



BROOKLAND CAYCE SENIOR HIGH

1300 State Street
Cayce, South Carolina

Grades	9-12 High School	
Enrollment	1,144 Students	
Principal	Scott Newman	803-791-5000
Superintendent	Venus J. holland, Ed.D.	803-739-4708
Board Chair	ElizaBeth Dickerson	803-791-6085

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	Below Average
2009	Average	Below Average
2008	Average	Below Average
2007	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 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	9	13	1	1

* 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 (%)	77.3%	77.9%	78.4%	77.6%	80.8%	80.2%
Passed 1 subtest (%)	14.1%	11.6%	12.1%	11.8%	10.5%	11.9%
Passed no subtests (%)	8.7%	10.5%	9.5%	10.6%	9.0%	8.5%

HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	92.0%	92.0%

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	344	324	324	285
Number of Graduates in Cohort	232	212	236	204
Rate	67.4%	65.4%	73.9%	68.2%

*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	344	N/A	301
Number of Graduates in Cohort	N/A	239	N/A	217
Rate	N/A	69.5%	N/A	71.5%

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	62.7%	78.1%
English 1	50.8%	69.0%
Biology 1/Applied Biology 2	65.3%	71.9%
Physical Science	59.1%	58.9%
US History and the Constitution	36.9%	47.9%
All Tests	55.9%	64.4%

* 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=1,144)				
Retention rate	6.9%	Up from 4.1%	3.9%	3.4%
Attendance rate	99.4%	Up from 98.2%	95.0%	95.0%
Served by gifted and talented program	26.8%	Up from 21.7%	14.2%	12.4%
With disabilities other than speech	8.8%	Down from 12.3%	10.3%	9.9%
Older than usual for grade	7.0%	Down from 10.8%	6.6%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 1.7%	1.2%	0.9%
Enrolled in AP/IB programs	34.4%	Down from 60.1%	16.1%	13.0%
Successful on AP/IB exams	29.6%	Up from 23.6%	50.9%	51.7%
Eligible for LIFE Scholarship	70.8%	Up from 60.0%	32.1%	30.1%
Annual dropout rate	1.4%	Down from 4.2%	3.3%	2.5%
Career/technology students in co-curricular organizations	4.9%	Down from 6.7%	1.3%	2.9%
Enrollment in career/technology courses	717	Down from 750	444	419
Students participating in work-based experiences	3.1%	Down from 3.9%	10.3%	7.2%
Career/technology students attaining technical skills	77.3%	Up from 75.3%	83.7%	83.0%
Career/technology completers placed	100.0%	No Change	97.6%	98.4%
Teachers (n=91)				
Teachers with advanced degrees	68.1%	Up from 65.1%	63.3%	61.1%
Continuing contract teachers	91.2%	Up from 90.7%	87.8%	80.6%
Teachers returning from previous year	90.4%	Up from 87.5%	88.9%	86.5%
Teacher attendance rate	95.3%	Down from 95.8%	95.8%	95.5%
Average teacher salary*	\$49,117	Down 1.0%	\$47,509	\$46,884
Professional development days/teacher	9.0 days	Down from 14.9 days	10.9 days	10.0 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	31.0 to 1	Down from 35.8 to 1	29.4 to 1	26.5 to 1
Prime instructional time	93.8%	Up from 92.9%	89.2%	89.3%
Dollars spent per pupil**	\$6,725	Down 6.0%	\$7,277	\$7,804
Percent of expenditures for teacher salaries**	59.7%	Down from 60.6%	56.1%	58.0%
Percent of expenditures for instruction**	62.1%	Down from 62.8%	58.6%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 100.0%	97.2%	97.3%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	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	237	92.0%	1315	55.9%	344	67.4%	No
Gender							
Male	125	88.8%	674	56.8%	162	63.6%	N/A
Female	112	95.5%	615	55.8%	182	70.9%	N/A
Racial/Ethnic Group							
White	142	94.4%	699	69.0%	193	75.1%	N/A
African American	82	86.6%	458	38.9%	114	60.5%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	120	46.7%	27	44.4%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	22	54.5%	129	28.7%	27	37.0%	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	113	46.0%	14	57.1%	N/A
Socio-Economic Status							
Subsidized meals	94	86.2%	676	45.9%	141	53.2%	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

This past school year was another time of achievement for Brookland-Cayce High School. Academically, Brookland-Cayce High School realized gains in SAT Math scores and first attempt HSAP Exit Exam scores. While the Graduating Senior Class of 2011 earned scholarship monies totaling over \$2,800,00, over 50% of this year's Senior Class qualified for LIFE Scholarships - a record percentage for Brookland-Cayce High School. The BCHS Educational Foundation awarded over \$17,000 in student scholarships and over \$12,000 in teacher grants during the 2010-2011 school year.

