



Brockington Elementary

304 Kemper Street
Timmonsville, SC 29161

Grades	PK-5 Elementary School	
Enrollment	489 Students	
Principal	Angela K. Jacobs	843-346-4953
Superintendent	Dr. Bertha W. McCants	843-346-5391
Board Chair	Mrs. Rose Bacot	843-346-5391



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

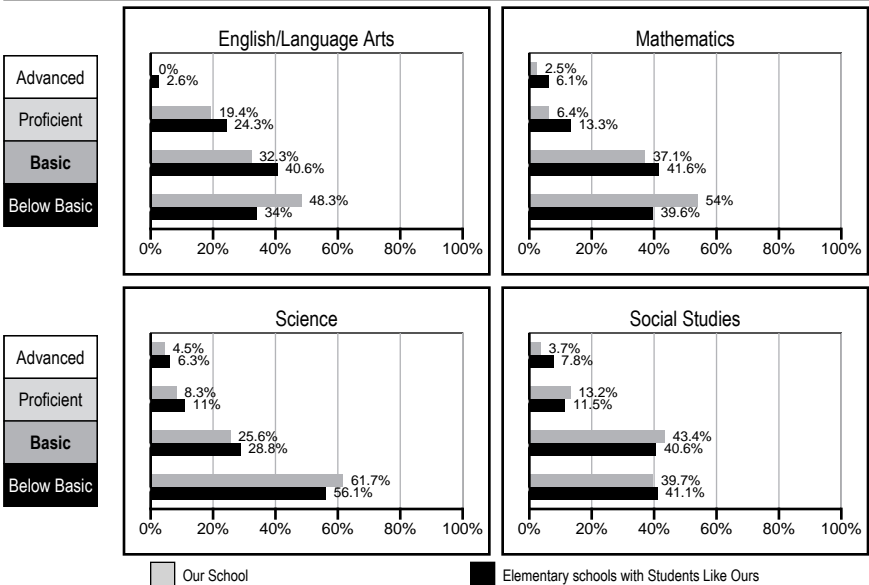
97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	44	61

* 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=489)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.1%	Up from 4.9%	3.1%	2.3%
Attendance rate	94.9%	Up from 94.5%	96.0%	96.3%
Eligible for gifted and talented	0.0%	Down from 1.4%	2.9%	10.4%
With disabilities other than speech	10.8%	Up from 8.0%	7.7%	7.5%
Older than usual for grade	4.4%	Up from 1.9%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	41.7%	Up from 38.9%	53.8%	56.7%
Continuing contract teachers	55.6%	Up from 41.7%	69.0%	77.3%
Teachers with emergency or provisional certificates	8.0%	Up from 4.8%	0.0%	0.0%
Teachers returning from previous year	73.7%	Down from 77.1%	82.7%	86.4%
Teacher attendance rate	97.7%	Up from 96.8%	95.0%	94.9%
Average teacher salary	\$41,357	Up 7.0%	\$43,838	\$45,345
Professional development days/teacher	18.1 days	Up from 14.7 days	13.9 days	12.6 days
School				
Principal's years at school	1.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 18.3 to 1	16.5 to 1	18.5 to 1
Prime instructional time	91.9%	Up from 89.0%	89.3%	89.8%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 90.4%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,725	Down 0.6%	\$8,189	\$7,052
Percent of expenditures for instruction*	82.3%	Up from 81.3%	68.5%	69.1%
Percent of expenditures for teacher salaries*	72.8%	Up from 71.6%	60.8%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

During the 2007-2008 school year, the school community of Brockington Elementary concentrated on the processes that spur continuing advancement: evaluating available resources, determining areas in need of improvement, identifying steps needed to make improvements, and celebrating the accomplishments of the many improvements.

Teachers participated in numerous professional development sessions that provided training on strategies to use, track, and plan assessments for effective instructional practices. Consequently, an on-going process of reviewing data from various assessments (PACT, benchmarks, discipline, attendance, surveys, daily assessments, and grades) was used to plan for instruction at Brockington Elementary School. Teachers were able to utilize data from these various sources to assist students in setting individual goals for improved achievement.

The knowledge and skills of Brockington Elementary School staff members were further enhanced by participation in site-visits that allowed them to collaborate with professionals in other schools and districts. These interactions allowed them to share success stories, and to view demonstrations of best practices and proven effective instructional strategies.

All teachers had common planning time 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 implemented to provide all students with an opportunity to increase readability levels.

In an effort to provide motivational incentives, Brockington Elementary School students were granted access to regular celebrations, awards programs, and field trips throughout the year. The successes of Brockington Elementary's students were enhanced by incorporating the strengths of the Parent-Teacher Organization, the School Improvement Council, and the support of our business-community partners.

