



BROCKINGTON ELEMENTARY

304 Kemper Street
Timmonsville, SC 29161

Grades	PK-6 Elementary School	
Enrollment	443 Students	
Principal	Pamela R. Sims	843-346-4953
Superintendent	Dr. Bertha W. McCants	843-346-5391
Board Chair	Mrs. Rose Bacot	843-346-5391

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

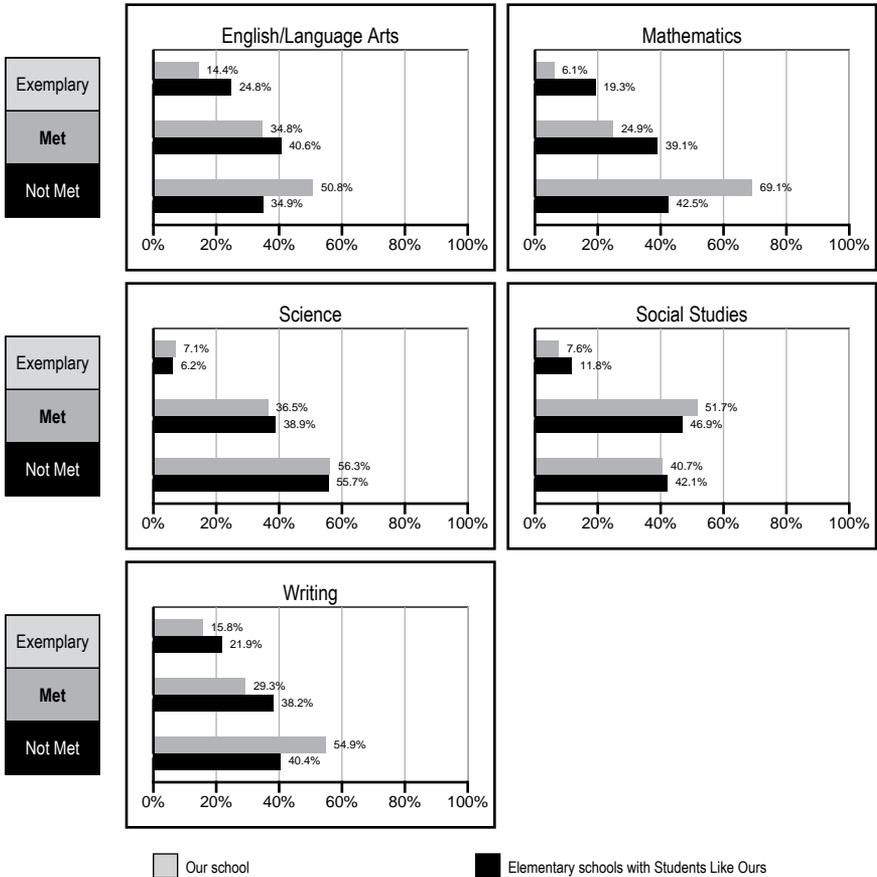
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	77	56	23

* Ratings are calculated with data available by 03/09/2011.

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=443)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	Down from 3.7%	1.4%	1.2%
Attendance rate	96.6%	Up from 94.9%	95.9%	96.1%
Eligible for gifted and talented	3.3%	Up from 3.2%	4.3%	11.7%
With disabilities other than speech	6.8%	Down from 11.3%	8.3%	8.0%
Older than usual for grade	2.7%	Down from 4.1%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	61.3%	Up from 47.1%	60.0%	60.5%
Continuing contract teachers	80.6%	Up from 70.6%	78.8%	84.6%
Teachers with emergency or provisional certificates	4.0%	Down from 7.1%	0.0%	0.0%
Teachers returning from previous year	74.4%	Up from 68.5%	83.2%	87.0%
Teacher attendance rate	92.6%	No Change	95.4%	95.4%
Average teacher salary*	\$44,591	Down 1.3%	\$45,504	\$47,288
Professional development days/teacher	7.9 days	Down from 10.8 days	10.6 days	10.5 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	Up from 15.8 to 1	17.1 to 1	19.2 to 1
Prime instructional time	87.4%	Up from 85.7%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	24.1%	Down from 38.4%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$7,041	Up 5.8%	\$8,766	\$7,548
Percent of expenditures for instruction**	77.7%	Down from 81.7%	68.1%	68.7%
Percent of expenditures for teacher salaries**	56.4%	Down from 69.4%	62.5%	65.1%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The Brockington Eagles continued to soar in the 2009-2010 school year. Our mission is all students will have the opportunity to receive a quality and comprehensive education on a daily basis, where all faculty and staff are using a variety of strategies and resources to engage students, assess progress, and collaborate with parents and the community to increase student achievement. We have made significant progress academically as measured by our district benchmarks. In addition, by providing our students with a standards-based curriculum, we are creating a learning environment where students are challenged and encouraged to set and meet their individual and school-wide goals. Our motto and school-wide theme, "Whatever It Takes...Failure Is Not An Option!" serves as the driving force for our meeting and exceeding state requirements.

Brockington continues to provide instructional programs within the school to enhance instruction, Eagle Academy, differentiating instruction, conferencing with students, curriculum pacing guides, Spiral Review, standards-based district benchmarks, reading, math, science, and social studies curriculum. In addition, increasing reading comprehension and math skills is a daily priority for the instructional staff. As a result, teachers have participated in ongoing professional development and bi-weekly Professional Learning Community (PLC) meetings with the principal and curriculum coordinator. Through the PLC meetings we have focused on school goals, analyzing and disaggregating data, data driven instruction, differentiating instruction, and standards-based instruction. We are truly dedicated to "Gaining and Sustaining Results" by focusing on results, learning, and establishing a collaborative culture.

