



Brockington Elementary Magnet School for Science and Technology

413 Brockington Road
Darlington, South Carolina

Grades	3-5 Elementary School	
Enrollment	457 Students	
Principal	Allison M. Baker	843-398-5095
Superintendent	Dr. Rainey H. Knight	843-398-5200
Board Chair	Connell Delaine	843-332-2852

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Below Average
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	At-Risk

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

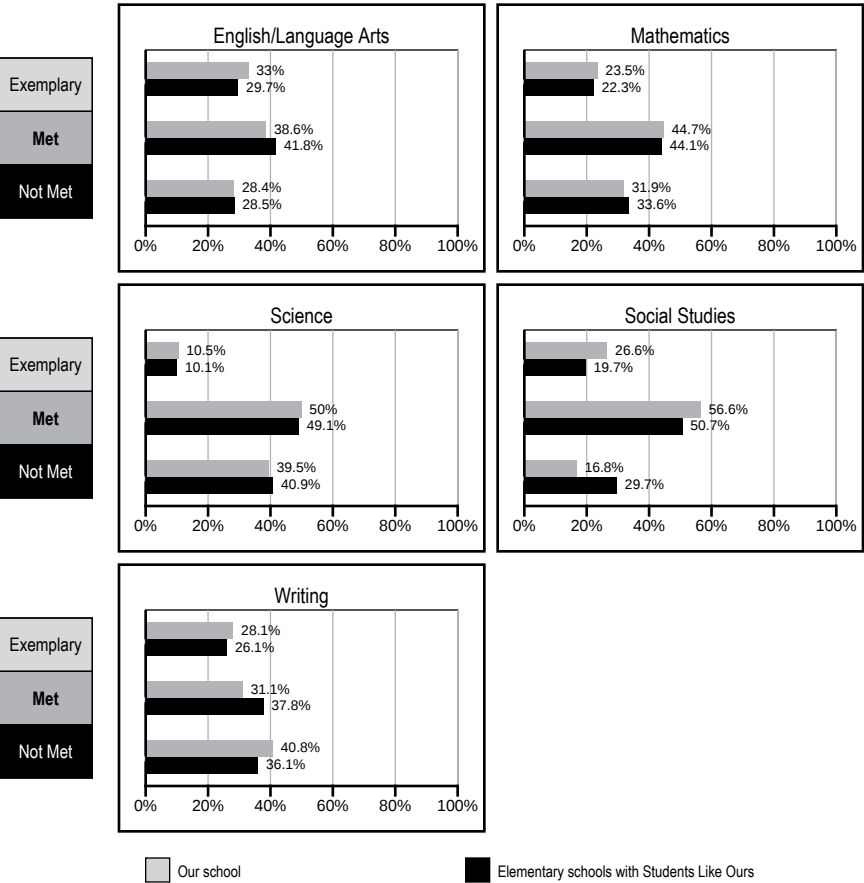
98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	93	18	1

* 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=457)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.1%	Up from 0.9%	2.4%	1.9%
Attendance rate	96.1%	Down from 96.8%	96.1%	96.3%
Eligible for gifted and talented	7.0%	Up from 6.3%	7.3%	10.0%
With disabilities other than speech	12.0%	Up from 10.2%	9.2%	7.7%
Older than usual for grade	1.8%	Up from 1.1%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	53.6%	Up from 48.1%	57.1%	59.4%
Continuing contract teachers	85.7%	Up from 81.5%	81.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	79.3%	Up from 71.0%	85.7%	85.9%
Teacher attendance rate	95.1%	Up from 94.6%	95.0%	95.1%
Average teacher salary*	\$42,707	Up 1.4%	\$46,512	\$47,149
Professional development days/teacher	11.7 days	Down from 16.6 days	12.0 days	11.1 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	23.1 to 1	Up from 20.7 to 1	18.5 to 1	18.8 to 1
Prime instructional time	90.2%	Up from 89.1%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.8%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,898	Up 9.0%	\$7,614	\$7,458
Percent of expenditures for instruction**	67.7%	Down from 68.2%	68.5%	68.8%
Percent of expenditures for teacher salaries**	60.5%	Down from 64.3%	62.0%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Brockington Elementary Magnet School for Science and Technology continued their quest toward ongoing improvement during the 2008-2009 school year. Since the school's enrollment has consistently grown over the past few years, plans were made to increase the size of the school campus. The initial phase of the construction time-line began in the spring of 2009.

Academically, the school focused on using MAP (Measures of Academic Progress) to inform instruction and to track student progress. A group from Brockington presented their differentiation model at the SC Formative Assessment Conference during November. This opened dialogue among other schools from across the state. Brockington also made plans for implementing Literacy Workstations during the Balanced Literacy component of the school day. Instructional training and support focused on Kagan Cooperative Learning Strategies and also emphasized best practices during the Teacher Directed Reading segment.

The Brockington Community enjoyed several special events that allowed celebrating the gifts and accomplishments of the BES students. The MAP Extravaganza highlighted the growth and successes of our students and teachers. The BES (Brockington Elementary School) Science Fair helped to showcase the students' inquiry projects. Students involved in the spring musical dazzled audience members in Brockington's production of Aladdin. Finally, academic and other achievements were recognized during the school's Beta Club Induction and BES Awards Nights.