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

Angela K. Jacobs, Principal
 Elaine Sansbury, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	54	32
Percent satisfied with learning environment	88.9%	77.4%	76.7%
Percent satisfied with social and physical environment	94.4%	67.3%	73.3%
Percent satisfied with school-home relations	60.0%	71.7%	87.1%

* 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 9 out of 16 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

Corrective Action

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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	16.5%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.0%	0.0%	No
Student attendance rate	94.9%	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	217	99.1	48	32.5	19.5	0	26.5	19.9	48.2	No	Yes
Gender											
Male	122	98.4	55	31.5	13.5	0	18	13.8	41.7	N/A	N/A
Female	95	100	39.3	33.7	27	0	37.1	27.1	55	N/A	N/A
Racial/Ethnic Group											
White	28	96.4	38.5	34.6	26.9	0	30.8	35.3	60	I/S	I/S
African American	183	99.5	49.1	32.5	18.3	0	26	17.3	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	44	97.7	89.7	7.7	2.6	0	5.1	2.9	16	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
Socio-Economic Status											
Subsidized meals	193	99	48.9	33	18.2	0	25.6	18.6	34	No	Yes

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

All Students	217	100	54	37.1	6.4	2.5	18.8	20.5	45.8	No	Yes
Gender											
Male	122	100	59.3	31.9	6.2	2.7	15	19.2	45.6	N/A	N/A
Female	95	100	47.2	43.8	6.7	2.2	23.6	22	45.9	N/A	N/A
Racial/Ethnic Group											
White	28	100	44.4	40.7	7.4	7.4	25.9	36.5	59	I/S	I/S
African American	183	100	55.3	37.1	6.5	1.2	17.6	17.8	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	44	100	85	12.5	0	2.5	2.5	2.8	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
Socio-Economic Status											
Subsidized meals	193	100	56.7	36	5.6	1.7	17.4	19.2	31.4	No	Yes

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

Abbreviations for Missing Data

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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	145	99.3	61.7	25.6	8.3	4.5	12.8	13.6	35.7	94.9	94.8
Gender											
Male	78	100	62	28.2	4.2	5.6	9.9	13.1	37.4	94.7	94.6
Female	67	98.5	61.3	22.6	12.9	3.2	16.1	14	33.8	95.1	95.1
Racial/Ethnic Group											
White	18	94.4	29.4	35.3	23.5	11.8	35.3	38.9	49.2	91.8	91.7
African American	123	100	67.3	23.9	5.3	3.5	8.8	9.2	17	95.2	95.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	96.1	96.1
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	95.4	93.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	28	100	80	16	0	4	4	2.3	14	92.1	92.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	97.6	97.7
Socio-Economic Status											
Subsided meals	128	100	65	25.6	6.8	2.6	9.4	11.8	21.1	95.1	95
Social Studies											
All Students	147	100	39.7	43.4	13.2	3.7	16.9	13.9	34	94.9	94.8
Gender											
Male	87	100	41.3	40	13.8	5	18.8	14.6	36.6	94.7	94.6
Female	60	100	37.5	48.2	12.5	1.8	14.3	13	31.3	95.1	95.1
Racial/Ethnic Group											
White	22	100	38.1	52.4	4.8	4.8	9.5	17.6	44.5	91.8	91.7
African American	120	100	39.6	41.4	15.3	3.6	18.9	13.7	19.1	95.2	95.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	96.1	96.1
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	95.4	93.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	28	100	56	44	0	0	0	2	14.4	92.1	92.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	97.6	97.7
Socio-Economic Status											
Subsided meals	129	100	41.5	41.5	13.6	3.4	16.9	12.7	21	95.1	95

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

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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	72	100	35.9	39.1	25	0	25	
	4	66	98.5	45.2	33.9	19.4	1.6	21	
	5	57	100	41.5	49.1	7.5	1.9	9.4	
	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	75	97.3	44.1	32.4	23.5	0	23.5	
	4	74	100	44.1	33.8	22.1	0	22.1	
	5	68	100	56.3	31.3	12.5	0	12.5	
	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	72	100	53.1	40.6	4.7	1.6	6.3	
	4	66	100	47.6	36.5	9.5	6.3	15.9	
	5	57	100	43.4	50.9	3.8	1.9	5.7	
	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	75	100	54.3	41.4	1.4	2.9	4.3	
	4	74	100	52.9	38.2	5.9	2.9	8.8	
	5	68	100	54.7	31.3	12.5	1.6	14.1	
	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	36	100	68.8	25	6.3	0	6.3	
	4	66	100	58.7	20.6	14.3	6.3	20.6	
	5	29	100	60	24	12	4	16	
	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	39	97.4	71.4	20	5.7	2.9	8.6	
	4	74	100	47.1	35.3	11.8	5.9	17.6	
	5	32	100	83.3	10	3.3	3.3	6.7	
	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	36	100	50	31.3	15.6	3.1	18.8	
	4	66	98.5	46.8	35.5	11.3	6.5	17.7	
	5	30	100	65.4	26.9	3.8	3.8	7.7	
	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	37	100	32.4	47.1	14.7	5.9	20.6	
	4	74	100	30.9	50	14.7	4.4	19.1	
	5	36	100	64.7	26.5	8.8	0	8.8	
	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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