

Florence One Schools | 2020-2021

District of Florence One Schools

Superintendent: Richard O'Malley

Board Chair: Porter Stewart

Phone:

843-669-4141

District Address:

319 South Irby Street Florence, SC 29501

Student Enrollment: 15186

Note on missing data: On March 26, 2021, the U.S. Department of Education and due to COVID-19. The results displayed within this report card should not be compared to those of other years due to the testing limitations as a result of the pandemic. In addition, these results may be incomplete and may not be representative of the make-up of the State, district, or school population.

Academic Achievement

This indicator displays the End-of-Course test results for students in the four-year on-time graduation cohort file (includes graduates and non-graduates).

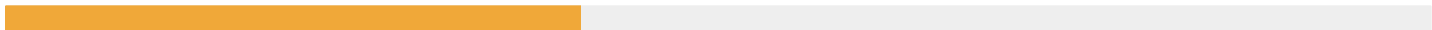
NOTE: Additional Achievement results disaggregated across subgroups can be found in the section of this website.

Overall Student Performance

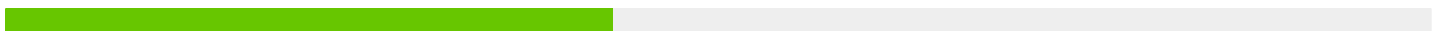
SC Ready English Language Arts and Mathematics

English Language Arts (Reading and Writing) -

District 40.4% (2560 / 6337)

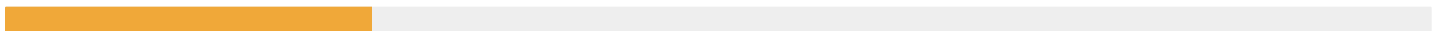


State 42.6% (128425 / 301118)

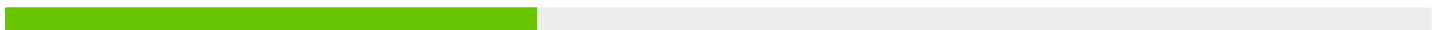


Mathematics -

District 25.7% (1631 / 6346)



State 37.3% (112523 / 301914)



End-of-Course Assessment Results in English 1 and Algebra 1

English - Scoring C or Higher

District 59.3% (556 / 938)

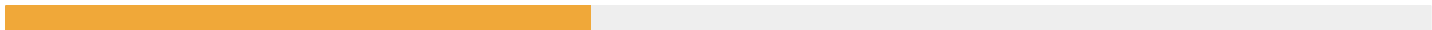


State 63.0% (32245 / 51187)

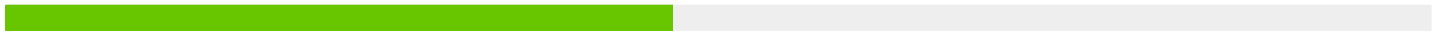


Algebra - Scoring C or Higher

District 41.0% (383 / 935)



State 46.8% (23434 / 50051)



Additional Information

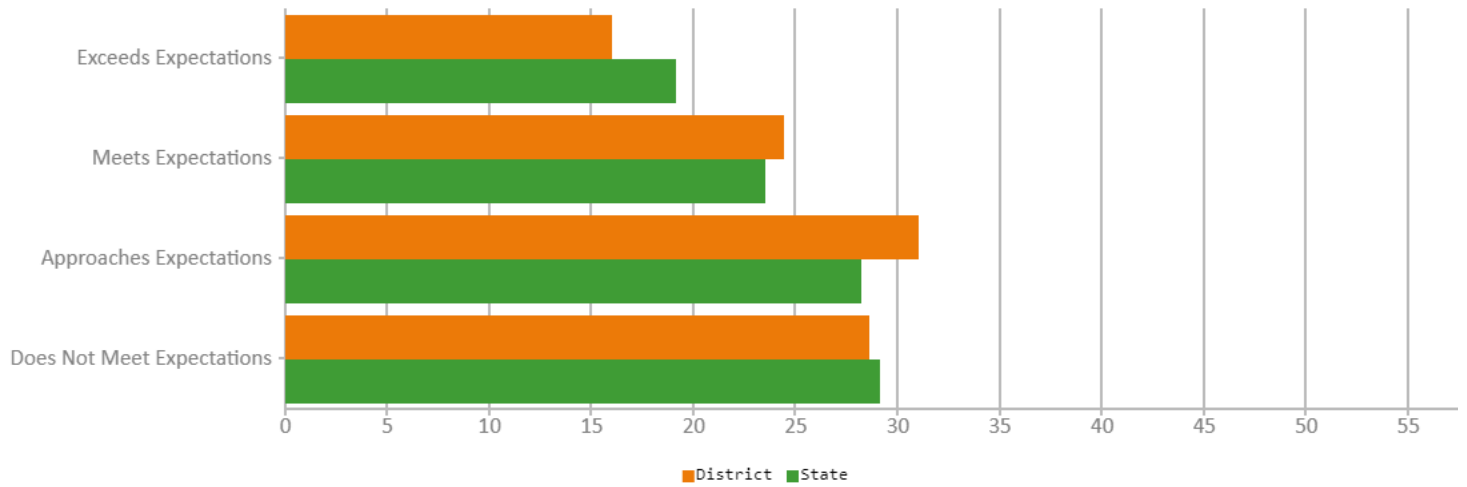
	Our District	Change from Last Year
Prime instructional time	87.8	N/A

Academic Achievement

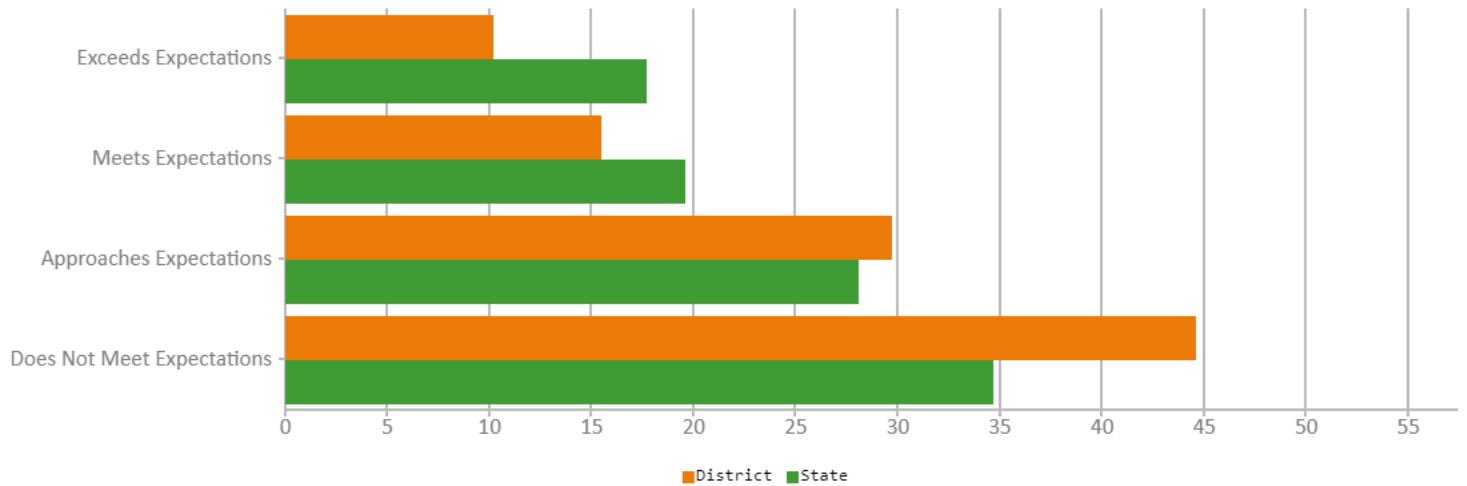
Details Student Performance across District and State

