



Oakland Primary

5415 Oakland Drive
Sumter, SC 29150

Grades	PK-1 Primary School	
Enrollment	655 Students	
Principal	Shirley Tomlin	803-499-3366
Superintendent	Dr. J. Frank Baker	803-469-6900
Board Chair	Mr. Larry Addison	803-499-1181

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Below Average
2007	Good	Good
2006	Excellent	Good
2005	Excellent	Excellent
2004	Excellent	Good

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.

ABSOLUTE RATINGS OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	1	0	0	0

* Ratings are calculated with data available by September 30. Primary Schools with Students like Ours are primary schools with Poverty Indices of no more than 5% above or below the index for this school.

Performance Rating Criteria

Prime instructional time	90.2%
Student-teacher ratio in core subjects	19.0 to 1
Teachers with advanced degrees	75.0%
Teachers returning from previous year	87.6%
Percent of parents attending conferences	93.4%
Days of professional development devoted exclusively to knowledge and skills working with children less than eight years old	20.8 days

Types Of Accreditation (More Than One May Apply)

	Not pursuing accreditation
	Conducting a self-study
X	South Carolina Department of Education
X	Southern Association of Colleges and School
	American Montessori Society
	National Association for the Education of Young Children

School Profile

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n=655)				
First graders who attended full-day kindergarten	99.2%	Up from 98.6%	98.7%	100.0%
Retention rate	2.1%	Down from 6.0%	3.6%	4.0%
Attendance rate	95.6%	Up from 95.3%	95.8%	95.6%
With disabilities other than speech	2.4%	Up from 2.2%	3.9%	4.0%
Older than usual for grade	0.0%	Down from 1.4%	0.0%	0.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	75.0%	Up from 69.4%	58.0%	56.8%
Continuing contract teachers	72.2%	Down from 75.0%	72.2%	81.3%
Teachers with emergency or provisional certificates	7.1%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	87.6%	Up from 82.5%	87.6%	88.6%
Teacher attendance rate	95.3%	Up from 92.9%	94.2%	94.9%
Average teacher salary	\$42,592	Up 4.6%	\$46,469	\$45,806
Professional development days/teacher	26.7 days	Up from 19.0 days	18.5 days	18.1 days
School				
Principal's years at school	15.0	Up from 13.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 19.9 to 1	19.0 to 1	18.7 to 1
Prime instructional time	90.2%	Up from 86.9%	88.2%	88.6%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.4%	Down from 96.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,810	Up 4.3%	\$6,802	\$6,510
Percent of expenditures for instruction*	64.8%	Up from 64.2%	66.2%	71.0%
Percent of expenditures for teacher salaries*	62.9%	Up from 59.5%	61.4%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Oakland Primary, a pre-kindergarten through first grade school, is committed to providing an environment where all children can learn and succeed. We maintain high expectations for our students' academic, social, emotional, and physical growth.

Our highly trained and dedicated staff continues to participate in staff development, study groups, and graduate courses where they gain a variety of strategies and teaching methods for helping our students become successful.

Title I funds continue to be used for enhancing our school's curriculum and providing students with unique opportunities for learning. At Oakland, we are committed to developing child-centered classrooms where critical thinking and problem solving continue to be a part of the daily routine. New programs implemented this past year included the LEAP Program (Literacy Enrichment and Acceleration Program) to help our students in kindergarten and first grade become more proficient in reading, writing and language arts, the Letter Factory for handwriting, and the Motor Lab for fine and gross motor skills development.

Parental and community involvement is an integral part of our school. We continue to solicit involvement through our Parent Teacher Association (PTA), School Improvement Council (SIC), Title I, and Site Based Planning Committees.

Shirley G. Tomlin
Principal

Jamma Bradford
School Improvement Council Chair

Evaluations by Teachers

	Teachers
Number of surveys returned	39
Percent satisfied with learning environment	100.0%
Percent satisfied with social and physical environment	97.4%
Percent satisfied with school-home relations	97.4%

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 Adequate Yearly Progress

NO

- * 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.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	9.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.2%	0.0%	No
Student attendance rate	95.6%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample