



# SC Annual School Report Card Summary

**OAKLAND ELEMENTARY**  
**Charleston**  
**Grades: PK-5** Enrollment: 502  
**Principal: Jennifer M. Swearingen**  
**Superintendent: Dr. Nancy J. McGinley**  
**Board Chair: Mr. Chris Fraser**

## PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Average	Good	TBD	TBD	Not Met	N/A
2010	Average	Good	Silver	N/A	Met	N/A
2009	Average	Average	N/A	N/A	Met	N/A

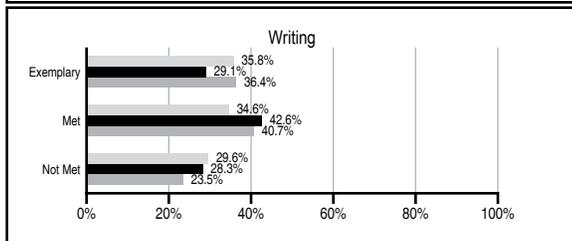
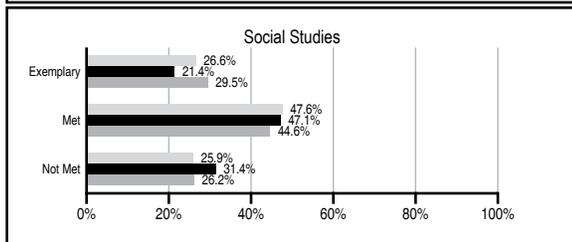
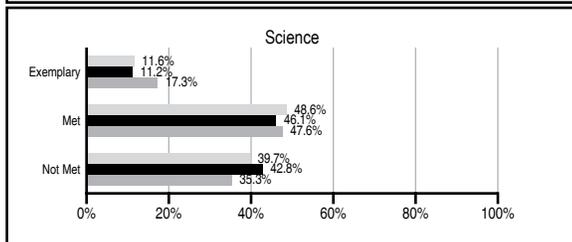
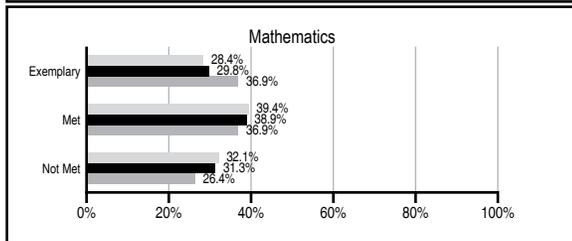
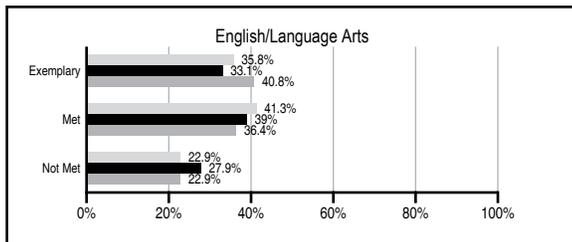
## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
6	12	97	14	3

\* Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

## PASS PERFORMANCE

Our School
  Elementary Schools with Students Like Ours
  Elementary schools statewide



## NAEP PERFORMANCE\*

\* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



## SC 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.*

### Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

# OAKLAND ELEMENTARY [Charleston]

## SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=502)</b>				
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
Classes not taught by highly qualified teachers	6.2%	Down from 6.5%	0.0%	0.0%
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%
% of AYP objectives met	73.7%	Down from 100.0%	86.0%	90.5%

\* Length of contract = 185+ days.

\*\* Prior year audited financial data available.

## EVALUATION RESULTS

	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 at this school and their parents were included.

## 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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites.

Printed versions are available from school districts upon request.

### Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined  
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status