



Brockman Elementary

2245 Montclair Dr.
Columbia, SC 29206

Grades	PK-5 Elementary School	
Enrollment	321 Students	
Principal	Lynn B. Robertson	803-790-6743
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

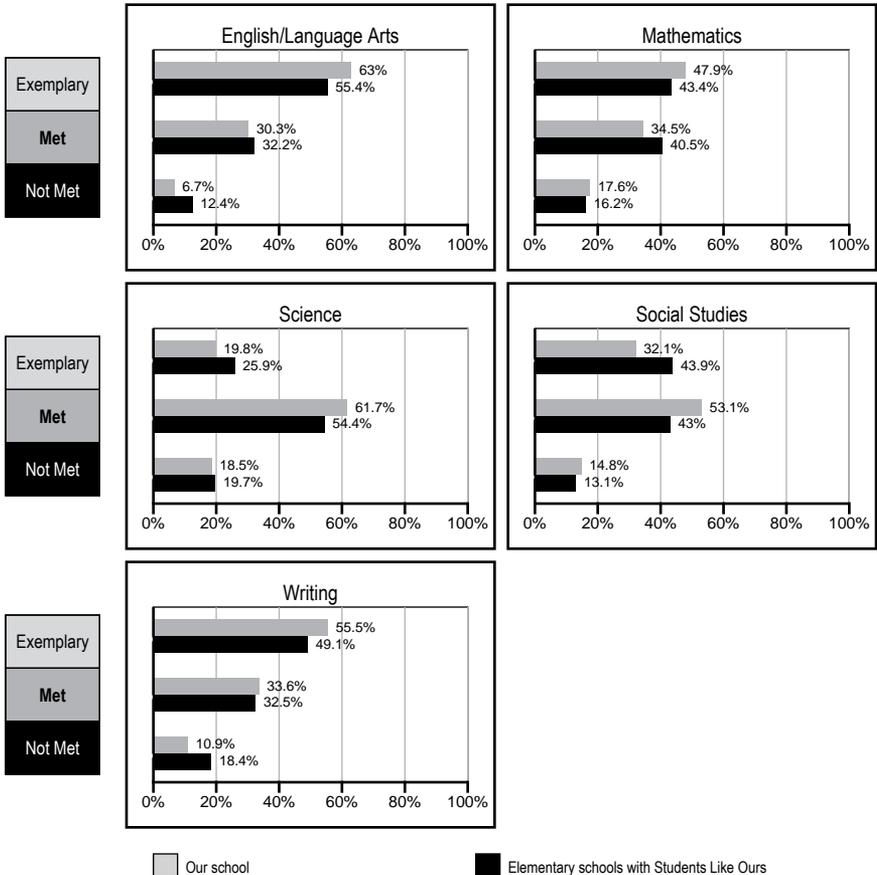
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	4	3	0	0

* 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=321)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	Down from 1.6%	1.2%	1.9%
Attendance rate	96.9%	Down from 97.2%	96.6%	96.3%
Eligible for gifted and talented	0.0%	No Change	20.0%	10.0%
With disabilities other than speech	3.5%	No Change	5.5%	7.7%
Older than usual for grade	0.5%	Down from 0.9%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	68.2%	Down from 77.3%	61.4%	59.4%
Continuing contract teachers	72.7%	Down from 86.4%	80.3%	80.0%
Teachers with emergency or provisional certificates	4.5%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	89.8%	Up from 86.3%	87.6%	85.9%
Teacher attendance rate	95.7%	Up from 94.3%	95.5%	95.1%
Average teacher salary*	\$51,550	Down 0.4%	\$49,201	\$47,149
Professional development days/teacher	11.5 days	Down from 12.0 days	11.5 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	18.4 to 1	No Change	19.9 to 1	18.8 to 1
Prime instructional time	91.8%	Up from 90.3%	91.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Up from 98.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,835	Up 9.2%	\$6,586	\$7,458
Percent of expenditures for instruction**	79.7%	Up from 78.0%	71.7%	68.8%
Percent of expenditures for teacher salaries**	74.7%	Down from 75.4%	66.8%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

Report of Principal and School Improvement Council

The mission of Brockman Elementary School, a Montessori School of Choice, is to educate the whole child by promoting academic, social, creative, physical, and emotional growth at the appropriate developmental plane of each child. Brockman serves children three years old through fifth grade in a multi-age setting: Primary (3 years – Kindergarten); Lower Elementary (first grade – third grade); and Upper Elementary (fourth grade – fifth grade). The learning environment is based on the philosophy and teachings of Dr. Maria Montessori.

Brockman continues to meet AYP annually. Data reflects that Brockman students continue to achieve at high levels of proficiency in reading, math, science, and social studies. Forty-five (45) percent of fifth graders qualified for the middle school MEGSSS math program, while 65 percent of fifth graders and 50 percent of fourth graders were eligible for the Duke TIP program. Believe It Brockman, the student-published newspaper, received first place in the district’s Visual Literacy competition. Reading initiatives conducted by the lead reading teacher included professional development for staff, training for reading tutors, and parent education workshops. Struggling readers were assigned to reading tutor volunteers and additional tutoring in reading and math was provided during the school day by certified tutors. The principal presented every student a birthday book which was purchased by the PTA. Writing was enhanced through WEE DELIVER. Over 1,000 pieces of mail were delivered through the WEE DELIVER program. All K-5 students were provided hands-on experiential science lessons weekly in a lab setting. Data collected throughout the year reflected significant academic gains in these areas.

