



Brookdale Elementary

394 Brookdale Drive
Orangeburg, SC 29115

| | | |
|-----------------------|-------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 311 Students | |
| Principal | Dr. Casandra H. Jenkins | 803-534-5982 |
| Superintendent | Mr. Melvin Smoak | 803-534-5454 |
| Board Chair | Mr. Julius Page | 803-534-5454 |

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

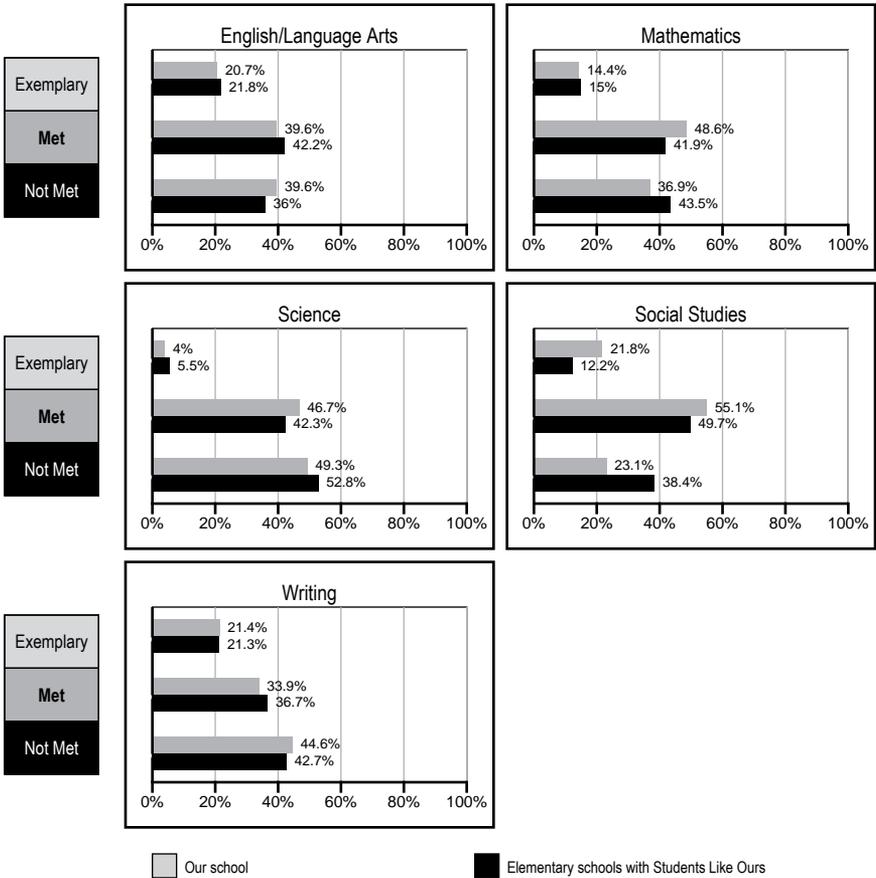
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 1 | 3 | 59 | 57 | 32 |

* 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=311) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 4.0% | Down from 6.3% | 2.5% | 1.9% |
| Attendance rate | 97.0% | Up from 96.5% | 96.0% | 96.3% |
| Eligible for gifted and talented | 0.0% | No Change | 2.9% | 10.0% |
| With disabilities other than speech | 9.9% | Up from 5.1% | 7.5% | 7.7% |
| Older than usual for grade | 2.7% | Down from 3.1% | 1.2% | 0.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=26) | | | | |
| Teachers with advanced degrees | 69.2% | Up from 63.0% | 57.1% | 59.4% |
| Continuing contract teachers | 73.1% | Down from 85.2% | 71.8% | 80.0% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 93.7% | Up from 88.3% | 81.7% | 85.9% |
| Teacher attendance rate | 91.2% | Down from 94.4% | 95.2% | 95.1% |
| Average teacher salary* | \$48,266 | Up 3.1% | \$45,923 | \$47,149 |
| Professional development days/teacher | 9.3 days | Up from 9.0 days | 10.7 days | 11.1 days |
| School | | | | |
| Principal's years at school | 9.0 | Up from 8.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 14.0 to 1 | Up from 13.7 to 1 | 16.5 to 1 | 18.8 to 1 |
| Prime instructional time | 86.6% | Down from 88.9% | 90.1% | 90.4% |
| Opportunities in the arts | Excellent | Up from Good | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 99.4% | Down from 100.0% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$12,331 | Up 3.5% | \$8,670 | \$7,458 |
| Percent of expenditures for instruction** | 62.8% | Down from 64.8% | 68.5% | 68.8% |
| Percent of expenditures for teacher salaries** | 58.4% | Up from 44.8% | 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

