



Oakland Elementary

2728 Arlington Drive
Charleston, SC 29414

Grades	PK-5 Elementary School	
Enrollment	447 Students	
Principal	Jennifer Swearingen	843-763-1510
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Average	Good
2005	Good	Excellent

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 GOAL

By 2010, SC'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.

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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

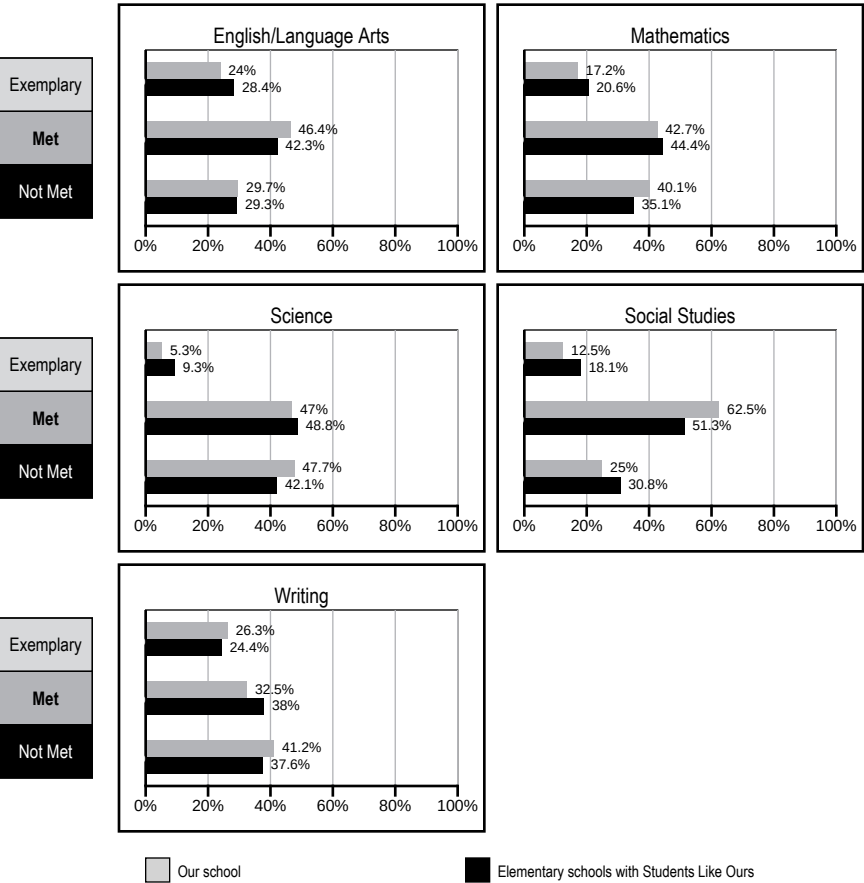
98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	90	23	1

* Ratings are calculated with data available by 06/01/2010.

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=447)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.6%	Down from 2.9%	2.6%	1.9%
Attendance rate	95.9%	Up from 95.3%	96.1%	96.3%
Eligible for gifted and talented	3.3%	Down from 4.4%	6.8%	10.0%
With disabilities other than speech	8.0%	Up from 6.3%	9.1%	7.7%
Older than usual for grade	0.3%	Down from 0.9%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	58.3%	Up from 54.5%	57.0%	59.4%
Continuing contract teachers	86.1%	Up from 84.8%	77.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.8%	Down from 83.7%	84.9%	85.9%
Teacher attendance rate	96.1%	Up from 94.9%	95.0%	95.1%
Average teacher salary*	\$49,167	Up 5.3%	\$46,148	\$47,149
Professional development days/teacher	12.3 days	Up from 9.7 days	11.7 days	11.1 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 19.5 to 1	18.5 to 1	18.8 to 1
Prime instructional time	91.6%	Up from 89.1%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 58.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,287	Up 4.2%	\$7,666	\$7,458
Percent of expenditures for instruction**	72.1%	Down from 73.8%	68.0%	68.8%
Percent of expenditures for teacher salaries**	68.1%	Down from 68.4%	62.0%	63.2%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

At Oakland Elementary School, we insist on data driven decisions that benefit students. Previous overall ratings indicate a need for strategic improvement in academic areas, including English Language Arts (ELA) and Mathematics. As a result, we offer after school tutoring and homework center groups in grades three through five. All groups meet three times a week for two hours each session. During each of these sessions, certified teachers focus on ELA and Mathematics. MAP (Measures of Academic Progress) data is used to monitor individual student progress in these groups. An after school program bus is provided to ensure the inclusion of all students.

Our students, Child Development through fifth grade, use agendas for daily homework assignments and parental communication. All teachers are required to conduct first and third nine weeks conferences with parents of every 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. PBIS good behavior tickets are pulled weekly on the student morning news show.

