

OAKBROOK ELEMENTARY

306 Old Fort Drive
Ladson, South Carolina

Grades	PK-5 Elementary School	
Enrollment	1,152 Students	
Principal	Monica D. O'Dea	843-821-1165
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Frances Townsend	843-873-1341

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Good
2009	Good	Average
2008	Average	At-Risk
2007	Good	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

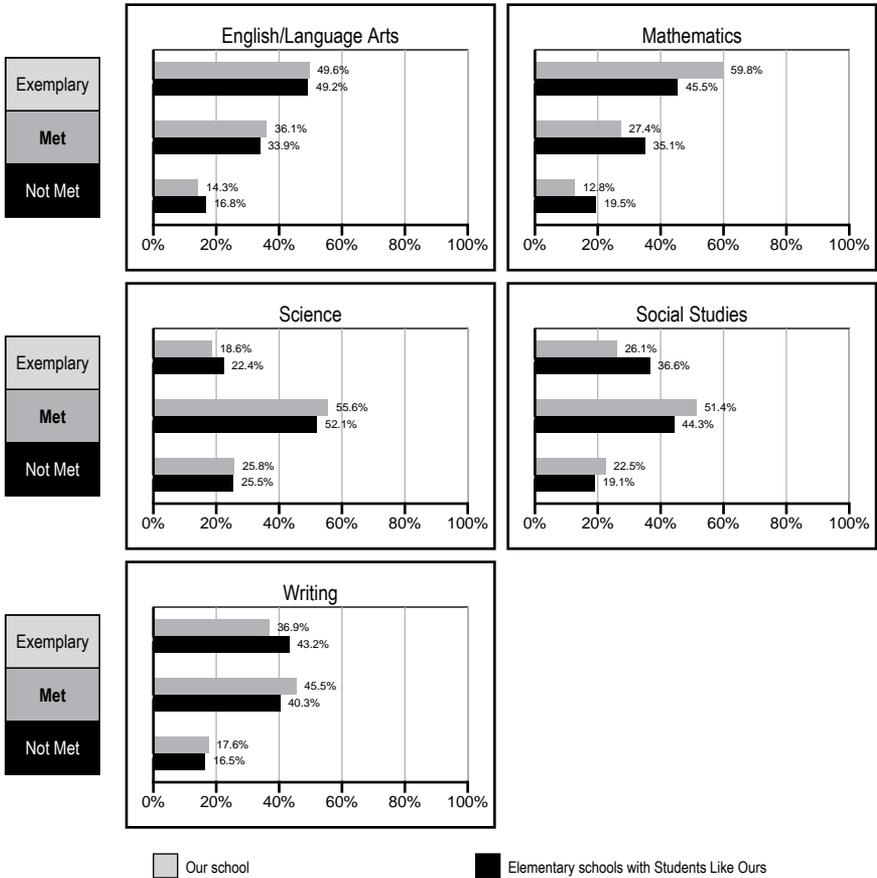
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
32	38	15	0	0

* Ratings are calculated with data available by 11/09/2011.

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

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=1,152)				
First graders who attended full-day kindergarten	100.0%	Up from 97.9%	100.0%	100.0%
Retention rate	0.5%	Down from 0.6%	0.8%	1.1%
Attendance rate	95.7%	Up from 95.6%	96.2%	96.2%
Served by gifted and talented program	16.6%	Up from 13.4%	19.9%	13.4%
With disabilities other than speech	2.1%	Down from 5.3%	3.6%	4.1%
Older than usual for grade	0.1%	Down from 0.2%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.2%	Up from 1.7%	0.0%	0.0%
Teachers (n=76)				
Teachers with advanced degrees	55.3%	Up from 50.0%	65.2%	62.5%
Continuing contract teachers	82.9%	Down from 83.8%	90.9%	88.2%
Teachers returning from previous year	86.8%	Up from 84.8%	90.0%	87.8%
Teacher attendance rate	95.0%	Up from 92.4%	95.0%	95.2%
Average teacher salary*	\$44,394	Down 0.5%	\$48,067	\$46,773
Professional development days/teacher	16.7 days	Up from 14.9 days	10.9 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 19.7 to 1	20.8 to 1	19.9 to 1
Prime instructional time	89.1%	Up from 86.7%	90.3%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,639	Down 4.4%	\$7,197	\$7,447
Percent of expenditures for instruction**	65.1%	Up from 64.0%	68.8%	68.4%
Percent of expenditures for teacher salaries**	63.5%	Up from 62.0%	66.6%	65.8%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Oakbrook Elementary School is proud of the academic accolades received this school year. Oakbrook received the Palmetto Gold Award for Outstanding Student Achievement as well as the Palmetto Silver Award for Excellent Results in Closing the Achievement Gap. At Oakbrook Elementary School we continue to live our motto of "Opportunities for Everyone to Succeed with rigor, relevance and relationships." Our mission statement, "Oakbrook Elementary provides students with the skills necessary to be productive citizens" drives our curriculum decisions to meet the multi-faceted needs of our students. With a student body of approximately 1150 students in grades 4K – 5, our 100 member faculty and staff work together to create rigorous standards-based lessons to meet the diverse needs of our students.

