



Brookdale Elementary

394 Brookdale Drive
Orangeburg, SC 29115

Grades	PK-5 Elementary School	
Enrollment	277 Students	
Principal	Dr. Casandra H. Jenkins	803-534-5982
Superintendent	Mr. Melvin Smoak	803-534-5454
Board Chair	Dr. Kalu Kalu	803-534-5454

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Below Average	Below Average
2004	Below Average	Below Average

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

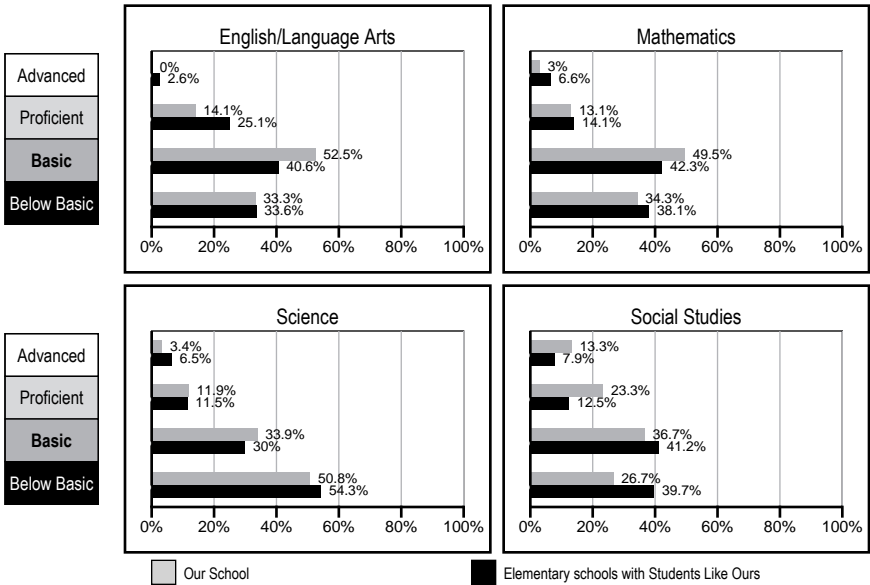
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	10	56	62

* 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=277)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	6.3%	Down from 9.2%	3.1%	2.3%
Attendance rate	96.5%	Up from 96.2%	96.0%	96.3%
Eligible for gifted and talented	0.0%	Down from 1.8%	3.4%	10.4%
With disabilities other than speech	5.1%	Down from 5.4%	7.8%	7.5%
Older than usual for grade	3.1%	Up from 2.2%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.8%	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	63.0%	Down from 65.4%	54.5%	56.7%
Continuing contract teachers	85.2%	Down from 88.5%	69.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.3%	Down from 88.5%	83.1%	86.4%
Teacher attendance rate	94.4%	Down from 96.4%	95.0%	94.9%
Average teacher salary	\$46,824	Up 2.3%	\$43,988	\$45,345
Professional development days/teacher	9.0 days	Down from 14.3 days	13.4 days	12.6 days
School				
Principal's years at school	8.0	Up from 7.0	3.0	4.0
Student-teacher ratio in core subjects	13.7 to 1	Up from 12.1 to 1	16.7 to 1	18.5 to 1
Prime instructional time	88.9%	Down from 89.1%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$11,913	Up 5.6%	\$8,115	\$7,052
Percent of expenditures for instruction*	64.8%	Up from 62.7%	68.8%	69.1%
Percent of expenditures for teacher salaries*	44.8%	Down from 55.6%	62.2%	64.2%

* 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

Brookdale Elementary is a community-based school, nestled in the heart of the New Brookland League, serving students in Child Development through fifth grade. Our students are provided challenging and meaningful instruction through the skills of highly-qualified teachers. All members of the Brookdale Family take pride in being responsible for the education of our children and the environment in which they learn. Students, teachers, administrators, families, and the community are working diligently to ensure academic success. We have created a sense of community that permeates the school. We have a school population of 311 students with 93% eligible for free or reduced-priced lunch. Title I and local funds continue to support staff development activities for staff members and provide instructional materials for teachers and students.

We continue to improve our rich instructional program that focuses on the South Carolina Academic Standards. Our curriculum maps are totally aligned with the South Carolina Academic Standards, which drive instruction and assessments for teachers, students, and administrators. Curricular integration of all subject areas affords us the advantage of having a spiraling curriculum that is both rigorous and student friendly. Teachers as curriculum writers have been our focus for the past five years. The faculty and staff at Brookdale Elementary School positively affect the lives of our students by maintaining a yearly commitment to professional development that we believe directly impacts our academic success.