Greetings from Brookdale Elementary School, Eagle Territory! Brookdale is a community-based school nestled in the heart of the Brookdale Civic Association serving students in Child Development through fifth grades. I am delighted to be the instructional leader of a highly-qualified teaching staff and a vibrant group of students. Students, teachers, administrators, families, and the community are working diligently to ensure the academic success of all students. At Brookdale, we believe that the academic and social needs of students and staff must be acknowledged and nurtured in order for true learning to take place. Our school population totals 321 students with 98% eligible for free or reduced-priced lunch. Title I and local funds continue to support professional development activities for staff members as well as provides instructional materials for teachers and students.

Teachers as curriculum writers continues to be our instructional focus. Our Curriculum Maps are totally aligned with the South Carolina Curriculum Standards which drives instruction and assessments for our teachers and students. We have created a sense of community that permeates throughout the school with our school-wide theme, "The Learning Safari" where we are "Wild about Learning." Our curricular planning features a spiraling curriculum that proves rigorous and challenging, while providing a child-friendly environment equipped with a commitment to continuous professional development that directly impacts our academic improvements each year.

Our teachers are trained weekly to use cutting edge technology equipment to assist with and enhance instruction that includes LCD Projectors, White Boards, Classroom Performance Systems, and Laptops. Instructional software applications such as ThinkLink, Study Island, Head Sprout, Waterford Early Reading Program, Riverdeep Math, Accelerated Reader, Accelerated Math, and Academy of Reading affords teachers and students the opportunity to integrate technology into instruction on a daily basis.

Brookdale Elementary parents are confident that we provide a safe and nurturing environment where students are challenged academically and are appreciated personally. Parents, teachers, and staff are the pulse of a positive school environment and the thread that holds the school to home relationship together. We are proud of the parental involvement that we receive from our Brookdale families.

We will continue to build on our strengths, embrace our challenges, and maintain high expectations for excellence in all areas.

Casandra H. Jenkins, Ed.D., Principal
 Mr. Ronald Hook, SIC

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | 39 | 20 | 11 |
| Percent satisfied with learning environment | 100.0% | 100.0% | 100.0% |
| Percent satisfied with social and physical environment | 97.4% | 95.0% | 90.0% |
| Percent satisfied with school-home relations | 92.1% | 90.0% | 100.0% |

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

Abbreviations for Missing Data

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

NI-DELAY

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 | N/A | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 4.9% | 5.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| 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

