

## OAKDALE ELEMENTARY

1129 Oakdale Road  
Rock Hill, SC 29730

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	396 Students	
<b>Principal</b>	Neil McVann	803-981-1585
<b>Superintendent</b>	Lynn P. Moody	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

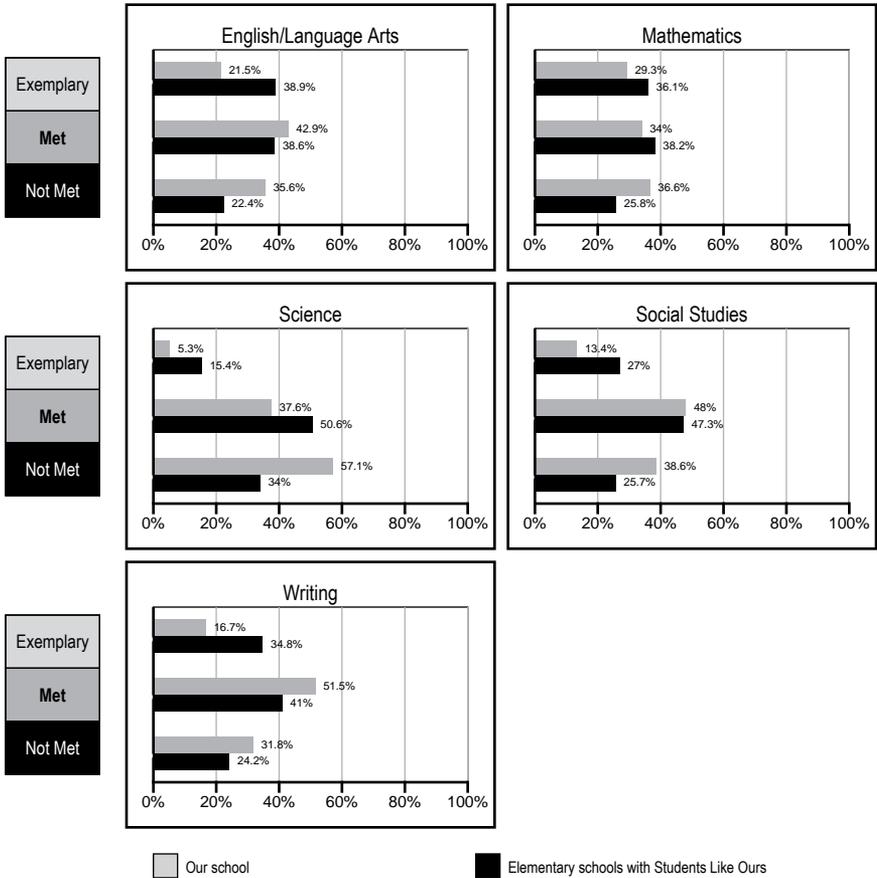
97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
13	33	78	5	0

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=396)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 2.5%	1.0%	1.1%
Attendance rate	96.3%	Down from 96.7%	96.0%	96.2%
Served by gifted and talented program	5.8%	Down from 6.8%	12.8%	13.4%
With disabilities other than speech	5.9%	Down from 7.6%	4.7%	4.1%
Older than usual for grade	0.3%	Up from 0.2%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=27)</b>				
Teachers with advanced degrees	70.4%	Up from 63.6%	60.5%	62.5%
Continuing contract teachers	96.3%	Up from 84.8%	90.5%	88.2%
Teachers returning from previous year	85.8%	Down from 89.0%	87.9%	87.8%
Teacher attendance rate	95.6%	Down from 96.7%	95.0%	95.2%
Average teacher salary*	\$51,978	Down 1.1%	\$46,628	\$46,773
Professional development days/teacher	7.3 days	Down from 8.1 days	10.8 days	10.5 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 19.4 to 1	19.7 to 1	19.9 to 1
Prime instructional time	90.4%	Down from 92.5%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,644	Up 19.0%	\$7,351	\$7,447
Percent of expenditures for instruction**	76.5%	Up from 76.1%	67.9%	68.4%
Percent of expenditures for teacher salaries**	72.3%	Down from 74.4%	65.3%	65.8%

