



Oakland Elementary

151 Mud Creek Road
Inman, South Carolina

Grades	PK-4 Elementary School	
Enrollment	633 Students	
Principal	James C. Moore	864-814-3870
Superintendent	Dr. Scott Mercer	864-578-0128
Board Chair	Mr. Danny J. McDowell	864-578-0128

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Good*
2007	Good	Average
2006	Good	Below Average
2005	Good	At-Risk
2004	Excellent	At-Risk

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

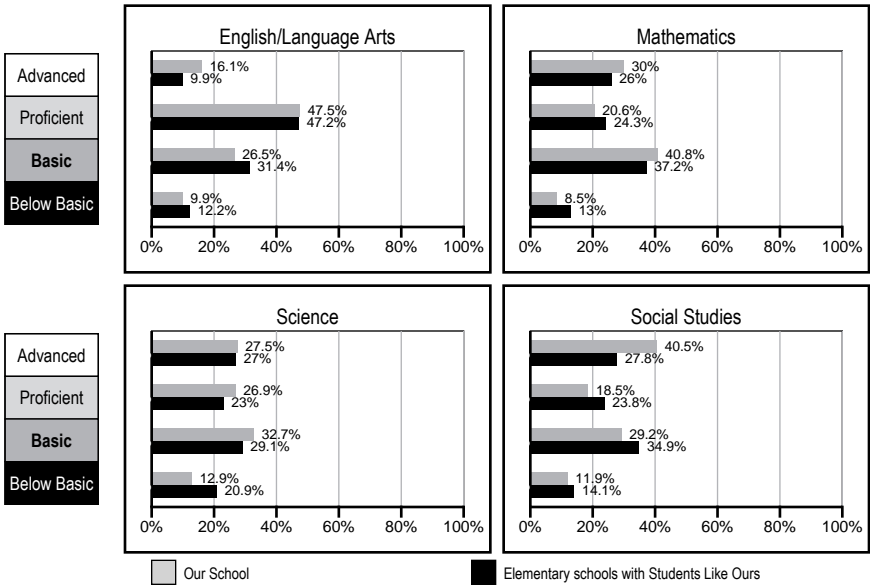
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	24	15	2	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=633)				
First graders who attended full-day kindergarten	98.5%	Up from 96.3%	100.0%	100.0%
Retention rate	1.8%	Up from 1.4%	1.5%	2.3%
Attendance rate	96.4%	Down from 96.6%	96.7%	96.3%
Eligible for gifted and talented	21.9%	Up from 18.5%	21.0%	10.4%
With disabilities other than speech	5.1%	Up from 3.9%	6.9%	7.5%
Older than usual for grade	0.0%	Down from 0.4%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	74.3%	Up from 67.6%	59.4%	56.7%
Continuing contract teachers	88.6%	Up from 77.1%	82.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.8%	Down from 89.0%	88.2%	86.4%
Teacher attendance rate	94.2%	Down from 95.1%	95.3%	94.9%
Average teacher salary	\$44,377	Up 3.4%	\$47,768	\$45,345
Professional development days/teacher	11.2 days	Down from 12.4 days	12.4 days	12.6 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	22.9 to 1	Down from 23.4 to 1	20.6 to 1	18.5 to 1
Prime instructional time	89.8%	Down from 90.3%	90.5%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	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*	\$5,630	Up 3.7%	\$6,491	\$7,052
Percent of expenditures for instruction*	62.8%	Down from 64.8%	70.5%	69.1%
Percent of expenditures for teacher salaries*	58.0%	Down from 59.8%	65.6%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

In 2007-2008, Oakland Elementary School completed its fifth year of operation. Oakland served approximately 650 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 Silver Award for high levels of academic achievement and high levels of academic improvement. PACT scores indicated that students at Oakland Elementary School are scoring as good as or better than similar schools statewide. In 2007, ninety-four percent of students in grades 3-4 scored basic or above in ELA and ninety-four percent of students in grades 3-4 scored basic or above in Math. Eighty-three percent of students in grades 3-4 scored basic or above in Science and ninety-four percent of students in grades 3-4 scored basic or above in Social Studies. The Education Oversight Committee and the State Department of Education recognized Oakland Elementary with a "Closing the Achievement Gap Award" for the third consecutive year. Twelve percent of students K-4 had perfect attendance for the entire year. Fifty-four percent of students in grades 1-4 maintained Honor Roll status for the entire year. Twenty-nine percent of fourth grade students received the President's 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. During the 2006-2007 school year, Oakland met 13 of 13 objectives in the Federal Guidelines for annual Yearly Progress.

Oakland Elementary is the District Two Schools Climate Award recipient for 2007-2008. This is the third consecutive year for an exemplary effort for maintaining a clean, inviting environment. Oakland Elementary received the State Department of Education's "Red Carpet Award" in 2007 for providing a family-friendly environment. Students, faculty, and staff participated in collecting monetary donations for the American Heart Association and the American Cancer Society. Faculty and staff of Oakland Elementary won the "Team Spirit Award" given at the American Cancer Society's Relay for Life fundraising event. Inservice training for teachers in best practices and differentiated instruction continued throughout 2007-2008. Additional Promethian Boards were added to classrooms in an effort to provide an extra resource for instruction through the use of technology.