We use a student concern team to address student needs. Data, such as MAP reports, DIBELS (Dynamic Indicators of Basic Early Literacy Skills) reports, and PASS 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 teachers, as a grade level, meet with an instructional resource teacher weekly. During these meetings teachers discuss effective instructional practices, design common assessments, and create instructional calendars.

Working together, our goals for excellence are achievable!

Jennifer M. Swearingen, Principal
Yvonne Darby, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	52	24
Percent satisfied with learning environment	100.0%	98.0%	91.7%
Percent satisfied with social and physical environment	92.3%	90.2%	95.8%
Percent satisfied with school-home relations	92.3%	92.3%	83.3%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.9%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	209	99.5	29.7	46.4	24	82.3	84.9	82.8	Yes	Yes
Gender										
Male	110	99.1	33	48	19	79	81.8	79.3	N/A	N/A
Female	99	100	26.1	44.6	29.3	85.9	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	36	97.2	28.1	31.3	40.6	84.4	95.8	89.5	I/S	I/S
African American	164	100	30.5	50.3	19.2	81.5	74.8	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	38	100	55.9	35.3	8.8	52.9	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	168	100	31.6	49.7	18.7	81.9	74.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	209	99.5	40.1	42.7	17.2	70.8	81	78.9	Yes	Yes
Gender										
Male	110	99.1	45	40	15	66	79.3	77	N/A	N/A
Female	99	100	34.8	45.7	19.6	76.1	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	36	97.2	34.4	34.4	31.3	78.1	94.6	87.2	I/S	I/S
African American	164	100	40.4	45	14.6	68.9	67.9	66.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	38	100	79.4	17.6	2.9	32.4	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	168	100	43.2	41.3	15.5	68.4	69.2	70.2	Yes	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
Science								
All Students	141	100	47.7	47	5.3	52.3	68.9	67.5
Gender								
Male	76	100	47.1	45.7	7.1	52.9	68.2	67
Female	65	100	48.4	48.4	3.2	51.6	69.6	68
Racial/Ethnic Group								
White	24	100	26.1	56.5	17.4	73.9	90.4	79.5
African American	113	100	53.3	43.8	2.9	46.7	48.1	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	29	100	N/AV	N/AV	N/AV	38.5	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	114	100	52.3	43	4.7	47.7	50.2	55.1

Social Studies								
All Students	139	100	25	62.5	12.5	75	76.8	72.3
Gender								
Male	74	100	23.5	60.3	16.2	76.5	75.3	71.5
Female	65	100	26.7	65	8.3	73.3	78.4	73.2
Racial/Ethnic Group								
White	22	100	35	45	20	65	91.5	80.7
African American	111	100	22.5	66.7	10.8	77.5	62.7	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	22	100	N/AV	N/AV	N/AV	42.1	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	113	100	26	65.4	8.7	74	64	62.1

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	207	99.5	40.9	32.6	26.4	59.1	74.1	70.2	95.9	96
Gender										
Male	107	100	48	33	19	52	67.8	63.2	96.2	95.9
Female	100	99	33.3	32.3	34.4	66.7	80.6	77.5	95.6	96.1
Racial/Ethnic Group										
White	36	100	42.4	18.2	39.4	57.6	90.4	79.1	95	95.9
African American	161	99.4	41.7	34.4	23.8	58.3	59.2	57.6	96.4	96
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.9	86.2	94.6	97
Hispanic	4	I/S	I/S	I/S	I/S	I/S	61.1	62.6	94	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	87.4	95.8
Disability Status										
Disabled	34	100	81.3	15.6	3.1	18.8	29.6	26.1	95.4	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	60.2	61.2	93.9	96.5
Socio-Economic Status										
Subsidized meals	165	99.4	44.2	34.4	21.4	55.8	59.1	58.9	95.9	95.7

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
English/Language Arts							
2009	3	81	98.8	35.1	37.8	27	64.9
	4	72	100	30.9	45.6	23.5	69.1
	5	56	100	20	60	20	80
	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							
2009	3	81	98.8	39.2	35.1	25.7	60.8
	4	72	100	47.1	38.2	14.7	52.9
	5	56	100	32	60	8	68
	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							
2009	3	39	100	44.7	47.4	7.9	55.3
	4	72	100	55.9	39.7	4.4	44.1
	5	30	100	30.8	65.4	3.8	69.2
	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
Social Studies							
2009	3	41	100	30.6	55.6	13.9	69.4
	4	72	100	20.6	66.2	13.2	79.4
	5	26	100	29.2	62.5	8.3	70.8
	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							
2009	3	79	100	41.3	25.3	33.3	58.7
	4	73	98.6	45.6	32.4	22.1	54.4
	5	55	100	34	44	22	66
	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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