

OAKLAND ELEMENTARY

151 Mud Creek Road
Inman, South Carolina

Grades	PK-4 Elementary School	
Enrollment	658 Students	
Principal	James C. Moore	864-814-3870
Superintendent	Dr. Scott J. Mercer	864-578-0128
Board Chair	Mrs. Connie Smith	864-578-0128

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	**Excellent**	**Excellent**
2009	Excellent	Good
2008	Good	Good
2007	Good	Average
2006	Good	Below Average

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.

http://ed.sc.gov
http://www.eoc.sc.gov

OAKLAND ELEMENTARY 03/09/11-4202088

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

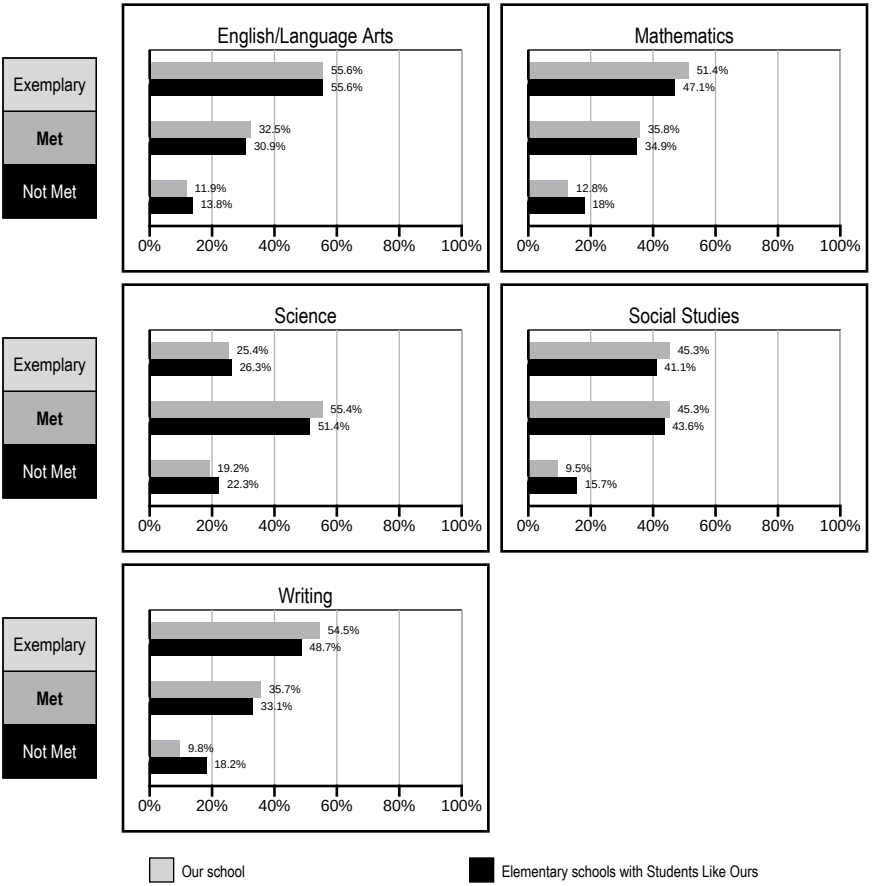
Percent of students tested in 2009-10 whose 2008-09 test scores were located	95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
25	12	3	1	0

