



BROCKMAN ELEMENTARY

2245 Montclair Dr.
Columbia, SC 29206

Grades	PK-5 Elementary School	
Enrollment	318 Students	
Principal	Lynn B. Robertson	803-790-6743
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Good	Average
2007	Good	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

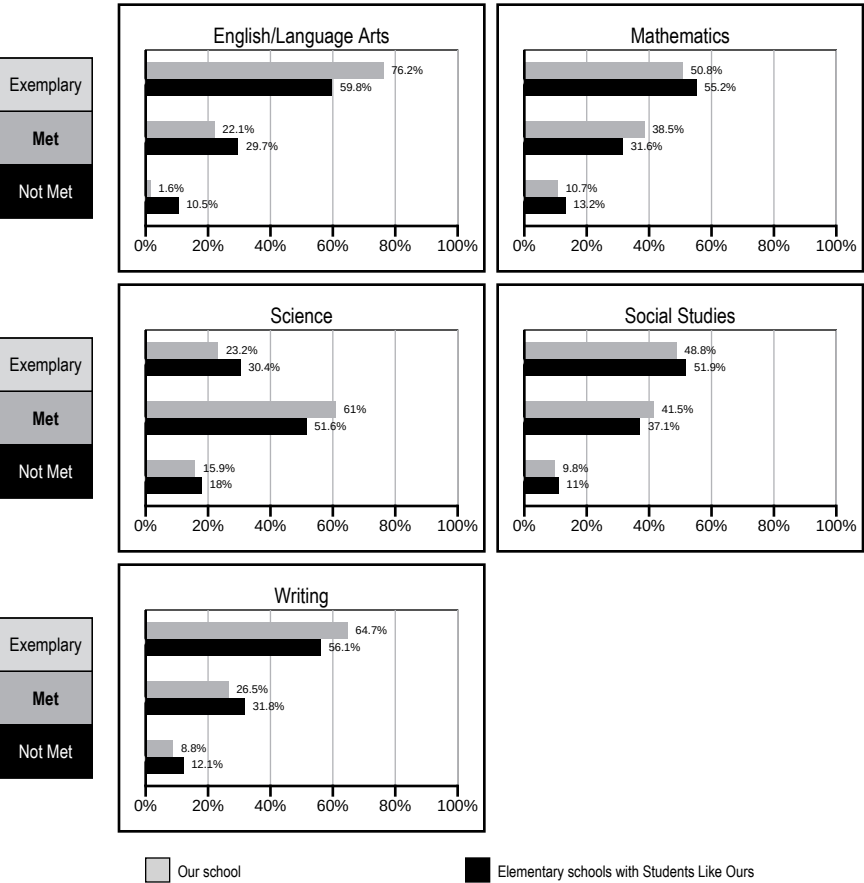
Percent of students tested in 2010-11 whose 2009-10 test scores were located 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
25	2	0	0	0

* Ratings are calculated with data available by 11/09/2011.

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=318)				
First graders who attended full-day kindergarten	100.0%	No Change	99.3%	100.0%
Retention rate	1.2%	Up from 0.4%	0.5%	1.1%
Attendance rate	97.1%	Up from 96.5%	96.7%	96.2%
Served by gifted and talented program	0.0%	No Change	31.0%	13.4%
With disabilities other than speech	5.2%	Down from 5.6%	3.4%	4.1%
Older than usual for grade	0.3%	Down from 0.5%	0.1%	0.3%
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	77.3%	Down from 85.0%	63.6%	62.5%
Continuing contract teachers	95.5%	Up from 95.0%	91.8%	88.2%
Teachers returning from previous year	94.5%	Up from 94.3%	89.9%	87.8%
Teacher attendance rate	94.4%	Down from 95.2%	94.6%	95.2%
Average teacher salary*	\$53,336	Up 1.9%	\$48,638	\$46,773
Professional development days/teacher	8.6 days	Down from 20.5 days	10.8 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 22.6 to 1	21.0 to 1	19.9 to 1
Prime instructional time	90.8%	Down from 91.1%	91.0%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,453	Down 1.6%	\$7,176	\$7,447
Percent of expenditures for instruction**	75.2%	Down from 78.0%	70.2%	68.4%
Percent of expenditures for teacher salaries**	73.1%	Down from 74.2%	69.2%	65.8%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Brockman Elementary School celebrated another year of excellence. A Montessori School of Choice and an Arts in Basic Curriculum, Brockman received the Palmetto Gold award for outstanding student achievement with an "Excellent" absolute rating and an "Excellent" growth rating. All indicators mandated by No Child Left Behind were met and Brockman was recognized for making Adequate Yearly Progress. Brockman was also recognized by the National Network of Partnership Schools for student leadership opportunities and parent education program.

