



Broome High

381 Cherry Hill Rd
Spartanburg, SC 29307

| | | |
|-----------------------|---------------------|--------------|
| Grades | 9-12 High School | |
| Enrollment | 925 Students | |
| Principal | Dr. Vernon Prosser | 864-579-8040 |
| Superintendent | Dr. Jim Ray | 864-279-6000 |
| Board Chair | Mr. Eddie Dearybury | 864-579-8000 |

THE STATE OF SOUTH CAROLINA

2007 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Improvement Rating |
|------|-----------------|--------------------|
| 2007 | Good | Unsatisfactory |
| 2006 | Excellent | Good |
| 2005 | Excellent | Good |
| 2004 | Excellent | Excellent |
| 2003 | Excellent | Unsatisfactory |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 2 | 15 | 10 | 9 | 1 |

* Ratings are calculated with data available by September 30.

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

| Percent | Our School | | | High Schools with Students Like Ours | | |
|--------------------|------------|------|------|--------------------------------------|------|------|
| | 2005 | 2006 | 2007 | 2005 | 2006 | 2007 |
| Passed 2 subtests | 79.9 | 81.5 | 88.6 | 73.0 | 76.0 | 77.8 |
| Passed 1 subtest | 8.3 | 7.6 | 5.3 | 14.0 | 10.8 | 12.2 |
| Passed no subtests | 11.8 | 10.9 | 6.1 | 13.0 | 13.2 | 10.0 |

HSAP PASSAGE RATE BY SPRING 2007

| Percent | Our School | High Schools with Students Like Ours |
|---------|------------|--------------------------------------|
| | 91.6% | 90.3% |

ON-TIME GRADUATION RATE

| | Our School | High Schools with Students Like Ours |
|--------------------|------------|--------------------------------------|
| Number of Students | 230 | 275 |
| Number of Diplomas | 176 | 191 |
| Rate | 76.5% | 71.1% |

END OF COURSE TESTS

| Percent of students scoring 70 or above on: | Our School | High Schools with Students Like Ours |
|---|------------|--------------------------------------|
| Algebra 1/Math for the Technologies 2 | 94.1 | 82.8 |
| English 1 | 72.8 | 58.7 |
| Physical Science | 56.5 | 46.2 |
| All Tests | 72.0 | 61.6 |

*High Schools with Students like Ours are 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= 925) | | | | |
| Retention rate | 7.7% | Up from 7.0% | 6.9% | 6.6% |
| Attendance rate | 93.5% | Down from 95.4% | 95.3% | 95.4% |
| Eligible for gifted and talented | 15.8% | Down from 17.4% | 10.7% | 8.0% |
| With disabilities other than speech | 11.2% | Down from 11.4% | 12.2% | 12.3% |
| Older than usual for grade | 3.9% | Down from 6.0% | 3.9% | 4.1% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.2% | Down from 0.4% | 1.1% | 1.6% |
| Enrolled in AP/IB programs | 14.7% | Up from 12.0% | 12.0% | 12.2% |
| Successful on AP/IB exams | N/AV | N/AV | N/AV | N/AV |
| Eligible for LIFE Scholarship* | 10.9% | | 29.8% | 29.7% |
| Annual dropout rate | 1.6% | Up from 0.9% | 4.1% | 3.4% |
| Career/technology students in co-curricular organizations | 0.0% | No change | 3.8% | 3.2% |
| Enrollment in career/technology center courses | 25 | Down from 45 | 428 | 434 |
| Students participating in worked-based experiences | 28.3% | Down from 30.8% | 26.0% | 23.1% |
| Career/technology students mastering core competencies | 45.8% | Down from 80.0% | 80.9% | 80.0% |
| Career/technology completers placed | N/A | N/A | 98.0% | 98.8% |

* Using only SAT/ACT and Grade Point Average requirements.