SC READY English Language Arts and Mathematics

English Language Arts (Reading and Writing)

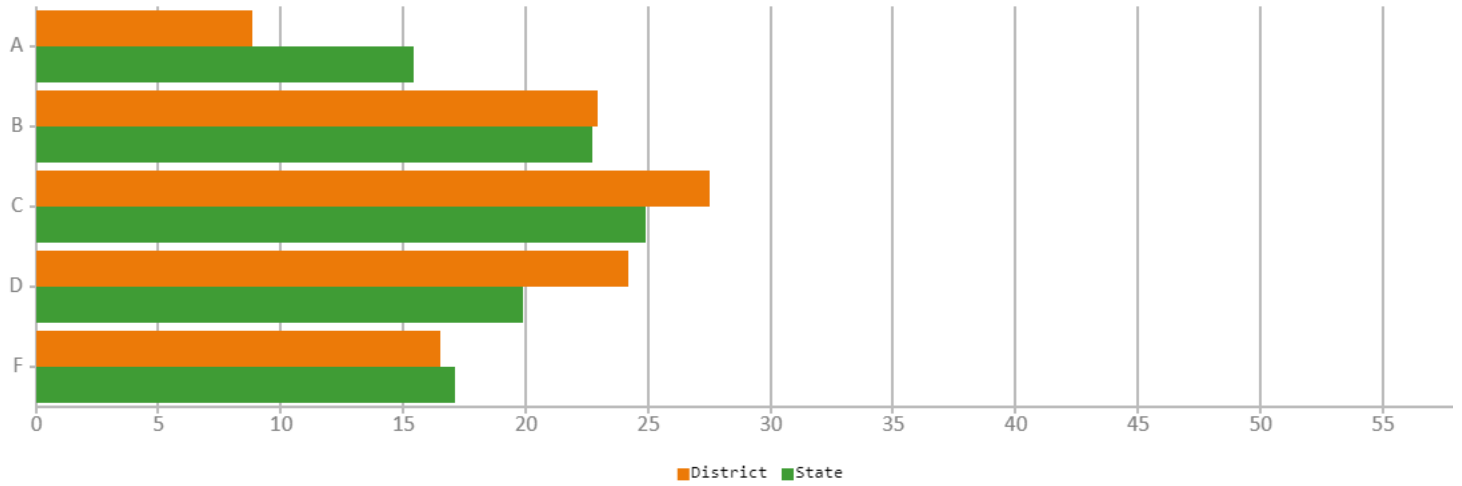


Mathematics

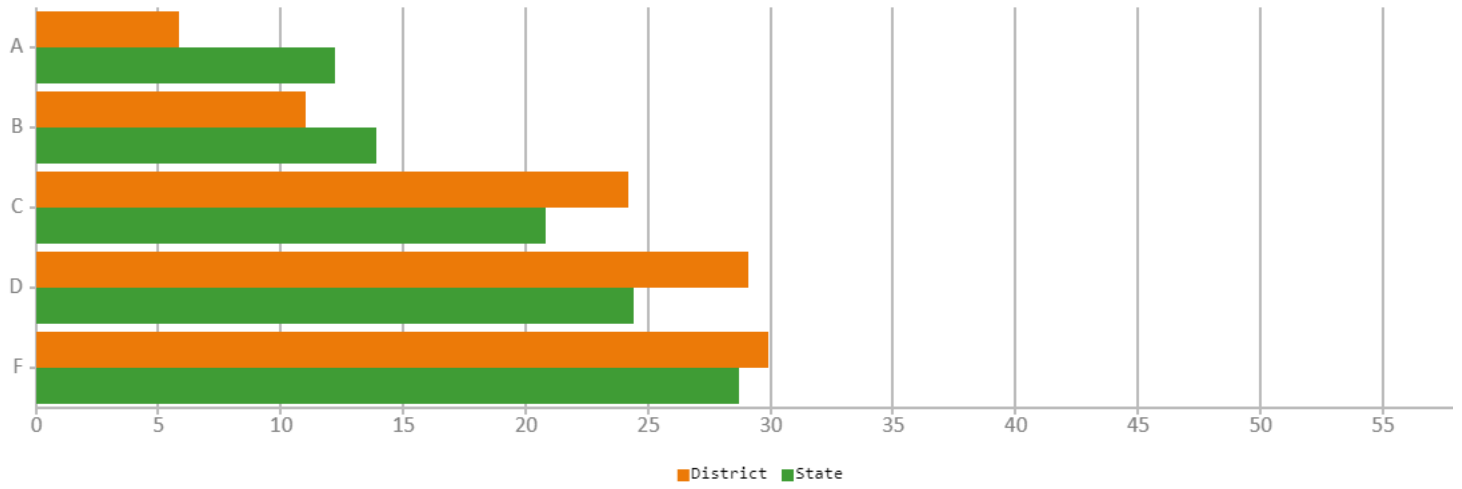


End-of-Course Assessment Results in English 1 and Algebra 1

English



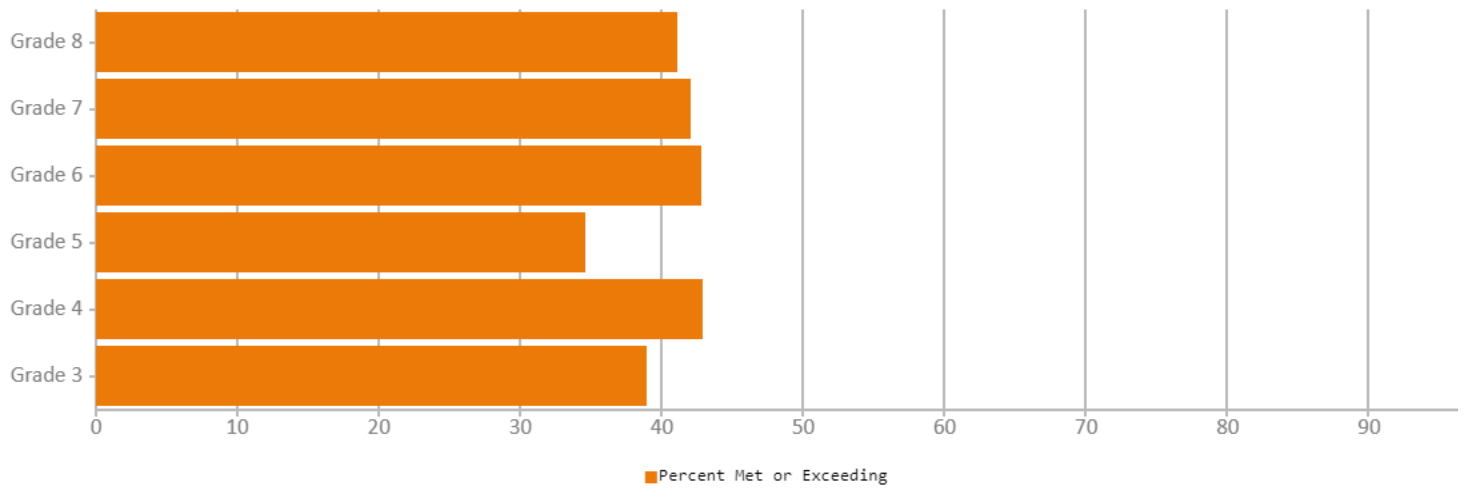
Algebra



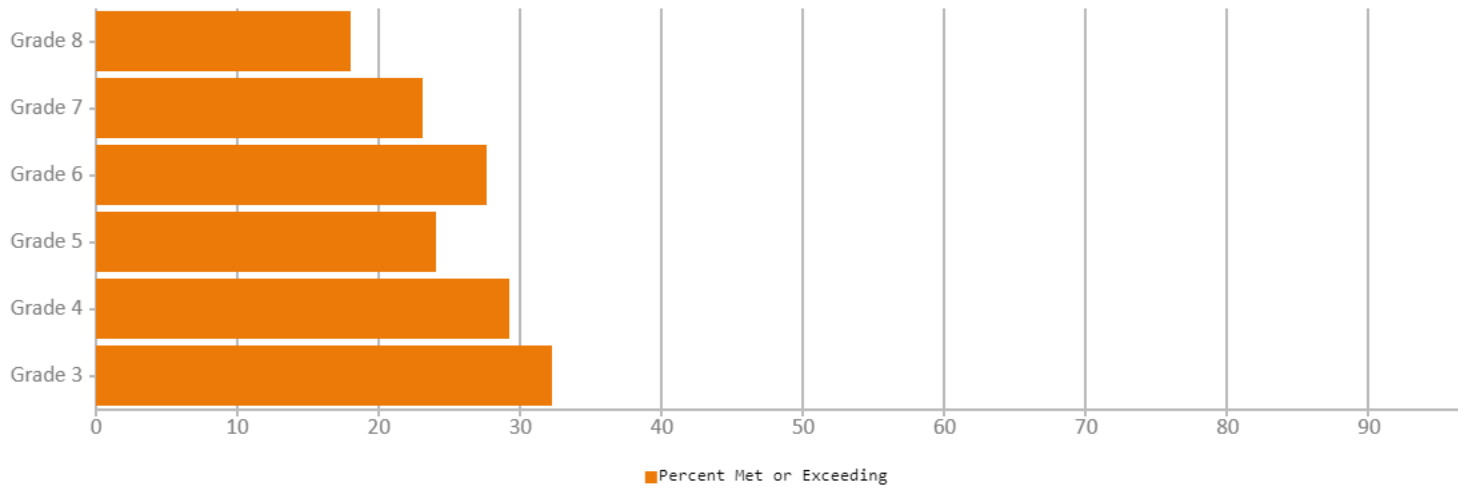
District Level Details

SC READY Performance by Grade Level

English Language Arts (Reading and Writing)

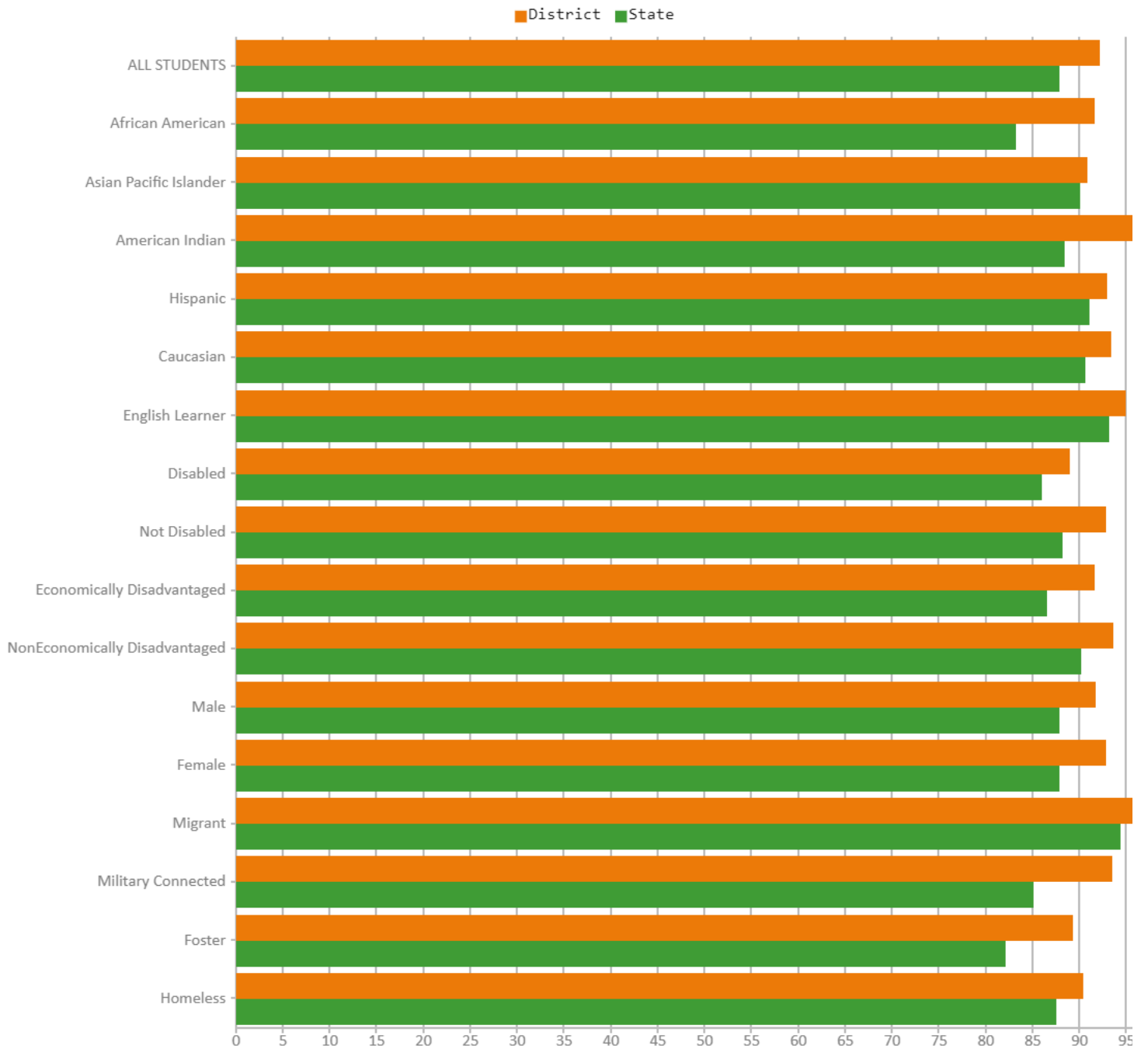


Mathematics



Academic Achievement

Participation Rate by Subgroup



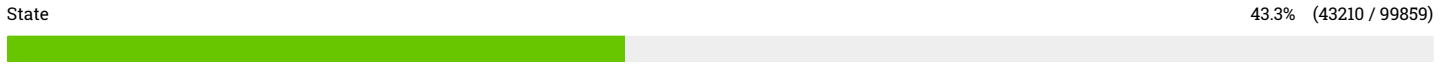
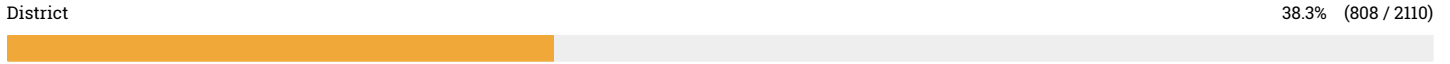
Note on missing data: On March 26, 2021, the U.S. Department of Education and due to COVID-19. The results displayed within this report card should not be compared to those of other years due to the testing limitations as a result of the pandemic. In addition, these results may be incomplete and may not be representative of the make-up of the State, district, or school population.

