



Oakbrook Elementary

306 Old Fort Drive
Ladson, South Carolina

Grades	PK-5 Elementary School	
Enrollment	1,101 Students	
Principal	Monica O'Dea	843-821-1165
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

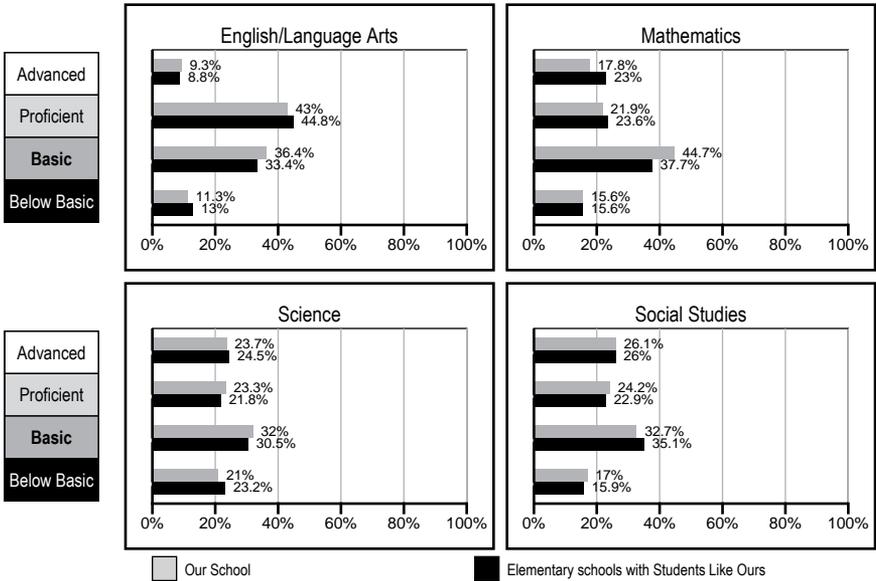
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	26	39	1	0

* 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=1,101)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.4%	Up from 1.1%	1.8%	2.3%
Attendance rate	96.0%	Up from 95.5%	96.5%	96.3%
Eligible for gifted and talented	15.3%	Down from 18.6%	16.8%	10.4%
With disabilities other than speech	6.0%	Up from 4.1%	6.6%	7.5%
Older than usual for grade	0.2%	No Change	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.6%	Down from 2.1%	0.0%	0.0%
Teachers (n=72)				
Teachers with advanced degrees	47.2%	Down from 50.7%	60.7%	56.7%
Continuing contract teachers	69.4%	Down from 69.9%	81.1%	77.3%
Teachers with emergency or provisional certificates	3.8%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	88.0%	Down from 90.6%	88.9%	86.4%
Teacher attendance rate	93.5%	Down from 95.1%	94.7%	94.9%
Average teacher salary	\$42,426	Down 0.7%	\$46,557	\$45,345
Professional development days/teacher	13.9 days	Down from 15.3 days	13.3 days	12.6 days
School				
Principal's years at school	1.0	Down from 8.0	5.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Down from 20.5 to 1	19.6 to 1	18.5 to 1
Prime instructional time	88.7%	Down from 89.7%	89.8%	89.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.1%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,078	Up 12.9%	\$6,515	\$7,052
Percent of expenditures for instruction*	64.9%	Down from 69.2%	69.5%	69.1%
Percent of expenditures for teacher salaries*	60.5%	Down from 64.9%	65.6%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Oakbrook Elementary continues to "Plant Seeds of Excellence." We are celebrating our 20th year of excellence. Our doors opened in 1987 to meet the burgeoning educational demands of the rapidly growing suburban area. Oakbrook Elementary continues to serve children in a high growth area in our district. Even with the new elementary school opening in the district, we served almost 1100 students throughout the year. The number of classes increased, however, our class sizes remained small. Our 100 member faculty and staff work together to create a family friendly, positive atmosphere for our students.

Oakbrook Elementary has strong parent and community support. The PTA and School Improvement Council continue to support our educational initiatives. Input from these groups allows us to offer opportunities to make Oakbrook Elementary a special place for our students, parents and faculty. Highlights of our school year, based on support from these groups, include Fall Festival, Math and Science Night, and awards ceremonies. Teachers also coordinated "Girls on the Run" and a "Run for Success" that promoted exercise for our students and families.

Academic achievement is a priority at Oakbrook Elementary. For a third year, Oakbrook Elementary was recognized by the SC Education Oversight Committee for "Closing the Achievement Gap" of historically underachieving students. Our staff continues to provide challenging and enriching instruction for every student. With a focus on differentiation, two additional computer labs were added with a new computer program for students to work on standards at their levels. The computer labs were also open in the afternoons for tutoring two days a week for students to have extra practice on standards in Grades 3 - 5. Our goal is to expand computer lab availability and accessibility to our primary grade levels.

The challenge at Oakbrook Elementary is to continue to keep moving forward with student achievement. We strive to continue to raise the performance of each student by increasing the percentage of students scoring proficient and advanced on the Palmetto Achievement Challenge Test (PACT). Analyzing data collected throughout the year on MAP (Measures of Academic Progress) and DRA (Diagnostic Reading Assessment) helps teachers plan instructional lessons to meet the needs of our students. With our staff, parents and community working together we will continue to "Plant Seeds of Excellence."

