



Brockington Elementary

304 Kemper Street
Timmonsville, SC 29161

Grades	PK-5 Elementary School	
Enrollment	444 Students	
Principal	Pamela Simms	843-346-4953
Superintendent	Dr. Bertha W. McCants	843-346-5391
Board Chair	Mrs. Rose Bacot	843-346-5391

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

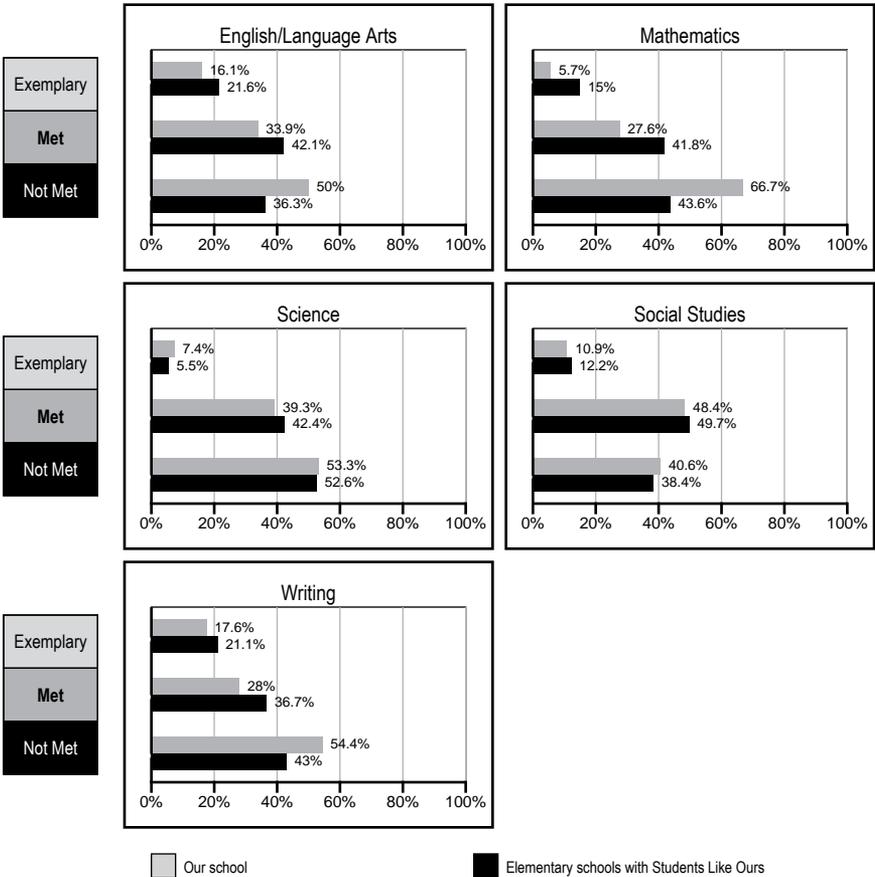
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	58	55	31

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

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	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=444)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.7%	Down from 5.1%	2.5%	1.9%
Attendance rate	94.9%	No Change	96.0%	96.3%
Eligible for gifted and talented	3.2%	Up from 0.0%	2.9%	10.0%
With disabilities other than speech	11.3%	Up from 10.8%	7.4%	7.7%
Older than usual for grade	4.1%	Down from 4.4%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	47.1%	Up from 41.7%	57.1%	59.4%
Continuing contract teachers	70.6%	Up from 55.6%	71.8%	80.0%
Teachers with emergency or provisional certificates	7.1%	Down from 8.0%	0.0%	0.0%
Teachers returning from previous year	68.5%	Down from 73.7%	81.6%	85.9%
Teacher attendance rate	92.6%	Down from 97.7%	95.2%	95.1%
Average teacher salary*	\$45,161	Up 9.2%	\$45,857	\$47,149
Professional development days/teacher	10.8 days	Down from 18.1 days	10.7 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	15.8 to 1	Down from 17.1 to 1	16.5 to 1	18.8 to 1
Prime instructional time	85.7%	Down from 91.9%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	38.4%	Down from 100.0%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,658	Up 16.3%	\$8,673	\$7,458
Percent of expenditures for instruction**	81.7%	Down from 82.3%	68.4%	68.8%
Percent of expenditures for teacher salaries**	69.4%	Down from 72.8%	61.9%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2008-2009 school year was a continuation of the 2007-2008 school year in that Brockington Elementary’s high expectations for staff, students, parents, and community involvement set the stage for another successful school year. Our focus remained on the processes that spur continuing advancement: evaluating what we have, determining what we can do to improve, identifying what adjustments are needed to make those improvements, and celebrating the accomplishments of the many improvements.

Teachers at Brockington Elementary School participated in professional development sessions that reflected three core areas: conflict resolution, differentiated instruction, and creating assessments. The ongoing sessions throughout the year allowed teachers to receive information and then implement the strategies into their everyday instruction. The knowledge and skill of our staff were further enhanced by site-visits which allowed us to collaborate with professionals in other schools and districts in order to share our success stories and view demonstrations of best practices and proven effective instructional strategies being implemented. All teachers had regular opportunities with administration to review available data to ensure that instruction met individual student needs. A school-wide reading initiative, Students Open A Book and Read (SOAR), was also implemented to provide all students with an opportunity to increase readability levels.