Preparing for Success

Overall Student Performance

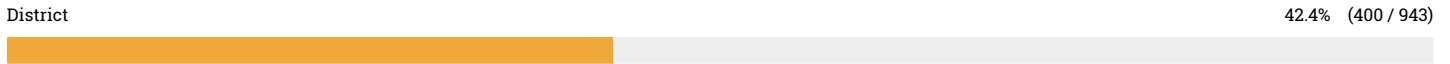
SCPASS Science

Science -

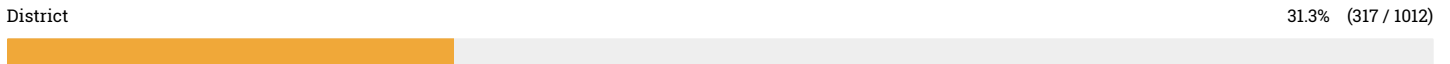


End-of-Course Assessment Results in Biology and US History and the Constitution

Biology - Scoring C or Higher



US History and the Constitution - Scoring C or Higher



Additional Information

Percentage of Students enrolling in Kindergarten and to learn

	Our District	Statewide
Overall	31.4%	26.8%
By Domains: (The cut score for "Overall" was used across all domains in order to provide comparative information. Does not necessarily reflect domain level readiness.)		
Social Foundation	%	%
Language and Literacy	37.2%	32.4%
Mathematics	35.9%	28.3%
Physical Well-Being	%	%

First and Second Grade Students on Track for Success in ELA and Math

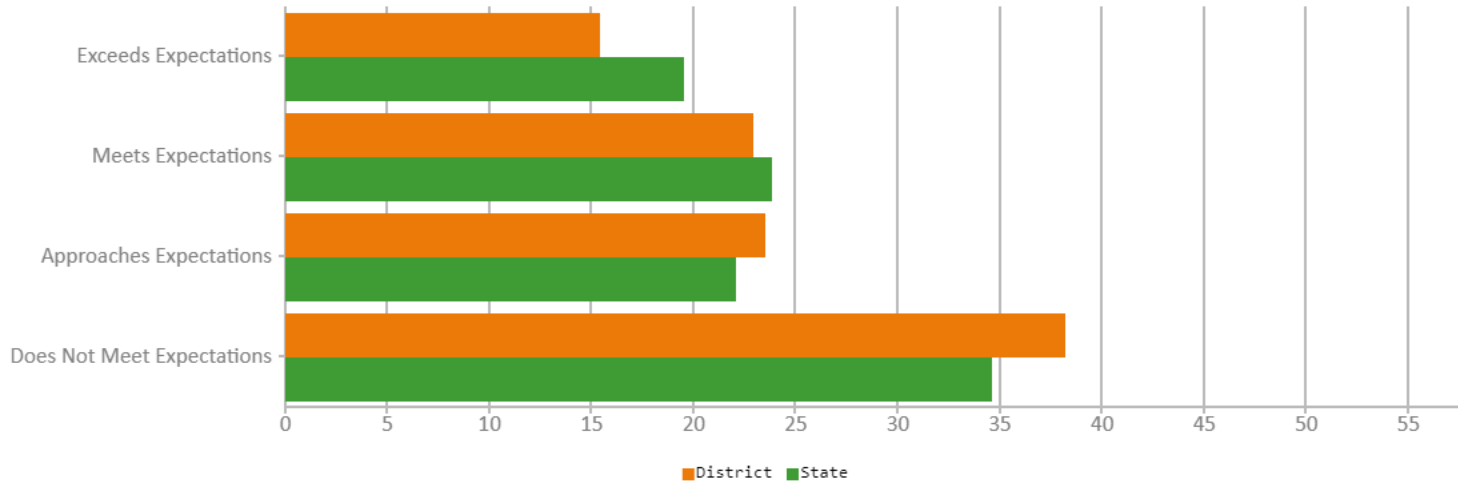
	Our District		Statewide	
	%	N	%	N
Second grade students who are on track for success in English Language Arts at the third grade.	58.7%	733	51.7%	46805
Second grade students who are on track for success in Mathematics at the third grade.	59.3%	733	54.4%	46805
First grade students who are on track for success in English Language Arts at the second grade	59.5%	749	55.9%	46966
First grade students who are on track for success in Mathematics at the second grade	69.8%	749	60.4%	46966

