



SC Annual School Report Card Summary

OAKLAND ELEMENTARY

Charleston

Grades: PK-5

Enrollment: 466

Principal: Jennifer M. Swearingen

Superintendent: Dr. Nancy J. McGinley

Board Chair: Mrs. Ruth Jordan

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	Average	Good	TBD	TBD	Met	N/A
2009	Average	Average	N/A	N/A	Met	N/A
2008	Below Average	At-Risk	N/A	N/A	Not Met	N/A

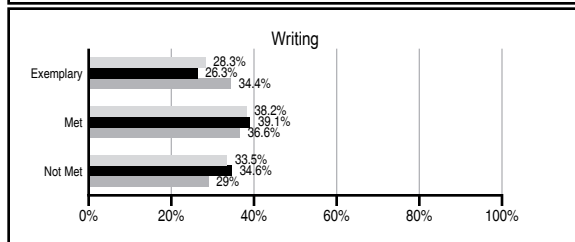
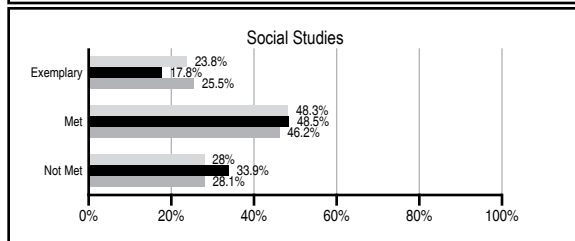
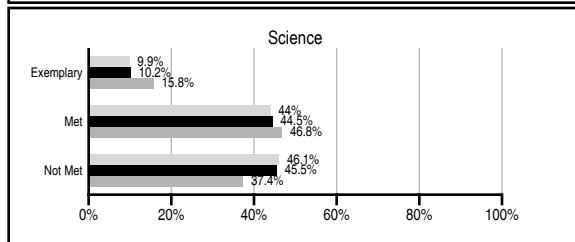
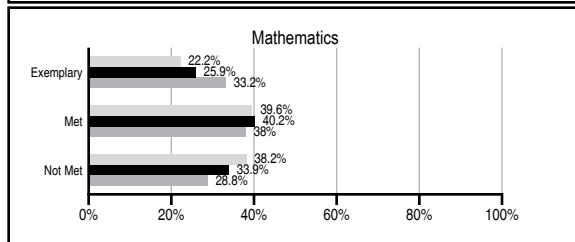
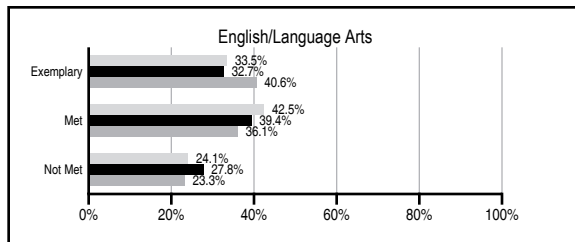
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
2	10	95	22	3

* Ratings are calculated with data available by 03/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

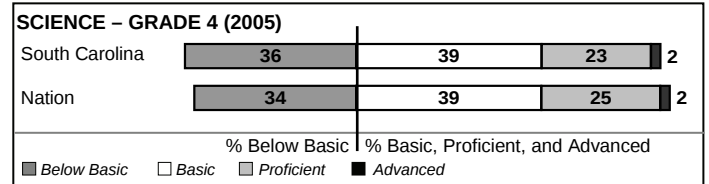
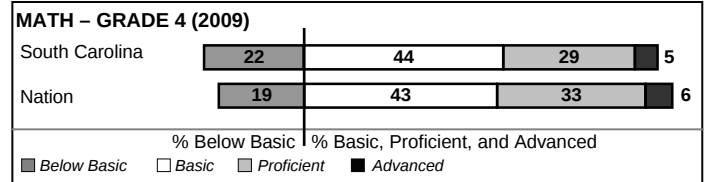
PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 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.

2020 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

OAKLAND ELEMENTARY [Charleston]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=466)				
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
Classes not taught by highly qualified teachers	6.5%	Up from 3.9%	0.0%	0.0%
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%
% of AYP objectives met	100.0%	No Change	100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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

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