



Brookland Cayce Senior High

1300 State Street
Cayce, South Carolina

Grades	9-12 High School	
Enrollment	1,208 Students	
Principal	Scott Newman	803-791-5000
Superintendent	Venus J. Holland, Ed. D.	803-739-8399
Board Chair	Rick Shull	803-796-9172

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Below Average
2008	Average	Below Average
2007	Good	Below Average
2006	Good	At-Risk
2005	Excellent	Excellent

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
2	8	27	0	0

* Ratings are calculated with data available by 03/25/2010.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	79.1	80.8	77.3	77.7	79.6	77.6
Passed 1 subtest (%)	11.8	10.6	14.1	12.3	10.8	11.8
Passed no subtests (%)	9.1	8.7	8.7	10.0	9.6	10.6

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	95.3%	94.4%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	305	292
Number of Diplomas	229	214
Rate	75.1%	74.4%

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	72.4	74.6
English 1	48.6	63.5
Physical Science	85.5	56.1
US History and the Constitution	42.3	41.8
All Tests	57.2	58.4

* 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=1,208)				
Retention rate	5.8%	Down from 8.4%	4.4%	4.8%
Attendance rate	98.4%	Up from 97.7%	95.5%	95.5%
Eligible for gifted and talented	19.9%	Up from 15.7%	13.5%	9.2%
With disabilities other than speech	10.4%	Down from 11.7%	12.9%	12.6%
Older than usual for grade	9.5%	Down from 9.6%	7.9%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Up from 1.0%	1.3%	1.2%
Enrolled in AP/IB programs	24.2%	Down from 40.6%	16.3%	13.2%
Successful on AP/IB exams	34.8%	Down from 41.3%	50.0%	55.6%
Eligible for LIFE Scholarship	52.0%	Up from 30.5%	33.1%	29.8%
Annual dropout rate	3.1%	Up from 2.5%	3.5%	3.5%
Career/technology students in co-curricular organizations	7.8%	Up from 7.4%	2.4%	3.0%
Enrollment in career/technology courses	783	Down from 825	606	523
Students participating in work-based experiences	28.0%	Down from 47.0%	16.2%	12.9%
Career/technology students attaining technical skills	79.2%	Down from 81.2%	79.9%	79.3%
Career/technology completers placed	100.0%	No Change	98.2%	98.8%
Teachers (n=95)				
Teachers with advanced degrees	68.4%	Up from 62.1%	62.7%	58.6%
Continuing contract teachers	84.2%	Up from 82.1%	76.3%	71.6%
Teachers with emergency or provisional certificates	11.5%	No Change	5.0%	8.1%
Teachers returning from previous year	86.9%	Up from 85.6%	86.9%	85.0%
Teacher attendance rate	95.5%	Up from 95.3%	95.6%	95.5%
Average teacher salary*	\$49,326	Up 2.7%	\$48,195	\$47,761
Professional development days/teacher	14.3 days	Down from 15.0 days	11.1 days	10.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	28.0 to 1	Down from 29.0 to 1	27.3 to 1	26.1 to 1
Prime instructional time	92.9%	Up from 91.3%	90.2%	89.8%
Dollars spent per pupil**	\$6,765	Up 4.6%	\$7,462	\$7,883
Percent of expenditures for teacher salaries**	60.7%	Down from 61.0%	53.4%	54.1%
Percent of expenditures for instruction**	64.1%	Down from 64.3%	59.9%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.4%	96.4%	95.8%
Character development program	Good	Down from Excellent	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	Below Average	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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	234	95.3%	873	57.2%	305	75.1%	No
Gender							
Male	118	94.1%	455	55.2%	148	74.3%	N/A
Female	116	96.6%	418	59.3%	157	75.8%	N/A
Racial/Ethnic Group							
White	146	99.3%	469	68.4%	174	82.8%	N/A
African American	82	90.2%	327	41.3%	118	66.1%	N/A
Asian/Pacific Islander	N/A	N/A	11	81.8%	N/A	N/A	N/A
Hispanic	N/A	N/A	61	50.8%	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	18	72.2%	89	29.2%	24	62.5%	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	51	35.3%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	115	91.3%	400	48.8%	155	63.9%	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

The 2008-2009 school year was another year of achievement for Brookland-Cayce High School. Academically, Brookland-Cayce High School realized gains in SAT scores, ACT scores and first attempt HSAP Exit Exam scores. The Graduating Senior Class of 2009 earned scholarship monies totaling over \$3,250,000.00. Twelve graduating Bearcats were recognized as Palmetto Fellows Scholarship Winners, as well as five seniors who were recognized as South Carolina Academic Achievement Honors Award winners. Brookland-Cayce had the very prestigious distinction of having a National Merit Scholar winner this past year. Also, the BCHS Educational Foundation awarded over \$18,000 in student scholarships and over \$11,300 in teacher grants during the 2008-2009 school year.