Preparing for Success

Details Student Performance across District and State

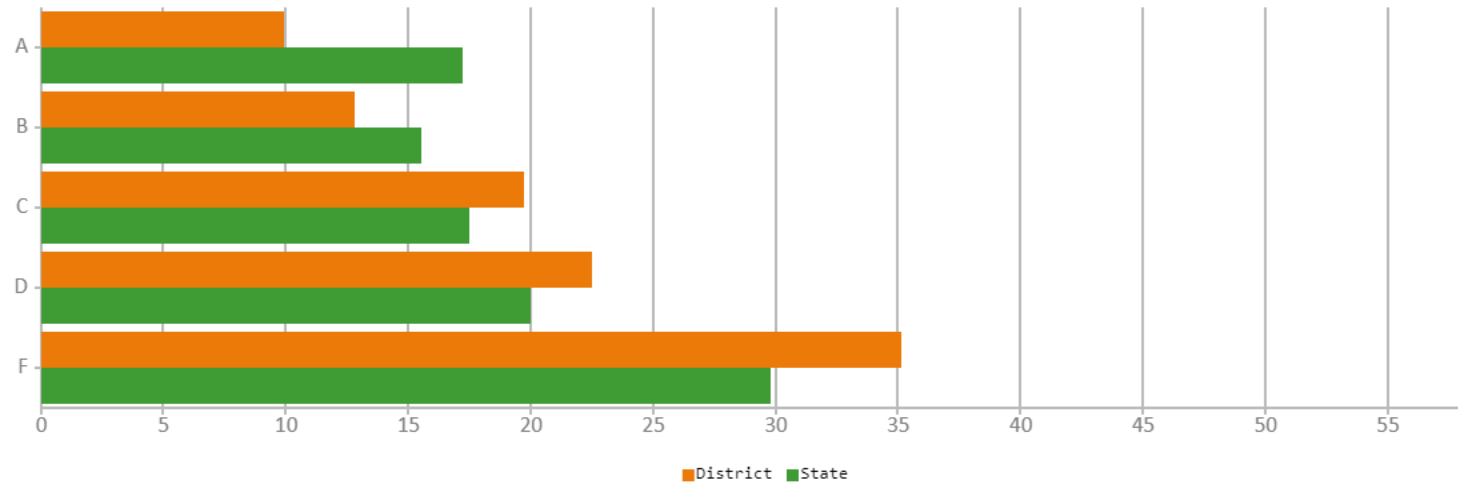
SCPASS Science

Science

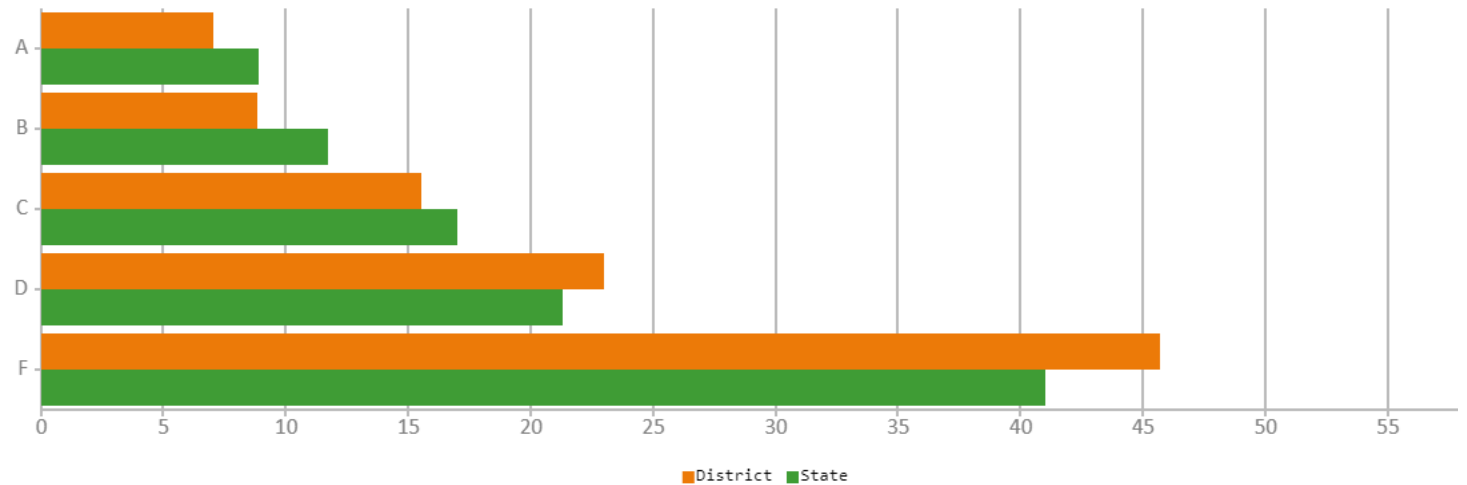


End-of-Course Assessment

Biology



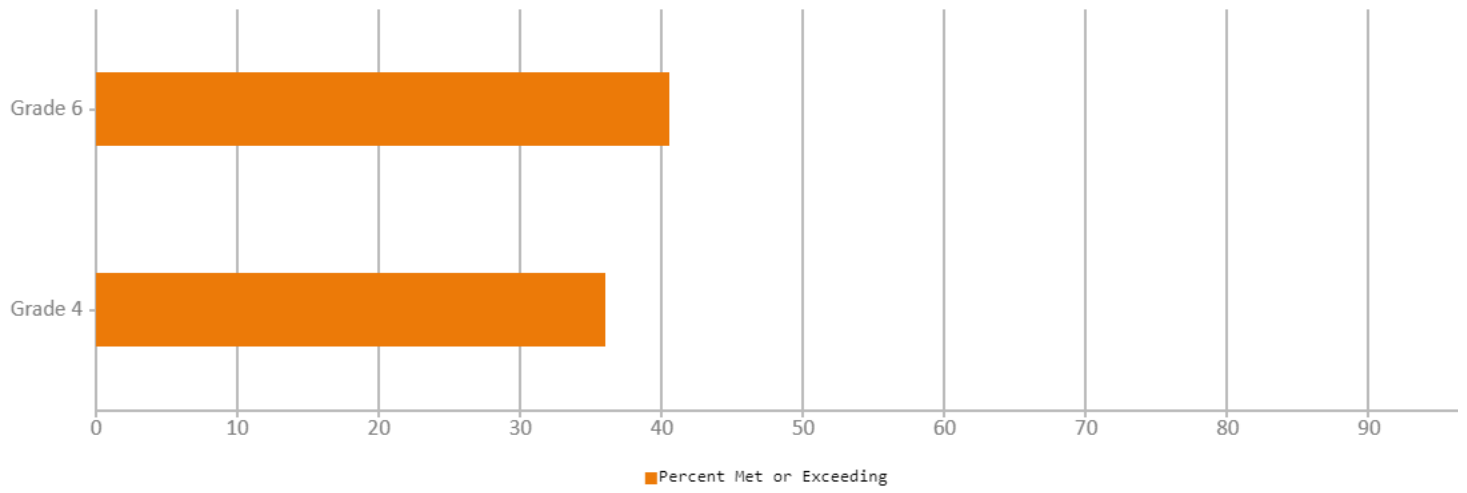
US History and the Constitution



District Level Details

SCPASS Performance by Grade Level

Science



English Learners' Progress

English Learners -

The goal is that students who are learning the English language will become proficient in English within at least five years of their initial enrollment in public schools.

Percent of EL Students who met progress toward proficiency target



Percent of EL Students who Met Progress Toward Proficiency Target	33.0
Number of EL Students who Met Progress Toward Proficiency Target	105
Number of EL Students Assessed	318
Number of EL Students in EL Subgroup	627