* 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=658)				
First graders who attended full-day kindergarten	100.0%	Up from 99.2%	100.0%	100.0%
Retention rate	0.5%	Down from 2.3%	0.9%	1.2%
Attendance rate	96.3%	Down from 96.5%	96.4%	96.1%
Eligible for gifted and talented	18.6%	Down from 19.0%	20.4%	11.7%
With disabilities other than speech	6.9%	Up from 5.5%	6.9%	8.0%
Older than usual for grade	0.0%	No Change	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	71.8%	Down from 75.7%	63.6%	60.5%
Continuing contract teachers	89.7%	Up from 83.8%	87.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.6%	Up from 86.1%	88.3%	87.0%
Teacher attendance rate	95.8%	Up from 95.6%	95.9%	95.4%
Average teacher salary*	$46,293	Down 0.6%	$48,396	$47,288
Professional development days/teacher	11.4 days	Up from 10.9 days	10.0 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Down from 22.6 to 1	21.1 to 1	19.2 to 1
Prime instructional time	91.4%	Down from 91.6%	92.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$5,842	Down 1.0%	$6,993	$7,548
Percent of expenditures for instruction**	70.2%	Up from 62.9%	70.6%	68.7%
Percent of expenditures for teacher salaries**	62.5%	Up from 58.2%	68.3%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

In 2009-2010, Oakland Elementary School completed another successful year. Oakland served approximately 670 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 Gold Award for academic achievement. PASS scores indicated that students at Oakland Elementary School are scoring as good as or better than similar schools statewide.

The Education Oversight Committee and the State Department of Education recognized Oakland Elementary with a "Closing the Achievement Gap Award" for the fifth consecutive year.

Sixty percent of students in grades 1-4 maintained Honor Roll status for the entire year. Thirty-six percent of fourth grade students received the Presidential 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. Oakland has met 13 of 13 objectives in the Federal Guidelines for Annual Yearly Progress each of its seven years in operation.

Oakland Elementary is the District Two Climate Award recipient. This is the fifth consecutive year Oakland has received this award for maintaining a clean, inviting environment. Oakland is a Red Carpet Award recipient for providing a family-friendly environment. Students, faculty, and staff participated in raising monetary donations for the American Heart Association, the American Cancer Society, and Children's Hospitals.

Staff development for teachers in best practices, assessment, and differentiated instruction continued throughout 2009-2010. Promethean Boards, IPods, and computer labs provided technological tools for teachers in 2009-2010. Power School and Teacher Web were provided as technology resources for parents to have access to their child's grades and assignments.

The Oakland Elementary School PTA implemented fun ways to raise money for the school, such as hosting the Fall Festival, selling students' original artwork, and arranging family night at local restaurants.

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

James C. Moore, Principal

Lexa Jones, Chair, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	114	78
Percent satisfied with learning environment	97.1%	96.5%	94.9%
Percent satisfied with social and physical environment	97.1%	98.2%	98.7%
Percent satisfied with school-home relations	97.1%	96.5%	93.5%

* 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 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	2.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