With renewed emphasis placed on Explicit Direct Instruction and the new implementation of benchmark testing in ELA and math for grades 2 – 5, our teachers have been able to use data to help guide their instruction throughout the year. The PTA and School Improvement Council continue to support our educational initiatives. Input from these groups allows us to analyze data and look at programs that will provide the best learning environment for our students. Our Title One plan continued its focus on strong staff development activities focusing on differentiated instruction and balanced literacy. Our highly trained staff meets the instructional demands of South Carolina Curriculum Standards daily.

We will continue to strive for excellence with an Excellent overall rating on our school report card as well as an Excellent rating in student growth. As we strive to reach our goal of having all students score exemplary on PASS, our staff will continue to research and implement best instructional practices to meet the needs of our students.

Oakbrook Elementary will downsize greatly with the addition of a new elementary school in the district. Our challenge will be to reorganize our Title One plan based on the needs of the students that remain at Oakbrook Elementary, as well as the staff development needs of the faculty members. We will continue to strive to meet Adequate Yearly Progress as the expectations rise this year. We will continue to employ our instructional coaches, a Title One facilitator and a part time Instructional Technology Specialist.

With our staff, parents, and community working together, we will continue to "Plant Seeds of Excellence."

Monica O'Dea, Principal
 Sundae Cora, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	75	188	118
Percent satisfied with learning environment	100.0%	82.5%	93.0%
Percent satisfied with social and physical environment	95.9%	72.7%	89.7%
Percent satisfied with school-home relations	88.0%	83.0%	89.8%

* 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. 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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%**	Yes

* Or greater than last year

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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
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	574	100	14.3	36	49.7	94	88.8	82.4	Yes	Yes
Gender										
Male	285	100	14.8	36	49.2	93.9	86	78.7	N/A	N/A
Female	289	100	13.8	36.1	50.2	94.1	91.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	305	100	9.1	35.5	55.4	96.5	92.7	88.9	Yes	Yes
African American	227	100	21.5	37.8	40.7	90.4	81.5	72.9	Yes	Yes
Asian/Pacific Islander	16	100	23.1	23.1	53.8	92.3	93.3	93	I/S	I/S
Hispanic	22	100	10	35	55	95	88	79.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	90.9	83	I/S	I/S
Disability Status										
Disabled	50	100	46.7	26.7	26.7	77.8	58.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	84	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	264	100	20.8	40.8	38.4	91.8	82.5	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	574	100	12.8	27.4	59.8	92.7	90.3	81.9	Yes	Yes
Gender										
Male	285	100	13.3	29.9	56.8	93.2	88.6	79.9	N/A	N/A
Female	289	100	12.3	24.9	62.8	92.2	91.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	305	100	8	23.3	68.6	97.2	94.6	88.9	Yes	Yes
African American	227	100	20.6	34	45.5	85.6	81.8	71.4	Yes	Yes
Asian/Pacific Islander	16	100	7.7	30.8	61.5	100	96.5	94.6	I/S	I/S
Hispanic	22	100	5	20	75	95	90.2	81.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	95.5	84.4	I/S	I/S
Disability Status										
Disabled	50	100	40	28.9	31.1	71.1	61.6	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	88.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	264	100	17.1	36.7	46.1	87.8	84.3	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	379	100	25.7	55.4	18.9	74.3	77.2	68.6
Gender								
Male	188	100	25	51.7	23.3	75	76.2	68.3
Female	191	100	26.4	59	14.6	73.6	78.3	68.9
Racial/Ethnic Group								
White	203	100	16.3	61.1	22.6	83.7	86.2	80.7
African American	150	100	41.3	48.6	10.1	58.7	60.8	51.4
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	91	85.3
Hispanic	12	100	I/S	I/S	I/S	I/S	71.8	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.6	70.8
Disability Status								
Disabled	31	100	51.9	33.3	14.8	48.1	43.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	59.2	60.7
Socio-Economic Status								
Subsidized meals	172	100	38.6	50.6	10.8	61.4	65.5	57.3
Social Studies								
All Students	389	100	22.4	51.2	26.3	77.6	81.4	72.5
Gender								
Male	201	100	23.5	44.4	32.1	76.5	81.2	72
Female	188	100	21.3	58.6	20.1	78.7	81.6	73.1
Racial/Ethnic Group								
White	211	100	15.2	51.5	33.3	84.8	86.9	81
African American	149	100	34.6	49.3	16.2	65.4	70.6	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	91	89
Hispanic	18	100	11.8	64.7	23.5	88.2	78.6	69.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	91.5	73.5
Disability Status								
Disabled	39	100	51.4	34.3	14.3	48.6	49.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	69.1	69.7
Socio-Economic Status								
Subsidized meals	180	100	30.5	50.9	18.6	69.5	71.6	62.9