Graduation Rate

On-Time Graduation Rate

District

91.2%



State

83.3%

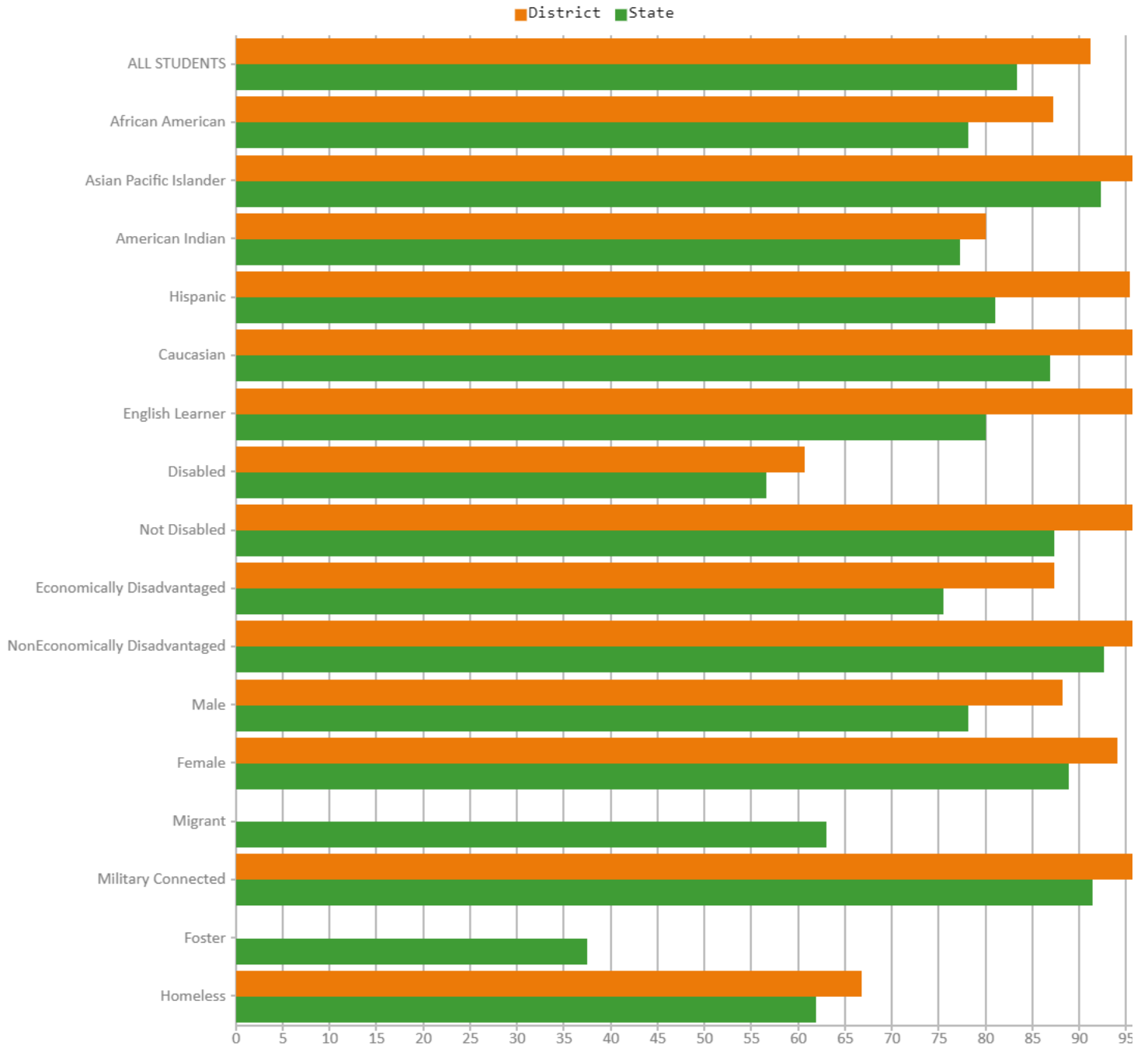


District Four-Year Cohort Graduation Rate

	2018	2019	2020	2021
District	82.1	83.7	86.1	91.2
State	81.0	81.1	82.2	83.3

Additional Information

	Our District	Change from Last Year
Annual Dropout Rate	1.2	Down from 2.0
Dropout Recovery Rate	16.7	Up from 13.3



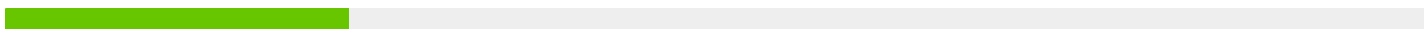
Note on missing data: On March 26, 2021, the U.S. Department of Education and due to COVID-19. The results displayed within this report card should not be compared to those of other years due to the testing limitations as a result of the pandemic. In addition, these results may be incomplete and may not be representative of the make-up of the State, district, or school population.

College and Career Readiness

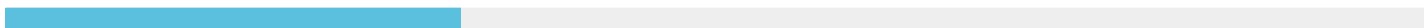
Students in the graduation cohort who are college OR career ready 58.5% (604 / 1032)



Students in the graduation cohort who are college AND career ready 24.1% (249 / 1032)



Students in the graduation cohort who are college ready 32.0% (330 / 1032)



Students in the graduation cohort who are career ready 50.7% (523 / 1032)



Note: The new CCR results (as of 2020) cannot be compared to that of previous years because the cohort of students measured has changed from graduates to all students in the four year on-time graduation cohort (graduates and non graduates).

Additional Information

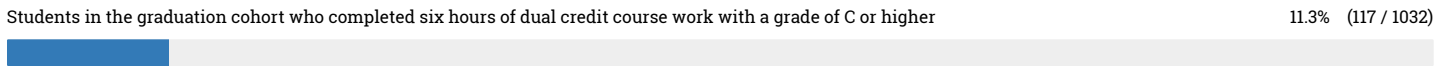
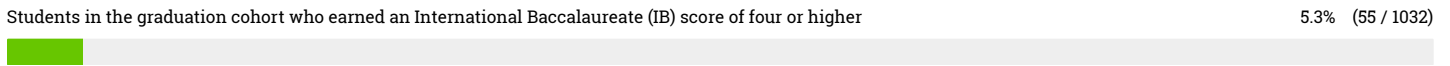
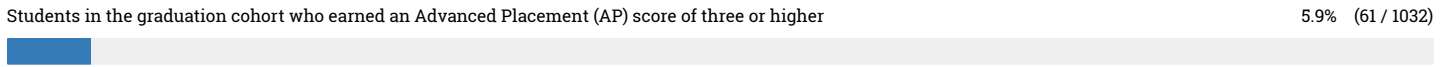
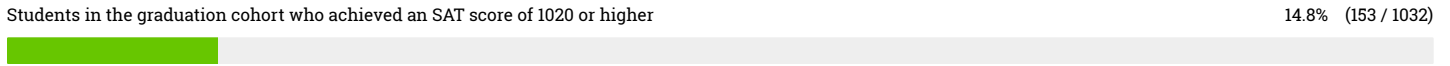
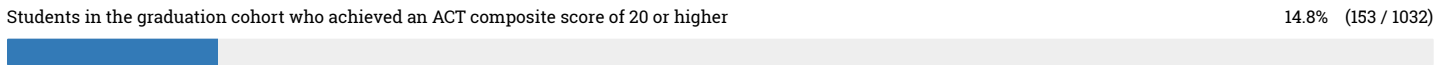
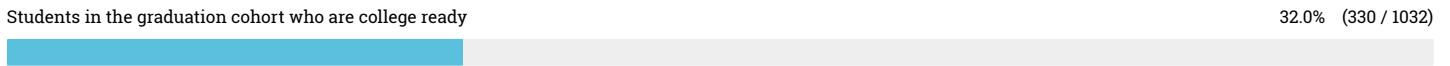
	Our District	Change from Last Year
Percentage of Students from prior year graduating class enrolled in a two- or four-year college or technical college pursuing an associates degree, certificate, or diploma in Fall following graduation	69.9	Down from 74.7
Number of students in the graduation cohort who have completed FAFSA forms	489	Down from 540
Percent of students in the graduation cohort completing college applications	41.2	Down from 69.5
Percent of students in the graduation cohort eligible for LIFE scholarship	13.1	Down from 22.6
Percent of students in the graduation cohort eligible for Palmetto Fellows scholarship	2.8	Down from 4.1

Career and Technical Education (CTE)

