



## OAKLAND ELEMENTARY

2728 Arlington Drive  
Charleston, SC 29414

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	502 Students	
<b>Principal</b>	Jennifer M. Swearingen	843-763-1510
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Chris Fraser	843-725-7200

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Good</b>
2010	Average	Good
2009	Average	Average
2008	Below Average	At-Risk
2007	Below 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 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

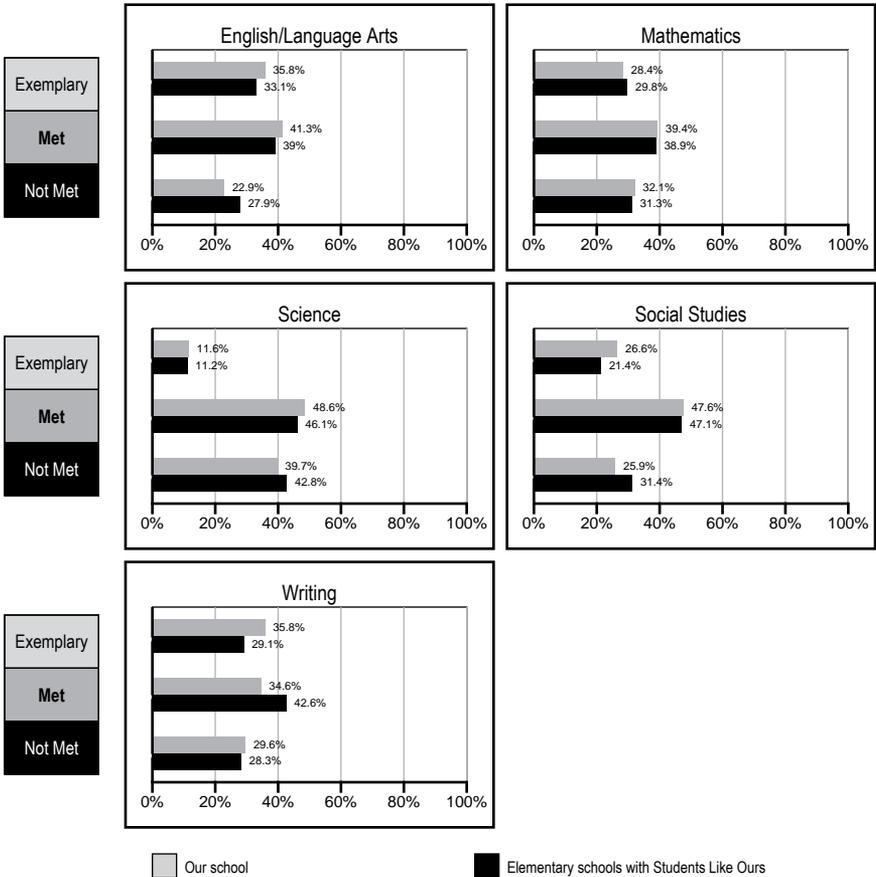
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
6	12	97	14	3

\* 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
<b>Students (n=502)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Down from 1.7%	1.5%	1.1%
Attendance rate	96.3%	Up from 95.7%	95.9%	96.2%
Served by gifted and talented program	9.2%	Up from 6.9%	9.2%	13.4%
With disabilities other than speech	4.5%	Down from 8.3%	4.5%	4.1%
Older than usual for grade	0.4%	Up from 0.0%	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=37)</b>				
Teachers with advanced degrees	75.7%	Up from 65.7%	60.0%	62.5%
Continuing contract teachers	83.8%	Down from 94.3%	87.5%	88.2%
Teachers returning from previous year	88.5%	Up from 88.3%	86.9%	87.8%
Teacher attendance rate	97.7%	Down from 97.8%	95.1%	95.2%
Average teacher salary*	\$47,512	Down 5.4%	\$46,064	\$46,773
Professional development days/teacher	5.2 days	Down from 11.3 days	10.8 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	No Change	19.5 to 1	19.9 to 1
Prime instructional time	93.9%	Up from 93.3%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	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**	\$7,508	Up 0.1%	\$7,489	\$7,447
Percent of expenditures for instruction**	65.2%	Down from 72.3%	67.3%	68.4%
Percent of expenditures for teacher salaries**	63.5%	Down from 69.6%	64.2%	65.8%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

At Oakland Elementary School we make data-driven decisions that benefit students. We are excited about our 2009-2010 school report card ratings. We maintained an overall rating of average and increased our improvement rating from average to good. We are heading in the right direction! We are working vigorously to ensure that all students receive a high quality education. We offer a homework center for students in grades three through five. All groups meet three times a week. During each of these sessions, certified teachers focus on all content areas and assist with assignments. MAP (Measures of Academic Progress) data is used to progress monitor student growth in these groups.

All students use agendas for daily homework assignments and parental communication. All teachers are required to conduct first and third nine weeks conferences with the parents of each student in their homeroom. Home-school folders go home each Wednesday with all students and our school newsletter goes home every other week. This newsletter details information relevant during that two week period.

All students have opportunities to receive awards. They earn ribbons for MAP gains and recognition at nine weeks awards ceremonies in grades three through five (perfect attendance, principal's list, honor roll, most improved, and good citizenship awards). A monthly Terrific Kids program recognizes a good citizen from each class. We are a PBIS (Positive Behavioral Interventions and Supports) school and utilize these systems to create a pleasant, productive learning environment for all students.

We use a student concern team (CORE) to address individual student needs. Data, such as MAP reports, DIBELS (Dynamic Indicators of Basic Early Literacy Skills) reports, and PASS (Palmetto Assessment of State Standards) data, is utilized to identify students that need additional assistance to reach their maximum potential in all areas. Interventions are incorporated into student schedules and progress monitored to ensure that the interventions are yielding desired results. Voyager®, Academy of Reading®, CompassLearning®, and Headsprout® are examples of interventions used at Oakland Elementary School. All students are required to read a minimum of twenty-five books, on their reading level, each year.

All grade levels meet individually with our school based instructional support staff and administrators weekly. During these meetings teachers discuss effective instructional practices, design common assessments, and create instructional calendars.

At Oakland Elementary School we are very proud of our students and their success. Working together, our goals for excellence are achievable!

Jennifer M. Swearingen, Principal  
Deborah Broyles, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	84	63
Percent satisfied with learning environment	100.0%	96.4%	95.0%
Percent satisfied with social and physical environment	100.0%	91.7%	93.5%
Percent satisfied with school-home relations	90.0%	97.6%	90.5%

\* 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 14 out of 19 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.2%	0.0%	No
Student attendance rate	96.3%	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	242	100	22.9	41.3	35.8	81.7	83.1	82.4	Yes	Yes
<b>Gender</b>										
Male	121	100	28.7	38.9	32.4	75	79.9	78.7	N/A	N/A
Female	121	100	17.3	43.6	39.1	88.2	86.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	45	100	27.3	18.2	54.5	81.8	94.8	88.9	I/S	Yes
African American	185	100	22.4	46	31.6	81.6	71.9	72.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
<b>Disability Status</b>										
Disabled	47	100	73.3	20	6.7	35.6	42.6	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	190	100	25.6	40.1	34.3	79.7	72.9	75.4	Yes	Yes

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

All Students	242	100	32.1	39.4	28.4	77.5	82.8	81.9	No	Yes
<b>Gender</b>										
Male	121	100	38	36.1	25.9	75.9	81.1	79.9	N/A	N/A
Female	121	100	26.4	42.7	30.9	79.1	84.6	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	45	100	21.2	30.3	48.5	81.8	94.9	88.9	I/S	Yes
African American	185	100	35.1	40.8	24.1	76.4	70.9	71.4	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	47	100	80	15.6	4.4	28.9	40.8	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	78.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	190	100	33.7	37.8	28.5	75	72.7	74.9	No	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
<b>Science</b>								
All Students	163	100	39.7	48.6	11.6	60.3	69.2	68.6
<b>Gender</b>								
Male	85	100	41.6	45.5	13	58.4	68.4	68.3
Female	78	100	37.7	52.2	10.1	62.3	70	68.9
<b>Racial/Ethnic Group</b>								
White	29	100	19	42.9	38.1	81	90.4	80.7
African American	127	100	42	50.4	7.6	58	48.4	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.2	85.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
<b>Disability Status</b>								
Disabled	34	100	84.4	12.5	3.1	15.6	30.6	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	60.4	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	128	100	41.4	50	8.6	58.6	51.8	57.3
<b>Social Studies</b>								
All Students	162	100	25.9	47.6	26.6	74.1	75.5	72.5
<b>Gender</b>								
Male	80	100	23.2	52.2	24.6	76.8	74.4	72
Female	82	100	28.4	43.2	28.4	71.6	76.6	73.1
<b>Racial/Ethnic Group</b>								
White	32	100	39.1	21.7	39.1	60.9	91	81
African American	123	100	23.7	54.4	21.9	76.3	60.4	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.3	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
<b>Disability Status</b>								
Disabled	30	100	75	17.9	7.1	25	36.9	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	70.5	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	129	100	27.8	49.6	22.6	72.2	61.8	62.9

Abbreviations for Missing Data

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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
<b>Writing</b>										
All Students	84	100	29.6	34.6	35.8	70.4	75.8	73.2	96.3	96
<b>Gender</b>										
Male	44	100	38.1	26.2	35.7	61.9	70.7	67.2	96.6	95.9
Female	40	100	20.5	43.6	35.9	79.5	81.1	79.4	96.1	96.1
<b>Racial/Ethnic Group</b>										
White	14	100	23.1	15.4	61.5	76.9	90.8	81.5	94.7	96.1
African American	65	100	31.7	38.1	30.2	68.3	61.3	61.3	96.9	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.4	87	94.7	96.9
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.4	66.7	95.4	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	96.9	95.9
<b>Disability Status</b>										
Disabled	18	100	N/AV	N/AV	N/AV	22.2	23.9	26	96.1	94.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	67.9	65.7	95.6	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	64	100	31.1	37.7	31.1	68.9	62.2	63.2	96.3	95.5

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	78	100	16.7	38.9	44.4	83.3
	4	77	100	23.6	44.4	31.9	76.4
	5	73	100	32.4	44.1	23.5	67.6
	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
<b>2011</b>	3	71	100	19.7	27.3	53	80.3
	4	83	100	22.5	52.1	25.4	77.5
	5	88	100	25.9	43.2	30.9	74.1
	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
<b>Mathematics</b>							
<b>2010</b>	3	78	100	43.1	33.3	23.6	56.9
	4	77	100	19.4	52.8	27.8	80.6
	5	73	100	52.9	32.4	14.7	47.1
	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
<b>2011</b>	3	71	100	40.9	19.7	39.4	59.1
	4	83	100	22.5	45.1	32.4	77.5
	5	88	100	33.3	50.6	16	66.7
	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
<b>Science</b>							
<b>2010</b>	3	39	100	68.6	25.7	5.7	31.4
	4	77	100	37.5	51.4	11.1	62.5
	5	37	100	41.2	47.1	11.8	58.8
	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
<b>2011</b>	3	37	100	55.9	26.5	17.6	44.1
	4	83	100	32.4	64.8	2.8	67.6
	5	43	100	39	39	22	61
	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

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	39	100	27	51.4	21.6	73
	4	77	100	25	50	25	75
	5	36	100	35.3	41.2	23.5	64.7
	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
<b>2011</b>	3	34	100	25	37.5	37.5	75
	4	83	100	22.5	53.5	23.9	77.5
	5	45	100	32.5	45	22.5	67.5
	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
<b>Writing</b>							
<b>2010</b>	3	77	100	31.9	48.6	19.4	68.1
	4	76	100	38.9	26.4	34.7	61.1
	5	73	98.6	29.4	39.7	30.9	70.6
	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
<b>2011</b>	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	84	100	29.6	34.6	35.8	70.4
	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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