



Oak Grove Elementary

479 Oak Drive
Lexington, SC 29073

Grades	PK-5 Elementary School	
Enrollment	598 Students	
Principal	Devona L. Price	803-356-0220
Superintendent	Dr. Karen C. Woodward	803-951-8363
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Good*
2007	Good	Below Average
2006	Good	Good
2005	Good	Average
2004	Excellent	Excellent

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

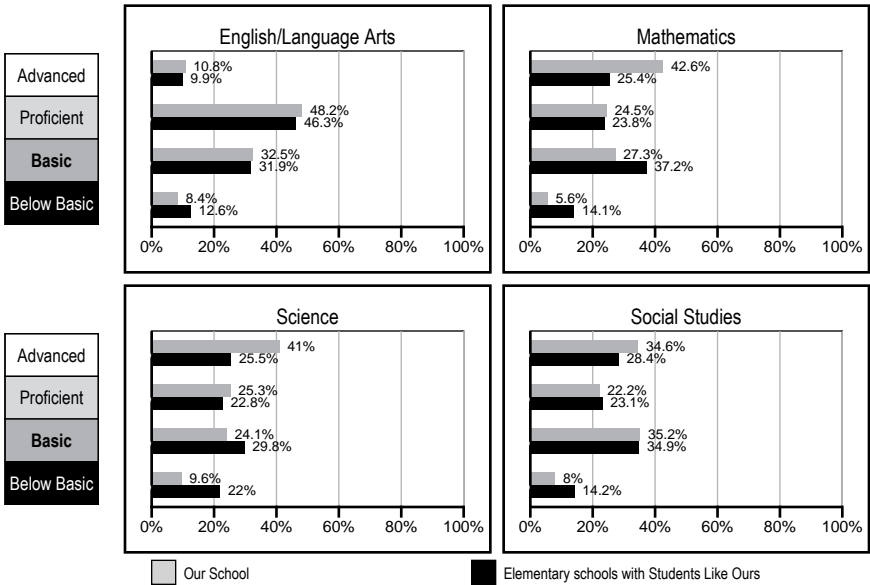
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 90.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	21	20	2	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=598)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 1.6%	1.6%	2.3%
Attendance rate	96.3%	No Change	96.7%	96.3%
Eligible for gifted and talented	22.3%	Up from 18.7%	18.8%	10.4%
With disabilities other than speech	5.4%	Down from 7.7%	6.8%	7.5%
Older than usual for grade	0.0%	Down from 0.8%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	63.6%	Down from 68.2%	59.4%	56.7%
Continuing contract teachers	72.7%	Down from 84.1%	79.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.7%	Up from 78.5%	87.7%	86.4%
Teacher attendance rate	94.8%	Up from 93.3%	95.2%	94.9%
Average teacher salary	\$47,434	Up 2.5%	\$46,348	\$45,345
Professional development days/teacher	11.5 days	Down from 14.7 days	12.1 days	12.6 days
School				
Principal's years at school	1.0	Down from 4.0	3.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 19.3 to 1	20.4 to 1	18.5 to 1
Prime instructional time	89.6%	Up from 88.2%	90.3%	89.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.4%	Down from 98.8%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,411	Down 15.5%	\$6,609	\$7,052
Percent of expenditures for instruction*	70.8%	No Change	70.6%	69.1%
Percent of expenditures for teacher salaries*	73.6%	Up from 69.0%	66.6%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Oak Grove Elementary has worked very hard this year to show our Patriot Pride. We implemented a new Positive Behavior Support system for students that showcased student pride, respect, independent learning, dependability, and effort. We recognized students for exhibiting these characteristics. Each week these students could win a certificate, a small prize, and a positive telephone call home. Students loved trying to earn a Patriot Pride card as they learned to model these behaviors for one another.

We were also very fortunate this year to move into our new kindergarten wing and multi-purpose room. The PTA helped support this renovation project by purchasing wonderful picnic tables, benches, and mulch for our outdoor classroom. We hope to continue to improve this area to make it an inviting learning environment.

Many teachers have worked hard this year writing grants for innovative ways to improve instruction. The Michelin Golden Apple Teacher and the Mid-Carolina Electric Cooperative Bright Ideas are just two of the grants the teachers received.

Students kept busy with service-learning projects, such as a Food Drive for Lexington Interfaith Community Services and a balloon release that raised money for Relay For Life.

Parents have been actively involved with our school through the school PTA and SIC. The PTA sponsored a very successful Fall Festival and Literacy Night this year.

Family Math and Science Night, Piggly Wiggly Night, parenting workshops, and our Winter Arts Festival were just a few of the activities that kept our families and community actively involved at OGES.

While OGES succeeded at many things this year, one of our greatest challenges during the 2007–2008 school year was the continued growth in student population and the ongoing need to improve interventions for the very diverse academic and social needs of our students. We continued to improve our intervention model for assisting students. As a result, the Education Oversight Committee again recognized our school with a Closing the Achievement Gap award.

We are proud of our accomplishments this year at OGES. It is through our dedicated support system of parents, students, staff, and community that we continue to flourish and to strive for excellence in all that we do.