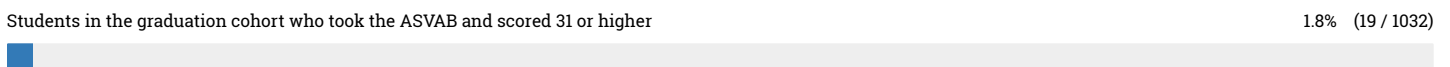
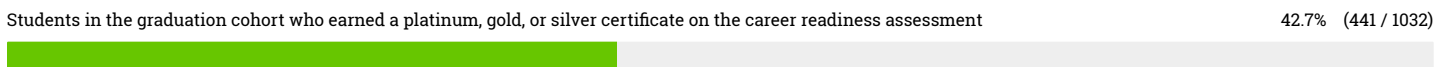
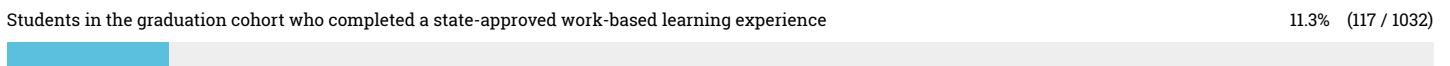
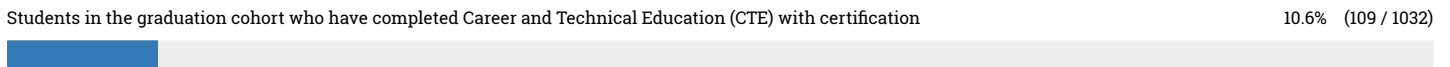
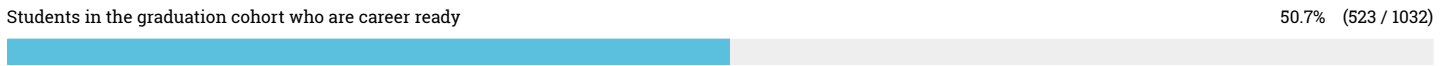
	Number
Students enrolled in CTE courses	2531
CTE completers	265
Total students earning national or state credential	245
Industry Credentials earned by Career Cluster (A student may have earned multiple credentials)	
Agriculture Food and National Resources	0
Architecture & Construction	0
Arts, A/V Technology & Communications	0
Business Management & Administration	0
Education & Training	16
Finance	18
Government & Public Administration	Data N/A
Health Science	218
Hospitality & Tourism	3
Human Services	7
Information Technology	4
Law, Public Safety, Corrections & Security	0
Manufacturing	12
Marketing	0
Science, Technology, Engineering & Mathematics	0
Transportation, Distribution & Logistics	209
Other *	104

College and Career Readiness Details

College Ready



Career Ready



The ACT

Average ACT Score Achieved by Students : English, Math, Reading, Science, Composite of all four tests

No Data Available

Average ACT Score Achieved by Students : Writing

No Data Available

Career Readiness Assessment**Percent of Students Earning Platinum, Gold, Silver, or Bronze Ready to Work (R2W) Certificate****Percent and Number of Students Taking Career Readiness Assessment and Earning Ready to Work (R2W) Certificate**

	Total number of students who tested on all three tests.	Students who did NOT receive a Certificate		Students who DID receive a Certificate		Students who received a bronze Certificate		Students who received a silver Certificate		Students who received a gold Certificate		Students who received a platinum Certificate	
		%	N	%	N	%	N	%	N	%	N	%	N
Our District	911	15.8%	144	84.2%	767	21.3%	194	54.6%	497	7.8%	71	0.5%	5
Statewide	45012	18.1%	8162	81.9%	36850	19.0%	8533	50.9%	22928	10.9%	4910	1.1%	479

Level score requirements for each certificate level

Certificate Level	Level Score Requirements	Certificate levels correspond to the skill requirements of profiled jobs in the ACT JobPro® database
Platinum	Minimum score of 6 on each of the three core subtests*	Indicates the skills required for approximately 99% of profiled jobs
Gold	Minimum score of 5 on each of the three core subtests*	Indicates the skills required for at least 93% of profiled jobs
Silver	Minimum score of 4 on each of the three core subtests*	Indicates the skills required for at least 69% of profiled jobs
Bronze	Minimum score of 3 on each of the three core subtests*	Indicates the skills required for at least 17% of profiled jobs

*The three core Career Readiness subtests are: Applied Mathematics, Reading for Information, and Locating Information.

Advanced Placement and International Baccalaureate®

Advanced Placement (AP) and International Baccalaureate (IB) are rigorous programs dedicated to educational excellence. AP and IB courses provide a challenging educational program that prepares students for selective universities and colleges. AP exams are scored on a scale of 1-5; IB exams are scored on a scale of 1-7.

	Advanced Placement	International Baccalaureate®
Percent of Exams with Passing Scores (: 3 OR higher/: 4 or higher)	Data N/A	Data N/A
Number of Students Taking Exam	Data N/A	Data N/A
Number of Exams Administered	Data N/A	Data N/A

Dual Enrollment

This measure provides the percentage of students (11th and 12th grade students) enrolled in dual credit / dual enrollment classes during the school year who obtain a grade that provides college credit (grade of C or better).

Number of students enrolled in Dual Enrollment Courses	481
Percent of students enrolled in Dual Enrollment Courses	25.4%
Percent of 11th/12th grade students who completed six hours of dual enrollment course work with a grade of C or higher	17.8%

The SAT

The SAT is a standardized test often used in the college admissions process. Its' aim is to assess the student's readiness for college. The current test consists of two 800 point sections testing Evidence-Based Reading and Writing (ERW) and Mathematics. The highest composite score on the SAT is 1600. Most students take the test, which is offered several times per year, during their junior or senior year of high school. The district and state averages are included for comparison. State averages for SAT data are based on regular public schools and do not include private schools in the state.

No Current Records Available.

The highest composite score on the SAT is 1600. For each of the two sections of the test, the highest score is 800.

Note: The new SAT data (as of 2017) cannot be compared to that of previous years because the redesigned SAT is a different assessment using a different scale.

Nation's Report Card :

The National Assessment of Educational Progress (NAEP) is designed to measure what students across the nation know and can do in 10 subjects areas, including mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. History. The main NAEP tests selected samples of the students population in grades 4, 8 and 12. Long-term trend assessments are given to samples of students ages 9, 13 and 17.

Additional South Carolina NAEP data are available here:

SOUTH CAROLINA STATE LEVEL NAEP RESULTS

Reading Grade 4 by

All Students	Percent Below Basic	Percent at Basic	Percent at Proficient	Percent at Advanced
All Students	39.0	29.0	23.0	8.0
White	25.0	31.0	31.0	13.0
Black	57.0	29.0	13.0	2.0
Hispanic	46.0	27.0	21.0	6.0
Two or More Races	43.0	27.0	23.0	7.0
Students with Disabilities	78.0	14.0	7.0	1.0
English Language Learners	59.0	25.0	13.0	3.0
Free or reduced lunch eligible	51.0	29.0	16.0	4.0

Reading Grade 4 Inclusion Rates for Specific Subgroups

	Percent Include
Students with Disabilities	94.0
English Language Learners	95.0

Mathematics Grade 4 by

All Students	Percent Below Basic	Percent at Basic	Percent at Proficient	Percent at Advanced
All Students	23.0	40.0	29.0	7.0
White	11.0	36.0	41.0	12.0
Black	39.0	46.0	14.0	1.0
Hispanic	29.0	44.0	24.0	3.0
Two or More Races	26.0	40.0	29.0	4.0
Students with Disabilities	57.0	30.0	11.0	3.0
English Language Learners	37.0	42.0	20.0	1.0
Free or reduced lunch eligible	32.0	45.0	20.0	3.0

