



OAK GROVE ELEMENTARY

479 Oak Drive
Lexington, SC 29073

Grades	PK-5 Elementary School	
Enrollment	719 Students	
Principal	Sherry P. Cariens	803-821-0100
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	Cynthia S. Smith	803-957-5095

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	Excellent
2009	Excellent	Excellent
2008	Good	Good
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

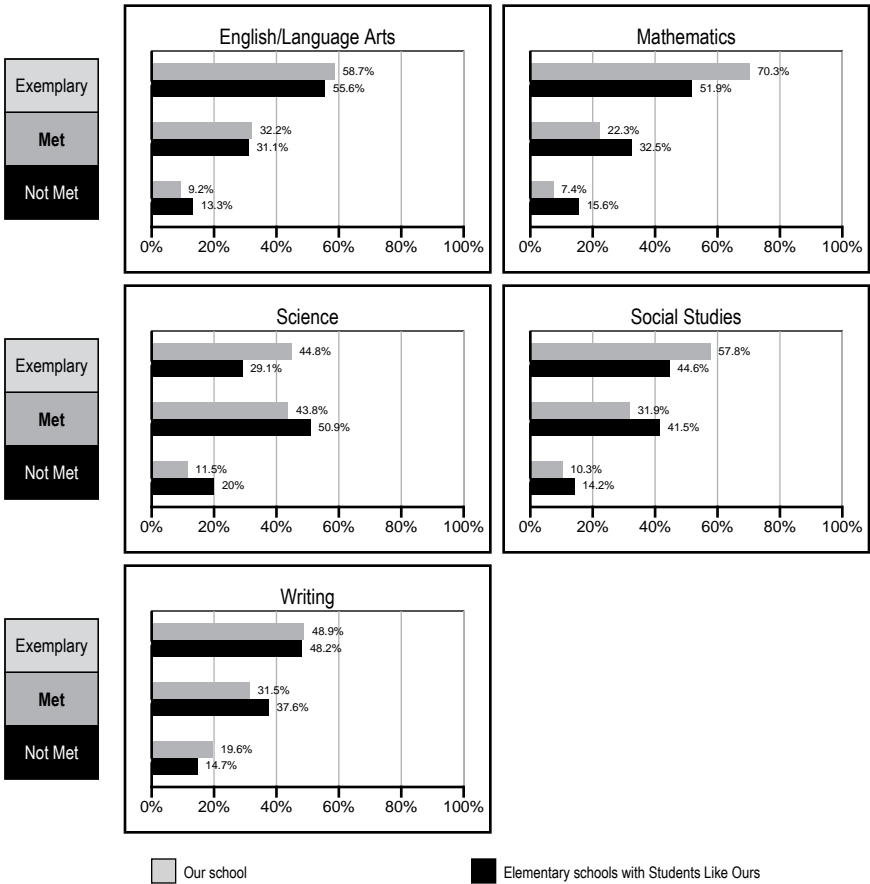
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
32	8	0	1	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=719)				
First graders who attended full-day kindergarten	100.0%	Up from 97.1%	100.0%	100.0%
Retention rate	0.6%	Up from 0.2%	0.8%	1.1%
Attendance rate	96.4%	Down from 96.7%	96.4%	96.2%
Served by gifted and talented program	31.6%	Up from 26.8%	22.6%	13.4%
With disabilities other than speech	1.9%	Down from 3.5%	4.1%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	79.5%	Up from 71.7%	63.6%	62.5%
Continuing contract teachers	86.4%	Up from 84.8%	89.6%	88.2%
Teachers returning from previous year	85.1%	Down from 85.5%	88.8%	87.8%
Teacher attendance rate	95.2%	Up from 93.6%	95.4%	95.2%
Average teacher salary*	\$47,317	Down 1.7%	\$48,335	\$46,773
Professional development days/teacher	7.1 days	Down from 9.7 days	8.4 days	10.5 days
School				
Principal's years at school	0.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	24.3 to 1	Up from 21.3 to 1	21.0 to 1	19.9 to 1
Prime instructional time	90.9%	Up from 89.8%	91.3%	90.4%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 89.8%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,118	Down 9.5%	\$7,118	\$7,447
Percent of expenditures for instruction**	65.6%	Down from 68.5%	69.7%	68.4%
Percent of expenditures for teacher salaries**	64.3%	Down from 67.3%	68.2%	65.8%

