

## Oakway Intermediate

150 School House Road  
Westminster, SC 29693

<b>Grades</b>	4-5 Elementary School	
<b>Enrollment</b>	229 Students	
<b>Principal</b>	Ann Miller	864-886-4510
<b>Superintendent</b>	Dr. Mike Lucas	864-886-4400
<b>Board Chair</b>	Andy Inabinet	864-710-0796

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Excellent*</b>
2008	Average	At-Risk
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

\* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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.

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

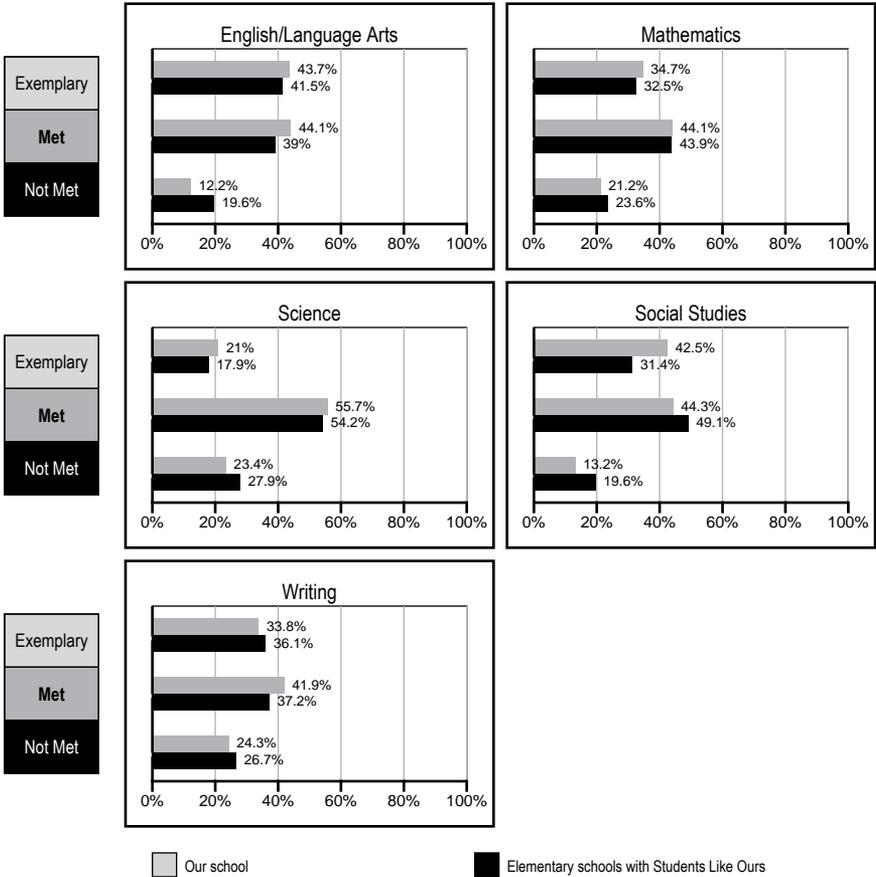
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.2%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
11	27	50	1	0

\* Ratings are calculated with data available by 06/01/2010.

**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=229)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	Down from 0.4%	1.8%	1.9%
Attendance rate	96.5%	Down from 96.7%	96.2%	96.3%
Eligible for gifted and talented	16.7%	Up from 15.5%	12.3%	10.0%
With disabilities other than speech	13.8%	Up from 11.4%	7.8%	7.7%
Older than usual for grade	1.3%	Up from 0.0%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=17)</b>				
Teachers with advanced degrees	47.1%	Up from 38.9%	58.3%	59.4%
Continuing contract teachers	88.2%	Up from 77.8%	82.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	87.4%	85.9%
Teacher attendance rate	N/R	N/R	95.3%	95.1%
Average teacher salary*	\$44,687	Up 0.3%	\$46,721	\$47,149
Professional development days/teacher	17.0 days	Up from 13.0 days	10.6 days	11.1 days
<b>School</b>				
Principal's years at school	2.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 22.1 to 1	19.1 to 1	18.8 to 1
Prime instructional time	N/R	N/R	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.7%	Down from 98.2%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,083	N/A	\$6,914	\$7,458
Percent of expenditures for instruction**	52.6%	N/A	69.8%	68.8%
Percent of expenditures for teacher salaries**	48.9%	N/A	64.6%	63.2%

\* 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**

Oakway Intermediate School is committed to fostering academic excellence in a secure and supportive environment, while encouraging personal responsibility, respect for others, and community involvement. Our school family is dedicated to providing quality school programs and best practices for all students. Our teachers strive to engage each Oakway learner in relevant and challenging learning opportunities within an inviting, safe, and nurturing environment.

Oakway Intermediate School serves 235 students in grades 4 and 5. Our commitment to providing a healthy environment for our students is reflected in our daily activities and instruction, as well as in our decision to eliminate all snack machines from our school. We have a morning walking program that all students participate in. Over 90% of our students participate in our school breakfast and lunch programs at Oakway Intermediate School.

Oakway R.O.C.K.S. highlighted our Positive Behavioral Support (PBIS) program this year. Our students, faculty, and staff focused on reinforcing the positive behaviors of Respect, Organization, Cooperation, Knowledge, and being Self-Controlled. Students were given tokens that they could cash in for incentive prizes. Students with no disciplinary referrals were rewarded and quarterly special programs were organized.

