



OAKLAND ELEMENTARY

151 Mud Creek Road
Inman, South Carolina

Grades	PK-4 Elementary School	
Enrollment	669 Students	
Principal	James C. Moore	864-814-3870
Superintendent	Dr. Scott J. Mercer	(864-578-0128)
Board Chair	Connie Smith	(864-574-4275)

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	Good
2008	Good	Good
2007	Good	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

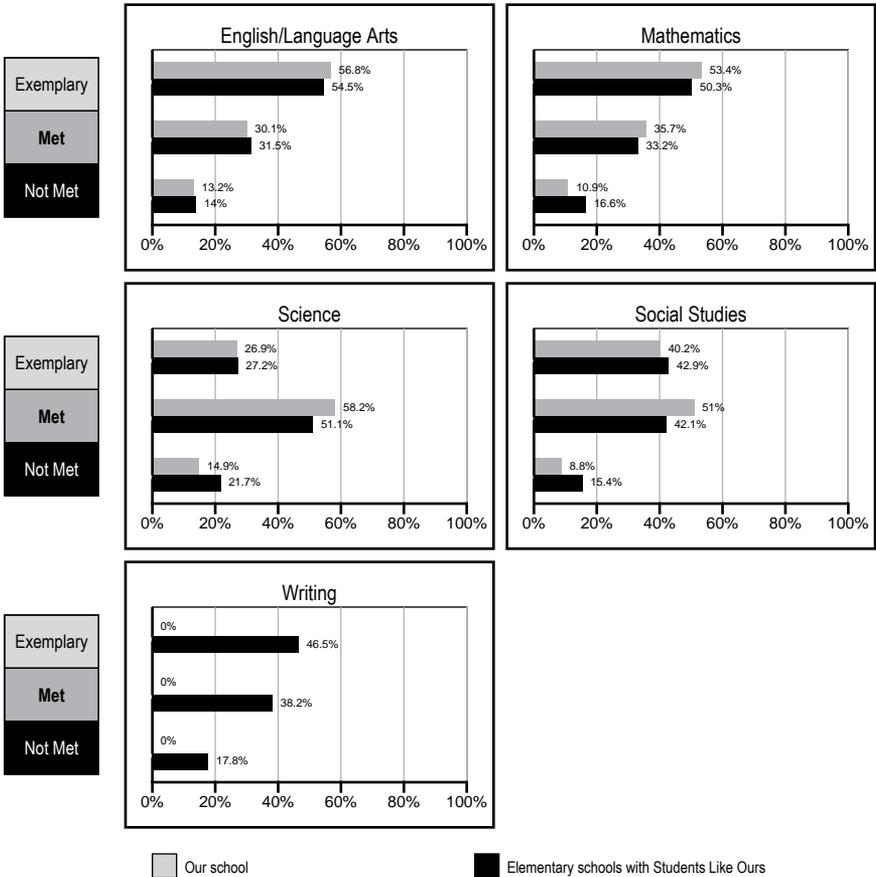
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
32	12	1	2	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=669)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Up from 0.5%	0.8%	1.1%
Attendance rate	96.3%	No Change	96.5%	96.2%
Served by gifted and talented program	21.5%	Up from 18.6%	22.0%	13.4%
With disabilities other than speech	3.5%	Down from 6.9%	4.5%	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=39)				
Teachers with advanced degrees	69.2%	Down from 71.8%	63.2%	62.5%
Continuing contract teachers	84.6%	Down from 89.7%	90.0%	88.2%
Teachers returning from previous year	92.1%	Down from 93.6%	88.5%	87.8%
Teacher attendance rate	95.5%	Down from 95.8%	95.4%	95.2%
Average teacher salary*	\$45,510	Down 1.7%	\$48,086	\$46,773
Professional development days/teacher	12.5 days	Up from 11.4 days	9.4 days	10.5 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Down from 21.9 to 1	21.3 to 1	19.9 to 1
Prime instructional time	90.6%	Down from 91.4%	91.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Down from 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,535	Up 11.9%	\$7,087	\$7,447
Percent of expenditures for instruction**	63.9%	Down from 70.2%	68.8%	68.4%
Percent of expenditures for teacher salaries**	60.3%	Down from 62.5%	67.8%	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

In 2010-2011, Oakland Elementary School completed another successful year. Oakland served approximately 670 students in Pre K through fourth grades. Faculty, staff and administration continue to hold high expectations for all students in academics, citizenship, and good character. In addition, school safety and best practices in teaching are paramount.

Oakland received the Palmetto Gold Award for academic achievement. PASS scores indicated that students at Oakland Elementary School are scoring as good as or better than similar schools statewide.

The Education Oversight Committee and the State Department of Education recognized Oakland Elementary with a "Closing the Achievement Gap Award" for the sixth consecutive year.

55% of students in grades 1-4 maintained Honor Roll status for the entire year. 33% of fourth grade students received the Presidential Academic Excellence Award. Oakland received an "All Clear" accreditation status from the Accreditation Section of the State Department of Education. Oakland Elementary is an accredited school by the Southern Association of Colleges and Schools. Oakland has met 15 of 15 objectives in the Federal Guidelines for Annual Yearly Progress each of its eight years in operation.

Oakland Elementary is the District Two Climate Award recipient. This is the sixth consecutive year Oakland has received this award for maintaining a clean, inviting environment. Oakland is a Red Carpet Award recipient for providing a family-friendly environment. Students, faculty and staff participated in raising monetary donations for the American Heart Association, the American Cancer Society and Children's Hospitals.

