



Brockington Elementary Magnet School for Science and
413 Brockington Road
Darlington, South Carolina

Grades 3-5 Elementary School
Enrollment 465 Students
Principal Allison M. Baker 843-398-5095
Superintendent Dr. Rainey H. Knight 843-398-5200
Board Chair Dr. Allem McCutcheon 843-332-2852

THE STATE OF SOUTH CAROLINA
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	At-Risk
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District 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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

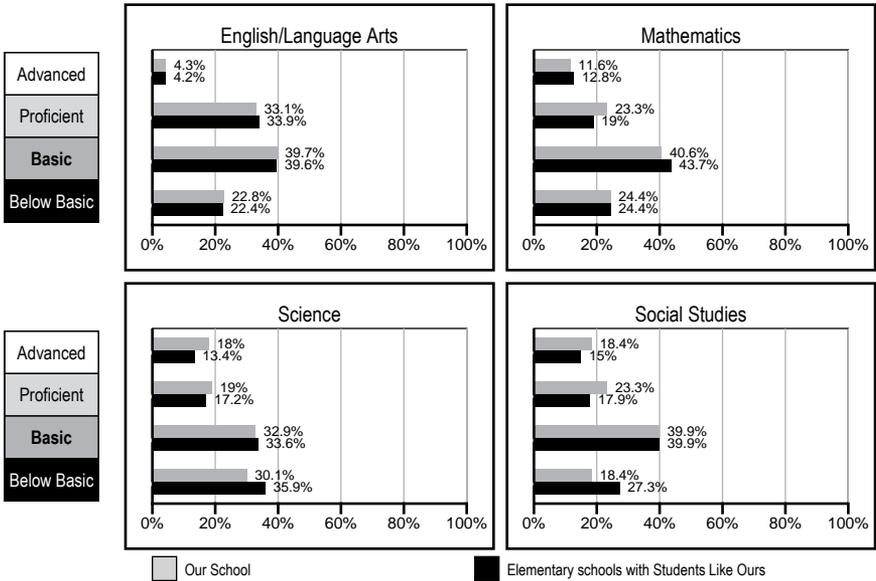
99.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	43	42	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



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

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=465)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.9%	Down from 1.3%	2.9%	2.3%
Attendance rate	96.8%	Down from 97.0%	96.1%	96.3%
Eligible for gifted and talented	6.3%	Up from 6.2%	8.9%	10.4%
With disabilities other than speech	10.2%	Down from 11.3%	9.1%	7.5%
Older than usual for grade	1.1%	Down from 2.2%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	48.1%	Up from 42.9%	55.2%	56.7%
Continuing contract teachers	81.5%	Up from 71.4%	78.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	71.0%	Down from 71.8%	86.6%	86.4%
Teacher attendance rate	94.6%	Down from 95.9%	94.7%	94.9%
Average teacher salary	\$42,110	Up 6.1%	\$45,088	\$45,345
Professional development days/teacher	16.6 days	Up from 11.0 days	13.1 days	12.6 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 23.1 to 1	18.4 to 1	18.5 to 1
Prime instructional time	89.1%	Down from 91.0%	89.0%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.8%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,409	Up 2.3%	\$7,250	\$7,052
Percent of expenditures for instruction*	68.2%	Up from 67.8%	68.4%	69.1%
Percent of expenditures for teacher salaries*	64.3%	Down from 64.9%	63.1%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Brockington Elementary Magnet School for Science and Technology changed its structure during the 2007-2008 school year. Although the school has enjoyed Magnet status for the past seven years, the group designated as "magnet" was the first to qualify by meeting specific scholastic criteria. The new paradigm for the Magnet program followed the "school-within-a-school" model, and affected two classes per third, fourth, and fifth grade. The Magnet faculty participated in professional development provided by LabLearner, and collaborated to offer laboratory-based science instruction on a daily basis. The first year encompassing the new model was a success as evidenced by a vigorous spring application process for the upcoming year.

Brockington's character education plan, EAGLE EYES – We Know Character When We See It, continued to positively affect the Title I site. Students set behavior goals, and participated in authentic character education instruction. To celebrate the school's commitment to positive character traits and good behavior, the students received monthly incentives and year-end trips as rewards. The school community was very supportive of these efforts, and parent volunteers were an active part of the EAGLE EYES Program.

Other events celebrated by the school community included: the annual Thanksgiving Dinner; the PACT Pep Rally, Mr. and Ms. Brockington Sweetheart, the fifth grade Valentine's Dance, the Science Fair; a visit from "the Harmonica Man"; three book fairs; career day; the Beta Club induction; Mathletes; and several parenting events. Collaboration among the stakeholders of Brockington Elementary positively affected the school's community and facilitated relationships to ensure student success.

Academically, MAP (Measures of Academic Progress) and other formative assessments helped teachers monitor student performance on a continuous, ongoing basis. Assessment walls helped students track their own progress, and assisted teachers with addressing trends of performance. Efforts aimed at raising RIT scores, and subsequently PACT scores, were initiated. At the third grade level, students utilized Successmaker software on a daily basis. Teachers utilized the school-wide model of goal setting and progress monitoring with Successmaker. At the fourth and fifth grade levels, small group, RIT-Band instruction was used to target specific reading strands. The impact of these measures was tracked and assessed throughout the school year.

