



Brockman Elementary

2245 Montclair Dr.
Columbia, SC 29206

Grades	PK-5 Elementary School	
Enrollment	313 Students	
Principal	Lynn B. Robertson	803-790-6743
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	Wendy Brawley	803-231-7556

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Average
2007	Good	Average
2006	Good	Below Average
2005	Excellent	Average
2004	Good	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

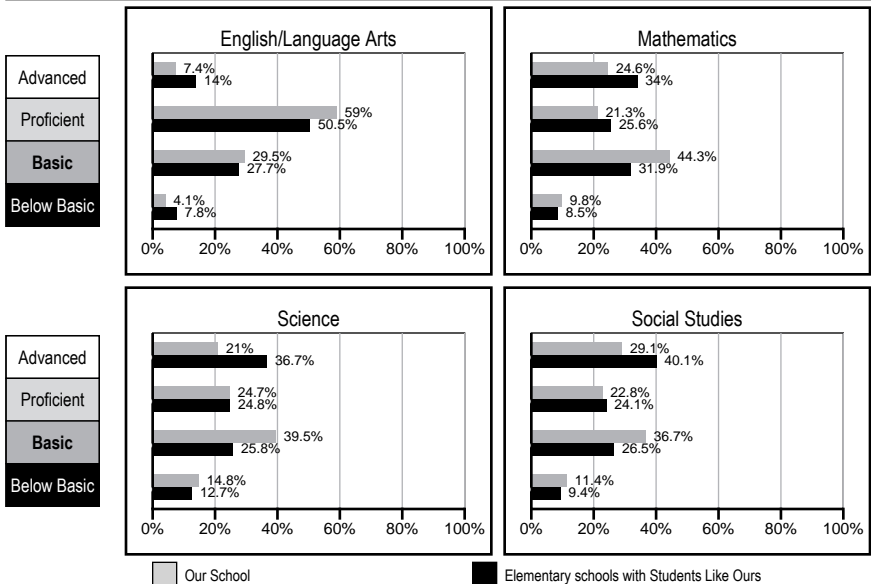
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	13	1	0	0

* 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=313)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Up from 0.0%	1.0%	2.3%
Attendance rate	97.2%	Up from 96.8%	97.0%	96.3%
Eligible for gifted and talented	0.0%	No Change	26.1%	10.4%
With disabilities other than speech	3.5%	Down from 4.2%	5.9%	7.5%
Older than usual for grade	0.9%	Up from 0.0%	0.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	77.3%	Up from 71.4%	62.5%	56.7%
Continuing contract teachers	86.4%	Down from 95.2%	75.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.3%	Down from 88.2%	86.5%	86.4%
Teacher attendance rate	94.3%	Down from 95.2%	95.1%	94.9%
Average teacher salary	\$51,745	Up 10.0%	\$46,812	\$45,345
Professional development days/teacher	12.0 days	Up from 7.9 days	12.0 days	12.6 days
School				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Up from 17.9 to 1	19.7 to 1	18.5 to 1
Prime instructional time	90.3%	Down from 90.9%	90.6%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,092	Up 1.5%	\$6,436	\$7,052
Percent of expenditures for instruction*	78.0%	Down from 78.7%	71.1%	69.1%
Percent of expenditures for teacher salaries*	75.4%	Up from 74.6%	62.4%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Brockman Elementary School, a Montessori School of Choice, embraces the philosophy and teachings of Dr. Maria Montessori. Our mission is to educate the whole child by promoting the academic, social, creative, physical, and emotional growth at the appropriate developmental level of each child. Children are grouped in multi-age classrooms with learning materials that meet the needs of various ability levels.

Assessments and test scores indicate that students at every level are making steady academic progress. Brockman Elementary School met all criteria and achieved Adequate Yearly Progress (AYP) as prescribed by No Child Left Behind (NCLB). Along with meeting AYP for the year, Palmetto Silver money was awarded for student achievement as indicated by PACT scores. Student success is attributed to the love, nurturing, and quality instruction provided by our excellent staff. Every effort is made to create a warm and respectful environment filled with rich, meaningful learning opportunities.

This year, a full-time teacher was assigned to the science lab. Hands-on lessons addressing state standards were provided in a lab setting to students in kindergarten through fifth grade. After school clubs provided learning opportunities in the fine arts (i.e., dance, art, drama, guitar and strings). Tutoring was also provided for students needing extra academic assistance in reading, math, science, and social studies. Two Odyssey of the Mind teams qualified and attended the World Finals.

Community service is an integral part of the Montessori philosophy. Students participated in monthly service projects coordinated by our PTA. This year students brought items to school and packed over 200 boxes for our troops serving in Iraq and Afghanistan. Harvest Hope food drive, Jump Rope for Heart, Pennies for Pasta, Earth Day Grocery Bag Project, and Red Cross Fundraising were also projects sponsored at Brockman this year. Leadership opportunities for students are available such as Safety Patrols, Peer Mediators and WBES, the morning news program.

The Parent-Teacher Association (PTA) and School Improvement Council are driving forces behind our school's success. Historically, Brockman has had a high level of parental involvement and support. Parents are responsible for many committees that contribute to the academic growth of our students. This year, the PTA enhanced our playground areas, purchased benches for the front of the school, and worked extensively in garden areas around the school. The Fine Arts Booster Club raised over \$20,000 to support the fine arts program and after-school classes in the arts.

