



OAKDALE ELEMENTARY

1129 Oakdale Road
Rock Hill, SC 29730

Grades	K-5 Elementary School	
Enrollment	476 Students	
Principal	Neil McVann	803-981-1585
Superintendent	Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	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

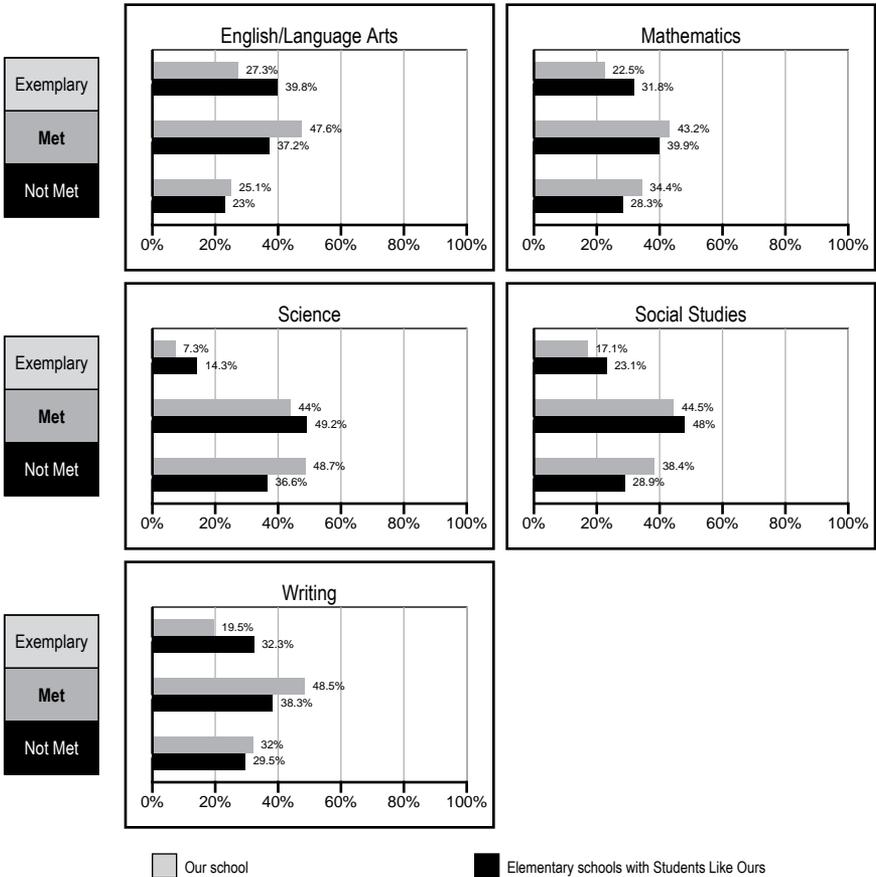
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	24	89	3	0

* Ratings are calculated with data available by 03/09/2011.

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
Students (n=476)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Up from 1.3%	1.2%	1.2%
Attendance rate	96.7%	Down from 97.0%	95.9%	96.1%
Eligible for gifted and talented	6.8%	Up from 6.4%	11.7%	11.7%
With disabilities other than speech	7.6%	Up from 6.9%	8.7%	8.0%
Older than usual for grade	0.2%	No Change	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	63.6%	Down from 68.6%	60.3%	60.5%
Continuing contract teachers	84.8%	Down from 88.6%	86.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.0%	Up from 83.4%	88.8%	87.0%
Teacher attendance rate	96.7%	Up from 94.3%	95.4%	95.4%
Average teacher salary*	\$52,571	Up 0.4%	\$47,280	\$47,288
Professional development days/teacher	8.1 days	Up from 6.6 days	10.5 days	10.5 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Down from 20.9 to 1	19.2 to 1	19.2 to 1
Prime instructional time	92.5%	Up from 90.1%	90.2%	90.8%
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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,424	Up 10.7%	\$7,537	\$7,548
Percent of expenditures for instruction**	76.1%	Up from 75.0%	67.4%	68.7%
Percent of expenditures for teacher salaries**	74.4%	Up from 72.5%	64.0%	65.1%

* 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

In 2009-2010, Oakdale Elementary School implemented a schoolwide Response to Intervention Plan. RtI plans were developed for students identified per performance data. Third, fourth, and fifth grade students with Intervention Plans were provided an additional forty-minute guided reading session four days a week. This allowed teachers the opportunity to provide weaker students with another layer of instruction. During this same time block, students who needed math remediation worked with the math coach. Another component of the plan was a 2-hour, uninterrupted planning time on Wednesdays from 1:45 to 3:45. This was accomplished by using all of the special area teachers and support staff to conduct "Clubs" on Wednesdays during teacher planning. Students were given the choice of 11 clubs which rotated each nine weeks. The students were in clubs from 1:45 to 2:25, and then dismissed from school by their club sponsor.