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

** 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

Dear Parents,

School administrators and the School Improvement Council jointly report that this has been a productive and rewarding year at Oak Grove Elementary School. Our students continue to demonstrate excellence in academics. Dedicated students, teachers, administrators and parents share the school's focus on preparing our students to be 21st century learners and support our theme of "Leading the Way." As a result, innovation, active learning and multiple enrichment opportunities are all part of the OGES experience.

Our success with the Response to Intervention program helped us meet the needs of our diverse population and provided students with the support needed for progress. Collaborative planning sessions helped us diagnose our weaknesses and prepare common assessments. This helped us meet the needs of all students, and we received two awards that acknowledge our academic progress: the Palmetto Gold Award for general performance and the Palmetto Gold Award for Closing the Achievement Gap.

OGES continues to work as a professional learning community with several book studies. To support our LexLeads initiative, we devoted the first semester to the reading and discussion of "The 7 Habits of Highly Effective People" by Stephen Covey. During the second semester, we studied "The Leader in Me," also by Stephen Covey, and learned how to implement a leadership program for all students using the seven habits. We then formed a committee to work on the direction and components of a leadership program for the 2011-2012 school year.

OGES continues to make strides in the application of technology. One hundred percent of our teachers have passed both the technology level one and level two competency tests.

Our parents are active volunteers who serve the Oak Grove community with countless hours of service throughout the school year. Our Parent Teacher Association and School Improvement Council support the school in many ways. They have helped us purchase the First in Math program and reinforced our morning walking program by raising funds for a walking track. The First in Math program supports our LexLearns initiative and the walking program supports our LexLives initiative.

We look forward to next year's challenges and opportunities as we prepare our students to be 21st century learners with a focus on high academic achievement.

Sherry P. Cariens, Principal
Angela Phillips, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	90	83
Percent satisfied with learning environment	97.9%	89.9%	91.6%
Percent satisfied with social and physical environment	100.0%	87.6%	96.4%
Percent satisfied with school-home relations	97.9%	92.0%	84.3%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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. 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	0.4%	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	96.4%	94.0%**	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

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

All Students	302	100	9.8	31.9	58.2	94.7	88	82.4	Yes	Yes
Gender										
Male	140	100	9.7	34.3	56	94	84.9	78.7	N/A	N/A
Female	162	100	9.9	29.8	60.3	95.4	91.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	221	100	6.8	31.4	61.8	96.6	90	88.9	Yes	Yes
African American	34	100	19.4	51.6	29	83.9	74.6	72.9	I/S	I/S
Asian/Pacific Islander	23	100	13	13	73.9	95.7	94.6	93	I/S	I/S
Hispanic	23	100	17.4	30.4	52.2	91.3	81.2	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92	83	I/S	I/S
Disability Status										
Disabled	14	100	38.5	30.8	30.8	69.2	51.1	48.1	I/S	I/S
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	26	100	18.5	25.9	55.6	88.9	80.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	108	100	16.5	40.2	43.3	92.8	78.6	75.4	Yes	Yes