Success was not limited to the academic classroom as our Fine Arts Department garnered Superior Ratings for the seventh consecutive year. Several members from all three groups were named to All-State Status. Our Army JROTC unit was designated as an Honor Unit with Distinction for the 15th consecutive year. Our career and technology educational program produced many state award winners and participants in national competitions. Our school literary magazine, The Laureate, was recognized as a National Award Winner for student publication excellence.

Our Bearcat Athletic teams also gained regional and state recognition in a number of areas. The majority of our teams qualified for the State Play-offs and several members of our Athletic teams were named to All-Region and All-State as well.

The School Improvement Council supported Brookland-Cayce throughout the school year. Being involved in the Student Registration process, hosting Open Houses, providing meals for the faculty and increasing parent participation in school events were just a few of the ways the School Improvement Council positively impacted the school environment.

It was a special year in the storied history of Brookland-Cayce High School. Our high school has always had a special place in the heart of our community and the accomplishments of this past year will only enhance the reputation of Brookland-Cayce High School in this area and throughout the state.

Respectfully submitted by:

Debra Hendrix
SIC Chairperson

Scott Newman
Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	79	198	68
Percent satisfied with learning environment	88.5%	68.0%	84.6%
Percent satisfied with social and physical environment	91.1%	79.4%	77.6%
Percent satisfied with school-home relations	74.7%	84.0%	77.3%

* 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 10 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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.9%	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	273	97.1	9.8	28.6	28.2	33.5	69.0	64.9	68.0	No	Yes
Male	135	98.5	15.2	29.6	26.4	28.8	64.8	61.5	63.1	N/A	N/A
Female	138	95.7	4.2	27.5	30.0	38.3	73.3	68.1	73.1	N/A	N/A
White	162	96.9	5.3	20.0	30.0	44.7	82.7	78.5	79.4	Yes	Yes
African American	79	96.2	19.4	46.3	28.4	6.0	40.3	42.5	51.7	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	100.0	83.2	I/S	I/S
Hispanic	24	100.0	14.3	38.1	19.0	28.6	52.4	50.0	62.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	66.4	I/S	I/S
Disabled	27	100.0	47.8	43.5	8.7	N/A	13.0	26.2	22.8	I/S	I/S
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	22	100.0	15.8	42.1	15.8	26.3	47.4	42.9	45.1	I/S	I/S
Subsidized meals	130	96.2	16.5	39.1	27.8	16.5	50.4	50.2	54.7	No	Yes

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

All Students	273	97.1	17.6	30.6	27.3	24.5	62.9	61.3	62.3	No	Yes
Male	135	98.5	17.6	32.8	21.6	28.0	60.8	61.9	61.4	N/A	N/A
Female	138	95.7	17.5	28.3	33.3	20.8	65.0	60.7	63.2	N/A	N/A
White	162	96.9	9.3	24.7	30.0	36.0	75.3	74.7	75.3	Yes	Yes
African American	79	96.2	37.3	41.8	19.4	1.5	34.3	37.8	42.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	100.0	84.3	I/S	I/S
Hispanic	24	100.0	19.0	42.9	23.8	14.3	57.1	53.5	59.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	64.1	I/S	I/S
Disabled	27	100.0	69.6	21.7	8.7	N/A	17.4	30.3	21.5	I/S	I/S
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	22	100.0	21.1	47.4	21.1	10.5	57.9	51.7	47.1	I/S	I/S
Subsidized meals	130	96.2	31.3	37.4	22.6	8.7	42.6	45.9	48.5	No	Yes

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

All Students	273	93.4	50.2	16.5	13.3	20.0	33.3	N/A	N/A	N/A	N/A
Male	135	92.6	47.2	15.2	14.4	23.2	37.6	N/A	N/A	N/A	N/A
Female	138	94.2	53.1	17.7	12.3	16.9	29.2	N/A	N/A	N/A	N/A
White	162	95.1	33.8	20.1	17.5	28.6	46.1	N/A	N/A	N/A	N/A
African American	79	89.9	80.3	9.9	7.0	2.8	9.9	N/A	N/A	N/A	N/A
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	24	91.7	68.2	13.6	4.5	13.6	18.2	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	27	70.4	94.7	5.3	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	22	95.5	76.2	9.5	4.8	9.5	14.3	N/A	N/A	N/A	N/A
Subsidized meals	130	90.8	72.9	11.0	6.8	9.3	16.1	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	292	97.6	14.9	33.8	27.5	23.8	62.8	66.2	65.9
	2011	273	97.1	9.8	28.6	28.2	33.5	69.0	64.9	68.0
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2010	292	97.6	16.3	33.0	28.9	21.9	63.0	61.5	62.3
	2011	273	97.1	17.6	30.6	27.3	24.5	62.9	61.3	62.3

* Adjusted to account for natural variation in performance.

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