



A C FLORA HIGH

1 Falcon Dr.
Columbia, SC 29204

Grades	9-12 High School	
Enrollment	1,357 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	At-Risk
2009	Good	Below Average
2008	Good	Excellent
2007	Good	Excellent
2006	Good	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
5	15	5	0	0

* 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 (%)	77.8%	79.2%	77.9%	85.7%	82.0%	82.7%
Passed 1 subtest (%)	11.4%	10.5%	11.2%	8.0%	10.5%	10.2%
Passed no subtests (%)	10.8%	10.2%	10.9%	6.3%	8.3%	7.8%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	90.3%	92.6%

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	328	341	401	429
Number of Graduates in Cohort	273	227	302	322
Rate	83.2%	66.6%	72.9%	74.0%

*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	54.5%	78.7%
English 1	71.7%	75.3%
Physical Science	53.1%	67.0%
US History and the Constitution	31.3%	54.3%
All Tests	54.3%	68.1%

* 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=1,357)				
Retention rate	5.0%	Down from 7.5%	3.5%	3.7%
Attendance rate	96.3%	Down from 96.7%	95.9%	95.4%
Eligible for gifted and talented	32.0%	Up from 30.6%	16.0%	12.4%
With disabilities other than speech	8.5%	Up from 7.7%	9.8%	12.8%
Older than usual for grade	9.7%	Up from 8.2%	7.7%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Down from 0.3%	0.7%	1.1%
Enrolled in AP/IB programs	52.0%	Up from 41.4%	20.7%	13.1%
Successful on AP/IB exams	45.8%	Down from 60.3%	59.1%	50.4%
Eligible for LIFE Scholarship	28.8%	Down from 30.6%	30.9%	30.4%
Annual dropout rate	3.5%	Up from 2.8%	2.8%	3.1%
Career/technology students in co-curricular organizations	0.0%	Down from 0.6%	2.2%	2.2%
Enrollment in career/technology courses	451	Down from 587	807	424
Students participating in work-based experiences	1.4%	Down from 1.5%	22.7%	11.7%
Career/technology students attaining technical skills	74.1%	Down from 75.9%	81.1%	78.7%
Career/technology completers placed	100.0%	No Change	99.9%	98.5%
Teachers (n=86)				
Teachers with advanced degrees	72.1%	Up from 68.2%	60.6%	60.4%
Continuing contract teachers	72.1%	Up from 71.6%	78.3%	76.6%
Teachers with emergency or provisional certificates	5.1%	Down from 7.7%	5.1%	6.5%
Teachers returning from previous year	85.0%	Down from 86.3%	87.4%	86.8%
Teacher attendance rate	95.2%	Down from 95.3%	95.8%	95.8%
Average teacher salary*	\$52,332	Up 1.2%	\$48,040	\$47,390
Professional development days/teacher	13.0 days	Down from 13.8 days	9.2 days	10.0 days
School				
Principal's years at school	4.0	Up from 3.0	3.5	4.0
Student-teacher ratio in core subjects	25.4 to 1	Up from 24.5 to 1	28.7 to 1	25.8 to 1
Prime instructional time	90.5%	Down from 91.1%	90.6%	90.1%
Dollars spent per pupil**	\$7,732	Up 1.8%	\$6,931	\$7,974
Percent of expenditures for teacher salaries**	68.0%	Down from 69.5%	58.3%	55.4%
Percent of expenditures for instruction**	73.4%	No Change	61.5%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.7%	Up from 94.1%	96.7%	96.0%
Character development program	Average	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Average
Classical language program assessment	N/A	N/A	Good	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 Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	259	90.3%	1096	54.3%	341	66.6%	No
Gender							
Male	133	88.0%	521	53.2%	171	62.0%	N/A
Female	126	92.9%	575	55.3%	170	71.2%	N/A
Racial/Ethnic Group							
White	137	97.1%	486	75.3%	162	82.7%	N/A
African American	108	81.5%	530	35.7%	153	50.3%	N/A
Asian/Pacific Islander	N/A	N/A	19	63.2%	N/A	N/A	N/A
Hispanic	N/A	N/A	48	43.8%	14	50.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	11	45.5%	75	21.3%	16	31.3%	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	49	34.7%	16	62.5%	N/A
Socio-Economic Status							
Subsidized meals	72	77.8%	400	33.5%	107	45.8%	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

A.C. Flora High School serves 1,315 students from urban, suburban, and rural home settings. Socio-economically, the population ranges from poverty to great wealth. Approximately 52% of our students are white, 40% African-American, and the remaining 8% of students speak more than 17 different languages other than English. Proudly, A.C. Flora High School is synonymous with diversity.