The school enjoyed another great year and has made plans to refine efforts, while setting new goals for 2009-2010.

Allison M. Baker, Principal
Renee Perritt, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	136	68
Percent satisfied with learning environment	100.0%	74.3%	80.6%
Percent satisfied with social and physical environment	96.8%	69.4%	86.2%
Percent satisfied with school-home relations	90.3%	76.5%	78.8%

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

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 19 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	CA
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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	3.3%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	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 = 58.8% (Met or Exemplary)

All Students	473	99.6	28.1	38.9	32.9	81.8	76.8	82.8	Yes	Yes
Gender										
Male	243	100	33.6	38.6	27.8	76.7	74.1	79.3	N/A	N/A
Female	230	99.1	22.3	39.3	38.4	87.2	79.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	180	98.9	18.7	33.1	48.2	87.3	86.7	89.5	Yes	Yes
African American	289	100	34.2	42.1	23.7	78.2	70.1	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	70.7	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	59	98.3	74.5	21.6	3.9	43.1	48.5	52	No	Yes
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	71.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	363	99.5	33.5	41.8	24.6	78.5	71.8	75.5	Yes	Yes

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

All Students	473	99.6	31.6	44.9	23.5	76.5	74.6	78.9	Yes	Yes
Gender										
Male	243	100	31.8	44.4	23.8	76.7	74	77	N/A	N/A
Female	230	99.1	31.3	45.5	23.2	76.3	75.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	180	98.9	22.9	44.6	32.5	84.9	84.6	87.2	Yes	Yes
African American	289	100	37.2	45.1	17.7	71.1	67.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	81	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	59	98.3	66.7	29.4	3.9	45.1	44.8	45.5	No	Yes
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	82.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	363	99.5	38.2	43.7	18.2	71.4	69.1	70.2	Yes	Yes

* 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

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	322	98.8	38.8	50.3	10.9	61.2	61.7	67.5
Gender								
Male	169	100	42.4	45.6	12	57.6	62	67
Female	153	97.4	34.6	55.9	9.6	65.4	61.4	68
Racial/Ethnic Group								
White	121	97.5	22.5	58.6	18.9	77.5	78.5	79.5
African American	198	99.5	49.2	44.8	6.1	50.8	50.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	65.1	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	42	95.2	72.2	25	2.8	27.8	36.7	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	1	I/S	I/S	I/S	I/S	I/S	59	59.6
Socio-Economic Status								
Subsided meals	246	98.4	46.6	44.3	9.1	53.4	53.4	55.1

Social Studies

All Students	314	98.7	16	57.5	26.5	84	67.2	72.3
Gender								
Male	163	99.4	19	57.8	23.1	81	67.1	71.5
Female	151	98	12.9	57.1	30	87.1	67.4	73.2
Racial/Ethnic Group								
White	124	97.6	13.3	46.9	39.8	86.7	78.8	80.7
African American	187	99.5	18	64.5	17.4	82	59.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	75.7	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	39	97.4	39.4	51.5	9.1	60.6	44.3	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	74.2	67.9
Socio-Economic Status								
Subsided meals	238	98.7	19.7	62.4	17.8	80.3	61.2	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	472	98.3	40.4	31.3	28.3	59.6	60	70.2	96.1	95.8
Gender										
Male	241	97.1	50	28	22	50	52.8	63.2	95.9	95.5
Female	231	99.6	30.5	34.7	34.7	69.5	67.5	77.5	96.3	96
Racial/Ethnic Group										
White	181	97.8	33.1	30.1	36.7	66.9	72.3	79.1	95.1	95.3
African American	289	98.6	45.2	31.6	23.2	54.8	51.3	57.6	96.7	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	86.2	N/A	97
Hispanic	1	I/S	I/S	I/S	I/S	I/S	60.3	62.6	94.5	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	96.1	90.8
Disability Status										
Disabled	54	88.9	N/AV	N/AV	N/AV	4.7	19.1	26.1	93.8	94.7
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	59.6	61.2	97.6	97.2
Socio-Economic Status										
Subsidized meals	360	98.3	46.7	31.6	21.7	53.3	52.6	58.9	95.8	95.5

Abbreviations for Missing Data

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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	161	100	28.4	29.7	41.9	71.6
	4	163	98.8	32.5	41.1	26.5	67.5
	5	149	100	23	46.7	30.4	77
	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	161	100	31.8	38.5	29.7	68.2
	4	163	98.8	21.9	58.9	19.2	78.1
	5	149	100	42.2	36.3	21.5	57.8
	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	82	97.6	34.2	46.6	19.2	65.8
	4	163	98.8	38.4	55	6.6	61.6
	5	77	100	44.3	44.3	11.4	55.7
	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	79	100	13.7	49.3	37	86.3
	4	163	98.8	15.2	60.9	23.8	84.8
	5	72	97.2	20.6	58.7	20.6	79.4
	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	161	98.1	39.5	21.1	39.5	60.5
	4	162	98.8	45.7	33.8	20.5	54.3
	5	149	98	35.3	39.8	24.8	64.7
	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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