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

All Students	302	100	8.1	22.1	69.8	95.4	88	81.9	Yes	Yes
Gender										
Male	140	100	9.7	22.4	67.9	94.8	86.5	79.9	N/A	N/A
Female	162	100	6.6	21.9	71.5	96	89.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	221	100	6.3	19.8	73.9	97.1	89.8	88.9	Yes	Yes
African American	34	100	19.4	45.2	35.5	87.1	75.3	71.4	I/S	I/S
Asian/Pacific Islander	23	100	8.7	21.7	69.6	95.7	95.4	94.6	I/S	I/S
Hispanic	23	100	8.7	13	78.3	91.3	82	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90	84.4	I/S	I/S
Disability Status										
Disabled	14	100	30.8	38.5	30.8	69.2	52.3	47.3	I/S	I/S
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	26	100	7.4	22.2	70.4	92.6	83.1	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	108	100	14.4	32	53.6	91.8	78.1	74.9	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	203	100	11.9	43.5	44.6	88.1	80.1	68.6
Gender								
Male	89	100	10.6	36.5	52.9	89.4	79.7	68.3
Female	114	100	13	49.1	38	87	80.5	68.9
Racial/Ethnic Group								
White	156	100	10.2	41.5	48.3	89.8	82.8	80.7
African American	19	100	22.2	55.6	22.2	77.8	60.6	51.4
Asian/Pacific Islander	12	100	8.3	33.3	58.3	91.7	89.8	85.3
Hispanic	15	100	20	53.3	26.7	80	70.5	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.6	70.8
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	45.3	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	11	100	18.2	45.5	36.4	81.8	70.6	60.7
Socio-Economic Status								
Subsidized meals	74	100	17.6	54.4	27.9	82.4	66.5	57.3
Social Studies								
All Students	199	100	10.8	31.7	57.5	89.2	82.8	72.5
Gender								
Male	96	100	7.6	26.1	66.3	92.4	82.5	72
Female	103	100	13.8	37.2	48.9	86.2	83	73.1
Racial/Ethnic Group								
White	143	100	6.8	30.3	62.9	93.2	84.7	81
African American	25	100	21.7	47.8	30.4	78.3	69.4	60
Asian/Pacific Islander	16	100	18.8	12.5	68.8	81.3	92.1	89
Hispanic	14	100	14.3	42.9	42.9	85.7	74.5	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.9	73.5
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	49.9	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	21	100	18.2	31.8	50	81.8	76	69.7
Socio-Economic Status								
Subsidized meals	70	100	17.7	43.5	38.7	82.3	70.3	62.9

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	98	99	19.6	31.5	48.9	80.4	79.6	73.2	96.4	95.7
Gender										
Male	47	100	28.9	28.9	42.2	71.1	74.1	67.2	96.3	95.7
Female	51	98	10.6	34	55.3	89.4	85.3	79.4	96.4	95.8
Racial/Ethnic Group										
White	67	98.5	16.1	29	54.8	83.9	81.6	81.5	96.4	95.7
African American	12	100	27.3	45.5	27.3	72.7	65.3	61.3	96.7	96
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	93	87	96.1	96.6
Hispanic	10	I/S	I/S	I/S	I/S	I/S	68.2	66.7	96.4	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.9	72.2	95.4	94.9
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	30.7	26	95.2	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	12	100	30.8	38.5	30.8	69.2	69.7	65.7	97.1	96.3
Socio-Economic Status										
Subsidized meals	36	100	35.3	29.4	35.3	64.7	67.4	63.2	95.5	94.8

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	115	100	8	20.4	71.7	92
	4	94	100	10	33.3	56.7	90
	5	94	100	9.1	29.5	61.4	90.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	104	100	9.2	21.4	69.4	90.8
	4	100	100	9.6	36.2	54.3	90.4
	5	98	100	10.8	38.7	50.5	89.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	115	100	8.8	31	60.2	91.2
	4	94	100	5.6	24.4	70	94.4
	5	94	100	8	40.9	51.1	92
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	104	100	12.2	21.4	66.3	87.8
	4	100	100	2.1	11.7	86.2	97.9
	5	98	100	9.7	33.3	57	90.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	57	100	19.6	33.9	46.4	80.4
	4	94	100	4.4	42.2	53.3	95.6
	5	47	100	2.3	67.4	30.2	97.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	52	100	24	34	42	76
	4	100	100	5.3	43.6	51.1	94.7
	5	51	100	12.2	53.1	34.7	87.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	58	100	3.5	35.1	61.4	96.5
	4	94	100	8.9	33.3	57.8	91.1
	5	47	100	15.6	53.3	31.1	84.4
	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	52	100	14.6	27.1	58.3	85.4
	4	100	100	10.6	35.1	54.3	89.4
	5	47	100	6.8	29.5	63.6	93.2
	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
Writing							
2010	3	116	100	23	34.5	42.5	77
	4	93	98.9	18	40.4	41.6	82
	5	94	100	12.4	32.6	55.1	87.6
	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	98	99	19.6	31.5	48.9	80.4
	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample