

BROOME HIGH

381 Cherry Hill Rd
Spartanburg, SC 29307

Grades	9-12 High School	
Enrollment	896 Students	
Principal	Mr. Todd 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	At-Risk
2009	Good	Average
2008	Good	Average
2007	Good	At-Risk
2006	Excellent	Good

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
4	15	18	1	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 (%)	81.5%	80.9%	79.9%	81.0%	75.8%	80.0%
Passed 1 subtest (%)	9.0%	11.4%	9.4%	10.4%	13.0%	10.7%
Passed no subtests (%)	9.5%	7.7%	10.7%	8.7%	11.2%	9.5%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	88.6%	90.9%

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	227	216	279	294
Number of Graduates in Cohort	193	159	204	214
Rate	85.0%	73.6%	74.5%	73.7%

*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	88.6%	76.3%
English 1	75.8%	68.6%
Physical Science	73.7%	60.8%
US History and the Constitution	44.8%	45.0%
All Tests	68.3%	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=896)				
Retention rate	4.5%	Down from 5.6%	3.5%	3.7%
Attendance rate	91.8%	Down from 92.0%	95.7%	95.4%
Eligible for gifted and talented	15.7%	Down from 17.0%	16.4%	12.4%
With disabilities other than speech	12.5%	Up from 11.7%	12.3%	12.8%
Older than usual for grade	7.8%	Up from 6.1%	8.7%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Up from 0.0%	1.3%	1.1%
Enrolled in AP/IB programs	16.3%	Down from 18.6%	16.7%	13.1%
Successful on AP/IB exams	67.7%	Up from 55.3%	52.7%	50.4%
Eligible for LIFE Scholarship	53.3%	Up from 49.5%	31.5%	30.4%
Annual dropout rate	1.8%	Up from 0.9%	3.5%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	1.6%	2.2%
Enrollment in career/technology courses	202	Down from 588	440	424
Students participating in work-based experiences	21.2%	Down from 51.0%	11.7%	11.7%
Career/technology students attaining technical skills	77.2%	Down from 84.3%	81.9%	78.7%
Career/technology completers placed	N/A	N/A	98.3%	98.5%
Teachers (n=49)				
Teachers with advanced degrees	65.3%	Down from 66.7%	62.5%	60.4%
Continuing contract teachers	81.6%	Up from 74.5%	80.4%	76.6%
Teachers with emergency or provisional certificates	6.7%	Down from 8.3%	5.2%	6.5%
Teachers returning from previous year	85.2%	Up from 80.3%	87.8%	86.8%
Teacher attendance rate	95.3%	Down from 95.4%	96.2%	95.8%
Average teacher salary*	\$51,170	Up 1.3%	\$48,348	\$47,390
Professional development days/teacher	12.5 days	Down from 20.3 days	10.4 days	10.0 days
School				
Principal's years at school	1.0	Down from 3.0	4.5	4.0
Student-teacher ratio in core subjects	24.9 to 1	Down from 28.0 to 1	27.7 to 1	25.8 to 1
Prime instructional time	85.7%	Down from 86.1%	91.2%	90.1%
Dollars spent per pupil**	\$8,639	Down 1.8%	\$7,722	\$7,974
Percent of expenditures for teacher salaries**	46.7%	Up from 46.0%	54.3%	55.4%
Percent of expenditures for instruction**	53.8%	Up from 51.8%	59.8%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	77.0%	Down from 100.0%	96.0%	96.0%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Excellent	Average
Classical language program assessment	N/A	N/A	N/A	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	185	88.6%	777	68.3%	216	73.6%	No
Gender							
Male	92	85.9%	417	66.9%	112	67.0%	N/A
Female	93	91.4%	360	70.0%	104	80.8%	N/A
Racial/Ethnic Group							
White	141	90.8%	572	73.6%	167	73.7%	N/A
African American	38	78.9%	146	46.6%	41	75.6%	N/A
Asian/Pacific Islander	N/A	N/A	15	53.3%	N/A	N/A	N/A
Hispanic	N/A	N/A	35	80.0%	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	24	54.2%	70	41.4%	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	23	73.9%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	80	85.0%	409	62.3%	97	70.1%	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

Broome High School has experienced academic success in many areas during this past year, and incorporation of technology into all areas of the curriculum continues to be a major focus. The average SAT score of the class of 2009 increased from 1002 in 2008 to 1014; a 12 point improvement over the average of the previous year. On the ACT, the average score increased from 19.3 to 19.6. End of course testing results were excellent in 2008-2009, and all subject area scores exceeded state averages. Also, the percentage of students who passed the Algebra I/Math Tech II End Of Course Exam improved from 81% in 2007-2008 to 84% in 2008-2009. The on-time graduation rate exceeded the state average by more than 10%.