Staff development for teachers in Response to Intervention, assessment and differentiated instruction continued throughout 2010-2011. Promethean Boards, iPods, and computer labs provided technological tools for teachers in 2010-2011. Power School and Teacher Web were provided as technology resources for parents to have access to their child's grades and assignments.

The Oakland Elementary School PTA implemented fun ways to raise money for the school such as hosting the Fall Festival, selling students' original artwork and arranging family nights at local restaurants.

Through innovative instruction, students' efforts and parent/community support, Oakland Elementary School will continue to provide quality education for all students in a safe and supportive environment.

James C. Moore, Principal
Lexa Jones, Chair, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	135	112
Percent satisfied with learning environment	97.1%	92.6%	93.6%
Percent satisfied with social and physical environment	100.0%	93.3%	93.6%
Percent satisfied with school-home relations	100.0%	95.6%	86.5%

* 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

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	1.9%	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	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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	271	100	13.2	30.1	56.8	92.5	86.4	82.4	Yes	Yes
Gender										
Male	147	100	16.9	33.1	50	90.1	84.3	78.7	N/A	N/A
Female	124	100	8.9	26.6	64.5	95.2	88.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	236	100	12.1	28.6	59.3	92.2	88.2	88.9	Yes	Yes
African American	19	100	26.3	42.1	31.6	89.5	80.7	72.9	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	87.8	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	76	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	31	100	36.7	46.7	16.7	76.7	48.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	56.5	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	30	100	14.3	32.1	53.6	85.7	78.8	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	109	100	21	33.3	45.7	85.7	80.8	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	271	100	10.9	35.7	53.4	94.4	88.2	81.9	Yes	Yes
Gender										
Male	147	100	13.4	31.7	54.9	93	86.7	79.9	N/A	N/A
Female	124	100	8.1	40.3	51.6	96	90	84.1	N/A	N/A
Racial/Ethnic Group										
White	236	100	9.5	33.8	56.7	95.2	89.7	88.9	Yes	Yes
African American	19	100	36.8	36.8	26.3	78.9	80.9	71.4	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.3	94.6	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	82.6	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	31	100	33.3	36.7	30	83.3	56	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	65.2	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	30	100	7.1	53.6	39.3	92.9	85.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	109	100	17.1	48.6	34.3	89.5	83	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	205	100	14.9	58.2	26.9	85.1	76	68.6
Gender								
Male	113	100	14.7	52.3	33	85.3	77.1	68.3
Female	92	100	15.2	65.2	19.6	84.8	74.8	68.9
Racial/Ethnic Group								
White	181	100	13	58.8	28.2	87	79.5	80.7
African American	12	100	41.7	41.7	16.7	58.3	62.8	51.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	78.4	85.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	57.9	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	23	100	22.7	72.7	4.5	77.3	35.1	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	37.5	42.9
English Proficiency								
Limited English Proficient	24	100	9.1	72.7	18.2	90.9	65.2	60.7
Socio-Economic Status								
Subsidized meals	84	100	24.7	56.8	18.5	75.3	66.8	57.3
Social Studies								
All Students	209	100	8.8	51	40.2	91.2	78.5	72.5
Gender								
Male	114	100	11	45.9	43.1	89	79	72
Female	95	100	6.3	56.8	36.8	93.7	77.9	73.1
Racial/Ethnic Group								
White	183	100	9	50	41	91	80.2	81
African American	15	100	13.3	60	26.7	86.7	72.7	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	83.1	89
Hispanic	6	I/S	I/S	I/S	I/S	I/S	68.2	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	26	100	20	64	16	80	43.5	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	46.7	53.8
English Proficiency								
Limited English Proficient	23	100	4.8	71.4	23.8	95.2	73.3	69.7
Socio-Economic Status								
Subsidized meals	88	100	9.5	64.3	26.2	90.5	70.3	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	N/A	N/AV	N/A	N/A	N/A	N/A	82	73.2	96.3	96.3
Gender										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	77.9	67.2	96.2	96.3
Female	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	79.4	96.4	96.4
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	85	81.5	96.2	96.1
African American	N/A	N/AV	N/A	N/A	N/A	N/A	73.2	61.3	96.7	97.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.4	87	97.8	97.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	59.1	66.7	96.7	97.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	98.5	95.6
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	32.4	26	95.7	95.3
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.7
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69.1	65.7	96.4	97.2
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	73.8	63.2	95.6	95.8

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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	134	100	9.2	29.2	61.5	90.8
	4	120	100	15	36.3	48.7	85
	5	0	N/A	N/A	N/A	N/A	N/A
	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	128	100	10.2	19.7	70.1	89.8
	4	143	100	15.8	39.6	44.6	84.2
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	134	100	16.2	34.6	49.2	83.8
	4	120	100	8.8	37.2	54	91.2
	5	0	N/A	N/A	N/A	N/A	N/A
	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	128	100	15.7	23.6	60.6	84.3
	4	143	100	6.5	46.8	46.8	93.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	67	100	25	37.5	37.5	75
	4	120	100	15.9	65.5	18.6	84.1
	5	0	N/A	N/A	N/A	N/A	N/A
	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	62	100	24.2	37.1	38.7	75.8
	4	143	100	10.8	67.6	21.6	89.2
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	67	100	4.5	51.5	43.9	95.5
	4	120	100	12.4	41.6	46	87.6
	5	0	N/A	N/A	N/A	N/A	N/A
	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	66	100	10.8	44.6	44.6	89.2
	4	143	100	7.9	54	38.1	92.1
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	134	100	10.8	30	59.2	89.2
	4	120	100	8.8	42.1	49.1	91.2
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

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