Our teachers are trained to use cutting-edge equipment to assist with instruction that include 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, and Accelerated Math provide 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 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 Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	31	9
Percent satisfied with learning environment	77.4%	93.5%	I/S
Percent satisfied with social and physical environment	77.4%	93.5%	I/S
Percent satisfied with school-home relations	74.2%	96.8%	I/S

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 10 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

Newly Identified

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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	5.3%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	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	118	99.2	33.3	52.5	14.1	0	29.3	35	48.2	No	Yes
Gender											
Male	58	100	38.8	44.9	16.3	0	26.5	29.1	41.7	N/A	N/A
Female	60	98.3	28	60	12	0	32	41.3	55	N/A	N/A
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46	60	I/S	I/S
African American	116	99.1	33.3	52.5	14.1	0	29.3	33.6	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	76.5	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	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	18	100	64.7	29.4	5.9	0	11.8	12.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	35.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	109	99.1	34.8	51.1	14.1	0	28.3	30.7	34	No	Yes

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

All Students	118	99.2	33.3	50.5	13.1	3	36.4	29	45.8	Yes	Yes
Gender											
Male	58	100	34.7	57.1	8.2	0	34.7	27.4	45.6	N/A	N/A
Female	60	98.3	32	44	18	6	38	30.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.3	59	I/S	I/S
African American	116	99.1	33.3	50.5	13.1	3	36.4	27.4	26.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	58.8	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	27.3	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	18	100	58.8	41.2	0	0	11.8	13.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	109	99.1	34.8	50	13	2.2	34.8	25.4	31.4	Yes	Yes

* 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	70	100	50.8	33.9	11.9	3.4	15.3	22	35.7	96.5	96
Gender											
Male	31	100	38.5	38.5	15.4	7.7	23.1	23.5	37.4	96.5	95.8
Female	39	100	60.6	30.3	9.1	0	9.1	20.5	33.8	96.4	96.2
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.6	49.2	91.7	94.6
African American	70	100	50.8	33.9	11.9	3.4	15.3	20.1	17	96.5	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58	97.4	95.6
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	24.9	N/A	93.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	84.6
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	8.1	14	96.7	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	92.8
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	24.4	N/A	94
Socio-Economic Status											
Subsided meals	65	100	54.5	30.9	12.7	1.8	14.5	18.7	21.1	96.4	95.8
Social Studies											
All Students	75	100	27.9	36.1	23	13.1	36.1	24.2	34	96.5	96
Gender											
Male	40	100	43.8	21.9	28.1	6.3	34.4	25.8	36.6	96.5	95.8
Female	35	100	10.3	51.7	17.2	20.7	37.9	22.4	31.3	96.4	96.2
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.5	44.5	91.7	94.6
African American	73	100	27.9	36.1	23	13.1	36.1	23.5	19.1	96.5	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	58.3	58.9	97.4	95.6
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	0	27.5	N/A	93.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	84.6
Disability Status											
Disabled	11	100	50	50	0	0	0	9.8	14.4	96.7	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	92.8
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	N/A	94
Socio-Economic Status											
Subsided meals	70	100	28.1	38.6	22.8	10.5	33.3	20.9	21	96.4	95.8

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

Abbreviations for Missing Data

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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	26	92.3	13.6	45.5	40.9	0	40.9
	4	40	100	35	45	20	0	20
	5	33	100	67.7	25.8	6.5	0	6.5
	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	48	97.9	25	55	20	0	20
	4	28	100	33.3	52.4	14.3	0	14.3
	5	42	100	42.1	50	7.9	0	7.9
	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	26	92.3	18.2	68.2	13.6	0	13.6
	4	40	100	40	52.5	5	2.5	7.5
	5	33	100	54.8	35.5	6.5	3.2	9.7
	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	48	97.9	25	62.5	12.5	0	12.5
	4	28	100	42.9	38.1	19	0	19
	5	42	100	36.8	44.7	10.5	7.9	18.4
	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	13	84.6	20	50	20	10	30
	4	40	100	55	25	17.5	2.5	20
	5	16	100	46.7	46.7	6.7	0	6.7
	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	22	100	38.1	38.1	19	4.8	23.8
	4	28	100	57.1	28.6	14.3	0	14.3
	5	20	100	58.8	35.3	0	5.9	5.9
	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	13	100	0	16.7	50	33.3	83.3
	4	40	100	20	45	17.5	17.5	35
	5	17	100	62.5	31.3	6.3	0	6.3
	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	25	100	10.5	26.3	31.6	31.6	63.2
	4	28	100	19	52.4	23.8	4.8	28.6
	5	22	100	52.4	28.6	14.3	4.8	19
	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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