As motivational incentives, our students were granted access to the monthly Eagle Bucks Celebrations, quarterly Student Recognition Day Ceremonies, Wall of Fame recognition, Benchmark Bubbles and Busters recognition, Accelerated Reader recognition, and field trips. We were also fortunate to have teachers that were grant winners, the Wal-Mart Teacher of the Year, and a State Superintendent Writing Award Winner, as well as a 4th grade students who won the stock market competition. Incorporating the strengths of the Parent-Teacher Organization and the School Improvement Council and the support of our business partners and community leaders, we were able to enhance the success of Brockington Elementary students.

The Brockington Elementary Family has been deliberate and strategic about using data to create lessons and provide remediation. We have focused our energy and resources toward increasing student achievement. Our motto “Adjusting Our Wings to Soar Higher” has inspired our commitment to improvement and our goal of providing a climate that is conducive to an ever-growing love of learning.

Angela K. Jacobs, Principal
 Chanti Samuels, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	64	19
Percent satisfied with learning environment	93.8%	84.4%	63.2%
Percent satisfied with social and physical environment	100.0%	71.4%	68.4%
Percent satisfied with school-home relations	61.3%	80.6%	44.4%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 10 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

RP

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 and Student Attendance

	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	18.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	15.6%	0.0%	No
Student attendance rate	94.9%	94.0%*	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	209	98.6	48.7	33.8	17.4	68.2	62.6	82.8	Yes	Yes
Gender										
Male	112	100	55.2	32.4	12.4	63.8	56.9	79.3	N/A	N/A
Female	97	96.9	41.1	35.6	23.3	73.3	69	86.5	N/A	N/A
Racial/Ethnic Group										
White	30	96.7	48.1	25.9	25.9	74.1	75.6	89.5	I/S	I/S
African American	170	99.4	48.1	35.6	16.3	68.1	61.1	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	37	94.6	81.8	9.1	9.1	30.3	22.6	52	I/S	I/S
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	196	98.5	49.7	33.9	16.4	67.8	61.1	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	209	98.6	64.6	29.2	6.2	46.7	55.7	78.9	No	Yes
Gender										
Male	112	100	62.9	33.3	3.8	47.6	52.8	77	N/A	N/A
Female	97	96.9	66.7	24.4	8.9	45.6	59.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	30	96.7	59.3	29.6	11.1	59.3	68.3	87.2	I/S	I/S
African American	170	99.4	66.9	28.1	5	43.8	53.8	66.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	37	94.6	81.8	15.2	3	24.2	24.2	45.5	I/S	I/S
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	196	98.5	65	29.5	5.5	45.4	54	70.2	No	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	134	98.5	50.4	41.5	8.1	49.6	49.1	67.5
Gender								
Male	69	98.6	49.2	42.9	7.9	50.8	47.6	67
Female	65	98.5	51.7	40	8.3	48.3	50.9	68
Racial/Ethnic Group								
White	22	90.9	26.3	47.4	26.3	73.7	75.9	79.5
African American	108	100	55	40	5	45	44.9	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	26	92.3	69.6	26.1	4.3	30.4	22.2	35.6
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status								
Subsized meals	125	98.4	52.2	40.9	7	47.8	47.5	55.1
Social Studies								
All Students	138	98.6	38.5	50	11.5	61.5	56.4	72.3
Gender								
Male	78	98.7	39.7	47.9	12.3	60.3	56.3	71.5
Female	60	98.3	36.8	52.6	10.5	63.2	56.6	73.2
Racial/Ethnic Group								
White	19	94.7	41.2	47.1	11.8	58.8	64.3	80.7
African American	112	99.1	36.8	50.9	12.3	63.2	55.8	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	23	91.3	57.9	36.8	5.3	42.1	31.3	43.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	50.7
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsized meals	132	98.5	37.9	51.6	10.5	62.1	55.6	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	206	96.1	53.4	28.6	18	46.6	49.2	70.2	94.9	94.8
Gender										
Male	109	94.5	66.3	25.5	8.2	33.7	37.8	63.2	94.8	94.6
Female	97	97.9	39.6	31.9	28.6	60.4	61.5	77.5	95.1	95.1
Racial/Ethnic Group										
White	30	86.7	58.3	16.7	25	41.7	50	79.1	93	92.9
African American	167	97.6	52.6	30.8	16.7	47.4	49	57.6	95.3	95.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.2	97.6	97.6
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	62.6	96.7	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	80.4	80.4
Disability Status										
Disabled	35	82.9	N/AV	N/AV	N/AV	7.1	12.1	26.1	93	92.7
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	54.7	95.5	95.5
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	61.2	97	97
Socio-Economic Status										
Subsided meals	172	97.7	53.8	28.8	17.5	46.3	48.2	58.9	94.9	94.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	71	98.6	44.9	30.4	24.6	55.1
	4	65	98.5	46.7	36.7	16.7	53.3
	5	73	98.6	54.5	34.8	10.6	45.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	71	98.6	68.1	20.3	11.6	31.9
	4	65	98.5	41.7	53.3	5	58.3
	5	73	98.6	81.8	16.7	1.5	18.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	34	97.1	53.1	37.5	9.4	46.9
	4	64	98.4	45.8	44.1	10.2	54.2
	5	36	100	56.3	40.6	3.1	43.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	37	100	45.9	48.6	5.4	54.1
	4	65	98.5	26.7	56.7	16.7	73.3
	5	36	97.2	51.5	39.4	9.1	48.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	70	97.1	48.5	23.5	27.9	51.5
	4	64	93.8	43.9	42.1	14	56.1
	5	72	97.2	67.2	21.9	10.9	32.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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