Devona L. Price, Principal
John D. Ogle, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	87	83
Percent satisfied with learning environment	97.8%	97.7%	89.0%
Percent satisfied with social and physical environment	100.0%	94.3%	92.7%
Percent satisfied with school-home relations	100.0%	95.3%	88.6%

* 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

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

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	1.7%	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	96.3%	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	265	100	8.4	32.5	48.2	10.8	72.3	57.1	48.2	Yes	Yes
Gender											
Male	139	100	10.4	35.8	47	6.7	64.2	50	41.7	N/A	N/A
Female	126	100	6.1	28.7	49.6	15.7	81.7	64.6	55	N/A	N/A
Racial/Ethnic Group											
White	200	100	5.3	34.7	49.5	10.5	74.2	59.6	60	Yes	Yes
African American	38	100	20	25.7	40	14.3	60	37.8	31.7	I/S	I/S
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	75.4	70.4	I/S	I/S
Hispanic	16	100	23.1	23.1	53.8	0	69.2	39.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61.5	47	I/S	I/S
Disability Status											
Disabled	19	100	22.2	44.4	22.2	11.1	44.4	17.3	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	16	100	14.3	28.6	50	7.1	71.4	41.7	36.9	I/S	I/S
Socio-Economic Status											
Subsidized meals	85	100	14.1	50	29.5	6.4	59	38.7	34	Yes	Yes

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

All Students	265	100	5.6	27.3	24.5	42.6	79.5	54.6	45.8	Yes	Yes
Gender											
Male	139	100	6	28.4	26.1	39.6	77.6	55.3	45.6	N/A	N/A
Female	126	100	5.2	26.1	22.6	46.1	81.7	53.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	200	100	2.6	27.4	25.8	44.2	84.7	57.7	59	Yes	Yes
African American	38	100	17.1	31.4	17.1	34.3	54.3	30.5	26.9	I/S	I/S
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	71.6	71.3	I/S	I/S
Hispanic	16	100	15.4	23.1	38.5	23.1	61.5	37.5	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59	46.2	I/S	I/S
Disability Status											
Disabled	19	100	22.2	27.8	11.1	38.9	61.1	20.3	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	16	100	7.1	28.6	14.3	50	71.4	42	38.7	I/S	I/S
Socio-Economic Status											
Subsidized meals	85	100	11.5	42.3	23.1	23.1	64.1	36.3	31.4	Yes	Yes

* Adj - 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

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	174	100	9.6	24.1	25.3	41	66.3	50.3	35.7	96.3	96.1
Gender											
Male	91	100	12.4	25.8	16.9	44.9	61.8	51.7	37.4	96.1	96.1
Female	83	100	6.5	22.1	35.1	36.4	71.4	48.7	33.8	96.5	96.1
Racial/Ethnic Group											
White	131	100	7.2	20.8	26.4	45.6	72	53.7	49.2	96.2	96.1
African American	28	100	25.9	37	14.8	22.2	37	25.1	17	96.2	96.1
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	65.8	58	96.9	96.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	31.9	24.9	96.9	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.2	37.4	N/A	94.8
Disability Status											
Disabled	17	100	25	25	12.5	37.5	50	20	14	94.7	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.1
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	28.9	24.4	97.1	96.4
Socio-Economic Status											
Subsided meals	50	100	18.8	29.2	29.2	22.9	52.1	31.8	21.1	95.3	94.9
Social Studies											
All Students	173	100	8	35.2	22.2	34.6	56.8	47.1	34	96.3	96.1
Gender											
Male	96	100	6.5	32.6	26.1	34.8	60.9	52	36.6	96.1	96.1
Female	77	100	10	38.6	17.1	34.3	51.4	41.9	31.3	96.5	96.1
Racial/Ethnic Group											
White	126	100	5.8	36.7	20.8	36.7	57.5	49.4	44.5	96.2	96.1
African American	27	100	12	32	36	20	56	29.2	19.1	96.2	96.1
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	64.2	58.9	96.9	96.8
Hispanic	14	100	27.3	27.3	9.1	36.4	45.5	28	27.5	96.9	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.6	32.7	N/A	94.8
Disability Status											
Disabled	12	100	33.3	25	8.3	33.3	41.7	21.6	14.4	94.7	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.1
English Proficiency											
Limited English Proficient	11	100	22.2	22.2	11.1	44.4	55.6	30.5	27.3	97.1	96.4
Socio-Economic Status											
Subsided meals	60	100	13	50	16.7	20.4	37	28.2	21	95.3	94.9

* Adj - 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

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	70	100	0	25	57.8	17.2	75
	4	86	100	8.5	26.8	56.1	8.5	64.6
	5	71	100	19.7	43.9	34.8	1.5	36.4
	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	93	100	6	28.9	48.2	16.9	65.1
	4	82	100	10.1	25.3	58.2	6.3	64.6
	5	90	100	9.2	42.5	39.1	9.2	48.3
	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
Mathematics								
2007	3	70	100	7.8	32.8	34.4	25	59.4
	4	86	100	2.4	30.5	23.2	43.9	67.1
	5	71	100	10.6	43.9	16.7	28.8	45.5
	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	93	100	4.8	31.3	21.7	42.2	63.9
	4	82	100	6.3	17.7	31.6	44.3	75.9
	5	90	100	5.7	32.2	20.7	41.4	62.1
	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
Science								
2007	3	35	100	3.2	32.3	38.7	25.8	64.5
	4	86	100	8.5	26.8	26.8	37.8	64.6
	5	35	100	12.5	40.6	15.6	31.3	46.9
	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	46	100	7.1	31	38.1	23.8	61.9
	4	82	100	10.1	21.5	24.1	44.3	68.4
	5	46	100	11.1	22.2	15.6	51.1	66.7
	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	35	100	0	15.6	31.3	53.1	84.4
	4	86	100	7.3	40.2	24.4	28	52.4
	5	36	100	38.2	35.3	11.8	14.7	26.5
	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	47	100	2.4	51.2	14.6	31.7	46.3
	4	82	100	8.9	24.1	25.3	41.8	67.1
	5	44	100	11.9	40.5	23.8	23.8	47.6
	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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