The graduating class of 257 ranked seniors in 2010, includes five National Merit Finalists, three National Merit Scholarships, and five semi-finalists. Additionally, we have 52 International Baccalaureate Diploma Programme candidates (20%), 50 Richland One Academic All-Stars (19%), 17 Palmetto Fellow participants (7%), 76 Life and 42 Hope Scholarship offers representing 46% of the graduating class.

Accolades include ACT composite mean score of 19.9, the highest in the District, and the SAT mean score, 1,029, which is not only the highest in the District but it also exceeds 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, and one instructional coach supports literacy strategies across the curriculum.

Of the 102 faculty members, sixty-three percent have earned master's degrees or above. Nineteen 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 Richland One School District. We currently offer 46 athletic teams and over 30 active student clubs. We were regional champions in girls' tennis and girls' golf. The boys' golf team reigned again as state champions for the fifth time in the last eight years. 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 the opportunity for credit recovery support.

The consistently high volunteerism and parent involvement at AC Flora uniquely represent 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 partners enrich our student environment with their support.

AC Flora focuses on continuous data collection and interpretation to drive school-based decision-making. On-going faculty staff development assures high-quality, challenging, and appropriate instruction for all students.

Andrew Smith, SIC Chairperson

Richard K. McClure, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	79	191	21
Percent satisfied with learning environment	62.0%	64.9%	66.7%
Percent satisfied with social and physical environment	64.6%	61.7%	76.2%
Percent satisfied with school-home relations	82.3%	80.3%	66.7%

* 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
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This school met 12 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
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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	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.3%	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
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	315	99	10.4	21.9	31.3	36.4	74.7	58.5	65.9	Yes	Yes
Male	157	98.7	11	25.5	33.8	29.7	71	53.7	60.8	N/A	N/A
Female	158	99.4	9.9	18.4	28.9	42.8	78.3	62.9	71	N/A	N/A
White	170	99.4	4.3	10.4	34.8	50.6	89.6	84.6	77.5	Yes	Yes
African American	133	98.5	18.9	36.1	27.9	17.2	54.9	51.6	49.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	56.7	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	22	100	75	18.8	6.3	0	6.3	12.4	21.3	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	8	I/S	I/S	I/S	I/S	I/S	I/S	63.2	47.3	I/S	I/S
Subsidized meals	103	99	23.7	34.4	24.7	17.2	51.6	47.4	51.5	No	Yes

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

All Students	315	98.1	16.7	22.8	22.8	37.8	68.7	52.1	62.3	No	Yes
Male	157	98.7	16.6	24.1	24.8	34.5	68.3	51.5	61.7	N/A	N/A
Female	158	97.5	16.8	21.5	20.8	40.9	69.1	52.7	63	N/A	N/A
White	170	98.8	5.5	17.2	22.1	55.2	84	78.8	75	Yes	Yes
African American	133	97	30.8	30.8	25	13.3	48.3	45.3	44	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	50	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	22	100	75	18.8	6.3	0	6.3	15.4	22.1	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	8	I/S	I/S	I/S	I/S	I/S	I/S	50	52.6	I/S	I/S
Subsidized meals	103	97.1	35.2	29.7	20.9	14.3	41.8	40.9	48.1	No	Yes

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

All Students	315	88.9	52.5	19.6	11.4	16.4	27.9	N/A	N/A	N/A	N/A
Male	157	86.0	53.3	17.8	11.9	17.0	28.9	N/A	N/A	N/A	N/A
Female	158	91.8	51.7	21.4	11.0	15.9	26.9	N/A	N/A	N/A	N/A
White	170	91.8	32.1	25.6	16.7	25.6	42.3	N/A	N/A	N/A	N/A
African American	133	85.0	80.5	10.6	5.3	3.5	8.8	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	7	I/S	I/S	I/S	I/S	I/S	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	22	45.5	N/AV	N/AV	N/AV	N/AV	N/AV	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	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	103	77.7	77.5	12.5	5.0	5.0	10.0	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

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	339	98.2	11.5	24.8	31.8	31.8	73.9	56.4	61.8
	2010	315	99	10.4	21.9	31.3	36.4	74.7	58.5	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	339	98.5	17.8	20.4	24.8	36.9	69.1	52.3	62.7
	2010	315	98.1	16.7	22.8	22.8	37.8	68.7	52.1	62.3

* Adjusted to account for natural variation in performance.