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

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	111	67
Percent satisfied with learning environment	100.0%	91.9%	95.2%
Percent satisfied with social and physical environment	100.0%	85.5%	95.5%
Percent satisfied with school-home relations	100.0%	88.2%	81.3%

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

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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. Sanction: Implement the restructuring plan.
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	2.2%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	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

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	231	100	9.9	26.5	47.5	16.1	74	60.7	48.2	Yes	Yes
Gender											
Male	134	100	11.5	30	46.9	11.5	71.5	53.8	41.7	N/A	N/A
Female	97	100	7.5	21.5	48.4	22.6	77.4	68.5	55	N/A	N/A
Racial/Ethnic Group											
White	211	100	7.3	25.9	49.8	17.1	77.1	64.4	60	Yes	Yes
African American	11	100	30	30	30	10	40	49.8	31.7	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	51.3	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	38.8	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	28	100	44.4	37	18.5	0	29.6	13.3	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.6	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	18	100	33.3	33.3	27.8	5.6	50	46.8	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	69	100	21.2	36.4	36.4	6.1	53	48	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	231	100	8.5	40.8	20.6	30	68.6	57.7	45.8	Yes	Yes
Gender											
Male	134	100	8.5	41.5	20.8	29.2	70.8	57.8	45.6	N/A	N/A
Female	97	100	8.6	39.8	20.4	31.2	65.6	57.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	211	100	6.3	40	22.4	31.2	71.7	62.4	59	Yes	Yes
African American	11	100	30	60	0	10	20	40	26.9	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	41.7	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	39.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	28	100	29.6	59.3	7.4	3.7	25.9	18.3	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.2	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	18	100	27.8	33.3	11.1	27.8	50	46.5	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	69	100	13.6	43.9	25.8	16.7	56.1	46.1	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	175	100	12.9	32.7	26.9	27.5	54.4	41	35.7	96.4	96
Gender											
Male	103	100	10.9	30.7	25.7	32.7	58.4	44.6	37.4	96.4	96
Female	72	100	15.7	35.7	28.6	20	48.6	37	33.8	96.3	96.1
Racial/Ethnic Group											
White	162	100	10.8	32.9	28.5	27.8	56.3	46.1	49.2	96.5	95.9
African American	6	I/S	I/S	I/S	I/S	I/S	I/S	23.3	17	95.6	96.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	31	58	96.5	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	17.6	24.9	94.3	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.7
Disability Status											
Disabled	23	100	18.2	45.5	22.7	13.6	36.4	15.9	14	95.6	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	4.3	21.9	96	96.9
English Proficiency											
Limited English Proficient	13	100	38.5	23.1	30.8	7.7	38.5	24.5	24.4	96.4	96.6
Socio-Economic Status											
Subsided meals	53	100	23.1	42.3	19.2	15.4	34.6	29.6	21.1	95.6	95.4
Social Studies											
All Students	174	99.4	11.4	29.3	18.6	40.7	59.3	35.9	34	96.4	96
Gender											
Male	101	100	11.3	24.7	16.5	47.4	63.9	39.5	36.6	96.4	96
Female	73	98.6	11.4	35.7	21.4	31.4	52.9	31.9	31.3	96.3	96.1
Racial/Ethnic Group											
White	157	99.4	10.5	28.3	18.4	42.8	61.2	39	44.5	96.5	95.9
African American	9	I/S	I/S	I/S	I/S	I/S	I/S	20.9	19.1	95.6	96.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	32.1	58.9	96.5	97.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	28.6	27.5	94.3	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.7
Disability Status											
Disabled	17	100	31.3	50	12.5	6.3	18.8	9.5	14.4	95.6	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	15.4	22.6	96	96.9
English Proficiency											
Limited English Proficient	15	100	26.7	40	20	13.3	33.3	29.5	27.3	96.4	96.6
Socio-Economic Status											
Subsided meals	58	100	21.4	41.1	14.3	23.2	37.5	24.5	21	95.6	95.4

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	119	100	11.3	25.2	47.8	15.7	63.5
	4	112	100	1.9	22.2	62	13.9	75.9
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	113	100	6.5	21.5	53.3	18.7	72
	4	118	100	12.9	31	42.2	13.8	56
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	119	100	10.4	53	21.7	14.8	36.5
	4	112	100	0.9	30.6	32.4	36.1	68.5
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	113	100	10.3	43.9	17.8	28	45.8
	4	118	100	6.9	37.9	23.3	31.9	55.2
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	60	100	30.5	25.4	23.7	20.3	44.1
	4	112	100	8.3	34.3	27.8	29.6	57.4
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	57	100	7.3	25.5	38.2	29.1	67.3
	4	118	100	15.5	36.2	21.6	26.7	48.3
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	59	100	8.9	33.9	39.3	17.9	57.1
	4	112	100	5.6	32.4	34.3	27.8	62
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	56	100	3.8	26.9	19.2	50	69.2
	4	118	99.2	14.8	30.4	18.3	36.5	54.8
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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