The district literacy coaches met monthly with each grade level, during common planning, to help fully implement the literacy guide. The math coach met quarterly with classroom teachers on the math guide and worked with formative math assessment during late start days.

Oakdale School has successfully completed its second year with the Effective School-wide Discipline Plan. The ESD plan is designed to promote success in all students by rewarding positive behaviors. 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.

With the 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	31	72	66
Percent satisfied with learning environment	96.7%	85.9%	79.0%
Percent satisfied with social and physical environment	100.0%	83.3%	72.3%
Percent satisfied with school-home relations	80.6%	93.1%	75.8%

* 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	0.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	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 = 58.8% (Met or Exemplary)

All Students	241	99.2	24.8	47.8	27.4	88.1	85	83.5	Yes	Yes
Gender										
Male	132	98.5	30.9	42.3	26.8	84.6	81.2	80.1	N/A	N/A
Female	109	100	17.5	54.4	28.2	92.2	88.9	87	N/A	N/A
Racial/Ethnic Group										
White	59	98.3	16.4	41.8	41.8	96.4	91.6	89.6	Yes	Yes
African American	168	99.4	28.7	50.3	21	84.1	75.8	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	97.4	92.7	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78.1	79.6	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	76	85.1	I/S	I/S
Disability Status										
Disabled	33	97	N/A	N/A	N/A	60	55.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	74.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	175	98.9	27.2	49.4	23.5	86.4	77.5	76.9	Yes	Yes

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

All Students	240	99.6	34.1	43.4	22.6	78.3	83.7	80.4	Yes	Yes
Gender										
Male	131	99.2	35.8	39.8	24.4	77.2	81.2	78.4	N/A	N/A
Female	109	100	32	47.6	20.4	79.6	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	59	98.3	14.5	40	45.5	89.1	90.7	87.8	Yes	Yes
African American	167	100	42.7	45.2	12.1	73.2	73.3	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.4	93.5	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	80.3	78.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	76	83.2	I/S	I/S
Disability Status										
Disabled	32	100	80	13.3	6.7	36.7	51.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	78.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	174	99.4	37.7	46.3	16	76.5	75.3	72.8	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
Science								
All Students	158	99.4	48	44.6	7.4	52	70.3	67.3
Gender								
Male	92	98.9	43.5	47.1	9.4	56.5	69.8	66.9
Female	66	100	54	41.3	4.8	46	70.9	67.7
Racial/Ethnic Group								
White	37	100	30.6	55.6	13.9	69.4	83.7	79.6
African American	111	99.1	57.8	37.3	4.9	42.2	50.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.1	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	61.1	59.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	65.5	69.5
Disability Status								
Disabled	22	100	75	20	5	25	38.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	58.3	58.6
Socio-Economic Status								
Subsidized meals	113	100	53.8	39.6	6.6	46.2	56.4	55.4
Social Studies								
All Students	155	99.4	37.9	44.8	17.2	62.1	74.3	70.9
Gender								
Male	80	100	39.5	38.2	22.4	60.5	73	70.1
Female	75	98.7	36.2	52.2	11.6	63.8	75.6	71.7
Racial/Ethnic Group								
White	38	100	27.8	44.4	27.8	72.2	82.9	79.2
African American	110	100	41.7	45.6	12.6	58.3	61.2	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91.8	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.6	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	68.2	71.2
Disability Status								
Disabled	20	95	N/A	N/A	N/A	38.9	43.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	73.1	68
Socio-Economic Status								
Subsidized meals	114	100	41	44.8	14.3	59	63.4	60.8

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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	242	100	32	48.5	19.5	68	73.5	72.1	96.7	96.5
Gender										
Male	133	100	42.5	41.7	15.7	57.5	66.5	65.2	96.6	96.4
Female	109	100	19.2	56.7	24	80.8	80.7	79.2	96.8	96.6
Racial/Ethnic Group										
White	58	100	19.3	47.4	33.3	80.7	83.5	80.8	96	96.4
African American	170	100	37.5	49.4	13.1	62.5	59.2	59.7	97	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.1	87	97.4	97.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	64.3	64.6	95.1	96.3
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	64.3	73.4	97.7	94.9
Disability Status										
Disabled	31	100	N/AV	N/AV	N/AV	20.7	32.4	27.7	96.4	95.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	60.1	63.7	95.7	96.7
Socio-Economic Status										
Subsidized meals	175	100	35.9	47.3	16.8	64.1	61.6	61.9	96.5	96

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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
2010	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
	8	0	N/A	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
2010	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
	8	0	N/A	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
2010	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
	8	0	N/A	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							
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
2010	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
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
2010	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

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