Monica O'Dea, Principal

Dacey Goodrich, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	60	170	110
Percent satisfied with learning environment	91.7%	90.0%	91.6%
Percent satisfied with social and physical environment	93.2%	92.4%	85.0%
Percent satisfied with school-home relations	88.1%	91.2%	87.2%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

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

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	0.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	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	507	100	11.2	36.2	42.9	9.7	65.7	57.8	48.2	Yes	Yes
Gender											
Male	260	100	13.3	40.8	37.3	8.6	58.8	50.7	41.7	N/A	N/A
Female	247	100	9.1	31.6	48.5	10.8	72.7	65.6	55	N/A	N/A
Racial/Ethnic Group											
White	317	100	8.5	33.3	47.3	10.9	71.4	65.8	60	Yes	Yes
African American	159	100	17.7	42.6	33.3	6.4	53.2	41.1	31.7	Yes	Yes
Asian/Pacific Islander	11	100	9.1	36.4	36.4	18.2	63.6	72.3	70.4	I/S	I/S
Hispanic	18	100	6.3	31.3	56.3	6.3	75	45	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	68.7	47	I/S	I/S
Disability Status											
Disabled	64	100	37.1	27.4	32.3	3.2	40.3	21.9	16	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	30.8	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	178	100	16.7	42.6	35.8	4.9	54.9	40.7	34	Yes	Yes

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

All Students	507	100	15.5	44.4	21.8	18.3	56	49.8	45.8	Yes	Yes
Gender											
Male	260	100	16.3	42.1	22.3	19.3	59.2	50.5	45.6	N/A	N/A
Female	247	100	14.7	46.8	21.2	17.3	52.8	49.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	317	100	9.2	41.5	25.9	23.5	65.6	59.9	59	Yes	Yes
African American	159	100	28.4	51.8	13.5	6.4	36.2	28.3	26.9	No	Yes
Asian/Pacific Islander	11	100	18.2	27.3	18.2	36.4	63.6	67.1	71.3	I/S	I/S
Hispanic	18	100	12.5	50	18.8	18.8	50	37.4	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	55.2	46.2	I/S	I/S
Disability Status											
Disabled	64	100	40.3	40.3	11.3	8.1	35.5	21.7	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	26	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	178	100	24.1	50	13.6	12.3	42.6	32	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	333	100	20.9	31.8	23.2	24.2	47.4	42	35.7	96	96.1
Gender											
Male	160	100	19.9	27	24.8	28.4	53.2	45.1	37.4	96.1	95.9
Female	173	100	21.7	36	21.7	20.5	42.2	38.7	33.8	95.8	96.3
Racial/Ethnic Group											
White	215	100	11.6	34.8	23.7	29.8	53.5	52.4	49.2	95.7	96
African American	100	100	43.2	20.5	21.6	14.8	36.4	20.7	17	96.3	96.2
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	52.7	58	97.3	97
Hispanic	11	100	11.1	33.3	44.4	11.1	55.6	27.1	24.9	96.1	96.1
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	51.2	37.4	96.8	95.8
Disability Status											
Disabled	42	100	47.5	27.5	15	10	25	21.6	14	95	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	93.2
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	18.3	24.4	97	96.5
Socio-Economic Status											
Subsided meals	117	100	30.8	33.7	21.2	14.4	35.6	24.5	21.1	95.3	95.3
Social Studies											
All Students	339	100	16.9	32.5	24.4	26.3	50.6	43.2	34	96	96.1
Gender											
Male	177	100	17.2	26.1	26.1	30.6	56.7	46.4	36.6	96.1	95.9
Female	162	100	16.6	39.1	22.5	21.9	44.4	39.7	31.3	95.8	96.3
Racial/Ethnic Group											
White	207	100	9.9	30.9	27.2	31.9	59.2	51	44.5	95.7	96
African American	105	100	31.5	33.7	19.6	15.2	34.8	25.8	19.1	96.3	96.2
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	61.4	58.9	97.3	97
Hispanic	16	100	14.3	50	14.3	21.4	35.7	32.8	27.5	96.1	96.1
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	46	32.7	96.8	95.8
Disability Status											
Disabled	43	100	38.1	28.6	21.4	11.9	33.3	20.9	14.4	95	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	93.2
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	24.4	27.3	97	96.5
Socio-Economic Status											
Subsided meals	112	100	21.6	43.1	14.7	20.6	35.3	26.5	21	95.3	95.3

* 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	197	100	7.1	19.7	56.3	16.9	73.2	
	4	214	100	8.1	38.9	41.6	11.4	53	
	5	190	100	10.1	47.5	39.1	3.4	42.5	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	165	100	6.6	32.5	49.7	11.3	60.9	
	4	165	100	10.3	24.7	51.4	13.7	65.1	
	5	177	100	16.2	49.7	29.3	4.8	34.1	
	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	197	100	9.3	49.2	23.5	18	41.5	
	4	214	100	19.5	32.4	25.4	22.7	48.1	
	5	190	100	13.4	40.8	26.3	19.6	45.8	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	165	100	15.2	52.3	18.5	13.9	32.5	
	4	165	100	17.1	34.2	23.3	25.3	48.6	
	5	177	100	14.4	46.1	23.4	16.2	39.5	
	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	99	100	13.2	27.5	40.7	18.7	59.3	
	4	214	100	25.5	29.9	24.5	20.1	44.6	
	5	97	100	21.1	31.1	21.1	26.7	47.8	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	82	100	21.6	28.4	33.8	16.2	50	
	4	165	100	20.5	32.9	19.2	27.4	46.6	
	5	86	100	20.7	32.9	20.7	25.6	46.3	
	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	99	100	6.6	28.6	37.4	27.5	64.8	
	4	214	100	13	30.4	24.5	32.1	56.5	
	5	94	100	18.2	42	20.5	19.3	39.8	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	83	100	9.1	41.6	32.5	16.9	49.4	
	4	165	100	11.6	28.1	21.9	38.4	60.3	
	5	91	100	32.9	31.8	21.2	14.1	35.3	
	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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