



## BROOKDALE ELEMENTARY

394 Brookdale Drive  
Orangeburg, SC 29115

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	336 Students	
<b>Principal</b>	Dr. Casandra H. Jenkins	803-534-5982
<b>Superintendent</b>	Cynthia Wilson	803-534-5454
<b>Board Chair</b>	Mr. Julius Page	803-534-5454

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Below Average</b>
2009	Average	Below Average
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Below 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

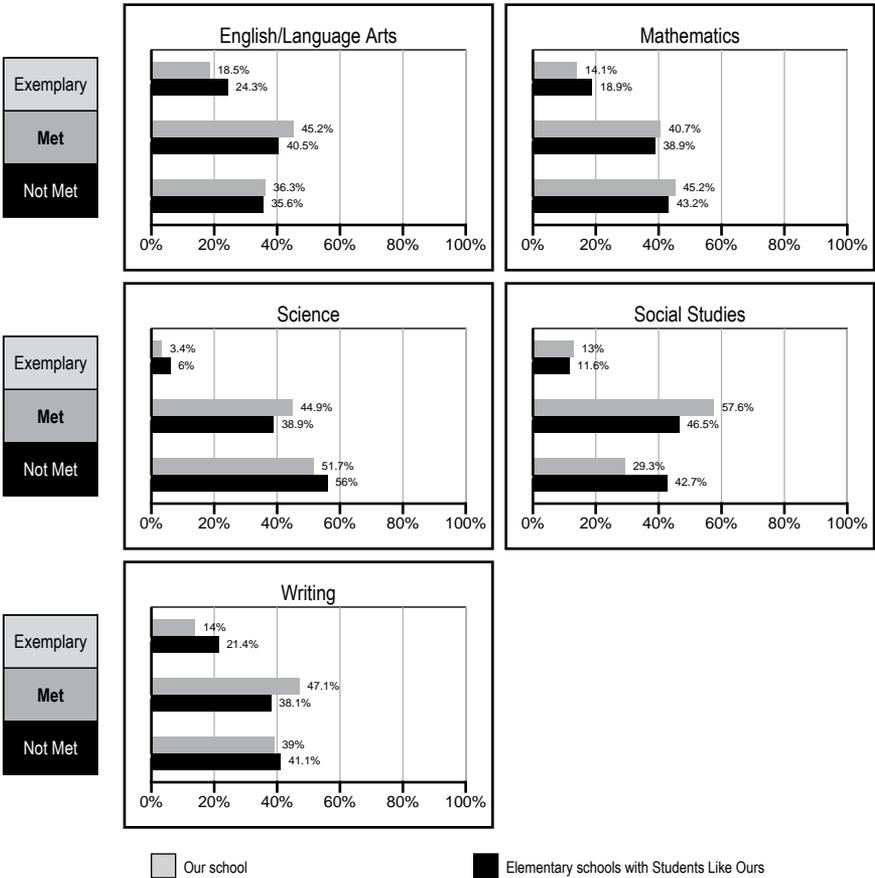
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	3	67	50	22

\* Ratings are calculated with data available by 03/09/2011.

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

Exempt	"Exempt" 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
<b>Students (n=336)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.8%	Down from 4.0%	1.5%	1.2%
Attendance rate	97.0%	No Change	95.9%	96.1%
Eligible for gifted and talented	0.0%	No Change	4.1%	11.7%
With disabilities other than speech	10.9%	Up from 9.9%	8.4%	8.0%
Older than usual for grade	1.7%	Down from 2.7%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=19)</b>				
Teachers with advanced degrees	63.2%	Down from 69.2%	59.0%	60.5%
Continuing contract teachers	94.7%	Up from 73.1%	78.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.7%	Down from 93.7%	82.4%	87.0%
Teacher attendance rate	95.9%	Up from 91.2%	95.4%	95.4%
Average teacher salary*	\$46,505	Down 3.6%	\$45,256	\$47,288
Professional development days/teacher	17.7 days	Up from 9.3 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	11.0	Up from 9.0	3.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Up from 14.0 to 1	17.1 to 1	19.2 to 1
Prime instructional time	91.2%	Up from 86.6%	90.7%	90.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$11,159	Down 9.5%	\$8,766	\$7,548
Percent of expenditures for instruction**	59.0%	Down from 62.8%	68.1%	68.7%
Percent of expenditures for teacher salaries**	56.8%	Down from 58.4%	62.4%	65.1%

