



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

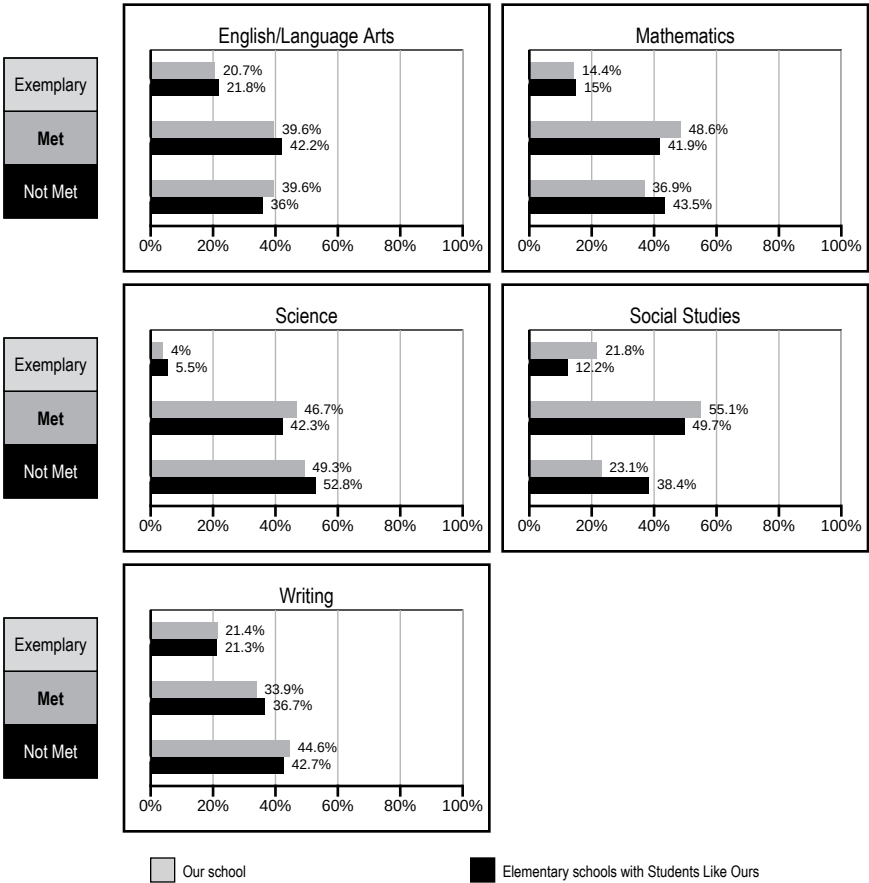
97.2%

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.

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
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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
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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	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

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	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										
Subsidized 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										
Subsidized 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

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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	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

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