



Oakdale Elementary

1129 Oakdale Road
Rock Hill, SC 29730

Grades	K-5 Elementary School	
Enrollment	549 Students	
Principal	Neil McVann	803-981-1585
Superintendent	Dr. Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	Below Average
2005	Good	Below Average

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

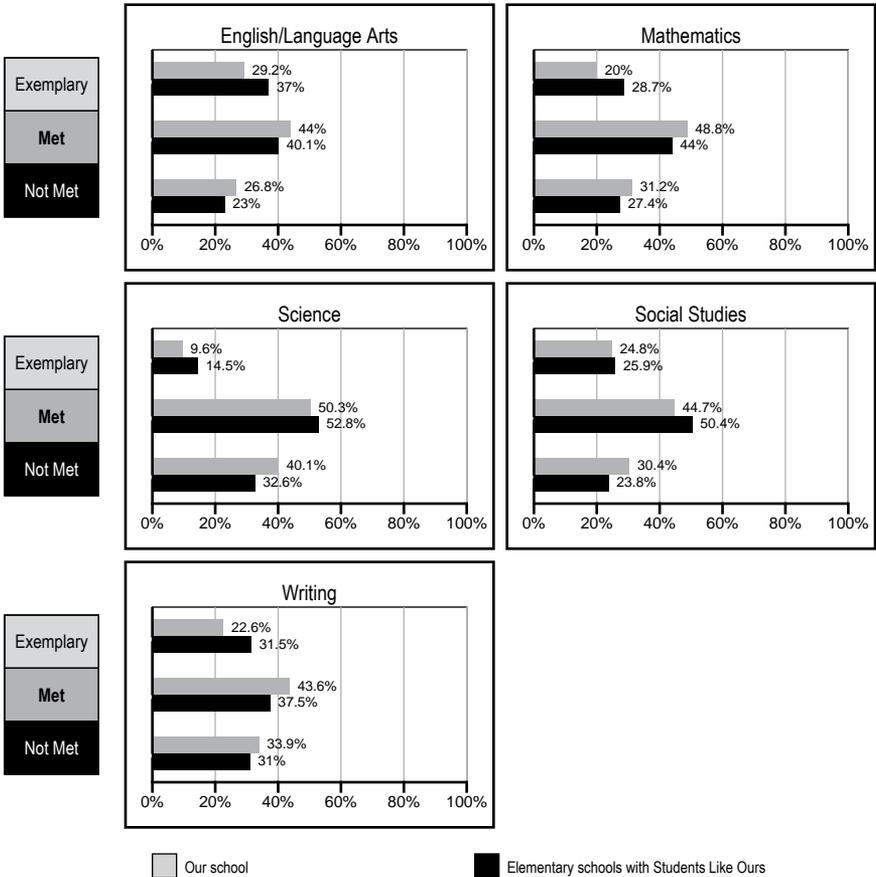
96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	25	81	4	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
Students (n=549)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Down from 1.8%	2.0%	1.9%
Attendance rate	97.0%	Up from 96.8%	96.2%	96.3%
Eligible for gifted and talented	6.4%	Down from 8.7%	10.1%	10.0%
With disabilities other than speech	6.9%	Down from 7.4%	9.5%	7.7%
Older than usual for grade	0.2%	Down from 0.4%	0.4%	0.5%
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	68.6%	Up from 61.9%	60.3%	59.4%
Continuing contract teachers	88.6%	Up from 78.6%	83.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 2.6%	0.0%	0.0%
Teachers returning from previous year	83.4%	Down from 90.4%	88.4%	85.9%
Teacher attendance rate	94.3%	Down from 95.0%	95.1%	95.1%
Average teacher salary*	\$52,353	Up 9.0%	\$47,498	\$47,149
Professional development days/teacher	6.6 days	Down from 7.1 days	11.8 days	11.1 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 19.3 to 1	19.0 to 1	18.8 to 1
Prime instructional time	90.1%	Down from 90.9%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	Up from 98.8%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,803	Down 0.9%	\$7,433	\$7,458
Percent of expenditures for instruction**	75.0%	Up from 74.7%	67.8%	68.8%
Percent of expenditures for teacher salaries**	72.5%	No Change	61.7%	63.2%

* 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

Oakdale School went through a major transition this school year because of rezoning for a new elementary school. Our enrollment went from 670 students to 540 students. We welcomed new neighborhoods to our attendance zone and said goodbye to other neighborhoods.

Oakdale School's leadership team developed and implemented a new Effective School-wide Discipline Plan with the entire Oakdale staff. The ESD plan is designed to promote success in all students by rewarding positive behaviors. (Catching them being good) Four Braggin' Dragon rules were established for the entire school and all classrooms. They are: Be Responsible, Be Respectful, Be Safe, and Be a Problem-Solver. Town hall meetings were held monthly to highlight positive behaviors, review Braggin' Dragon rules, and honor successful students. Students demonstrating the 4 B's were given a Braggin' Dragon dollar that could be spent at the school store every four weeks.

Oakdale Elementary School continued to focus on literacy during the 2008-09 school year and has completed the third year of its five year literacy plan. The district literacy guide was implemented and complements the work already begun at Oakdale.

