



OAKLAND ELEMENTARY

2728 Arlington Drive
Charleston, SC 29414

Grades	PK-5 Elementary School	
Enrollment	466 Students	
Principal	Jennifer M. Swearingen	843-763-1510
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Average	Good

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

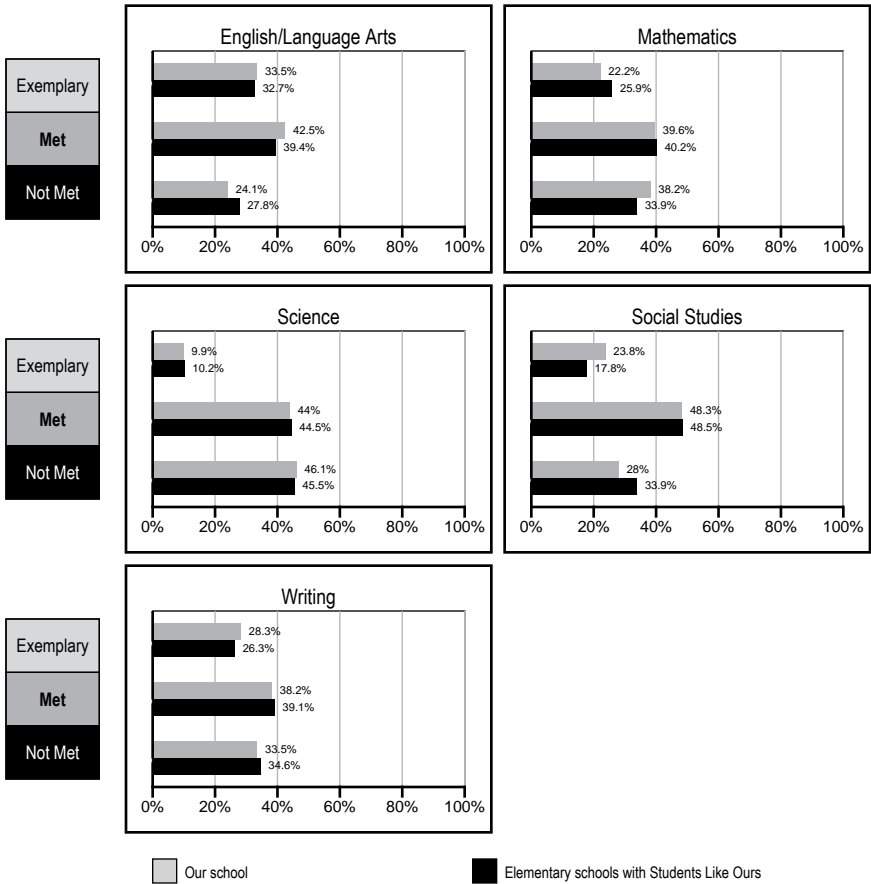
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	10	95	22	3

* Ratings are calculated with data available by 03/09/2011.

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=466)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Down from 2.6%	1.6%	1.2%
Attendance rate	95.7%	Down from 95.9%	95.7%	96.1%
Eligible for gifted and talented	6.9%	Up from 3.3%	8.0%	11.7%
With disabilities other than speech	8.3%	Up from 8.0%	8.9%	8.0%
Older than usual for grade	0.0%	Down from 0.3%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	65.7%	Up from 58.3%	60.0%	60.5%
Continuing contract teachers	94.3%	Up from 86.1%	84.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.3%	Up from 82.8%	86.0%	87.0%
Teacher attendance rate	97.8%	Up from 96.1%	95.1%	95.4%
Average teacher salary*	\$50,205	Up 2.1%	\$46,509	\$47,288
Professional development days/teacher	11.3 days	Down from 12.3 days	11.3 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 17.3 to 1	19.1 to 1	19.2 to 1
Prime instructional time	93.3%	Up from 91.6%	90.0%	90.8%
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**	\$7,502	Up 3.0%	\$7,756	\$7,548
Percent of expenditures for instruction**	72.3%	Up from 72.1%	68.4%	68.7%
Percent of expenditures for teacher salaries**	69.6%	Up from 68.1%	64.6%	65.1%

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

** Prior year audited financial data are reported.

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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 went from below average to average overall, and from at-risk to average in improvement. We are certainly heading in the right direction. We are working vigorously to ensure that all Oakland Elementary 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 for two hours each session. During each of these sessions, certified teachers focus on all content areas and assist with homework and assignments. MAP (Measures of Academic Progress) data is used to progress monitor individual 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. PBIS (Positive Behavioral Interventions and Supports) good behavior tickets are pulled weekly on the student morning news show.