Staff development training was provided for all teachers in curriculum mapping and technology. Teachers in all areas developed at least one complete curriculum map for one course for the entire school year. Secondly, technology was expanded in the classrooms to include smartboards, small wonder cameras, Elmo's, and laptops for all classroom teachers. Faculty used blogs as a way to communicate on a regular basis to students, parents, and the community. Lastly, teachers actively participated in a book study and implemented new literacy strategies in their classroom as a result of this professional development.

Oakway Intermediate was recognized for the first time as a Red Carpet School. A grant was received from Lowe's to develop a literacy resource room. The guidance department received a grant from the Family Connection of South Carolina, Inc. This grant is to fund a program called Awareness: The Key to Friendships, which teaches students about disabilities and the special needs of people with disabilities.

High expectations remain a commitment at OIS. Our students engage in an abundance of academic activities, demonstrating excellence in areas such as the School and District Science Fair, Spelling Bee, Lieutenant Governor's Essay Contest, Rotary, and Memorial Day Essay Contest as well as various Art Contests, Music Concerts, and the Chick-Fil-A Character Education Program. Our goal is for every student at Oakway Intermediate School to thrive academically, socially, and emotionally while developing the assets necessary to become reflective, productive, and responsible citizens.

Jami L. Verderosa, Principal  
Jeanne Mahan, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	15	115	51
Percent satisfied with learning environment	100.0%	79.1%	82.4%
Percent satisfied with social and physical environment	100.0%	78.9%	84.3%
Percent satisfied with school-home relations	80.0%	78.9%	74.5%

\* 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

YES

This school met 13 out of 13 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

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

\* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	234	99.6	11.8	44.3	43.9	93.2	86	82.8	Yes	Yes
<b>Gender</b>										
Male	120	100	8.8	52.2	38.9	94.7	82.7	79.3	N/A	N/A
Female	114	99.1	14.8	36.1	49.1	91.7	89.5	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	220	99.6	12	42.8	45.2	93.3	87.8	89.5	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	76.8	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.9	92.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	80.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	31	100	32.1	57.1	10.7	75	62.8	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	79.4	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	133	99.3	13.9	54.1	32	91.8	80.7	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	234	100	21.2	44.1	34.7	87.8	82.8	78.9	Yes	Yes
<b>Gender</b>										
Male	120	100	21.2	47.8	31	89.4	81.2	77	N/A	N/A
Female	114	100	21.1	40.4	38.5	86.2	84.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	220	100	20.6	43.1	36.4	88.5	85.2	87.2	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	68.6	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.7	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	79.5	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	31	100	67.9	25	7.1	50	54.8	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	79.8	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	133	100	30.1	44.7	25.2	81.3	75.3	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

## 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
<b>Science</b>								
All Students	177	100	23.4	55.7	21	76.6	69	67.5
<b>Gender</b>								
Male	82	100	20.8	58.4	20.8	79.2	67	67
Female	95	100	25.6	53.3	21.1	74.4	71.1	68
<b>Racial/Ethnic Group</b>								
White	169	100	22.5	55.6	21.9	77.5	73	79.5
African American	5	I/S	I/S	I/S	I/S	I/S	48.7	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.8	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	58.5	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	25	100	N/AV	N/AV	N/AV	39.1	38.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	53.7	59.6
<b>Socio-Economic Status</b>								
Subsized meals	103	100	33	53.2	13.8	67	57.9	55.1
<b>Social Studies</b>								
All Students	176	100	13.2	44.3	42.5	86.8	71.8	72.3
<b>Gender</b>								
Male	97	100	13.2	44	42.9	86.8	72.1	71.5
Female	79	100	13.2	44.7	42.1	86.8	71.6	73.2
<b>Racial/Ethnic Group</b>								
White	166	100	12.7	43.3	43.9	87.3	74.5	80.7
African American	6	I/S	I/S	I/S	I/S	I/S	55.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	66.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	25	100	N/AV	N/AV	N/AV	54.5	47.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	66.7	67.9
<b>Socio-Economic Status</b>								
Subsized meals	98	100	16.5	49.5	34.1	83.5	62.6	62.1

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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	236	98.7	24.3	41.9	33.8	75.7	72	70.2	96.5	96.4
<b>Gender</b>										
Male	121	98.4	31.9	43.4	24.8	68.1	63.8	63.2	96.7	96.4
Female	115	99.1	16.5	40.4	43.1	83.5	80.5	77.5	96.4	96.3
<b>Racial/Ethnic Group</b>										
White	222	98.7	24.4	40.2	35.4	75.6	74.3	79.1	96.4	96.2
African American	8	I/S	I/S	I/S	I/S	I/S	59.8	57.6	98.2	97.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	86.2	N/A	97.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	65.7	62.6	98.7	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	97.5
<b>Disability Status</b>										
Disabled	34	97.1	66.7	30	3.3	33.3	26.4	26.1	94.8	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	62.8	61.2	99	97.2
<b>Socio-Economic Status</b>										
Subsided meals	137	97.8	32.5	43.9	23.6	67.5	62.4	58.9	96.3	95.8

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>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	119	100	10.7	48.2	41.1	89.3
	5	115	99.1	12.8	40.4	46.8	87.2
	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
<b>Mathematics</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	119	100	18.8	43.8	37.5	81.3
	5	115	100	23.6	44.5	31.8	76.4
	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
<b>Science</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	119	100	21.4	55.4	23.2	78.6
	5	58	100	27.3	56.4	16.4	72.7
	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>Social Studies</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	119	100	10.7	42.9	46.4	89.3
	5	57	100	18.2	47.3	34.5	81.8
	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>Writing</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	119	99.2	19.6	40.2	40.2	80.4
	5	117	98.3	29.1	43.6	27.3	70.9
	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

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