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

**Report of Principal and School Improvement Council**

As the innovations of another decade make their mark on the current trends and issues of education, the Eagles' Nest is perched and ready to achieve. Serving 340 students in Child Development through Fifth Grade, our faculty and staff provide challenging and meaningful instruction on a daily basis. We continue to improve academically each year as we use data to monitor, assess, and adjust the instruction that we provide based on the needs of our students. We are a Title I school with 97% of our population eligible for free or reduced-priced lunch. However, Brookdale families along with teachers, administrators, and the surrounding community work hand in hand to ensure that we are developing global thinkers that contribute positively and productively to society.

The faculty and staff of Brookdale embrace professional development as the core of sustained academic success. Our rich instructional program focuses on the South Carolina Curriculum Standards. Teachers and administrators commit to instructional planning weekly during "Tip Top Tuesday" meetings to ensure that we are monitoring progress frequently, the entire school year. We believe that our instructional planning is a major contributor in making Adequate Yearly Progress (AYP). Our spiraling curriculum delivers rigorous and challenging instruction that provides experiences for our students that directly impacts their academic improvement.

Technological opportunities within the classroom continue to improve tremendously with the incorporation of Interactive Star Boards and CPS systems in every classroom from Child Development to Fifth Grade. Teachers are trained to use cutting edge equipment to assist with instruction.

Our parents are the pulse of our positive environment and the key factor that binds school-to-home relationships. Our family-friendly Parenting Center gives parents and the community a special place to call their own within our school. It allows them to use the parenting materials provided in order to assist them in their parenting needs.

The Brookdale family is proud of the growth and improvements that we have been able to achieve as a school community and look forward to working together to continue to make our school a great place to learn and work.

Casandra H. Jenkins, Ed.D., Principal

Ms. Connie Portee, SIC

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	21	28	16
Percent satisfied with learning environment	85.0%	96.4%	93.3%
Percent satisfied with social and physical environment	85.7%	92.9%	93.8%
Percent satisfied with school-home relations	73.7%	89.3%	93.8%

\* 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 13 out of 13 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**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	4.6%	5.6%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%*	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	148	98.7	37.3	43.7	19	79.6	76.4	83.5	Yes	Yes
<b>Gender</b>										
Male	73	98.6	32.9	45.7	21.4	82.9	73.2	80.1	N/A	N/A
Female	75	98.7	41.7	41.7	16.7	76.4	79.9	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	4	I/S	I/S	I/S	I/S	I/S	82	89.6	I/S	I/S
African American	143	99.3	36.5	45.3	18.2	81	75.6	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	100	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.9	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	25	96	60.9	30.4	8.7	73.9	48.9	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	91.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	140	98.6	39.6	41	19.4	78.4	74.3	76.9	Yes	Yes

