



SOUTH FLORENCE HIGH

3200 South Irby Street
Florence, South Carolina

Grades	9-12 High School	
Enrollment	1,594 Students	
Principal	Neal Vincent	843-664-8190
Superintendent	Dr. Allie E. Brooks	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Below Average
2010	Average	Average
2009	Average	Below Average
2008	Average	Below Average
2007	Good	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
11	10	19	1	2

* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	67.4%	77.0%	77.6%	75.0%	77.8%	76.4%
Passed 1 subtest (%)	17.0%	13.6%	12.6%	13.2%	11.4%	13.9%
Passed no subtests (%)	15.6%	9.3%	9.9%	11.8%	11.0%	10.3%

HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	88.7%	90.8%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	482	393	284	281
Number of Graduates in Cohort	357	297	200	189
Rate	74.1%	75.6%	71.2%	70.5%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	484	N/A	268
Number of Graduates in Cohort	N/A	364	N/A	189
Rate	N/A	75.2%	N/A	69.1%

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	67.0%	75.3%
English 1	68.2%	63.8%
Biology 1/Applied Biology 2	59.3%	65.3%
Physical Science	47.5%	55.2%
US History and the Constitution	50.0%	42.8%
All Tests	57.8%	60.4%

* 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
Students (n=1,594)				
Retention rate	4.2%	Up from 2.0%	3.8%	3.4%
Attendance rate	97.3%	Up from 94.5%	95.1%	95.0%
Served by gifted and talented program	3.4%	Up from 2.3%	12.1%	12.4%
With disabilities other than speech	13.3%	Down from 16.4%	10.1%	9.9%
Older than usual for grade	9.9%	Down from 11.4%	7.5%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Down from 1.8%	0.5%	0.9%
Enrolled in AP/IB programs	3.5%	Down from 5.5%	12.0%	13.0%
Successful on AP/IB exams	44.0%	Down from 45.2%	46.5%	51.7%
Eligible for LIFE Scholarship	30.3%	Up from 28.3%	30.2%	30.1%
Annual dropout rate	2.0%	Down from 3.3%	2.9%	2.5%
Career/technology students in co-curricular organizations	1.9%	Up from 0.0%	2.0%	2.9%
Enrollment in career/technology courses	72	Down from 181	362	419
Students participating in work-based experiences	83.5%	Up from 81.8%	11.2%	7.2%
Career/technology students attaining technical skills	81.9%	Up from 74.6%	82.4%	83.0%
Career/technology completers placed	N/A	N/A	98.4%	98.4%
Teachers (n=86)				
Teachers with advanced degrees	65.1%	Up from 61.4%	60.4%	61.1%
Continuing contract teachers	84.9%	Up from 78.4%	82.6%	80.6%
Teachers returning from previous year	90.7%	Up from 90.2%	87.9%	86.5%
Teacher attendance rate	95.5%	Down from 96.1%	95.5%	95.5%
Average teacher salary*	\$48,021	Up 0.1%	\$46,880	\$46,884
Professional development days/teacher	15.6 days	Up from 14.5 days	10.2 days	10.0 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	26.7 to 1	Up from 26.0 to 1	26.9 to 1	26.5 to 1
Prime instructional time	91.7%	Up from 89.7%	89.2%	89.3%
Dollars spent per pupil**	\$6,437	Down 2.2%	\$7,499	\$7,804
Percent of expenditures for teacher salaries**	60.1%	Up from 59.9%	56.8%	58.0%
Percent of expenditures for instruction**	62.5%	Down from 63.3%	60.5%	60.6%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.1%	97.6%	97.3%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Good
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 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		Met AYP Objective
	n	%	t	%	n	%	
All Students	309	88.7%	1841	57.8%	482	74.1%	No
Gender							
Male	147	87.8%	952	59.1%	260	64.6%	N/A
Female	162	89.5%	862	56.5%	222	85.1%	N/A
Racial/Ethnic Group							
White	151	95.4%	840	73.7%	252	79.0%	N/A
African American	155	82.6%	915	42.5%	223	68.6%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	42	69.0%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	12	83.3%	N/A	N/A	N/A
Disability Status							
Disabled	39	43.6%	182	30.8%	53	37.7%	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	20	65.0%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	165	83.0%	1035	48.0%	205	73.2%	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

The 2010-2011 school year at South Florence High School was filled with success as the school, students and faculty members received numerous awards and participated in a host of educational and extra-curricular events and activities. Collaborative practices were at the heart of this year's success as SFHS received a Center of Excellence grant for Fencing equipment and became the only public school in SC to offer Fencing as a part of the PE curriculum. Fencing skills were showcased as every 9th grader participated in a dramatic production of "Romeo & Juliet." SFHS also celebrated having the District Teacher of the Year and SC VFWS High School Teacher of the Year.

