



## OAKLAND ELEMENTARY

5415 Oakland Drive  
Sumter, SC 29150

<b>Grades</b>	PK-1 Primary School	
<b>Enrollment</b>	686 Students	
<b>Principal</b>	Shirley Tomlin	803-499-3366
<b>Superintendent</b>	Randolph D. Bynum, Sr.	803-469-6900
<b>Board Chair</b>	Mr. Larry Addison	803-499-1181

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>At-Risk</b>
2010	Excellent	Good
2009	Excellent	Excellent
2008	Good	Below Average
2007	Good	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 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://eoc.sc.gov>

## ABSOLUTE RATINGS OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
5	1	0	0	0

\* Ratings are calculated with data available by 10/31/2011. 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	90.5%
Student-teacher ratio in core subjects	22.4 to 1
Teachers with advanced degrees	73.5%
Teachers returning from previous year	91.4%
Percent of parents attending conferences	97.5%
Days of professional development devoted exclusively to knowledge and skills working with children less than eight years old	21.7 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
<b>Students (n=686)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 99.3%	100.0%	100.0%
Retention rate	2.2%	Down from 4.3%	3.2%	3.1%
Attendance rate	95.4%	Down from 96.1%	95.3%	95.3%
With disabilities other than speech	1.0%	Down from 5.0%	1.2%	0.8%
Older than usual for grade	0.0%	No Change	0.0%	0.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=34)</b>				
Teachers with advanced degrees	73.5%	Down from 73.7%	56.0%	62.9%
Continuing contract teachers	97.1%	Up from 81.6%	89.5%	90.5%
Teachers returning from previous year	91.4%	Down from 92.9%	91.1%	89.9%
Teacher attendance rate	95.4%	Up from 95.2%	95.4%	95.0%
Average teacher salary*	\$45,091	Down 0.4%	\$46,679	\$46,658
Professional development days/teacher	29.9 days	Up from 27.4 days	17.2 days	15.7 days
<b>School</b>				
Principal's years at school	17.0	Up from 16.0	6.5	6.0
Student-teacher ratio in core subjects	22.4 to 1	Up from 19.5 to 1	21.9 to 1	20.0 to 1
Prime instructional time	90.5%	No Change	89.3%	89.6%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,086	Down 1.0%	\$7,075	\$7,129
Percent of expenditures for instruction**	68.4%	Up from 66.6%	68.9%	69.6%
Percent of expenditures for teacher salaries**	67.7%	Up from 65.1%	67.0%	66.4%

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

\*\* 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 utilizes a variety of teaching styles and work to ensure each child receives the individual attention he or she needs in order to be successful. Title I funds are used to enhance our curriculum and provide students with unique learning opportunities. Response to Intervention (RTI), Literacy Enrichment Acceleration Program (LEAP), Project Read and Everyday Calendar Math are some of the programs used to enhance student 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.

Parental and community involvement are an integral part of the school. We continue to solicit support from our Parent Teacher Association (PTA), School Improvement Council (SIC), Title I Program, School Renewal Committee, and OPS Volunteer Program as we strive to improve the total school program.

Kaldejia Faulk, SIC Chairperson

Shirley G. Tomlin, Principal

### Evaluations by Teachers

	Teachers
Number of surveys returned	35
Percent satisfied with learning environment	100.0%
Percent satisfied with social and physical environment	100.0%
Percent satisfied with school-home relations	91.4%

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## School Adequate Yearly Progress

YES

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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	4.2%	4.4%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.8%	0.0%	No
Student attendance rate	95.4%	94.0%*	Yes

\* Or greater than last year

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