\* 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

The 2010-11 school year saw our 2nd year with the Odyssey Learning program. After two years with the program, we are still learning its potential and continue to be impressed with its ability to differentiate for individual students using their MAP Scores (NWEA) for students in grades two - five. Classroom teachers, kindergarten through 5th grade, also assigned learning paths "back packs" to their students individually or as a group to enhance instruction in the classroom. The program is web based making it available for all Oakdale students with internet access at home and off school campus. We have created a Virtual Summer School program and began piloting this innovative instructional strategy this summer for interested students.

Throughout the school year pre/post math assessments in the area of Numbers and Operations were created by our Math Coach and classroom teachers using the Odyssey program as a formative assessment tool. The pre/post assessments were administered every three weeks via the computer, the results were analyzed, and then followed by collaborative discussions with the Math Coach and grade level teachers. As a result of these assessments, students in grades one through five participated in targeted math intervention groups on a daily basis for forty-five minutes.

Oakdale School has successfully completed its third year with the Effective School-wide Discipline Plan. The ESD plan is designed to promote success in all students by rewarding positive behaviors and is intended to build a bridge between the school and community. By sharing the principals of our discipline plan with parents and the community, it is our hope to plant seeds for success in the homes of our students. The Oakdale Braggin' Dragon rules are: Be Responsible, Be Respectful, Be Safe, and Be a Problem-Solver. In an effort to promote our ESD plan and provide parents with helpful information, we held six parent workshops throughout the year. The workshops were conducted by the district Title I Parent Educators with the assistance of the Oakdale staff. In addition, town hall meetings were held on the last Thursday of each month to reinforce the 4 Bs and address "hot spots" per our school data. Guest speakers (sports figures, coaches, community leaders, etc.) were invited to our town hall meetings to help promote success in a variety of venues for the students of Oakdale.

With strong support of parents, community, and a dedicated staff, Oakdale School continues to serve students in a nurturing, caring environment, ensuring success to each individual child.

Mr. Neil McVann, Principal

Mr. Andy Bell, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	64	52
Percent satisfied with learning environment	95.0%	79.0%	90.0%
Percent satisfied with social and physical environment	100.0%	78.1%	86.5%
Percent satisfied with school-home relations	90.0%	85.7%	90.4%

\* 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

NO

This school met 14 out of 17 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	25.0%	4.4%

	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

Abbreviations for Missing Data

## 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
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## English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	209	96.7	33.2	44.6	22.3	79.3	83.1	82.4	Yes	Yes
<b>Gender</b>										
Male	112	95.5	34	42	24	77	79.5	78.7	N/A	N/A
Female	97	97.9	32.1	47.6	20.2	82.1	86.8	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	61	96.7	20.8	45.3	34	84.9	91.2	88.9	Yes	Yes
African American	142	97.2	39.4	45.7	15	76.4	72.4	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.7	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	77.9	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.2	83	I/S	I/S
<b>Disability Status</b>										
Disabled	33	78.8	65.2	26.1	8.7	52.2	54.9	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	74.8	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	156	97.4	36.2	46.4	17.4	78.3	75	75.4	Yes	Yes

## Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	209	99.5	36.6	34	29.3	78	83.2	81.9	No	Yes
<b>Gender</b>										
Male	112	99.1	33.3	36.2	30.5	76.2	80.9	79.9	N/A	N/A
Female	97	100	40.7	31.4	27.9	80.2	85.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	61	100	25.5	30.9	43.6	89.1	91	88.9	Yes	Yes
African American	142	99.3	42	35.9	22.1	73.3	72.6	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.4	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	79.2	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	75.2	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	33	97	76.7	16.7	6.7	40	51.6	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	78	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	156	99.4	38.7	35.2	26.1	75.4	75.4	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## 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
<b>Science</b>								
All Students	145	99.3	56.8	37.9	5.3	43.2	72.1	68.6
<b>Gender</b>								
Male	75	98.7	55.1	39.1	5.8	44.9	71.1	68.3
Female	70	100	58.7	36.5	4.8	41.3	73.2	68.9
<b>Racial/Ethnic Group</b>								
White	45	100	40	47.5	12.5	60	84.8	80.7
African American	95	99	65.9	31.8	2.3	34.1	54.6	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	94.4	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	66.2	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	61.7	70.8
<b>Disability Status</b>								
Disabled	27	96.3	69.6	26.1	4.3	30.4	43.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	63.5	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	111	99.1	58	38	4	42	60.3	57.3
<b>Social Studies</b>								
All Students	141	100	38.6	48	13.4	61.4	75.9	72.5
<b>Gender</b>								
Male	74	100	33.8	45.6	20.6	66.2	75.8	72
Female	67	100	44.1	50.8	5.1	55.9	76	73.1
<b>Racial/Ethnic Group</b>								
White	40	100	21.1	52.6	26.3	78.9	85.6	81
African American	98	100	46	46	8	54	63.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.3	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	66.9	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	65.8	73.5
<b>Disability Status</b>								
Disabled	15	100	N/AV	N/AV	N/AV	42.9	45.6	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	67.7	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	107	100	42.3	48.5	9.3	57.7	65.4	62.9

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
<b>Writing</b>										
All Students	72	98.6	30.8	52.3	16.9	69.2	75.7	73.2	96.3	96.2
<b>Gender</b>										
Male	38	100	36.1	44.4	19.4	63.9	71	67.2	96.2	96.1
Female	34	97.1	24.1	62.1	13.8	75.9	80.6	79.4	96.3	96.3
<b>Racial/Ethnic Group</b>										
White	18	100	13.3	66.7	20	86.7	87.4	81.5	95.6	96.1
African American	51	98	38.3	48.9	12.8	61.7	60.2	61.3	96.5	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.5	87	99.3	97.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	65.3	66.7	96.3	96
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	67.4	72.2	97.6	94.6
<b>Disability Status</b>										
Disabled	12	100	N/AV	N/AV	N/AV	45.5	36.4	26	95.6	95.6
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	93
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	61.7	65.7	94.5	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	54	98.2	35.4	47.9	16.7	64.6	64.6	63.2	96	95.7

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	85	98.8	21.5	48.1	30.4	78.5
	4	74	100	26.1	47.8	26.1	73.9
	5	82	98.8	26.9	47.4	25.6	73.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	61	91.8	23.1	36.5	40.4	76.9
	4	77	97.4	32.8	49.3	17.9	67.2
	5	71	100	41.5	46.2	12.3	58.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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
	<b>Mathematics</b>						
<b>2010</b>	3	85	98.8	38	32.9	29.1	62
	4	74	100	26.1	50.7	23.2	73.9
	5	81	100	37.2	47.4	15.4	62.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	61	100	35.1	26.3	38.6	64.9
	4	77	98.7	39.1	31.9	29	60.9
	5	71	100	35.4	43.1	21.5	64.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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
	<b>Science</b>						
<b>2010</b>	3	44	100	70.7	19.5	9.8	29.3
	4	74	100	40.6	53.6	5.8	59.4
	5	40	97.5	36.8	55.3	7.9	63.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	31	100	65.5	24.1	10.3	34.5
	4	77	100	50.7	43.5	5.8	49.3
	5	37	97.3	N/AV	N/AV	N/AV	38.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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
<b>Social Studies</b>							
<b>2010</b>	3	40	100	42.1	44.7	13.2	57.9
	4	74	100	26.1	52.2	21.7	73.9
	5	41	97.6	55.3	31.6	13.2	44.7
	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
<b>2011</b>	3	30	100	14.3	46.4	39.3	85.7
	4	77	100	42	52.2	5.8	58
	5	34	100	53.3	40	6.7	46.7
	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
<b>Writing</b>							
<b>2010</b>	3	86	100	36.6	43.9	19.5	63.4
	4	74	100	33.3	50.7	15.9	66.7
	5	82	100	26.3	51.3	22.5	73.8
	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
<b>2011</b>	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	72	98.6	30.8	52.3	16.9	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

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