Our goal at Brockman Elementary School is to challenge each and every child to achieve his or her greatest potential.

Lynn B. Robertson, Principal
Karen Manning, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	36	33
Percent satisfied with learning environment	100.0%	91.7%	97.0%
Percent satisfied with social and physical environment	100.0%	91.7%	100.0%
Percent satisfied with school-home relations	100.0%	97.2%	93.9%

* 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. 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	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.2%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	122	100	4.1	29.5	59	7.4	80.3	41.2	48.2	Yes	Yes
Gender											
Male	55	100	3.6	32.7	60	3.6	80	35	41.7	N/A	N/A
Female	67	100	4.5	26.9	58.2	10.4	80.6	47.5	55	N/A	N/A
Racial/Ethnic Group											
White	93	100	4.3	24.7	61.3	9.7	84.9	73	60	Yes	Yes
African American	27	100	3.7	48.1	48.1	0	63	33.3	31.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	14	100	14.3	42.9	35.7	7.1	50	14.1	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	13	100	15.4	38.5	46.2	0	61.5	31.2	34	I/S	I/S

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

All Students	122	100	9.8	44.3	21.3	24.6	63.1	34.9	45.8	Yes	Yes
Gender											
Male	55	100	3.6	54.5	10.9	30.9	65.5	33.8	45.6	N/A	N/A
Female	67	100	14.9	35.8	29.9	19.4	61.2	35.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	93	100	7.5	44.1	19.4	29	64.5	71.2	59	Yes	Yes
African American	27	100	18.5	48.1	25.9	7.4	55.6	25.8	26.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	14	100	28.6	57.1	14.3	0	57.1	12.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	13	100	23.1	61.5	7.7	7.7	38.5	24.6	31.4	I/S	I/S

* 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	81	100	14.8	39.5	24.7	21	45.7	25.3	35.7	97.2	96.1
Gender											
Male	38	100	13.2	42.1	23.7	21.1	44.7	26	37.4	97.2	95.8
Female	43	100	16.3	37.2	25.6	20.9	46.5	24.6	33.8	97.2	96.3
Racial/Ethnic Group											
White	59	100	10.2	32.2	30.5	27.1	57.6	61.9	49.2	97	96.3
African American	21	100	28.6	57.1	9.5	4.8	14.3	16.4	17	98	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	97.2	96
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	98.4	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	8.9	14	97	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	97.3	96.7
Socio-Economic Status											
Subsized meals	7	I/S	I/S	I/S	I/S	I/S	I/S	15.1	21.1	97.4	95.8
Social Studies											
All Students	79	100	11.4	36.7	22.8	29.1	51.9	27.2	34	97.2	96.1
Gender											
Male	35	100	8.6	31.4	31.4	28.6	60	28.1	36.6	97.2	95.8
Female	44	100	13.6	40.9	15.9	29.5	45.5	26.2	31.3	97.2	96.3
Racial/Ethnic Group											
White	59	100	8.5	32.2	22	37.3	59.3	60.9	44.5	97	96.3
African American	19	100	21.1	47.4	26.3	5.3	31.6	18.2	19.1	98	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	97.2	96
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	98.4	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	9.7	14.4	97	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	97.3	96.7
Socio-Economic Status											
Subsized meals	9	I/S	I/S	I/S	I/S	I/S	I/S	16.8	21	97.4	95.8

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

Abbreviations for Missing Data

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

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	43	100	4.7	18.6	67.4	9.3	76.7
	4	39	100	0	38.5	56.4	5.1	61.5
	5	26	100	7.7	34.6	57.7	0	57.7
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	45	100	6.7	26.7	53.3	13.3	66.7
	4	38	100	2.6	18.4	71.1	7.9	78.9
	5	39	100	2.6	43.6	53.8	0	53.8
	6	N/A	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	43	100	14	51.2	25.6	9.3	34.9
	4	39	100	10.3	35.9	20.5	33.3	53.8
	5	26	100	3.8	53.8	26.9	15.4	42.3
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	45	100	13.3	57.8	11.1	17.8	28.9
	4	38	100	7.9	31.6	31.6	28.9	60.5
	5	39	100	7.7	41	23.1	28.2	51.3
	6	N/A	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	21	100	9.5	57.1	23.8	9.5	33.3
	4	39	100	28.2	28.2	10.3	33.3	43.6
	5	13	100	30.8	53.8	15.4	0	15.4
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	23	100	30.4	30.4	21.7	17.4	39.1
	4	38	100	10.5	44.7	23.7	21.1	44.7
	5	20	100	5	40	30	25	55
	6	N/A	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	22	100	0	59.1	31.8	9.1	40.9
	4	39	100	15.4	35.9	30.8	17.9	48.7
	5	13	100	23.1	30.8	30.8	15.4	46.2
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	22	100	9.1	40.9	31.8	18.2	50
	4	38	100	7.9	39.5	13.2	39.5	52.6
	5	19	100	21.1	26.3	31.6	21.1	52.6
	6	N/A	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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