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OAKLAND ELEMENTARY										03/09/11-4202088
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	254	100	11.9	32.5	55.6	94.7	87.5	83.5	Yes	Yes
Gender										
Male	141	100	15.9	34.8	49.2	92.4	85.1	80.1	N/A	N/A
Female	113	100	7.2	29.7	63.1	97.3	90.2	87	N/A	N/A
Racial/Ethnic Group										
White	223	100	11.2	32.2	56.5	94.9	89.1	89.6	Yes	Yes
African American	19	100	16.7	44.4	38.9	88.9	83	74.6	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.6	92.7	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	76.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	40	100	27	37.8	35.1	86.5	52.6	51.7	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	62.5	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	25	41.7	33.3	87.5	81.8	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	96	100	24.7	37.6	37.6	87.1	81.7	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	254	100	12.8	35.8	51.4	94.7	87.7	80.4	Yes	Yes
Gender										
Male	141	100	15.2	37.1	47.7	93.9	86	78.4	N/A	N/A
Female	113	100	9.9	34.2	55.9	95.5	89.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	223	100	11.7	36.4	51.9	94.9	88.8	87.8	Yes	Yes
African American	19	100	22.2	33.3	44.4	88.9	81.5	69.3	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.4	93.5	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	82.9	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	40	100	24.3	40.5	35.1	86.5	53.6	46.1	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	68.8	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	20.8	41.7	37.5	95.8	86.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	96	100	23.5	40	36.5	89.4	82.3	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	187	100	19.2	55.4	25.4	80.8	75.2	67.3
Gender								
Male	107	100	23.2	51.5	25.3	76.8	74.3	66.9
Female	80	100	14.1	60.3	25.6	85.9	76.2	67.7
Racial/Ethnic Group								
White	165	100	19.2	55.8	25	80.8	78.1	79.6
African American	12	100	25	50	25	75	63.2	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	74.6	84.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	62.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	24	100	18.2	59.1	22.7	81.8	37.2	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	17	100	33.3	46.7	20	66.7	65.1	58.6
Socio-Economic Status								
Subsidized meals	68	100	32.8	50	17.2	67.2	66.9	55.4
Social Studies								
All Students	187	100	9.5	45.3	45.3	90.5	77.8	70.9
Gender								
Male	99	100	13	44.6	42.4	87	78.1	70.1
Female	88	100	5.7	46	48.3	94.3	77.5	71.7
Racial/Ethnic Group								
White	163	100	8.3	47.8	43.9	91.7	80.2	79.2
African American	16	100	13.3	40	46.7	86.7	70	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	78.2	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	65.9	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	27	100	8	68	24	92	46.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	41.7	55
English Proficiency								
Limited English Proficient	20	100	16.7	55.6	27.8	83.3	70.5	68
Socio-Economic Status								
Subsidized meals	69	100	21.3	52.5	26.2	78.7	69.1	60.8

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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	254	100	9.8	35.7	54.5	90.2	80.9	72.1	96.3	96.2
Gender										
Male	142	100	14.3	40.6	45.1	85.7	75	65.2	96.2	96.2
Female	112	100	4.5	29.7	65.8	95.5	87.6	79.2	96.5	96.2
Racial/Ethnic Group										
White	223	100	8.8	36.3	54.9	91.2	82.9	80.8	96.3	96
African American	19	100	22.2	27.8	50	77.8	75.3	59.7	95.8	96.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	81.7	87	97.5	97.2
Hispanic	8	I/S	I/S	I/S	I/S	I/S	68.4	64.6	96.7	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	95	95.4
Disability Status										
Disabled	39	100	27	43.2	29.7	73	33.2	27.7	94.8	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	96.7
English Proficiency										
Limited English Proficient	26	100	8.3	54.2	37.5	91.7	72.5	63.7	96.1	96.9
Socio-Economic Status										
Subsidized meals	95	100	17.4	44.2	38.4	82.6	72.5	61.9	95.5	95.6

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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	118	100	18.6	20.4	61.1	81.4
	4	120	100	7.9	30.7	61.4	92.1
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	134	100	9.2	29.2	61.5	90.8
	4	120	100	15	36.3	48.7	85
	5	0	N/A	N/A	N/A	N/A	N/A
	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	118	100	14.2	38.9	46.9	85.8
	4	120	100	7	51.8	41.2	93
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	134	100	16.2	34.6	49.2	83.8
	4	120	100	8.8	37.2	54	91.2
	5	0	N/A	N/A	N/A	N/A	N/A
	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	59	100	19.6	60.7	19.6	80.4
	4	120	100	10.5	66.7	22.8	89.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	67	100	25	37.5	37.5	75
	4	120	100	15.9	65.5	18.6	84.1
	5	0	N/A	N/A	N/A	N/A	N/A
	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	59	100	10.5	45.6	43.9	89.5
	4	120	99.2	5.3	43	51.8	94.7
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	67	100	4.5	51.5	43.9	95.5
	4	120	100	12.4	41.6	46	87.6
	5	0	N/A	N/A	N/A	N/A	N/A
	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	116	100	17.7	24.8	57.5	82.3
	4	118	100	6.1	35.1	58.8	93.9
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	134	100	10.8	30	59.2	89.2
	4	120	100	8.8	42.1	49.1	91.2
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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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