



OAKLAND ELEMENTARY

1802 East Durst Avenue
Greenwood, South

Grades	K-5 Elementary School	
Enrollment	480 Students	
Principal	Mark Blackwell	864-941-5660
Superintendent	Darrell Johnson	864-941-5400
Board Chair	Debrah Miller	864-374-3513

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Below Average
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk

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

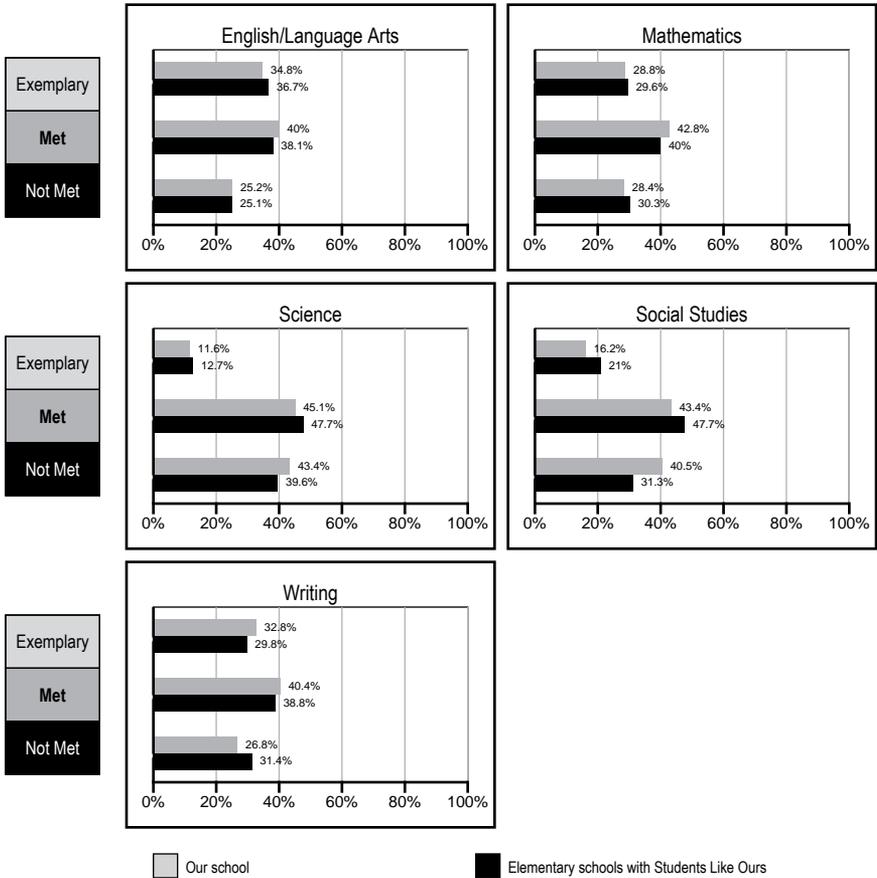
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	19	94	8	0

* Ratings are calculated with data available by 03/09/2011.

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=480)				
First graders who attended full-day kindergarten	100.0%	Up from 96.4%	100.0%	100.0%
Retention rate	0.8%	Down from 1.3%	1.3%	1.2%
Attendance rate	96.1%	Down from 96.3%	95.7%	96.1%
Eligible for gifted and talented	12.4%	Up from 8.7%	10.6%	11.7%
With disabilities other than speech	8.2%	Up from 6.7%	8.7%	8.0%
Older than usual for grade	0.7%	Up from 0.2%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	41.2%	Down from 47.5%	60.0%	60.5%
Continuing contract teachers	94.1%	Up from 82.5%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.7%	Up from 83.1%	87.5%	87.0%
Teacher attendance rate	96.7%	Up from 96.1%	94.9%	95.4%
Average teacher salary*	\$45,847	Down 0.8%	\$47,002	\$47,288
Professional development days/teacher	10.2 days	Down from 12.8 days	10.6 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 19.9 to 1	19.2 to 1	19.2 to 1
Prime instructional time	92.3%	Up from 92.0%	89.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Up from 98.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,102	Down 0.0%	\$7,482	\$7,548
Percent of expenditures for instruction**	66.6%	Down from 67.3%	68.1%	68.7%
Percent of expenditures for teacher salaries**	65.2%	Up from 62.5%	64.4%	65.1%

* 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

"Instruction, Integrity, and Improvement" was the theme for Oakland Elementary this year. The students and staff made great strides to meet this goal. Oakland was focused on student improvement. We made gains on MAP in math and language arts in every class in first through fifth grades. The staff, students, and parents created a learning community that felt like a family. Everyone focused on doing what was best for children.

Oakland teachers participated in classes, workshops, and attended conferences to enhance their instructional skills. Additional collegial planning times allowed grade-level teams to plan lessons to assure that the students were receiving consistent standard-based instruction. This professional learning community allowed for growth within the classroom further meeting the needs of all students. We are proud to be a Literacy Collaborative School. Oakland continued to focus on balanced literacy, incorporating technology into instruction, and authentically engaging students.

Improving parent involvement continued to be a focus of Oakland's faculty and staff. We offer events throughout the school year. Oakland maintains an open door policy when it comes to meeting with our families. We had tremendous participation in Grandparents' Day, Community Nights, PASS Night, and PTO meetings.

Students were involved in community service projects throughout the year including: a recycling program, United Way, American Cancer Society, and food drives. We also had tremendous support from the community helping with Roots and Shoots, our educational garden, as well as our "Make a Career out of Reading" celebration. Students are encouraged to take on responsibilities when it comes to our school community by not only participating in and operating the morning WOAK news program, but also participating in our safety patrol.

