

South Florence High

3200 South Irby Street
Florence, South Carolina

Grades	9-12 High School	
Enrollment	1,631 Students	
Principal	Neal Vincent	843-664-8190
Superintendent	Larry Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Below Average
2008	Average	Below Average
2007	Good	Excellent
2006	Below Average	At-Risk
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
1	9	25	2	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 (%)	73.8	75.2	67.4	78.0	79.7	75.0
Passed 1 subtest (%)	16.0	14.5	17.0	12.2	10.9	13.2
Passed no subtests (%)	10.2	10.4	15.6	9.8	9.4	11.8

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	93.2%	93.8%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	407	248
Number of Diplomas	320	182
Rate	78.6%	75.1%

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	73.1	73.5
English 1	69.2	62.3
Physical Science	61.8	50.6
US History and the Constitution	39.1	36.6
All Tests	60.0	54.5

* 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=1,631)				
Retention rate	2.8%	Down from 3.8%	4.6%	4.8%
Attendance rate	94.7%	Down from 95.0%	95.3%	95.5%
Eligible for gifted and talented	0.0%	Down from 11.2%	11.7%	9.2%
With disabilities other than speech	15.8%	Down from 17.8%	13.7%	12.6%
Older than usual for grade	11.6%	Up from 11.5%	8.8%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.7%	No Change	1.0%	1.2%
Enrolled in AP/IB programs	7.5%	Down from 8.0%	13.2%	13.2%
Successful on AP/IB exams	32.9%	Down from 56.1%	44.4%	55.6%
Eligible for LIFE Scholarship	29.4%	Up from 25.9%	30.5%	29.8%
Annual dropout rate	3.9%	Down from 4.1%	4.3%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	3.1%	3.0%
Enrollment in career/technology courses	815	Up from 809	480	523
Students participating in work-based experiences	60.2%	Up from 43.4%	16.6%	12.9%
Career/technology students attaining technical skills	84.1%	Up from 82.6%	78.9%	79.3%
Career/technology completers placed	N/A	N/A	98.1%	98.8%
Teachers (n=92)				
Teachers with advanced degrees	60.9%	Down from 62.9%	58.9%	58.6%
Continuing contract teachers	75.0%	Down from 89.9%	77.4%	71.6%
Teachers with emergency or provisional certificates	3.5%	Up from 2.5%	6.0%	8.1%
Teachers returning from previous year	88.4%	Down from 89.4%	86.8%	85.0%
Teacher attendance rate	96.0%	Up from 95.8%	95.4%	95.5%
Average teacher salary*	\$47,205	Up 2.7%	\$48,173	\$47,761
Professional development days/teacher	13.7 days	Up from 11.0 days	12.6 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	24.0 to 1	Down from 25.7 to 1	27.3 to 1	26.1 to 1
Prime instructional time	89.9%	Up from 89.4%	89.5%	89.8%
Dollars spent per pupil**	\$6,630	Up 8.0%	\$7,860	\$7,883
Percent of expenditures for teacher salaries**	59.0%	Down from 59.2%	54.0%	54.1%
Percent of expenditures for instruction**	61.6%	Down from 63.4%	59.6%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Up from 94.8%	96.8%	95.8%
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	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	324	93.2%	1591	60.0%	407	78.6%	No
Gender							
Male	160	92.5%	796	59.7%	200	73.0%	N/A
Female	164	93.9%	795	60.3%	203	83.7%	N/A
Racial/Ethnic Group							
White	177	96.6%	740	71.8%	204	84.3%	N/A
African American	143	88.8%	812	49.6%	189	72.0%	N/A
Asian/Pacific Islander	N/A	N/A	17	64.7%	N/A	N/A	N/A
Hispanic	N/A	N/A	19	47.4%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	46	56.5%	170	28.8%	58	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	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	152	86.8%	843	53.4%	196	67.3%	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 2008-2009 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. Although our school report card rating was Average/Below Average, our level of achievement has been consistent for the past three years.

