



BROOME HIGH

381 Cherry Hill Rd
Spartanburg, SC 29307

Grades	9-12 High School	
Enrollment	892 Students	
Principal	Mr. Todd E. Hardy	864-279-6700
Superintendent	Dr. James O. Ray	864-279-6000
Board Chair	Mr. Eddie Dearybury	864-279-6000

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Below Average
2010	Good	At-Risk
2009	Good	Average
2008	Good	Average
2007	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 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	18	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 (%)	80.9%	79.9%	78.4%	75.8%	80.0%	77.8%
Passed 1 subtest (%)	11.4%	9.4%	13.0%	13.0%	10.7%	12.7%
Passed no subtests (%)	7.7%	10.7%	8.7%	11.2%	9.5%	9.5%

HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	91.2%	91.4%

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	216	247	294	296
Number of Graduates in Cohort	159	191	214	212
Rate	73.6%	77.3%	73.7%	72.4%

*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	216	N/A	297
Number of Graduates in Cohort	N/A	159	N/A	210
Rate	N/A	73.6%	N/A	69.9%

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	86.3%	76.6%
English 1	75.4%	66.0%
Biology 1/Applied Biology 2	88.6%	68.6%
Physical Science	54.9%	56.6%
US History and the Constitution	44.7%	47.8%
All Tests	67.6%	62.7%

* 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=892)				
Retention rate	6.7%	Up from 4.5%	4.2%	3.4%
Attendance rate	93.7%	Up from 91.8%	94.3%	95.0%
Served by gifted and talented program	12.1%	Down from 15.7%	15.6%	12.4%
With disabilities other than speech	12.6%	Up from 12.5%	11.2%	9.9%
Older than usual for grade	7.7%	Down from 7.8%	7.3%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.5%	0.9%	0.9%
Enrolled in AP/IB programs	16.6%	Up from 16.3%	14.2%	13.0%
Successful on AP/IB exams	68.7%	Up from 67.7%	50.5%	51.7%
Eligible for LIFE Scholarship	54.2%	Up from 53.3%	31.8%	30.1%
Annual dropout rate	2.2%	Up from 1.8%	3.1%	2.5%
Career/technology students in co-curricular organizations	0.0%	No Change	2.1%	2.9%
Enrollment in career/technology courses	194	Down from 202	489	419
Students participating in work-based experiences	20.6%	Down from 21.2%	12.3%	7.2%
Career/technology students attaining technical skills	83.5%	Up from 77.2%	81.4%	83.0%
Career/technology completers placed	N/A	N/A	97.3%	98.4%
Teachers (n=48)				
Teachers with advanced degrees	70.8%	Up from 65.3%	61.1%	61.1%
Continuing contract teachers	93.8%	Up from 81.6%	86.1%	80.6%
Teachers returning from previous year	88.7%	Up from 85.2%	87.8%	86.5%
Teacher attendance rate	95.4%	Up from 95.3%	95.5%	95.5%
Average teacher salary*	\$49,926	Down 2.4%	\$47,126	\$46,884
Professional development days/teacher	7.3 days	Down from 12.5 days	10.9 days	10.0 days
School				
Principal's years at school	1.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	27.6 to 1	Up from 24.9 to 1	29.2 to 1	26.5 to 1
Prime instructional time	87.8%	Up from 85.7%	89.1%	89.3%
Dollars spent per pupil**	\$8,907	Up 3.1%	\$7,278	\$7,804
Percent of expenditures for teacher salaries**	49.4%	Up from 46.7%	56.8%	58.0%
Percent of expenditures for instruction**	54.2%	Up from 53.8%	60.0%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	53.0%	Down from 77.0%	97.0%	97.3%
Character development program	Below Average	Down from Good	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	227	91.2%	1071	67.6%	216	73.6%	No
Gender							
Male	113	88.5%	587	67.5%	112	67.0%	N/A
Female	114	93.9%	464	68.8%	104	80.8%	N/A
Racial/Ethnic Group							
White	164	93.3%	775	71.7%	167	73.7%	N/A
African American	48	85.4%	192	49.5%	41	75.6%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	54	68.5%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	26	88.5%	N/A	N/A	N/A
Disability Status							
Disabled	24	54.2%	122	45.1%	25	44.0%	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	30	60.0%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	110	86.4%	573	62.0%	97	70.1%	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

Broome High School has experienced academic success in many areas this past school year, and the incorporation of technology into all areas of the curriculum continued to be a major focus. End-of-Course Exam Program exam results were outstanding with Algebra 1, English 1, and Biology all ranked above state average.