Teachers (n= 50)

| | | | | |
|---|-----------|---------------------|-----------|-----------|
| Teachers with advanced degrees | 68.0% | Up from 66.0% | 55.5% | 56.9% |
| Continuing contract teachers | 76.0% | | 78.0% | 73.0% |
| Teachers with emergency or provisional certificates | 6.7% | Up from 2.3% | 6.5% | 8.5% |
| Teachers returning from previous year | 75.3% | Down from 79.5% | 87.0% | 84.5% |
| Teacher attendance rate | 96.5% | Up from 96.4% | 95.6% | 95.6% |
| Average teacher salary | \$47,779 | Up 5.8% | \$45,202 | \$44,357 |
| Prof. development days/teacher | 19.7 days | Down from 20.4 days | 11.9 days | 11.7 days |

School

| | | | | |
|---|-----------|-------------------|-----------|-----------|
| Principal's years at school | 1.0 | Down from 11.0 | 4.0 | 3.0 |
| Student-teacher ratio in core subjects | 24.2 to 1 | Up from 23.9 to 1 | 27.0 to 1 | 26.2 to 1 |
| Prime instructional time | 89.1% | Down from 90.5% | 90.3% | 89.8% |
| Dollars spent per pupil* | \$8,428 | Up 3.3% | \$6,962 | \$7,091 |
| Percent of expenditures for teacher salaries* | 45.1% | Down from 48.5% | 56.6% | 55.7% |
| Percent of expenditures for instruction* | 51.7% | Down from 54.7% | 60.9% | 61.4% |
| Opportunities in the arts | Excellent | No change | Excellent | Excellent |
| Parents attending conferences | 90.0% | Down from 96.5% | 92.9% | 93.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development | Good | No change | Good | Good |

* 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 2007 | | End of Course Passage Rate | | Graduation Rate | | |
|--------------------------------|----------------------------------|------|----------------------------|------|-----------------|------|---------------------|
| | n | % | t | % | n | % | Met State Objective |
| | All Students | 225 | 91.6 | 480 | 72.0 | 230 | 76.5 |
| Gender | | | | | | | |
| Male | 104 | 92.3 | 239 | 70.7 | 106 | 74.5 | N/A |
| Female | 121 | 90.9 | 241 | 73.3 | 124 | 78.2 | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | 170 | 92.9 | 386 | 76.9 | 170 | 77.1 | N/A |
| African American | 48 | 87.5 | 77 | 55.4 | 53 | 77.4 | N/A |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | 11 | 69.0 | 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 | | | | | | | |
| Disabilities other than speech | 30 | 56.7 | 18 | 40.9 | 31 | 38.7 | 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 | N/A | N/A | N/A | N/A | N/A |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 91 | 85.7 | 216 | 65.9 | 97 | 69.1 | N/A |

n = number of students on which percentage is calculated t = number of tests passed in all subjects

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 another extraordinary year of success. Academic excellence remained the primary focus. For the third time, Broome was a recipient of The State Department of Education's Palmetto Gold Award, an award that recognizes schools for outstanding student academic performance. Data-driven decision-making continued to be the primary focus for all instructional leaders at Broome High School. The administrative team made gathering and using data a priority for all staff development sessions. Teachers met one-on-one with an administrator each semester to discuss ways in which data would be used to make important instructional decisions. Teachers continued to use differentiation as a tool for meeting students where they are and connecting with them individually.

By using technology to deliver instruction, teachers were able to effectively engage students at all levels of learning. Electronic microscopes, TI graphing calculator navigators, phonic ear amplification sound systems, Promethean interactive boards, digital cameras, digital video recorders, and web-based software continue to be used by Broome High School teachers to create interactive learning environments.

This year, a structured system was put into place to offer students immediate intervention when they are experiencing difficulty in their academic core subjects. The Academic Reinforcement Center, or ARC, was opened to facilitate the academic growth and success of all students. In addition to being staffed during the school day, content area teachers are available in the ARC before and after school, providing students with multiple opportunities to receive assistance. While in the ARC, students can work on class work/homework, re-take tests, complete assigned NovaNet modules, and prepare for important assessments such as the ACT, SAT, SC HSAP, and/or SC EOCEP using various forms of software.

