | 65.9 |

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

|              |      |     |      |      |      |      |     |      |      |      |
|--------------|------|-----|------|------|------|------|-----|------|------|------|
| All Students | 2009 | 216 | 98.1 | 42.1 | 41.6 | 12.6 | 3.7 | 28.4 | 62.9 | 62.7 |
|              | 2010 | 206 | 96.6 | 41.6 | 37.1 | 15.2 | 6.2 | 27   | 64.2 | 62.3 |

\* Adjusted to account for natural variation in performance.