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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	School Attendance Rate	District Attendance Rate
Writing										
All Students	196	100	17.6	45.5	36.9	82.4	82.3	73.2	95.7	95.8
Gender										
Male	96	100	29.3	37	33.7	70.7	77.2	67.2	95.6	95.7
Female	100	100	6.3	53.7	40	93.7	87.4	79.4	95.8	95.8
Racial/Ethnic Group										
White	101	100	11.1	50.5	38.4	88.9	89.2	81.5	95.4	95.5
African American	84	100	24.7	44.2	31.2	75.3	71.1	61.3	96.1	96.1
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	84.8	87	95.3	96.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	78.8	66.7	96.3	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	72.2	96.2	94.9
Disability Status										
Disabled	11	100	72.7	18.2	9.1	27.3	34.9	26	95.1	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	66.2	65.7	95.5	96.1
Socio-Economic Status										
Subsidized meals	100	100	27.4	43.2	29.5	72.6	71.5	63.2	95.4	95.1

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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							
2010	3	187	100	14.2	15.4	70.4	85.8
	4	200	100	12	44.3	43.7	88
	5	177	100	13.1	41.7	45.2	86.9
	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
2011	3	186	100	12.2	22.7	65.1	87.8
	4	194	100	13.5	37.1	49.4	86.5
	5	194	100	16.9	47.5	35.5	83.1
	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
Mathematics							
2010	3	187	100	10.1	16	74	89.9
	4	200	100	12.6	43.2	44.3	87.4
	5	177	100	17.3	45.8	36.9	82.7
	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
2011	3	186	100	14	15.1	70.9	86
	4	194	100	7.3	31.5	61.2	92.7
	5	194	100	16.9	35	48.1	83.1
	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
Science							
2010	3	95	100	23	40.2	36.8	77
	4	200	100	23.5	64.5	12	76.5
	5	93	100	29.5	51.1	19.3	70.5
	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
2011	3	94	100	26.4	37.9	35.6	73.6
	4	194	100	25.8	60.7	13.5	74.2
	5	91	100	24.7	62.4	12.9	75.3
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	92	100	15.9	51.2	32.9	84.1
	4	200	100	22.4	48.1	29.5	77.6
	5	84	100	26.3	51.3	22.5	73.8
	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
2011	3	92	100	24.7	41.2	34.1	75.3
	4	194	100	18.5	57.3	24.2	81.5
	5	103	100	27.6	49	23.5	72.4
	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							
2010	3	184	98.4	13.6	33.7	52.7	86.4
	4	207	99.5	12.4	43.5	44.1	87.6
	5	179	99.4	14.8	39.1	46.2	85.2
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	196	100	17.6	45.5	36.9	82.4
	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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