Academic optimism is evident across the school. Literacy continues to be an academic focus. The teachers, the administrators, and the reading teacher worked closely together to examine data and professional practices in order to improve student achievement in the area of English language arts and writing. The lead reading teacher and trained volunteer reading tutors worked with individuals and small groups of students throughout the year. District funding for during the day tutoring provided additional small group instruction in reading and math.

In addition to our academic program, our Related Arts classes provide opportunities for students in the areas of music, visual arts, physical education, foreign language, and technology to excel. Two school-wide musicals were performed which provided an opportunity for all students to perform on stage. Bears On Track, a running club, and a school-wide health and wellness initiative were established promoting healthy lifestyles for students, staff, and parents. Student artwork received recognition at the local and state levels. Twenty-seven fine arts classes funded by Brockman Fine Arts Boosters were held after school. Classes included creative writing, African drumming dance, creative dramatics, clay, piano, and guitar.

Parental and community support is a hallmark and continues to enhance and support learning. Volunteers provided over 5,000 hours of service. Parent leadership initiated a Green Team encouraging Brockman and its' constituents to reduce, reuse, and recycle. During a time of major budget cuts, the PTO and Fine Arts Boosters provided funding to support the instructional program, professional development the fine arts, improvements to the building and ground, and school-wide initiatives. Staff, parents, and the community continue to be committed to meeting the individual needs of every child.

The entire Brockman family is committed to continuing to meet the individual needs of every child and maintaining a high level of student achievement through a rigorous and authentic Montessori learning environment. With the continued support of our Parent Teacher Organization, School Improvement Council, and Fine Arts Boosters, and the continued dedication and commitment from our talented faculty and staff, Brockman Elementary will certainly continue to maintain excellence and reflect the mission of Richland One...One Vision. One Mission . One Common Purpose.

Lynn Beckham Robertson, Principal
Scott Verzyl, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	34	34
Percent satisfied with learning environment	100.0%	94.1%	100.0%
Percent satisfied with social and physical environment	100.0%	97.1%	97.0%
Percent satisfied with school-home relations	100.0%	97.1%	90.6%

* 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
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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	
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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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	94.0%**	Yes

* Or greater than last year

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 = 79.4% (Met or Exemplary)

All Students	122	100	1.6	22.1	76.2	99.2	78.3	82.4	Yes	Yes
Gender										
Male	61	100	N/AV	N/AV	N/AV	100	74.3	78.7	N/A	N/A
Female	61	100	3.3	13.1	83.6	98.4	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	89	100	2.2	18	79.8	98.9	92.8	88.9	Yes	Yes
African American	18	100	N/AV	N/AV	N/AV	100	74.2	72.9	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.4	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	83.9	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.4	83	I/S	I/S
Disability Status										
Disabled	24	100	4.2	37.5	58.3	95.8	45.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	19	100	5.3	26.3	68.4	100	73.5	75.4	I/S	I/S

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	122	100	10.7	38.5	50.8	94.3	75.1	81.9	Yes	Yes
Gender										
Male	61	100	11.5	32.8	55.7	91.8	73.5	79.9	N/A	N/A
Female	61	100	9.8	44.3	45.9	96.7	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	89	100	7.9	32.6	59.6	95.5	92.1	88.9	Yes	Yes
African American	18	100	27.8	61.1	11.1	83.3	70.3	71.4	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.3	94.6	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	82.1	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.8	84.4	I/S	I/S
Disability Status										
Disabled	24	100	12.5	58.3	29.2	91.7	40.4	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	19	100	26.3	57.9	15.8	89.5	69.8	74.9	I/S	I/S

* Adjusted to account for natural variation in performance.

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	82	100	15.9	61	23.2	84.1	58.7	68.6
Gender								
Male	40	100	15	62.5	22.5	85	58.2	68.3
Female	42	100	16.7	59.5	23.8	83.3	59.2	68.9
Racial/Ethnic Group								
White	60	100	10	61.7	28.3	90	87.8	80.7
African American	12	100	N/AV	N/AV	N/AV	83.3	51	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	70.1	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	63.2	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75	70.8
Disability Status								
Disabled	16	100	25	62.5	12.5	75	29.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	54.3	60.7
Socio-Economic Status								
Subsidized meals	14	100	N/AV	N/AV	N/AV	71.4	50.1	57.3

Social Studies

All Students	82	100	9.8	41.5	48.8	90.2	64.7	72.5
Gender								
Male	44	100	4.5	34.1	61.4	95.5	63.6	72
Female	38	100	15.8	50	34.2	84.2	65.8	73.1
Racial/Ethnic Group								
White	63	100	7.9	31.7	60.3	92.1	88.4	81
African American	10	I/S	I/S	I/S	I/S	I/S	58.3	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	73.3	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	71	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	73.7	73.5
Disability Status								
Disabled	15	100	20	33.3	46.7	80	33.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	65.7	69.7
Socio-Economic Status								
Subsidized meals	11	100	27.3	45.5	27.3	72.7	56.8	62.9

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	34	100	8.8	26.5	64.7	91.2	66.5	73.2	97.1	96.1
Gender										
Male	18	100	11.1	27.8	61.1	88.9	62	67.2	97.1	95.9
Female	16	100	6.3	25	68.8	93.8	71.2	79.4	97	96.3
Racial/Ethnic Group										
White	24	100	8.3	29.2	62.5	91.7	87.8	81.5	96.7	96.2
African American	8	I/S	I/S	I/S	I/S	I/S	60.7	61.3	98.3	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	87	98.1	96.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	74.8	66.7	97.9	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	98.3	94.5
Disability Status										
Disabled	5	I/S	I/S	I/S	I/S	I/S	23.7	26	97.5	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.2	65.7	96.1	95.9
Socio-Economic Status										
Subsidized meals	3	I/S	I/S	I/S	I/S	I/S	59.1	63.2	97	95.9

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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							
2010	3	44	100	2.3	16.3	81.4	97.7
	4	37	100	10.8	18.9	70.3	89.2
	5	40	100	2.5	30	67.5	97.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	46	100	N/AV	N/AV	N/AV	100
	4	42	100	2.4	31	66.7	97.6
	5	34	100	2.9	23.5	73.5	97.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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							
2010	3	44	100	27.9	55.8	16.3	72.1
	4	37	100	10.8	29.7	59.5	89.2
	5	40	100	7.5	47.5	45	92.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	46	100	17.4	43.5	39.1	82.6
	4	42	100	4.8	35.7	59.5	95.2
	5	34	100	8.8	35.3	55.9	91.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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							
2010	3	22	100	31.8	31.8	36.4	68.2
	4	37	100	13.5	73	13.5	86.5
	5	20	95	5.3	68.4	26.3	94.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	23	100	26.1	52.2	21.7	73.9
	4	42	100	9.5	64.3	26.2	90.5
	5	17	100	17.6	64.7	17.6	82.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	22	100	9.5	47.6	42.9	90.5
	4	37	100	5.4	48.6	45.9	94.6
	5	20	100	35	30	35	65
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	23	100	4.3	47.8	47.8	95.7
	4	42	100	11.9	42.9	45.2	88.1
	5	17	100	11.8	29.4	58.8	88.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2010	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							
2010	3	44	100	11.6	44.2	44.2	88.4
	4	37	100	13.5	37.8	48.6	86.5
	5	40	100	5	40	55	95
	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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	34	100	8.8	26.5	64.7	91.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2010	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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