SFHS's class of 2009 earned over \$4,069,309 in scholarship offers to include 98 Life Scholars, 11 Palmetto Fellows recipients, and 6 SC Board of Education Academic Achievement Honorees. 2009 graduates also earned scholarships from the following organizations: Navy ROTC, Clemson Coca-Cola, Erskine College Voice and Violin, Florence Regional Arts Alliance Betty Ann Darby, and the Gary Lowder, Jr., Memorial. Of the 2009 graduating class, 53% worked diligently throughout their high school careers to obtain single cord (109), double cord (35), and Board of Trustee (29) honors. All of our 2009 graduates worked hard to obtain their diplomas, and we are proud to have shared in helping them to succeed.

Student recognition for the 2008-2009 school year included our first graduate to be accepted to the University of Notre Dame; 2008 YMCA Youth In Government (YIG) Premier Delegation; 2008 YIG Conference Outstanding Attorney; 2009 NJROTC Air Rifle Team SC/NC Champions; FSD1 Female Athlete of the Year; Florence West Rotary Club Outstanding Seniors; and Technology Champion from the Education Business Summit. Students participated in junior varsity and varsity sports to include volleyball, football, cross country, swimming, tennis, basketball, cheerleading, golf, track, soccer, softball, and baseball.

We continue to further define our culture as we examine our work through the frame of HSTW and Small Learning Communities. Professional learning communities based upon improving teacher efficacy and student achievement were implemented as our faculty assisted students to achieve more at a higher level. Over 280 credits were recovered in our online learning lab, and our students participated in a variety of instructional environments to include blended learning, virtual school, Advanced Placement, and dual-enrollment. We continue to strive for excellence at SFHS as we look forward to next year's success. Go Bruins!

Neal Vincent, Principal

Anthony Pigatt, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	84	241	6
Percent satisfied with learning environment	89.3%	73.6%	I/S
Percent satisfied with social and physical environment	90.5%	78.0%	I/S
Percent satisfied with school-home relations	57.1%	82.2%	I/S

* 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 13 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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	14.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.3%	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
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	353	98.9	17.7	41.9	28.1	12.2	50.5	55	61.8	No	Yes
Male	166	98.8	20.9	37.9	32	9.2	50.3	53.2	57.4	N/A	N/A
Female	187	98.9	14.9	45.4	24.7	14.9	50.6	56.7	66.1	N/A	N/A
White	165	98.8	9.2	31.6	38.2	21.1	69.1	75.2	74.3	Yes	Yes
African American	184	98.9	24.6	50.9	19.9	4.7	34.5	37.2	44.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	75	77.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	72.7	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	52	94.2	59.1	34.1	2.3	4.5	11.4	13.7	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	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	193	100	23.9	48.3	20.5	7.4	37.5	37.7	45.6	No	Yes

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

All Students	350	99.7	26.9	32.1	26.3	14.7	52	56.6	62.7	No	Yes
Male	165	99.4	26.8	29.4	26.8	17	52.9	56.9	61.8	N/A	N/A
Female	185	100	27	34.5	25.9	12.6	51.1	56.4	63.6	N/A	N/A
White	163	100	11.2	27.6	38.2	23	73	77	75.1	Yes	Yes
African American	183	99.5	40.9	35.7	16.4	7	33.9	38.3	45.1	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	81.3	83.8	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	81.8	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	98	72.7	15.9	6.8	4.5	15.9	18.5	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	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	193	100	36.9	34.7	17.6	10.8	40.9	41.7	47.9	No	Yes

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

All Students	351	87.7	66.1	14.0	6.8	0.9	7.7	N/A	N/A	N/A	N/A
Male	164	87.2	62.2	12.8	11.0	1.2	12.2	N/A	N/A	N/A	N/A
Female	187	88.2	69.5	15.0	3.2	0.5	I/S	N/A	N/A	N/A	N/A
White	165	92.1	58.2	21.2	10.9	1.8	12.7	N/A	N/A	N/A	N/A
African American	182	84.1	73.6	7.1	3.3	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	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	50	68.0	68.0	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	192	83.9	70.3	8.9	4.7	N/A	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*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2008	416	99.8	14.5	31.7	34.7	19.2	66.3	64.3	69.7
	2009	353	98.9	17.7	41.9	28.1	12.2	50.5	55	61.8

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

All Students	2008	416	99.8	20.7	36.2	32.2	11	56.1	57.2	67.2
	2009	350	99.7	26.9	32.1	26.3	14.7	52	56.6	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