Success was not limited to the academic classroom as our Fine Arts Department garnered Superior Ratings in Chorus, Orchestra and Band for the sixth consecutive year. Members from all three groups were named to All-State Status. The Brookland-Cayce Band was also awarded the State Achievement Award for their cumulative work for the 2008-2009 school year. Our Army JROTC unit was designated as an Honor Unit with Distinction for the 13th consecutive year. Our career and technology educational program produced many state award winners and participants in national competitions. Our school yearbook, The 2009 Bearcat, was inducted into the Gallery of Excellence, a distinction awarded to outstanding yearbooks across the nation. Brookland-Cayce High School was also the recipient of a Community Service Award for outstanding contributions to the Cayce-West Columbia area.

Our Bearcat Athletic teams also gained regional and state recognition in a number of areas. In addition to winning the AAA Lower State Championship in Softball, Brookland-Cayce won the region in girls golf and qualified for the State Playoffs in Football, Volleyball, Girls' Basketball, Boys' and Girls' Soccer and Baseball. Several members of our Athletic teams were named to All-Region and All-State as well.

Faculty achievements were numerous as well. We had a doctorate earned by a staff member, a staff member gain National Board Certification status and Mrs. MarySusan Williamson was designated the Business Teacher of the Year for South Carolina.

Physically, the campus of Brookland-Cayce enjoyed several new additions and renovations during the year. Among the new areas were the renovated Media Center, a new Fine Arts Wing, a new Cafeteria and renovated Art Room and a Computer Lab. All in all, over 12 million dollars of improved and new facilities were completed during the 2008-2009 school year.

It was indeed a great year to be a Bearcat!

Scott Newman, Principal
Jewel Croquette, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	88	174	92
Percent satisfied with learning environment	93.2%	78.0%	84.1%
Percent satisfied with social and physical environment	93.2%	80.5%	76.9%
Percent satisfied with school-home relations	80.5%	87.9%	90.1%

* 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 12 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	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.1%	0.0%	No

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	282	98.2	11.8	35	38.8	14.4	66.9	63.2	61.8	No	Yes
Male	149	99.3	13.4	40.8	35.2	10.6	59.2	56.7	57.4	N/A	N/A
Female	133	97	9.9	28.1	43	19	76	70.4	66.1	N/A	N/A
White	163	97.5	6.6	27	46.1	20.4	77.6	72.9	74.3	Yes	Yes
African American	101	100	20	43.2	31.6	5.3	51.6	48.2	44.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	14	92.9	16.7	66.7	8.3	8.3	41.7	40	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	55.4	I/S	I/S
Disabled	27	88.9	50	33.3	16.7	0	29.2	26.1	19.4	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	11	81.8	22.2	66.7	11.1	0	33.3	36.8	38.5	I/S	I/S
Subsized meals	124	98.4	19.1	44.3	30.4	6.1	49.6	50.2	45.6	No	Yes

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

All Students	282	97.9	19.1	28.6	27.1	25.2	65.3	62.4	62.7	Yes	Yes
Male	149	98.7	18.4	32.6	23.4	25.5	64.5	60.6	61.8	N/A	N/A
Female	133	97	19.8	24	31.4	24.8	66.1	64.3	63.6	N/A	N/A
White	163	97.5	12.5	27	24.3	36.2	74.3	69.6	75.1	Yes	Yes
African American	101	99	30.9	29.8	29.8	9.6	52.1	49.8	45.1	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	14	92.9	16.7	50	16.7	16.7	41.7	52	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	59.2	I/S	I/S
Disabled	27	88.9	62.5	33.3	4.2	0	16.7	26.1	21.8	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	11	81.8	22.2	55.6	22.2	0	33.3	47.4	52.3	I/S	I/S
Subsized meals	124	97.6	28.9	35.1	26.3	9.6	50.9	50.4	47.9	No	Yes

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

All Students	282	90.4	59.6	16.0	8.5	6.4	14.9	N/A	N/A	N/A	N/A
Male	149	89.9	57.0	15.4	10.1	7.4	17.4	N/A	N/A	N/A	N/A
Female	133	91.0	62.4	16.5	6.8	5.3	12.0	N/A	N/A	N/A	N/A
White	163	92.0	53.4	17.8	10.4	10.4	20.9	N/A	N/A	N/A	N/A
African American	101	89.1	70.3	13.9	4.0	1.0	I/S	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	14	78.6	71.4	N/A	7.1	N/A	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	27	70.4	63.0	3.7	3.7	N/A	I/S	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	11	81.8	72.7	N/A	9.1	N/A	I/S	N/A	N/A	N/A	N/A
Subsized meals	124	87.1	71.8	11.3	3.2	0.8	I/S	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*

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2008	313	99.4	9.3	26.6	33.8	30.3	72.1	73.3	69.7
	2009	282	98.2	11.8	35	38.8	14.4	66.9	63.2	61.8

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

All Students	2008	313	99	15.6	21.5	34.9	28	70.9	69.9	67.2
	2009	282	97.9	19.1	28.6	27.1	25.2	65.3	62.4	62.7

* Adjusted to account for natural variation in performance.