The PTO continues to play a vital role in supporting our students and staff. Meeting on a regular basis, they organize and plan many events for our school. In addition, the PTO purchased a new lighted school marquee sign.

With the strong support of parents, community business partners, and a dedicated staff, we will continue to serve the students of Oakdale in a nurturing, caring environment, ensuring success to each individual child.

Mr. Neil McVann, Principal

Mrs. Jo Ellen Smith, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	57	71
Percent satisfied with learning environment	100.0%	87.7%	87.0%
Percent satisfied with social and physical environment	96.0%	84.2%	79.7%
Percent satisfied with school-home relations	88.0%	94.7%	90.9%

* 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 17 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

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	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.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	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."
HOLD	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	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	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	267	100	26.8	44	29.2	86.4	85.2	82.8	Yes	Yes
Gender										
Male	138	100	33.6	39.7	26.7	80.9	82	79.3	N/A	N/A
Female	129	100	19.3	48.7	31.9	92.4	88.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	89	100	13.3	37.3	49.4	96.4	92.4	89.5	Yes	Yes
African American	169	100	34.4	47.5	18.1	80.6	74.5	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.5	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	80.4	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	75.6	82.5	I/S	I/S
Disability Status										
Disabled	34	100	55.2	34.5	10.3	72.4	57.7	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	77.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	176	100	28.8	50.6	20.6	84.4	76.4	75.5	Yes	Yes

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

All Students	267	100	31.2	48.8	20	77.6	82.8	78.9	Yes	Yes
Gender										
Male	138	100	38.2	39.7	22.1	71.8	80	77	N/A	N/A
Female	129	100	23.5	58.8	17.6	84	85.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	89	100	14.5	45.8	39.8	92.8	91.5	87.2	Yes	Yes
African American	169	100	40.6	50	9.4	68.8	68.6	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	98	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	80.2	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	80	79.5	I/S	I/S
Disability Status										
Disabled	34	100	65.5	20.7	13.8	37.9	50.2	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	79.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	176	100	35.6	49.4	15	73.1	72.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	177	100	40.1	50.3	9.6	59.9	71	67.5
Gender								
Male	87	100	41.7	48.8	9.5	58.3	70.2	67
Female	90	100	38.6	51.8	9.6	61.4	71.8	68
Racial/Ethnic Group								
White	66	100	23	60.7	16.4	77	83.9	79.5
African American	103	100	52	43	5	48	50.7	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.3	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	62.8	60.7
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	59.8	71.2
Disability Status								
Disabled	23	100	N/AV	N/AV	N/AV	26.3	39.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	61.6	59.6
Socio-Economic Status								
Subsided meals	113	100	48.1	48.1	3.8	51.9	55.1	55.1
Social Studies								
All Students	174	100	30.4	44.7	24.8	69.6	76.4	72.3
Gender								
Male	94	100	34.1	37.5	28.4	65.9	75.6	71.5
Female	80	100	26	53.4	20.5	74	77.3	73.2
Racial/Ethnic Group								
White	50	100	19.6	37	43.5	80.4	84.9	80.7
African American	118	100	36.4	48.2	15.5	63.6	62.9	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.7	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	75.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	62	72.2
Disability Status								
Disabled	23	100	65	30	5	35	47.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	75	67.9
Socio-Economic Status								
Subsided meals	118	100	38.7	46.2	15.1	61.3	64.3	62.1

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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
Writing										
All Students	271	99.3	33.3	43.9	22.7	66.7	73.1	70.2	97	96.7
Gender										
Male	140	100	46.6	36.1	17.3	53.4	65.9	63.2	97	96.6
Female	131	98.5	18.9	52.5	28.7	81.1	80.9	77.5	97.1	96.8
Racial/Ethnic Group										
White	88	100	20.5	43.4	36.1	79.5	82.5	79.1	96.9	96.6
African American	174	98.9	40.2	43.3	16.5	59.8	59.2	57.6	97.1	96.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.3	86.2	98.6	97.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	65.7	62.6	96.4	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	60.7	68.7	99	95.2
Disability Status										
Disabled	36	100	75	15.6	9.4	25	30.2	26.1	96.6	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	99.9
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	63	61.2	96	96.6
Socio-Economic Status										
Subsided meals	178	98.9	38.7	42.3	19	61.3	59.5	58.9	96.9	96.2

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
English/Language Arts							
2009	3	78	100	23	41.9	35.1	77
	4	84	100	29.5	44.9	25.6	70.5
	5	105	100	27.6	44.9	27.6	72.4
	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
Mathematics							
2009	3	78	100	39.2	39.2	21.6	60.8
	4	84	100	23.1	56.4	20.5	76.9
	5	105	100	31.6	50	18.4	68.4
	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
Science							
2009	3	39	100	47.4	44.7	7.9	52.6
	4	84	100	41	51.3	7.7	59
	5	54	100	33.3	52.9	13.7	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
Social Studies							
2009	3	39	100	30.6	33.3	36.1	69.4
	4	84	100	16.7	53.8	29.5	83.3
	5	51	100	53.2	38.3	8.5	46.8
	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
Writing							
2009	3	79	98.7	28.4	33.8	37.8	71.6
	4	87	98.9	30	62.5	7.5	70
	5	105	100	39.6	36.6	23.8	60.4
	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

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