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

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 123 | 100 | 38.8 | 40.5 | 20.7 | 78.4 | 75.6 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 62 | 100 | 39 | 39 | 22 | 78 | 70.3 | 79.3 | N/A | N/A |
| Female | 61 | 100 | 38.6 | 42.1 | 19.3 | 78.9 | 81.1 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 5 | I/S | I/S | I/S | I/S | I/S | 82.8 | 89.5 | I/S | I/S |
| African American | 116 | 100 | 37.8 | 42.3 | 19.8 | 78.4 | 74.9 | 73.7 | Yes | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 100 | 92.3 | I/S | I/S |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 54.2 | 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 | 25 | 100 | 41.7 | 50 | 8.3 | 75 | 52.3 | 52 | I/S | I/S |
| 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 | N/A | N/AV | N/A | N/A | N/A | N/A | 66.7 | 75.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 113 | 100 | 39.8 | 40.7 | 19.4 | 77.8 | 73 | 75.5 | Yes | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 123 | 100 | 36.2 | 49.1 | 14.7 | 72.4 | 66.3 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 62 | 100 | 35.6 | 47.5 | 16.9 | 72.9 | 62.5 | 77 | N/A | N/A |
| Female | 61 | 100 | 36.8 | 50.9 | 12.3 | 71.9 | 70.3 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 5 | I/S | I/S | I/S | I/S | I/S | 77.3 | 87.2 | I/S | I/S |
| African American | 116 | 100 | 36.9 | 50.5 | 12.6 | 72.1 | 65.1 | 66.7 | Yes | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 94.7 | 93 | I/S | I/S |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 58.3 | 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 | 25 | 100 | 54.2 | 41.7 | 4.2 | 58.3 | 37.9 | 45.5 | I/S | I/S |
| 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 | N/A | N/AV | N/A | N/A | N/A | N/A | 66.7 | 76.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 113 | 100 | 38 | 48.1 | 13.9 | 71.3 | 62.9 | 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 | 82 | 100 | 50.6 | 45.5 | 3.9 | 49.4 | 52.6 | 67.5 |
| Gender | | | | | | | | |
| Male | 41 | 100 | 55 | 40 | 5 | 45 | 51.1 | 67 |
| Female | 41 | 100 | 45.9 | 51.4 | 2.7 | 54.1 | 54 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 2 | I/S | I/S | I/S | I/S | I/S | 64.7 | 79.5 |
| African American | 78 | 100 | 52.7 | 45.9 | 1.4 | 47.3 | 51.3 | 50.3 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 93.3 | 84.3 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 21.4 | 60.7 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 15 | 100 | N/AV | N/AV | N/AV | 50 | 27.2 | 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 | N/A | N/AV | N/A | N/A | N/A | N/A | 41.7 | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 76 | 100 | 50 | 45.8 | 4.2 | 50 | 47.5 | 55.1 |
| Social Studies | | | | | | | | |
| All Students | 88 | 100 | 22.9 | 55.4 | 21.7 | 77.1 | 61.2 | 72.3 |
| Gender | | | | | | | | |
| Male | 45 | 100 | 23.8 | 47.6 | 28.6 | 76.2 | 59 | 71.5 |
| Female | 43 | 100 | 22 | 63.4 | 14.6 | 78 | 63.6 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | 3 | I/S | I/S | I/S | I/S | I/S | 74.7 | 80.7 |
| African American | 84 | 100 | 22.5 | 56.3 | 21.3 | 77.5 | 60 | 60 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 88.5 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 30 | 68 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 20 | 100 | 31.6 | 52.6 | 15.8 | 68.4 | 39.3 | 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 | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 81 | 100 | 24.4 | 53.8 | 21.8 | 75.6 | 56.8 | 62.1 |

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 |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|------------------------|--------------------------|
| Writing | | | | | | | | | | |
| All Students | 124 | 95.2 | 44.6 | 33.9 | 21.4 | 55.4 | 61 | 70.2 | 97 | 95.8 |
| Gender | | | | | | | | | | |
| Male | 63 | 93.7 | 47.4 | 35.1 | 17.5 | 52.6 | 54 | 63.2 | 97.1 | 95.5 |
| Female | 61 | 96.7 | 41.8 | 32.7 | 25.5 | 58.2 | 68.4 | 77.5 | 96.9 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 5 | I/S | I/S | I/S | I/S | I/S | 64.8 | 79.1 | 98.1 | 94.4 |
| African American | 117 | 94.9 | 45.8 | 33.6 | 20.6 | 54.2 | 60.6 | 57.6 | 97 | 96 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 100 | 86.2 | 97.8 | 95.7 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 40 | 62.6 | 89.6 | 94 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 68.7 | 95.6 | 96.8 |
| Disability Status | | | | | | | | | | |
| Disabled | 21 | 71.4 | 80 | 13.3 | 6.7 | 20 | 23.4 | 26.1 | 97.2 | 95.3 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 54.7 | N/A | 95.7 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 56.3 | 61.2 | N/A | 94.8 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 112 | 97.3 | 45.2 | 33.7 | 21.2 | 54.8 | 57.5 | 58.9 | 96.9 | 95.5 |

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 |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts | | | | | | | |
| 2009 | 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 |
| Mathematics | | | | | | | |
| 2009 | 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 |
| Science | | | | | | | |
| 2009 | 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 |
| Social Studies | | | | | | | |
| 2009 | 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 |
| Writing | | | | | | | |
| 2009 | 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 |

Abbreviations for Missing Data

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