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, are 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
Yvonne Darby, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	73	65
Percent satisfied with learning environment	100.0%	91.8%	95.3%
Percent satisfied with social and physical environment	88.0%	86.3%	89.1%
Percent satisfied with school-home relations	87.5%	98.6%	95.4%

* 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 15 out of 15 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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.5%	0.0%	No
Student attendance rate	95.7%	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 = 58.8% (Met or Exemplary)										
All Students	228	100	24.1	42.5	33.5	89.6	85	83.5	Yes	Yes
Gender										
Male	133	100	29.5	36.9	33.6	86.9	81.6	80.1	N/A	N/A
Female	95	100	16.7	50	33.3	93.3	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	42	100	15.4	35.9	48.7	87.2	95.3	89.6	I/S	Yes
African American	177	100	26.5	42.8	30.7	89.8	75.2	74.6	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	96.1	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
Disability Status										
Disabled	36	100	76.7	10	13.3	43.3	49	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	181	100	26	44.4	29.6	89.9	76.4	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	228	100	38.2	39.6	22.2	75.9	81	80.4	Yes	Yes
Gender										
Male	133	100	41	35.2	23.8	74.6	78.9	78.4	N/A	N/A
Female	95	100	34.4	45.6	20	77.8	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	42	100	30.8	28.2	41	76.9	94.5	87.8	I/S	Yes
African American	177	100	39.8	42.8	17.5	75.3	68	69.3	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	96.1	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
Disability Status										
Disabled	36	100	63.3	30	6.7	40	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	181	100	39.6	39.6	20.7	74.6	70.2	72.8	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	153	100	46.1	44	9.9	53.9	67.4	67.3
Gender								
Male	83	100	50	39.2	10.8	50	66.2	66.9
Female	70	100	41.8	49.3	9	58.2	68.5	67.7
Racial/Ethnic Group								
White	29	100	29.6	44.4	25.9	70.4	89	79.6
African American	117	100	51.4	43.1	5.5	48.6	46.7	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
Disability Status								
Disabled	28	100	79.2	16.7	4.2	20.8	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	58.2	58.6
Socio-Economic Status								
Subsidized meals	125	100	47.4	48.3	4.3	52.6	49.3	55.4
Social Studies								
All Students	152	100	28	48.3	23.8	72	73.8	70.9
Gender								
Male	93	100	34.5	37.9	27.6	65.5	72.3	70.1
Female	59	100	17.9	64.3	17.9	82.1	75.3	71.7
Racial/Ethnic Group								
White	28	100	15.4	42.3	42.3	84.6	90.1	79.2
African American	117	100	29.7	51.4	18.9	70.3	58.4	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.3	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
Disability Status								
Disabled	21	100	N/A	N/A	N/A	27.8	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	66.7	68
Socio-Economic Status								
Subsidized meals	116	100	28.8	48.6	22.5	71.2	60.2	60.8

Abbreviations for Missing Data

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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	226	99.6	33.5	38.2	28.3	66.5	75	72.1	95.7	95.7
Gender										
Male	132	99.2	38.5	38.5	23	61.5	69.1	65.2	95.9	95.5
Female	94	100	26.7	37.8	35.6	73.3	81	79.2	95.6	95.8
Racial/Ethnic Group										
White	42	100	28.2	38.5	33.3	71.8	91	80.8	94.8	95.8
African American	176	99.4	34.3	39.2	26.5	65.7	60.2	59.7	96.1	95.5
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.2	87	95.1	97
Hispanic	4	I/S	I/S	I/S	I/S	I/S	63.7	64.6	95.2	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	N/A	95.6
Disability Status										
Disabled	34	97.1	82.8	13.8	3.4	17.2	28.4	27.7	94.9	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	63.5	63.7	95.2	96.3
Socio-Economic Status										
Subsidized meals	179	99.4	37.3	36.1	26.6	62.7	61.1	61.9	95.6	95.2

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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
2010	3	78	100	16.7	38.9	44.4	83.3
	4	77	100	23.6	44.4	31.9	76.4
	5	73	100	32.4	44.1	23.5	67.6
	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
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
2010	3	78	100	43.1	33.3	23.6	56.9
	4	77	100	19.4	52.8	27.8	80.6
	5	73	100	52.9	32.4	14.7	47.1
	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
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
2010	3	39	100	68.6	25.7	5.7	31.4
	4	77	100	37.5	51.4	11.1	62.5
	5	37	100	41.2	47.1	11.8	58.8
	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

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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							
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
2010	3	39	100	27	51.4	21.6	73
	4	77	100	25	50	25	75
	5	36	100	35.3	41.2	23.5	64.7
	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
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
2010	3	77	100	31.9	48.6	19.4	68.1
	4	76	100	38.9	26.4	34.7	61.1
	5	73	98.6	29.4	39.7	30.9	70.6
	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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