Mathematics Grade 4 Inclusion Rates for Specific Subgroups

	Percent Include
Students with Disabilities	94.0
English Language Learners	94.0

Reading Grade 8 by

All Students	Percent Below Basic	Percent at Basic	Percent at Proficient	Percent at Advanced
All Students	31.0	39.0	27.0	3.0
White	20.0	40.0	35.0	4.0
Black	49.0	38.0	12.0	1.0
Hispanic	36.0	40.0	23.0	1.0
Two or More Races	31.0	41.0	27.0	1.0
Students with Disabilities	75.0	20.0	5.0	0.0

All Students	Percent Below Basic	Percent at Basic	Percent at Proficient	Percent at Advanced
English Language Learners	49.0	38.0	12.0	2.0
Free or reduced lunch eligible	41.0	40.0	18.0	1.0

Reading Grade 8 Inclusion Rates for Specific Subgroups

	Percent Include
Students with Disabilities	92.0
English Language Learners	93.0

Mathematics Grade 8 by

All Students	Percent Below Basic	Percent at Basic	Percent at Proficient	Percent at Advanced
All Students	36.0	35.0	21.0	8.0
White	23.0	36.0	28.0	13.0
Black	57.0	33.0	9.0	1.0
Hispanic	42.0	36.0	16.0	6.0
Two or More Races	35.0	36.0	23.0	6.0
Students with Disabilities	82.0	15.0	3.0	1.0
English Language Learners	54.0	34.0	11.0	2.0
Free or reduced lunch eligible	50.0	34.0	13.0	3.0

Mathematics Grade 8 Inclusion Rates for Specific Subgroups

	Percent Include
Students with Disabilities	92.0
English Language Learners	97.0

Note on missing data: On March 26, 2021, the U.S. Department of Education and due to COVID-19. The results displayed within this report card should not be compared to those of other years due to the testing limitations as a result of the pandemic. In addition, these results may be incomplete and may not be representative of the make-up of the State, district, or school population.

State Goals

Federal law requires that each state report card include long-term goals and measurements of interim progress for all students and defined subgroups of students. This section reports the long-term goals and performance of all students statewide. Information on subgroup performance may be found in the "" section on the main page.

State Goals	Baseline	Targets			Current Year
	2017	2020	2026	2035	2021
Percent scoring level 2 or above - English/ELA - All Students	74.2%	79.5%	82.1%	90.0%	Data N/A
Percent scoring level 2 or above - Math - All Students	75.8%	79.5%	82.1%	90.0%	Data N/A
Percent scoring level 3 or above - English/ELA - All Students	43.2%	47.7%	56.6%	70.0%	Data N/A
Percent scoring level 3 or above - Math - All Students	46.0%	50.0%	58.0%	70.0%	Data N/A
Percent of Students Graduating On-Time* (All Students)	82.6%	83.8%	86.3%	90.0%	Data N/A
Percent of EL Students meeting 70% proficiency target	31.0%	37.4%	50.2%	70.0%	Data N/A

*On-time graduation means graduation within four years of the initial enrollment in High School.

State Goals Defined As:

- 90% of Students at Level 2 or higher on following state assessments
- 70% of Students at Level 3 or higher on following state assessments

Level	Elementary/Middle Schools English language arts (ELA) and Math Based on SC READY Results	High School End-of-Course Assessment in English language arts (English 1) and Math (Algebra 1)	SC ALT*
	Does Not Meet Expectations	F	Emerging
2	Approaches Expectations	D	Foundational
3	Meets Expectations	C	Increasing
	Exceeds Expectations	B	Applied
		A	

*SC ALT - is an alternate assessment that is developed to meet the needs of students with significant disabilities who cannot participate in the regular assessment even with appropriate accommodations.

Note on missing data: On March 26, 2021, the U.S. Department of Education and due to COVID-19. The results displayed within this report card should not be compared to those of other years due to the testing limitations as a result of the pandemic. In addition, these results may be incomplete and may not be representative of the make-up of the State, district, or school population.

Student Engagement

Additional Information

	Our District	Change from Last Year
Percent of Students (7th and 8th grade) enrolled in high school credit courses	5.6	Down from 22.7
Percent of students served by gifted and talented program	15.0	Up from 13.8
Percent of students retained	2.4	Up from 2.0
Principal's/Superintendent's/Director's years at school/district	3	Up from 2
	16.8	Down from 17.4
Percent of 8th Graders with Individual Graduation Plan (IGP)	99.6	Down from 99.9

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	Data N/A	Data N/A	Data N/A
Percent satisfied with learning environment	Data N/A	Data N/A	Data N/A
Percent satisfied with social and physical environment	Data N/A	Data N/A	Data N/A
Percent satisfied with school-home relations	Data N/A	Data N/A	Data N/A

Classroom Environment

	Our District	Change from Last Year
Total Number of Teachers	N/AV	N/A
Percent of K-3 teachers who are certified in Read to Succeed reading certification	N/AV	N/A
Teacher attendance rate	95.3	N/A
Average teacher salary	\$50,702	Down from \$51,214
Percent of teachers returning from previous year - current year	88.7	Up from 85
Percent of teachers returning from previous year - three year average	86.6	No change
Percent of teacher vacancies for more than 9 weeks	0.0	Down from 2.5
Prime instructional time	87.8	N/A
Student-teacher ratio in core subjects	33.0 to 1	N/A
Percent of inexperienced teachers teaching in core classes	15.5	Up from 10.6
Number of inexperienced teachers teaching in core classes	81	Up from 50
Percent of out-of-field teachers teaching in core classes	2.1	Up from 0.6
Number of out-of-field teachers teaching in core classes	11	Up from 3

ESSA regulations require states to post on their report cards information about teachers with emergency or provisional credentials. South Carolina does not award emergency or provisional credentials, thus that metric is not listed.

Student Safety

No Current Records Available.

Unsafe Incident Information as reported in the 2020-2021 Incident Management System (IMS)

No Current Records Available.

NOTE: For additional information, visit the National Civil Rights Data Collection (CRDC) website here:

Financial Data

District level Financial Information

	Our District	Change from Prev Year
Average teacher salary	\$50,702	Down from \$51,214
Percent of expenditures for instruction	55.9	Up from 55.8
Percent of expenditures for teacher salaries	47.9	Down from 48.3
Average administrator salary	\$84,583	Up from \$83,438
Percent of students in poverty (TANF, Medicaid, SNAP, foster child, homeless or migrant)	69.0	Up from 67.5
Prior fiscal year State & Local Personnel Per Pupil Expenditure	\$9,064	Up from 8130
Prior fiscal year Federal Personnel Per Pupil Expenditure	\$531	Down from 8243
Prior fiscal year State & Local Non-Personnel Per Pupil Expenditure	\$1,930	Up from 1696
Prior fiscal year Federal Non-Personnel Per Pupil Expenditure	\$212	Down from 1885
Prior fiscal year Total State & Local Per Pupil Expenditure	\$10,994	Up from 9826
Prior fiscal year Total Federal Per Pupil Expenditure	\$743	Down from 10127
Prior fiscal year Total Per Pupil Expenditure	\$11,737	Down from 19954