Two innovative courses - Wellness Training and Green STEM - were added to the curriculum this year. Students enrolled in Wellness Training learned to incorporate positive healthy habits into their lives and developed team-building strategies at the Glendale Outdoor Leadership School. The Green STEM program is designed to integrate concepts of "green" technologies with science, engineering, computer technology, and math. In the class, students practice and demonstrate their expertise using electron panels. Dr. Jim Rex, South Carolina State Superintendent of Education, visited the Broome campus to examine and endorse the Green STEM initiative. Dual enrollment programs and Advanced Placement classes allow students to earn college credits while still enrolled in high school and give them a head-start in post-secondary learning. One hundred and two students took advantage of dual enrollment opportunities and 64 students enrolled in Advance Placement courses.

Classroom teachers continued to differentiate instruction and excelled at integrating instructional technology using a variety of software applications. Programs such as NovaNet, Carnegie, and TestGEAR were used to recover, re-teach, and strengthen learning. ActivExpression wireless devices and additional graphing calculators were purchased to allow students an opportunity for "hands-on" classroom participation. PowerTeacher/PowerSchool, a new student information system, will provide parents online access important records including attendance and grades.

The Broome High School Royal Regiment placed in the top six at the South Carolina Upper State Championships in Class AA and advanced to the South Carolina High School Marching Band State Championship for the third consecutive year. Concert Band members earned positions in the South Carolina Band Directors Association Region Band.

Project Success, a program for at-risk youth, served 37 in-school and 12 out-of-school youth. Five students in the program earned their GED and nine students earned high school diplomas. In addition to academic assistance, Project Success provides opportunities for students to develop leadership skills and soft skills, as well as receive assistance with job placement. Pregnant students and students with children attend life-skills and parenting workshops throughout the year. Career awareness activities were held monthly, and students listened to guest speakers, learned how to use computer software applications, took field trips, and participated in job shadowing activities. Project Success creatively addresses the social, personal, educational, and career goals of our students and provides a comprehensive structured program of assistance for at-risk youth within our community. This innovative program bridges the gap between home and school and helps ensure all students have the opportunity to graduate from high school and become productive citizens of South Carolina.

Broome High School continues to emphasize excellence in all our students. Teachers are encouraged to stress

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	55	172	113
Percent satisfied with learning environment	88.9%	84.9%	81.4%
Percent satisfied with social and physical environment	98.1%	84.8%	70.8%
Percent satisfied with school-home relations	77.8%	85.3%	77.7%

* 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
---------------------------------	----

This school met 8 out of 13 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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

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	225	99.6	12.6	36.3	29.8	21.4	62.8	61.9	65.9	No	Yes
Male	114	99.1	17	34.8	28.6	19.6	59.8	59.8	60.8	N/A	N/A
Female	111	100	7.8	37.9	31.1	23.3	66	64.2	71	N/A	N/A
White	175	99.4	10.7	31.4	33.1	24.9	68	67.3	77.5	No	Yes
African American	38	100	22.2	55.6	13.9	8.3	36.1	35.1	49.7	I/S	I/S
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	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	32	100	58.6	31	6.9	3.4	20.7	19.4	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	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	118	99.2	16.4	42.7	22.7	18.2	52.7	51.8	51.5	No	Yes

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

All Students	225	99.1	16.8	34.1	22.9	26.2	59.8	59	62.3	No	Yes
Male	114	98.2	17.1	28.8	23.4	30.6	61.3	61.3	61.7	N/A	N/A
Female	111	100	16.5	39.8	22.3	21.4	58.3	56.6	63	N/A	N/A
White	175	98.9	14.9	31	22.6	31.5	64.3	63.5	75	Yes	Yes
African American	38	100	27.8	44.4	22.2	5.6	38.9	37.8	44	I/S	I/S
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	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	32	100	55.2	34.5	10.3	0	24.1	22.6	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	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	118	98.3	22	36.7	21.1	20.2	52.3	51.4	48.1	No	Yes

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

All Students	225	92.0	60.9	21.3	11.6	6.3	17.9	N/A	N/A	N/A	N/A
Male	114	92.1	56.2	21.9	12.4	9.5	21.9	N/A	N/A	N/A	N/A
Female	111	91.9	65.7	20.6	10.8	2.9	13.7	N/A	N/A	N/A	N/A
White	175	93.1	54.0	23.9	14.7	7.4	22.1	N/A	N/A	N/A	N/A
African American	38	92.1	91.4	5.7	0.0	2.9	2.9	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	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	32	62.5	80.0	20.0	0.0	0.0	0.0	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	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	118	89.0	70.5	17.1	9.5	2.9	12.4	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	246	100	10.3	37.9	29.2	22.6	63.8	64.1	61.8
	2010	225	99.6	12.6	36.3	29.8	21.4	62.8	61.9	65.9

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

All Students	2009	246	100	16.5	32.5	25.9	25.1	66.3	66.5	62.7
	2010	225	99.1	16.8	34.1	22.9	26.2	59.8	59	62.3

* Adjusted to account for natural variation in performance.