Students distinguished themselves throughout the year. Broome High School was awarded the Golden Achievement Award for Overall Public Relations Programs for their morning newscast. The Broome Morning News is broadcast live each morning to students and teachers from the media center. This year our seniors received a total of \$3,156,090 in scholarships. Insights and Echoes, our literary magazine, won a South Carolina Press association award.

Our staff also received awards. Our Director of Guidance received the Guidance Counselor of the Year award from the Association of School Counselors. The social studies department chair was awarded the Horace Mann Abraham Lincoln Fellows award. During the year several teams of presenters were invited to national conferences to present on effective instructional practices.

The emphasis on student excellence and achievement continues to be given top priority. Through interactive technology, the integration of reading and writing in all subject areas, and a detailed analysis of student achievement, we will continue to ensure that all students are successful.

Dr. Vernon Prosser, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 51 | 155 | 104 |
| Percent satisfied with learning environment | 94.1% | 85.6% | 93.2% |
| Percent satisfied with social and physical environment | 100.0% | 86.9% | 85.6% |
| Percent satisfied with school-home relations | 82.0% | 88.3% | 80.6% |

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.

NO CHILD LEFT BEHIND

SCHOOL ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups.

* 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.

TEACHER QUALITY DATA

| | Our School | State |
|---|------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 2.6% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 9.0% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 1.4% | 0.0% | No |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

HSAP PERFORMANCE BY GROUP

| | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced (Adj)* | District % Proficient and Advanced (Adj)* | State % Proficient and Advanced (Adj)* | Performance Objective Met | Participation Objective Met |
|--|--|----------|---------------|---------|--------------|------------|---|---|--|------------------------------|--------------------------------|
| English/Language Arts – State Performance Objective = 52.3% | | | | | | | | | | | |
| All Students | 230 | 99.1 | 6.8 | 21.4 | 41.4 | 30.5 | 78.2 | 78.3 | 70.7 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 107 | 99.1 | 10.8 | 21.6 | 39.2 | 28.4 | 75.5 | 75.5 | 66.5 | N/A | N/A |
| Female | 123 | 99.2 | 3.4 | 21.2 | 43.2 | 32.2 | 80.5 | 80.7 | 74.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 181 | 98.9 | 5.8 | 19.3 | 42.1 | 32.7 | 81.3 | 81.4 | 82.2 | Yes | Yes |
| African American | 42 | 100.0 | 9.5 | 26.2 | 40.5 | 23.8 | 69.0 | 69.0 | 55.9 | Yes | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 79.6 | I/S | I/S |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 55.3 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 78.0 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 23 | 100.0 | 63.6 | 22.7 | 13.6 | 0.0 | 22.7 | 26.1 | 25.0 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 41.2 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 40.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 99 | 100.0 | 11.5 | 26.0 | 44.8 | 17.7 | 70.8 | 71.1 | 55.8 | Yes | Yes |
| Mathematics – State Performance Objective = 50.0% | | | | | | | | | | | |
| All Students | 230 | 99.1 | 10.9 | 30.0 | 29.5 | 29.5 | 74.1 | 74.2 | 62.2 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 107 | 99.1 | 14.7 | 30.4 | 24.5 | 30.4 | 72.5 | 72.5 | 61.5 | N/A | N/A |
| Female | 123 | 99.2 | 7.6 | 29.7 | 33.9 | 28.8 | 75.4 | 75.6 | 62.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 181 | 98.9 | 10.5 | 27.5 | 28.7 | 33.3 | 76.6 | 76.7 | 75.2 | Yes | Yes |
| African American | 42 | 100.0 | 9.5 | 40.5 | 33.3 | 16.7 | 66.7 | 66.7 | 44.3 | Yes | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 84.3 | I/S | I/S |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 54.0 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 61.0 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 23 | 100.0 | 68.2 | 22.7 | 0.0 | 9.1 | 18.2 | 21.7 | 20.7 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 52.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 47.0 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 99 | 100.0 | 17.7 | 38.5 | 21.9 | 21.9 | 62.5 | 62.9 | 46.9 | Yes | Yes |

* Adj – 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