Principal: Allison M Baker

SIC Chairman: Renee Perritt

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	139	82
Percent satisfied with learning environment	92.6%	82.4%	86.4%
Percent satisfied with social and physical environment	92.6%	77.9%	89.0%
Percent satisfied with school-home relations	85.2%	83.7%	85.2%

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

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School Adequate Yearly Progress

NO

This school met 17 out of 21 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

Continuing School Improvement

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. Sanction: Implement the restructuring plan.
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	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	5.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	457	99.6	22.7	39.8	33.2	4.3	47.8	36.1	48.2	Yes	Yes
Gender											
Male	232	100	25.9	44.6	27.7	1.8	41.5	31.1	41.7	N/A	N/A
Female	225	99.1	19.2	34.7	39	7	54.5	41.5	55	N/A	N/A
Racial/Ethnic Group											
White	181	99.5	20.3	27.3	45.9	6.4	59.3	49.8	60	Yes	Yes
African American	272	99.6	24.5	48.3	24.5	2.7	39.8	26.4	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76.5	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	44.2	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	54	98.2	63.5	32.7	3.8	0	7.7	10.6	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	46.3	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	321	99.4	29	42.2	26.1	2.6	39.6	27.1	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	457	99.8	24.2	40.6	23.5	11.6	42.9	37.8	45.8	Yes	Yes
Gender											
Male	232	100	24.1	38.4	25.9	11.6	44.6	38.2	45.6	N/A	N/A
Female	225	99.6	24.3	43	21	11.7	41.1	37.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	181	99.5	18.6	34.3	27.9	19.2	51.2	53.3	59	Yes	Yes
African American	272	100	28.2	44.3	21	6.5	37.4	26.7	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.8	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	44.2	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	46.2	I/S	I/S						
Disability Status											
Disabled	54	98.2	71.2	23.1	5.8	0	9.6	12.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	32.5	N/A	N/A						
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	46.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	321	99.7	30.6	44.4	17.4	7.6	33.2	28.7	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	302	99.7	30	33.1	19	17.9	36.9	29.2	35.7	96.8	95.9
Gender											
Male	156	99.4	28.5	39.1	15.9	16.6	32.5	29.9	37.4	97	95.7
Female	146	100	31.7	26.6	22.3	19.4	41.7	28.4	33.8	96.5	96.2
Racial/Ethnic Group											
White	118	99.2	24.8	19.5	23.9	31.9	55.8	46.4	49.2	96.1	95.5
African American	182	100	33.7	41.7	15.4	9.1	24.6	16.6	17	97.2	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	81.8	58	N/A	98
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	45.5	24.9	96	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.5	91.8
Disability Status											
Disabled	36	100	62.9	28.6	2.9	5.7	8.6	9.6	14	94.6	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	89.9
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	51.4	24.4	95.9	96.9
Socio-Economic Status											
Subsided meals	216	100	36.4	36.9	14.6	12.1	26.7	19	21.1	96.4	95.6
Social Studies											
All Students	300	99	18.1	40.1	23.3	18.5	41.8	28.1	34	96.8	95.9
Gender											
Male	153	98.7	17.1	39.7	21.2	21.9	43.2	31.1	36.6	97	95.7
Female	147	99.3	19.1	40.4	25.5	14.9	40.4	24.9	31.3	96.5	96.2
Racial/Ethnic Group											
White	118	98.3	15.2	40.2	19.6	25	44.6	39.4	44.5	96.1	95.5
African American	180	99.4	20.2	39.9	25.4	14.5	39.9	19.7	19.1	97.2	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.1	58.9	N/A	98
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.5	96	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.5	91.8
Disability Status											
Disabled	29	96.6	50	32.1	10.7	7.1	17.9	10.4	14.4	94.6	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	89.9
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	39.5	27.3	95.9	96.9
Socio-Economic Status											
Subsided meals	205	99	22.2	44.3	20.6	12.9	33.5	19.5	21	96.4	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	153	100	20.3	36.4	38.5	4.9	43.4	
	4	148	100	17.7	44	34.8	3.5	38.3	
	5	141	99.3	33.6	47.8	17.2	1.5	18.7	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	169	99.4	19.6	36.7	34.8	8.9	43.7	
	4	146	99.3	25.2	36	36.7	2.2	38.8	
	5	142	100	23.6	47.1	27.9	1.4	29.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	153	100	27.3	47.6	19.6	5.6	25.2	
	4	148	100	16.3	44	24.1	15.6	39.7	
	5	141	99.3	25.4	45.5	14.9	14.2	29.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	169	100	27	47.8	17.6	7.5	25.2	
	4	146	99.3	20.9	36	29.5	13.7	43.2	
	5	142	100	24.3	37.1	24.3	14.3	38.6	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	78	100	37.3	33.3	22.7	6.7	29.3	
	4	148	100	40.4	23.4	20.6	15.6	36.2	
	5	71	100	44.1	27.9	13.2	14.7	27.9	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	86	100	30.9	38.3	22.2	8.6	30.9	
	4	145	99.3	24.5	37.4	20.9	17.3	38.1	
	5	71	100	40	18.6	11.4	30	41.4	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	75	100	10.3	47.1	25	17.6	42.6	
	4	148	100	24.1	42.6	11.3	22	33.3	
	5	70	98.6	42.4	45.5	10.6	1.5	12.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	83	100	12.8	42.3	30.8	14.1	44.9	
	4	146	98.6	15.7	37.9	24.3	22.1	46.4	
	5	71	98.6	29	42	13	15.9	29	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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