



A C Flora High

1 Falcon Dr.
Columbia, SC 29204

Grades	9-12 High School	
Enrollment	1,332 Students	
Principal	Richard McClure	803-738-7317
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Below Average
2008	Good	Excellent
2007	Good	Excellent
2006	Good	At-Risk
2005	Excellent	Excellent

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
3	7	14	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 (%)	81.1	77.8	79.2	82.9	85.7	82.0
Passed 1 subtest (%)	10.2	11.4	10.5	10.6	8.0	10.5
Passed no subtests (%)	8.7	10.8	10.2	7.3	6.3	8.3

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	95.6%	95.5%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	328	401
Number of Diplomas	273	302
Rate	83.2%	72.9%

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	45.9	75.3
English 1	67.1	69.7
Physical Science	60.0	64.3
US History and the Constitution	43.6	49.9
All Tests	54.9	64.3

* 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=1,332)				
Retention rate	7.5%	Down from 7.8%	5.2%	4.8%
Attendance rate	96.7%	Up from 96.1%	95.8%	95.5%
Eligible for gifted and talented	30.6%	Up from 28.8%	13.2%	9.2%
With disabilities other than speech	7.7%	Down from 9.2%	10.0%	12.6%
Older than usual for grade	8.2%	Down from 8.3%	6.7%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 3.5%	1.2%	1.2%
Enrolled in AP/IB programs	41.4%	Up from 35.3%	19.2%	13.2%
Successful on AP/IB exams	60.3%	Up from 52.1%	64.3%	55.6%
Eligible for LIFE Scholarship	30.6%	Up from 21.0%	31.7%	29.8%
Annual dropout rate	2.8%	Up from 2.7%	3.6%	3.5%
Career/technology students in co-curricular organizations	0.6%	Down from 0.8%	3.0%	3.0%
Enrollment in career/technology courses	587	Up from 559	905	523
Students participating in work-based experiences	1.5%	Down from 10.1%	14.6%	12.9%
Career/technology students attaining technical skills	75.9%	Up from 70.3%	79.3%	79.3%
Career/technology completers placed	100.0%	No Change	99.4%	98.8%
Teachers (n=88)				
Teachers with advanced degrees	68.2%	Up from 66.7%	61.8%	58.6%
Continuing contract teachers	71.6%	Up from 70.0%	73.6%	71.6%
Teachers with emergency or provisional certificates	7.7%	Down from 9.6%	6.9%	8.1%
Teachers returning from previous year	86.3%	Down from 86.4%	86.4%	85.0%
Teacher attendance rate	95.3%	Up from 94.6%	95.3%	95.5%
Average teacher salary*	\$51,706	Up 2.2%	\$48,547	\$47,761
Professional development days/teacher	13.8 days	Up from 12.4 days	10.3 days	10.8 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	24.5 to 1	Down from 26.1 to 1	27.0 to 1	26.1 to 1
Prime instructional time	91.1%	Up from 89.5%	90.0%	89.8%
Dollars spent per pupil**	\$7,593	Up 8.7%	\$6,600	\$7,883
Percent of expenditures for teacher salaries**	69.5%	Up from 69.0%	56.2%	54.1%
Percent of expenditures for instruction**	73.4%	Up from 72.3%	62.1%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.1%	Up from 86.2%	97.7%	95.8%
Character development program	Average	Down from Good	Good	Good
Modern language program assessment	Excellent	N/A	Good	Average
Classical language program assessment	Excellent	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

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	274	95.6%	1262	54.9%	328	83.2%	No
Gender							
Male	117	96.6%	644	58.2%	144	76.4%	N/A
Female	157	94.9%	618	51.5%	184	88.6%	N/A
Racial/Ethnic Group							
White	160	98.8%	571	75.7%	172	91.9%	N/A
African American	100	92.0%	613	35.9%	138	72.5%	N/A
Asian/Pacific Islander	N/A	N/A	10	80.0%	N/A	N/A	N/A
Hispanic	N/A	N/A	44	40.9%	10	90.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	13	69.2%	74	13.5%	20	55.0%	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	56	44.6%	11	81.8%	N/A
Socio-Economic Status							
Subsidized meals	40	77.5%	458	34.9%	61	54.1%	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

A.C. Flora High School serves 1,333 students from urban, suburban, and rural home settings. The socio-economic population ranges along a continuum from poverty to great wealth. Approximately 52% of our students are white, 40% are African-American, and the remaining 8% of students represent more than 17 language groups other than English. Proudly, A.C. Flora High School is synonymous with diversity.

The graduating class of 257 ranked seniors in 2009 includes three National Merit finalists, one National Merit Scholar, a National Achievement Scholar, and five semifinalists. Additionally, we have 52 International Baccalaureate Diploma Programme candidates (20%), 60 Richland One Academic All-Stars (23%), 20 Palmetto Fellow participants (8%), and 46 Life and 50 Hope scholarship offers representing 37% of the graduating class.