The School Improvement Council (SIC) and Parent Teacher Organization (PTO) have contributed personnel and resources for many of our school-wide projects. They have also promoted and worked with the staff to provide workshops and activities such as Community Family and Friends Day, One Hundred Guys One Hundred Ties, Take a Walk in My Shoes, Desserts for Dads, Parent vs. Faculty/Staff Basketball Games, Muffins for Mom, Principal Munch and Mingle, and fundraisers to purchase materials and supplies. In addition, a local faith-based organization donated a thirty-seven inch flat screen television for the school to raffle as a means of increasing parental involvement. Parents enter the raffle each time they attended an activity, the parents were able to complete an entry for the television. The drawing for the television took place during our annual Parent University Banquet.

Brockington would like to express our gratitude to the wonderful families and to the school community for your continued support throughout this school year as we continue to strive for excellence!

Pamela R. Sims, Principal
Chanti Samuel, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	51	39
Percent satisfied with learning environment	75.9%	90.2%	69.2%
Percent satisfied with social and physical environment	86.2%	85.7%	56.4%
Percent satisfied with school-home relations	60.7%	79.6%	64.1%

* 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

R

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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	30.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	20.6%	0.0%	No
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	192	92.7	49.4	35.4	15.2	65.2	60.5	83.5	Yes	Yes
Gender										
Male	93	88.2	60.5	32.6	7	55.8	53.8	80.1	N/A	N/A
Female	98	96.9	39.1	38	22.8	73.9	67.5	87	N/A	N/A
Racial/Ethnic Group										
White	25	88	45.5	27.3	27.3	72.7	68.3	89.6	I/S	I/S
African American	159	93.7	50.3	38.3	11.4	63.8	59.7	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	27	66.7	83.3	12.5	4.2	29.2	20.8	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	182	92.3	51.5	34.3	14.2	63.3	59.3	76.9	Yes	Yes

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

All Students	192	97.9	68	25.8	6.2	47.8	54.3	80.4	No	Yes
Gender										
Male	93	97.9	74.4	23.3	2.3	47.7	52.3	78.4	N/A	N/A
Female	98	98	62	28.3	9.8	47.8	56.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	25	96	59.1	31.8	9.1	54.5	58.5	87.8	I/S	I/S
African American	159	98.1	69.8	24.8	5.4	47	54	69.3	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	27	88.9	N/A	N/A	N/A	16.7	23.4	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	182	97.8	69.8	24.9	5.3	46.7	52.9	72.8	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	128	100	54.9	37.7	7.4	45.1	44.2	67.3
Gender								
Male	63	100	59	37.7	3.3	41	41.9	66.9
Female	64	100	50.8	37.7	11.5	49.2	46.5	67.7
Racial/Ethnic Group								
White	14	100	46.2	38.5	15.4	53.8	52.6	79.6
African American	109	100	56.2	38.1	5.7	43.8	43.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	11	100	N/A	N/A	N/A	9.1	10	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	120	100	56.5	37.4	6.1	43.5	42.4	55.4
Social Studies								
All Students	124	99.2	40.2	52.1	7.7	59.8	51.3	70.9
Gender								
Male	62	98.4	45.6	50.9	3.5	54.4	47	70.1
Female	62	100	35	53.3	11.7	65	55.8	71.7
Racial/Ethnic Group								
White	16	93.8	53.8	23.1	23.1	46.2	55.2	79.2
African American	103	100	39.4	55.6	5.1	60.6	50	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	19	94.7	77.8	16.7	5.6	22.2	20	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status								
Subsidized meals	119	99.2	41.1	52.7	6.3	58.9	51.4	60.8

Abbreviations for Missing Data

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

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	194	94.9	52.8	30.7	16.5	47.2	44.9	72.1	96.6	96.5
Gender										
Male	94	93.6	61.9	32.1	6	38.1	36.2	65.2	96.3	96.1
Female	100	96	44.6	29.3	26.1	55.4	53.8	79.2	96.9	97
Racial/Ethnic Group										
White	26	92.3	59.1	22.7	18.2	40.9	45.2	80.8	95	95.2
African American	161	95	52.4	33.3	14.3	47.6	44.7	59.7	96.8	96.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	99.2	98.7
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	64.6	96	95.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	95.8	95.8
Disability Status										
Disabled	28	85.7	N/AV	N/AV	N/AV	12.5	14.3	27.7	95.8	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	63.7	97.5	97
Socio-Economic Status										
Subsidized meals	185	94.6	53.9	31.7	14.4	46.1	44	61.9	96.6	96.5

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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
2010	3	63	92.1	50	32.3	17.7	50
	4	66	90.9	42.9	41.3	15.9	57.1
	5	63	95.2	56.6	32.1	11.3	43.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	63	100	71	27.4	1.6	29
	4	66	98.5	50.8	33.3	15.9	49.2
	5	63	95.2	N/A	N/A	N/A	15.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	32	100	71	22.6	6.5	29
	4	65	100	42.9	46	11.1	57.1
	5	31	100	N/A	N/A	N/A	35.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
2010	3	31	100	51.6	45.2	3.2	48.4
	4	64	100	29	61.3	9.7	71
	5	29	96.6	54.2	37.5	8.3	45.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	63	96.8	53.3	26.7	20	46.7
	4	66	98.5	46.8	32.3	21	53.2
	5	64	90.6	59.3	33.3	7.4	40.7
	6	1	I/S	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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