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

All Students	148	100	46.5	38.7	14.8	65.5	68.4	80.4	Yes	Yes
<b>Gender</b>										
Male	73	100	48.6	37.1	14.3	60	66	78.4	N/A	N/A
Female	75	100	44.4	40.3	15.3	70.8	71.1	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	4	I/S	I/S	I/S	I/S	I/S	75.8	87.8	I/S	I/S
African American	143	100	47.4	38.7	13.9	65	67.3	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	100	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	73.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	25	100	82.6	8.7	8.7	34.8	38.2	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	87.5	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	140	100	47.8	38.1	14.2	64.9	65.9	72.8	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
<b>Science</b>								
All Students	99	99	50	44.7	5.3	50	53.8	67.3
<b>Gender</b>								
Male	50	98	50	41.3	8.7	50	53.8	66.9
Female	49	100	50	47.9	2.1	50	53.8	67.7
<b>Racial/Ethnic Group</b>								
White	4	I/S	I/S	I/S	I/S	I/S	72.8	79.6
African American	94	98.9	50.6	44.9	4.5	49.4	51.8	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	81.3	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	47.8	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	16	93.8	69.2	23.1	7.7	30.8	23.7	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	52.4	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	93	98.9	52.3	42	5.7	47.7	50	55.4
<b>Social Studies</b>								
All Students	100	98	30.5	55.8	13.7	69.5	58.2	70.9
<b>Gender</b>								
Male	51	98	20.4	65.3	14.3	79.6	56.9	70.1
Female	49	98	41.3	45.7	13	58.7	59.6	71.7
<b>Racial/Ethnic Group</b>								
White	3	I/S	I/S	I/S	I/S	I/S	62.6	79.2
African American	96	99	30.4	56.5	13	69.6	57.6	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	94.4	86.8
Hispanic	1	I/S	N/A	N/A	N/A	N/A	40	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	17	94.1	53.3	40	6.7	46.7	35.3	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	61.5	68
<b>Socio-Economic Status</b>								
Subsidized meals	92	97.8	32.2	54	13.8	67.8	55.1	60.8

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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	147	95.2	39	47.1	14	61	61.7	72.1	97	95.5
<b>Gender</b>										
Male	73	94.5	45.5	43.9	10.6	54.5	55	65.2	96.9	95.2
Female	74	96	32.9	50	17.1	67.1	68.9	79.2	97	95.8
<b>Racial/Ethnic Group</b>										
White	5	I/S	I/S	I/S	I/S	I/S	63.6	80.8	97.1	94.1
African American	141	95.7	37.9	48.5	13.6	62.1	61.3	59.7	97	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.6	87	99.9	96.9
Hispanic	1	I/S	N/A	N/A	N/A	N/A	57.7	64.6	99.9	95
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	91.4
<b>Disability Status</b>										
Disabled	26	76.9	66.7	27.8	5.6	33.3	23.8	27.7	96.9	95.3
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	93.3
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	76	63.7	N/A	95.9
<b>Socio-Economic Status</b>										
Subsidized meals	138	95.7	40.6	46.1	13.3	59.4	58.5	61.9	96.9	95.2

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	49	100	34	29.8	36.2	66
	4	47	100	43.2	45.5	11.4	56.8
	5	27	100	40	52	8	60
	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
<b>2010</b>	3	51	100	29.8	46.8	23.4	70.2
	4	49	95.9	35.4	37.5	27.1	64.6
	5	48	100	46.8	46.8	6.4	53.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	49	100	27.7	46.8	25.5	72.3
	4	47	100	43.2	52.3	4.5	56.8
	5	27	100	40	48	12	60
	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
<b>2010</b>	3	51	100	42.6	40.4	17	57.4
	4	49	100	29.2	52.1	18.8	70.8
	5	48	100	68.1	23.4	8.5	31.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	23	100	40.9	50	9.1	59.1
	4	46	100	58.1	39.5	2.3	41.9
	5	13	100	N/AV	N/AV	N/AV	58.3
	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
<b>2010</b>	3	24	100	61.9	33.3	4.8	38.1
	4	49	100	39.6	52.1	8.3	60.4
	5	26	96.2	N/A	N/A	N/A	40
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	27	100	19.2	53.8	26.9	80.8
	4	47	100	9.1	65.9	25	90.9
	5	14	100	N/AV	N/AV	N/AV	23.1
	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
<b>2010</b>	3	28	92.9	16	72	12	84
	4	49	100	18.8	60.4	20.8	81.3
	5	23	100	N/A	N/A	N/A	27.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	50	94	35.6	33.3	31.1	64.4
	4	47	93.6	57.1	28.6	14.3	42.9
	5	27	100	40	44	16	60
	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
<b>2010</b>	3	50	96	40	51.1	8.9	60
	4	49	95.9	37	43.5	19.6	63
	5	48	93.8	40	46.7	13.3	60
	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

Abbreviations for Missing Data

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