Accolades include ACT composite mean score of 19.9, the highest in the district, and the SAT mean score, 1029, not only the highest in the district but also exceeding the state average (985) and the national average (1017) in critical reading and math. For the second year, Flora has won the South Carolina Department of Education Palmetto Gold Award for its Absolute rating as well as the Silver Award for improvement in literacy. Further, innovative approaches to instruction, such as video documentary and academic literacy classes, as well as two instructional coaches, support literacy strategies across the curriculum.

Of the 102 faculty members, 63 percent have earned master's degrees or above. Eighteen are National Board-certified teachers. The faculty has been trained in the High Schools That Work (HSTW) initiative focusing on the ten key instructional practices for increasing student achievement.

A.C. Flora has been the H.B. Rhame award winner for the past five years, the top athletic program in the Richland One school district. We currently offer 46 athletics teams and over active clubs. We were regional champions in girls' tennis and boys' and girls' golf. We have two Academic All-Americans in swimming.

Visual arts, drama, and dance flourish at Flora, and a rigorous curriculum includes Honors, AP, and IB Diploma Programme course selections. Our Nova-Net lab provides students credit recovery support and the Mentoring Always Generates Increased Confidence (MAGIC) program provides male students with support from community businessmen.

The consistently high volunteerism and parent involvement at A.C. Flora uniquely represents a significant commitment to the school's success. We openly solicit parent involvement in planning for the future of our school. Community members and business and educational partnerships enrich our student environment.

A.C. Flora focuses on continuous data collection, analysis, and interpretation to drive school-based decision making. Ongoing faculty development insures high-quality, rigorous, and appropriate instruction for all students.

Jerome Moore, SIC Richard K. McClure, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	68	189	37
Percent satisfied with learning environment	54.4%	64.9%	75.0%
Percent satisfied with social and physical environment	62.7%	68.9%	75.0%
Percent satisfied with school-home relations	73.5%	79.9%	67.6%

* 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 16 out of 17 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	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.3%	0.0%	No

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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	339	98.2	11.5	24.8	31.8	31.8	73.9	56.4	61.8	Yes	Yes
Male	163	97.5	12	25.3	34.7	28	74.7	51.4	57.4	N/A	N/A
Female	176	98.9	11	24.4	29.3	35.4	73.2	60.9	66.1	N/A	N/A
White	166	99.4	2.5	15	34.4	48.1	91.9	87.3	74.3	Yes	Yes
African American	150	97.3	20.9	37.3	29.1	12.7	53.7	48	44.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	13	100	25	16.7	41.7	16.7	58.3	53.3	50.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	26	92.3	75	15	10	0	15	18.8	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	12	100	30	20	30	20	50	43.8	38.5	I/S	I/S
Subsized meals	106	95.3	25.3	42.1	26.3	6.3	46.3	43.2	45.6	Yes	Yes

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

All Students	339	98.5	17.8	20.4	24.8	36.9	69.1	52.3	62.7	Yes	Yes
Male	163	97.5	18	16.7	26	39.3	71.3	49.1	61.8	N/A	N/A
Female	176	99.4	17.7	23.8	23.8	34.8	67.1	55.2	63.6	N/A	N/A
White	166	99.4	5	9.4	25	60.6	88.1	81.4	75.1	Yes	Yes
African American	150	97.3	32.1	33.6	26.1	8.2	47.8	44.2	45.1	Yes	Yes
Asian/Pacific Islander	3	I/S	83.8	I/S	I/S						
Hispanic	13	100	25	16.7	8.3	50	58.3	53.3	58.5	I/S	I/S
American Indian/Alaskan	3	I/S	59.2	I/S	I/S						
Disabled	26	92.3	75	5	5	15	20	18.9	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	12	100	30	30	20	20	40	37.5	52.3	I/S	I/S
Subsized meals	106	96.2	37.9	34.7	21.1	6.3	40	41	47.9	Yes	Yes

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

All Students	340	87.6	50.9	18.5	9.7	8.5	18.2	N/A	N/A	N/A	N/A
Male	163	85.9	46.6	16.6	10.4	12.3	22.7	N/A	N/A	N/A	N/A
Female	177	89.3	54.8	20.3	9.0	5.1	14.1	N/A	N/A	N/A	N/A
White	167	92.2	34.7	25.7	15.0	16.8	31.7	N/A	N/A	N/A	N/A
African American	150	80.7	66.0	11.3	3.3	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	13	100.0	69.2	23.1	N/A	7.7	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	26	53.8	50.0	N/A	N/A	3.8	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	12	100.0	83.3	8.3	N/A	8.3	I/S	N/A	N/A	N/A	N/A
Subsized meals	107	79.4	69.2	7.5	2.8	N/A	I/S	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	328	98.2	11.3	24.7	27.4	36.6	72.9	64.1	69.7
	2009	339	98.2	11.5	24.8	31.8	31.8	73.9	56.4	61.8

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

All Students	2008	328	97.9	17.8	20.9	26.4	34.9	67.5	55	67.2
	2009	339	98.5	17.8	20.4	24.8	36.9	69.1	52.3	62.7

* Adjusted to account for natural variation in performance.

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