Oakland is very proud of our accomplishments this year. We have new challenges that we will face next year. We will continue to focus on student achievement. Oakland knows that "The Future is Our Frontier".

Adrian Rogers, SIC Mark Blackwell, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	62	35
Percent satisfied with learning environment	91.4%	76.7%	88.6%
Percent satisfied with social and physical environment	91.4%	80.0%	91.2%
Percent satisfied with school-home relations	94.3%	88.5%	91.4%

* 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 17 out of 17 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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	262	100	25.2	40	34.8	85.2	82.5	83.5	Yes	Yes
Gender										
Male	139	100	29	39.7	31.3	83.2	80.1	80.1	N/A	N/A
Female	123	100	21	40.3	38.7	87.4	85.2	87	N/A	N/A
Racial/Ethnic Group										
White	109	100	15.1	34.9	50	91.5	92.1	89.6	Yes	Yes
African American	149	100	31.9	44.7	23.4	80.9	73.4	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	98.1	92.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	72.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	29	100	75.9	20.7	3.4	44.8	54.1	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	73	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	182	100	29.1	44.8	26.2	83.1	75.6	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	262	100	28.4	42.8	28.8	81.6	79.5	80.4	Yes	Yes
Gender										
Male	139	100	29.8	45	25.2	78.6	79.2	78.4	N/A	N/A
Female	123	100	26.9	40.3	32.8	84.9	79.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	109	100	16	42.5	41.5	89.6	90.6	87.8	Yes	Yes
African American	149	100	37.6	43.3	19.1	75.9	67.5	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	100	93.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	74.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	29	100	79.3	13.8	6.9	37.9	44.9	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	74.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	182	100	33.1	44.8	22.1	78.5	71.6	72.8	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	180	100	43.4	45.1	11.6	56.6	60.9	67.3
Gender								
Male	95	100	46.2	40.7	13.2	53.8	60.9	66.9
Female	85	100	40.2	50	9.8	59.8	60.8	67.7
Racial/Ethnic Group								
White	73	100	32.4	49.3	18.3	67.6	79.1	79.6
African American	105	100	51.5	42.6	5.9	48.5	44.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91.2	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	42.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	14	100	N/A	N/A	N/A	21.4	27.4	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	42.9	58.6
Socio-Economic Status								
Subsidized meals	126	100	54.2	39.2	6.7	45.8	47.2	55.4
Social Studies								
All Students	182	99.5	40.5	43.4	16.2	59.5	68	70.9
Gender								
Male	94	98.9	40.9	40.9	18.2	59.1	68.7	70.1
Female	88	100	40	45.9	14.1	60	67.2	71.7
Racial/Ethnic Group								
White	75	100	30.1	42.5	27.4	69.9	80.9	79.2
African American	104	99	47.4	45.4	7.2	52.6	54.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.7	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	58	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	24	100	N/A	N/A	N/A	20.8	36.3	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	58.8	68
Socio-Economic Status								
Subsidized meals	124	99.2	46.2	45.3	8.5	53.8	56.4	60.8

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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	261	99.6	26.5	40.6	32.9	73.5	68	72.1	96.1	95.8
Gender										
Male	139	100	34.8	39.4	25.8	65.2	61.8	65.2	96.3	95.7
Female	122	99.2	17.1	41.9	41	82.9	74.7	79.2	96	96
Racial/Ethnic Group										
White	108	100	22.6	34.9	42.5	77.4	81.3	80.8	96	95.9
African American	149	99.3	29.3	45	25.7	70.7	55	59.7	96.2	95.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.2	87	97.2	97.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	56.5	64.6	95.4	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	91.1
Disability Status										
Disabled	31	96.8	80	13.3	6.7	20	24.6	27.7	95.2	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	95.1
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	56.8	63.7	94.9	96.1
Socio-Economic Status										
Subsidized meals	182	99.5	30.4	43.3	26.3	69.6	57	61.9	95.8	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							
2009	3	103	100	23.7	45.4	30.9	76.3
	4	88	100	34.1	28.2	37.6	65.9
	5	75	98.7	38.4	41.1	20.5	61.6
	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
2010	3	88	100	24.1	34.9	41	75.9
	4	100	100	22.9	51	26	77.1
	5	74	100	29.6	31	39.4	70.4
	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
Mathematics							
2009	3	103	100	39.2	29.9	30.9	60.8
	4	88	100	21.2	51.8	27.1	78.8
	5	75	98.7	41.1	42.5	16.4	58.9
	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
2010	3	88	100	36.1	34.9	28.9	63.9
	4	100	100	20.8	47.9	31.3	79.2
	5	74	100	29.6	45.1	25.4	70.4
	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
Science							
2009	3	52	100	52.1	37.5	10.4	47.9
	4	88	100	40	51.8	8.2	60
	5	38	100	43.2	48.6	8.1	56.8
	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
2010	3	44	100	56.1	34.1	9.8	43.9
	4	100	100	37.5	51	11.5	62.5
	5	36	100	44.4	41.7	13.9	55.6
	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

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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							
2009	3	51	100	28.6	49	22.4	71.4
	4	88	100	42.4	48.2	9.4	57.6
	5	36	100	69.4	27.8	2.8	30.6
	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
2010	3	44	100	50	33.3	16.7	50
	4	100	100	34.4	47.9	17.7	65.6
	5	38	97.4	45.7	42.9	11.4	54.3
	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
Writing							
2009	3	106	100	30.3	25.3	44.4	69.7
	4	89	100	37.2	33.7	29.1	62.8
	5	77	98.7	33.8	40.5	25.7	66.2
	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
2010	3	85	100	26.8	41.5	31.7	73.2
	4	102	100	24.7	45.4	29.9	75.3
	5	74	98.7	28.6	32.9	38.6	71.4
	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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