SFHS's class of 2011 earned over \$3,890,000 in scholarship offers. 2011 graduates were awarded scholarships from the following organizations: Presbyterian College, Newberry College, North Greenville University, South Carolina State University, The Art Institute of Charleston, Charleston Southern University and Hope College.

Student recognition for the 2010-11 school year included: 2010 Youth in Government (YIG) Premier Delegation; YIG Outstanding Trail Attorney; YIG Associate Justice of the Supreme Court; SC Governor's School for the Arts Visual Arts attendee and Vocalist summer program participant; and two Navy JROTC participants in the University of San Diego's Science, Technology, Engineering and Math Seminar. SFHS students also excelled in athletics as they participated in varsity and junior varsity sports to include volleyball, football, cross country, swimming, tennis, basketball, cheerleading, golf, track, soccer, softball, and baseball. For the second consecutive year, SFHS was awarded the district's All Sports Trophy for having the best head-to-head record against other FSD1 schools.

SFHS's work in building professional learning communities and providing meaningful learning opportunities to all learners in the building continued. Teachers participated in professional learning communities and worked collaboratively to promote student achievement. Arts offerings increased as students took dance, orchestra, chorus, visual arts, band, music appreciation and drama courses. In partnership with Florence-Darlington Technical College, 42 juniors and seniors completed 97 dual-credit courses. Second year students increased HSAP scores and many SFHS students participated in service learning opportunities to include a Math-A-Thon benefit for St. Jude's Children's Hospital, Relay for Life, Camp Rae Fundraiser, Hero Breakfast, and the annual Mix-it-Up Day. The SFHS faculty continues to financially support the United Way, the FSD1 Educational Foundation and the United Negro College Fund. We will continue to strive for excellence at SFHS as we look forward to next year's successes.

Neal Vincent, Principal
Dr. Tonya F. Mack, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	84	333	73
Percent satisfied with learning environment	86.9%	68.4%	83.1%
Percent satisfied with social and physical environment	89.2%	74.5%	70.0%
Percent satisfied with school-home relations	63.9%	82.0%	81.2%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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No Child Left Behind

School Adequate Yearly Progress

No

This school met 12 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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	6.5%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.6%	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	408	99.5	11.1	33.6	31.2	24.1	63.5	65.4	68.0	No	Yes
Male	208	99.0	15.0	32.1	31.1	21.8	60.1	59.5	63.1	N/A	N/A
Female	200	100.0	7.0	35.1	31.4	26.5	67.0	71.0	73.1	N/A	N/A
White	201	99.5	3.8	26.1	37.0	33.2	79.3	82.2	79.4	Yes	Yes
African American	194	99.5	18.1	42.3	25.8	13.7	47.3	51.1	51.7	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	62.5	83.2	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	68.0	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	66.4	I/S	I/S
Disabled	65	96.9	44.3	47.5	6.6	1.6	16.4	15.2	22.8	No	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	45.1	I/S	I/S
Subsidized meals	238	99.6	15.1	42.5	27.4	15.1	51.1	53.1	54.7	No	Yes

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

All Students	407	99.5	21.7	34.1	31.0	13.2	52.9	54.7	62.3	No	Yes
Male	207	99.0	23.8	34.2	29.0	13.0	51.8	54.0	61.4	N/A	N/A
Female	200	100.0	19.5	34.1	33.0	13.5	54.1	55.4	63.2	N/A	N/A
White	201	99.0	7.6	28.8	41.8	21.7	72.3	76.1	75.3	Yes	Yes
African American	193	100.0	37.4	39.0	18.7	4.9	33.0	35.6	42.9	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	75.0	84.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	60.0	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	64.1	I/S	I/S
Disabled	64	98.4	65.6	27.9	6.6	N/A	14.8	15.2	21.5	No	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.1	I/S	I/S
Subsidized meals	238	99.6	31.1	37.4	25.6	5.9	40.2	39.7	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	408	97.1	59.6	14.9	12.6	12.9	25.5	N/A	N/A	N/A	N/A
Male	208	97.1	59.9	14.9	11.9	13.4	25.2	N/A	N/A	N/A	N/A
Female	200	97.0	59.3	14.9	13.4	12.4	25.8	N/A	N/A	N/A	N/A
White	201	97.5	41.3	19.4	18.4	20.9	39.3	N/A	N/A	N/A	N/A
African American	194	96.9	79.3	10.1	5.9	4.8	10.6	N/A	N/A	N/A	N/A
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	65	90.8	96.6	3.4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	238	97.5	77.2	11.2	6.5	5.2	11.6	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*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2010	421	99.8	11.5	38.8	34.8	15.0	63.3	62.5	65.9
	2011	408	99.5	11.1	33.6	31.2	24.1	63.5	65.4	68.0
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2010	421	99.8	19.8	37.3	29.0	14.0	55.3	55.8	62.3
	2011	407	99.5	21.7	34.1	31.0	13.2	52.9	54.7	62.3

* Adjusted to account for natural variation in performance.

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