Broome led the way with environmentally friendly instruction by adding Green STEM 2 to the curriculum last year. The Green STEM program is designed to integrate concepts of "green" technologies with science, engineering, computer technology, and math. Dual enrollment programs, Advanced Placement classes, and the Scholars Academy allowed students to earn college credits while still enrolled in high school, which gives them a head start in post secondary learning. We had nine students enrolled in the Scholars Academy; sixty-six students took advantage of our AP offerings, and one hundred and twenty were enrolled in dual credit courses.

Classroom teachers continued to differentiate instruction and excelled at integrating instructional technology into their lessons. Programs such as Nova Net, Carnegie, and Test GEAR were used to recover course credits, re-teach, and strengthen learning. Power Teacher/Power School provided parents online access to their students' grades and attendance.

The Air Force Junior ROTC was recognized with the Outstanding Organization Award from JROTC Headquarters. This is the highest honor that our program has achieved. This award recognizes units that have performed above normal expectations and distinguished themselves through outstanding service to their school and community while meeting the Air Force Junior ROTC mission of producing better citizens for America.

College LINK and Gateway to College, programs offered through a partnership between the Spartanburg County school districts and Spartanburg Community College, provided students who are potential dropouts an avenue to complete their high school diploma and gain college credits. Broome had two students who graduated from these programs. Pregnant students and students with children attend life-skills and parenting workshops throughout the year. Career awareness activities provided students the opportunity to hear guest speakers, learn how to use computer software applications, participate in field studies, and participate in job shadowing activities.

Broome High School continues to emphasize excellence in all of our students, while our faculty and staff are encouraged to push our students to achieve their full potential.

Todd Hardy, Principal

Tonya Foster, School Improvement Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	156	104
Percent satisfied with learning environment	86.5%	85.3%	84.5%
Percent satisfied with social and physical environment	97.3%	85.9%	80.2%
Percent satisfied with school-home relations	73.0%	87.2%	81.0%

* 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 9 out of 16 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	N/A	1.7%	
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%	
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.7%	0.0%	No

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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	209	99.0	11.2	33.2	27.6	28.1	62.8	62.6	68.0	No	Yes
Male	126	99.2	18.6	33.1	27.1	21.2	55.1	55.0	63.1	N/A	N/A
Female	83	98.8	N/A	33.3	28.2	38.5	74.4	74.4	73.1	N/A	N/A
White	151	99.3	9.1	29.4	28.7	32.9	68.5	68.1	79.4	No	Yes
African American	43	97.7	23.1	51.3	17.9	7.7	33.3	33.3	51.7	I/S	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	80.0	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	28	100.0	55.6	29.6	14.8	N/A	22.2	22.2	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	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	45.1	I/S	I/S
Subsidized meals	116	98.3	15.2	42.9	26.7	15.2	50.5	50.5	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	209	99.5	15.7	30.5	32.0	21.8	63.5	63.8	62.3	No	Yes
Male	126	99.2	22.9	28.0	25.4	23.7	55.1	55.8	61.4	N/A	N/A
Female	83	100.0	5.1	34.2	41.8	19.0	75.9	75.9	63.2	N/A	N/A
White	151	99.3	9.8	30.1	32.2	28.0	70.6	70.8	75.3	Yes	Yes
African American	43	100.0	40.0	32.5	27.5	N/A	32.5	32.5	42.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	84.3	I/S	I/S
Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	80.0	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	28	100.0	44.4	37.0	14.8	3.7	18.5	18.5	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	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.1	I/S	I/S
Subsidized meals	116	99.1	21.7	34.9	33.0	10.4	52.8	53.7	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)											
All Students	209	95.7	45.5	15.0	18.0	21.5	39.5	N/A	N/A	N/A	N/A
Male	126	93.7	50.8	14.4	11.0	23.7	34.7	N/A	N/A	N/A	N/A
Female	83	98.8	37.8	15.9	28.0	18.3	46.3	N/A	N/A	N/A	N/A
White	151	96.7	39.7	17.1	18.5	24.7	43.2	N/A	N/A	N/A	N/A
African American	43	90.7	71.8	10.3	10.3	7.7	17.9	N/A	N/A	N/A	N/A
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	10	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	28	75.0	85.7	N/A	9.5	4.8	14.3	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	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	116	93.1	58.3	12.0	15.7	13.9	29.6	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	2010	225	99.6	12.6	36.3	29.8	21.4	62.8	61.9	65.9
	2011	209	99.0	11.2	33.2	27.6	28.1	62.8	62.6	68.0

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

All Students	2010	225	99.1	16.8	34.1	22.9	26.2	59.8	59	62.3
	2011	209	99.5	15.7	30.5	32.0	21.8	63.5	63.8	62.3

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data