Peace education, cultural awareness, conflict resolution strategies (I Care Rules), cooperative learning, and community service are embraced by everyone, including bus drivers, office staff, nurse, and custodial staff and are integrated throughout the Montessori learning environment. Students participate in community service projects throughout the year. Harvest Hope Food Bank, St. Lawrence Place, and Pennies for Peace are charities supported through community service projects. Classroom guidance lessons, class meetings, and peer facilitators support a safe and peaceful learning environment. It is evident that these activities enhanced social cognition skills of the students. Fewer than ten children were referred for disciplinary action.

Parent and community support enhances the school climate and has an impact on Brockman’s success. SIC participation, PTA attendance, parent education workshop attendance, tutors, and classroom volunteers reflect the commitment of parents and the community. The PTA provides additional funds that support the instructional program. The Fine Arts Boosters provide funding to support after school fine arts clubs (writing, clay club, dance, drumming, guitar lessons, art club, music club, and chorus). Parent volunteers serve as tutors, work with children in classroom gardens, make and prepare shelf lessons, provide snacks, chaperone on field trips, as well as providing monthly luncheons for staff. Over 1,200 volunteer hours were recorded this year.

Brockman is committed to LEAVING NO CHILD BEHIND.

Jessica King, SIC Chair
Lynn B. Robertson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	33	25
Percent satisfied with learning environment	91.3%	97.0%	100.0%
Percent satisfied with social and physical environment	100.0%	87.9%	100.0%
Percent satisfied with school-home relations	100.0%	90.9%	100.0%

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

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 9 out of 9 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

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	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	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	119	100	6.7	30.3	63	99.2	78.6	82.8	Yes	Yes
Gender										
Male	57	100	5.3	28.1	66.7	98.2	74.4	79.3	N/A	N/A
Female	62	100	8.1	32.3	59.7	100	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	87	100	5.7	25.3	69	100	93.7	89.5	Yes	Yes
African American	29	100	10.3	44.8	44.8	96.6	74.6	73.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.1	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
Disability Status										
Disabled	11	100	N/AV	N/AV	N/AV	100	51.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	77.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	18	100	5.6	55.6	38.9	100	74.1	75.5	I/S	I/S

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

All Students	119	100	17.6	34.5	47.9	89.1	70.3	78.9	Yes	Yes
Gender										
Male	57	100	17.5	38.6	43.9	86	67.8	77	N/A	N/A
Female	62	100	17.7	30.6	51.6	91.9	72.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	87	100	13.8	33.3	52.9	90.8	89.9	87.2	Yes	Yes
African American	29	100	27.6	41.4	31	82.8	64.6	66.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.5	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
Disability Status										
Disabled	11	100	36.4	18.2	45.5	63.6	36.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	18	100	22.2	44.4	33.3	88.9	64	70.2	I/S	I/S

* 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	81	100	18.5	61.7	19.8	81.5	58.1	67.5
Gender								
Male	40	100	15	67.5	17.5	85	57	67
Female	41	100	22	56.1	22	78	59.1	68
Racial/Ethnic Group								
White	62	100	16.1	61.3	22.6	83.9	85.9	79.5
African American	18	100	27.8	66.7	5.6	72.2	50.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	27.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	53.2	59.6
Socio-Economic Status								
Subsized meals	13	100	38.5	46.2	15.4	61.5	49.1	55.1
Social Studies								
All Students	81	100	14.8	53.1	32.1	85.2	65.2	72.3
Gender								
Male	36	100	13.9	50	36.1	86.1	63.1	71.5
Female	45	100	15.6	55.6	28.9	84.4	67.2	73.2
Racial/Ethnic Group								
White	60	100	10	53.3	36.7	90	87.9	80.7
African American	18	100	27.8	55.6	16.7	72.2	59.3	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.9	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	36.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	63.6	67.9
Socio-Economic Status								
Subsized meals	11	100	27.3	54.5	18.2	72.7	58	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	119	100	10.9	33.6	55.5	89.1	63.9	70.2	96.9	95.9
Gender										
Male	57	100	15.8	36.8	47.4	84.2	55.8	63.2	97.1	95.7
Female	62	100	6.5	30.6	62.9	93.5	71.9	77.5	96.7	96.2
Racial/Ethnic Group										
White	87	100	10.3	31	58.6	89.7	86.2	79.1	96.6	96
African American	29	100	13.8	41.4	44.8	86.2	58	57.6	97.6	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.9	86.2	97.1	96.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.8	62.6	97.8	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	98.6	94
Disability Status										
Disabled	11	100	27.3	27.3	45.5	72.7	22.3	26.1	96.8	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	61.2	61.2	95.5	96.2
Socio-Economic Status										
Subsidized meals	16	100	18.8	56.3	25	81.3	56.7	58.9	96.7	95.7

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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	42	100	7.1	31	61.9	92.9
	4	43	100	11.6	34.9	53.5	88.4
	5	34	100	N/AV	N/AV	N/AV	100
	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	42	100	33.3	35.7	31	66.7
	4	43	100	11.6	39.5	48.8	88.4
	5	34	100	5.9	26.5	67.6	94.1
	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	21	100	42.9	38.1	19	57.1
	4	43	100	14	65.1	20.9	86
	5	17	100	N/AV	N/AV	N/AV	100
	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	21	100	19	57.1	23.8	81
	4	43	100	14	55.8	30.2	86
	5	17	100	11.8	41.2	47.1	88.2
	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
Writing							
2009	3	42	100	14.3	26.2	59.5	85.7
	4	43	100	16.3	44.2	39.5	83.7
	5	34	100	N/AV	N/AV	N/AV	100
	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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