

Oakland Elementary

505-A Arlington Drive
Charleston, SC 29414

Grades	PK-5 Elementary School	
Enrollment	531 Students	
Principal	Jennifer M. Swearingen	843-763-1510
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Good
2011	Average	Good
2010	Average	Good
2009	Average	Average
2008	Below Average	At-Risk

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://www.eoc.sc.gov>

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

Percent of students tested in 2011-12 whose 2010-11 test scores were located

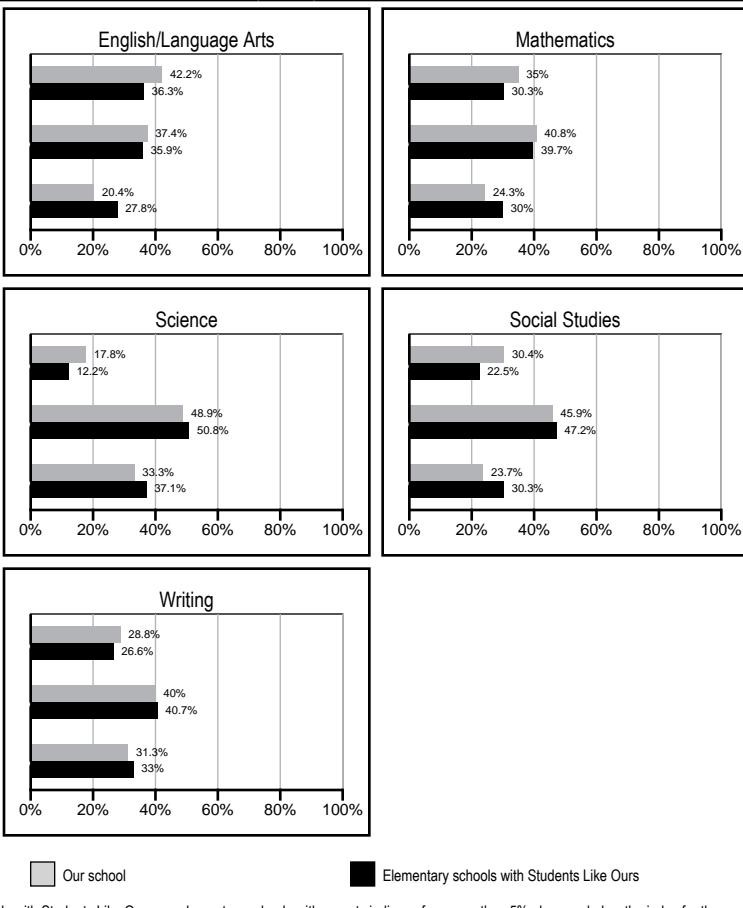
95.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
9	19	87	11	1

* Ratings are calculated with data available by 11/07/2012.

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=531)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Down from 1.3%	1.4%	1.0%
Attendance rate	96.9%	Up from 96.3%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	70.3%	Down from 75.7%	60.9%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	88.5%	No Change	88.3%	88.7%
Teacher attendance rate	98.2%	Up from 97.7%	94.8%	95.1%
Average teacher salary*	\$46,662	Down 1.8%	\$46,719	\$47,210
Professional development days/teacher	5.5 days	Up from 5.2 days	11.0 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 21.1 to 1	19.5 to 1	20.0 to 1
Prime instructional time	94.9%	Up from 93.9%	89.8%	90.5%
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**	\$8,030	Up 7.0%	\$7,417	\$7,247
Percent of expenditures for instruction**	66.7%	Up from 65.2%	68.2%	68.2%
Percent of expenditures for teacher salaries**	63.0%	Down from 63.5%	65.1%	65.7%

* 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 2010-2011 school report card ratings. We maintained an overall rating of Average and an improvement rating of Good. We are heading in the right direction; however, we are striving to be excellent in all areas! 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 content areas and assist with homework and assignments. MAP (Measures of Academic Progress) data is used to monitor individual student growth in these groups. We also offer small group after-school tutoring for second and third grade students when data indicates a need for this service. These groups meet three times a week for two hours and each group is served by a certified teacher.

All students use agendas for daily homework assignments and parental communication. Teachers conduct required first and third nine weeks conferences with parents of each student in their homeroom. Home-school folders go home each Wednesday and our school newsletter goes home every other week that details relevant information during this 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. We are a PBIS (Positive Behavioral Interventions and Supports) school and utilize these systems to create a structured, pleasant, and productive learning environment for all students.

We use a student concern team (CORE) to address individual student needs. MAP reports, AIMsweb reports, and PASS (Palmetto Assessment of State Standards) data are utilized to identify students that need assistance to reach their maximum potential. Interventions are incorporated into student schedules and progress monitored to ensure that the interventions are yielding desired results. Voyager®, Leveled Literacy Interventions, CompassLearning®, and Headsprout® are examples of interventions used at our school. All students are required to read at least twenty-five books, on their reading level, each year.

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

Judy Gray, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	83	80
Percent satisfied with learning environment	96.8%	95.1%	92.1%
Percent satisfied with social and physical environment	100.0%	95.2%	92.3%
Percent satisfied with school-home relations	87.1%	95.2%	94.9%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	97.9
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Oakland Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.1%
	Our School	State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%
Student attendance rate	96.9%	94.0%*

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	657.1	649.0	625.4	638.3	100.0	100.0
Male	653.3	647.0	624.2	632.7	100.0	100.0
Female	661.3	651.2	626.8	643.2	100.0	100.0
White	671.1	665.4	651.6	648.5	100.0	100.0
African American	654.1	643.9	619.5	634.2	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	602.7	599.6	573.3	584.7	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	656.1	648.5	623.7	635.9	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
2011	3	71	100	19.7	27.3	53	80.3
	4	83	100	22.5	52.1	25.4	77.5
	5	88	100	25.9	43.2	30.9	74.1
	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
	3	65	100	20.6	19	60.3	79.4
	4	72	100	25	45.3	29.7	75
2012	5	85	100	16.5	45.6	38	83.5
	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							
2011	3	71	100	40.9	19.7	39.4	59.1
	4	83	100	22.5	45.1	32.4	77.5
	5	88	100	33.3	50.6	16	66.7
	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
	3	65	100	25.4	31.7	42.9	74.6
	4	72	100	23.4	40.6	35.9	76.6
2012	5	85	100	24.1	48.1	27.8	75.9
	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							
2011	3	37	100	55.9	26.5	17.6	44.1
	4	83	100	32.4	64.8	2.8	67.6
	5	43	100	39	39	22	61
	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
	3	33	100	50	31.3	18.8	50
	4	72	100	32.8	54.7	12.5	67.2
2012	5	40	100	20.5	53.8	25.6	79.5
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	34	100	25	37.5	37.5	75
	4	83	100	22.5	53.5	23.9	77.5
	5	45	100	32.5	45	22.5	67.5
	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
	3	32	100	32.3	38.7	29	67.7
	4	72	100	17.2	48.4	34.4	82.8
2012	5	45	97.8	27.5	47.5	25	72.5
	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							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	84	100	29.6	34.6	35.8	70.4
	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
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
2012	5	84	100	31.3	40	28.8	68.8
	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

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