



OAKWAY INTERMEDIATE

150 School House Road
Westminster, SC 29693

Grades	4-5 Elementary School	
Enrollment	201 Students	
Principal	Ann Douglas	864-886-4510
Superintendent	Mike Lucas	864-886-4400
Board Chair	Andy Inabinet	864-710-0796

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Good	Excellent
2008	Average	At-Risk
2007	N/A	N/A

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

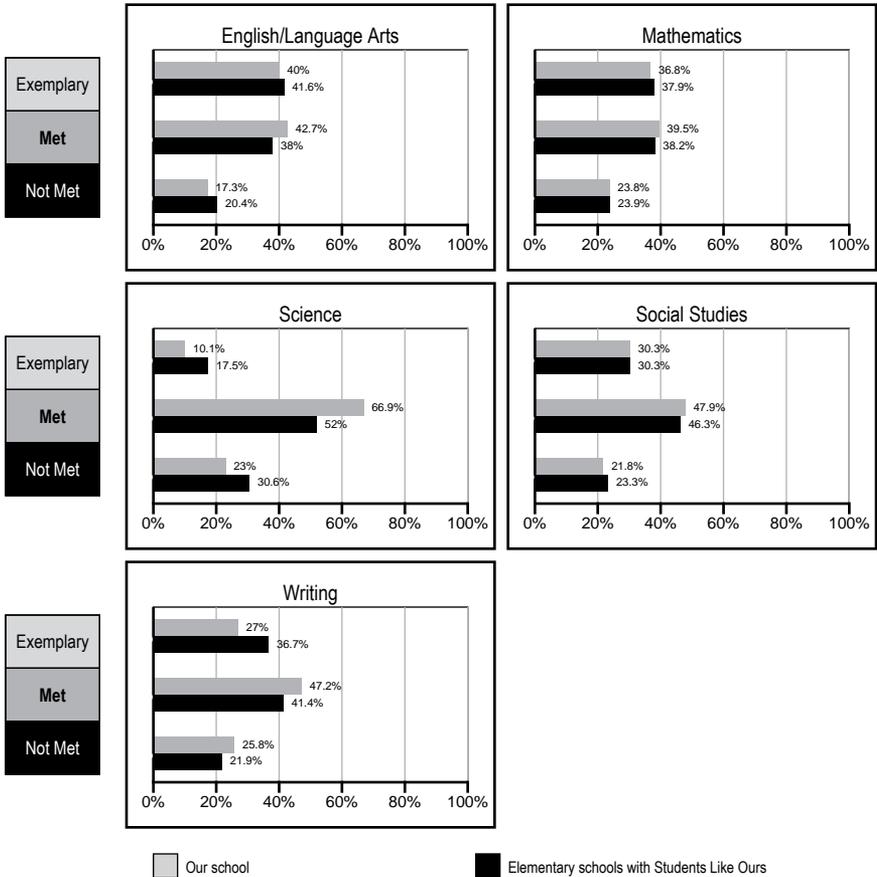
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	35	59	1	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
Students (n=201)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.5%	Up from 0.0%	1.3%	1.1%
Attendance rate	96.5%	Up from 96.2%	96.1%	96.2%
Served by gifted and talented program	20.0%	Up from 13.8%	14.3%	13.4%
With disabilities other than speech	12.3%	Down from 17.0%	4.7%	4.1%
Older than usual for grade	3.0%	Up from 2.3%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=16)				
Teachers with advanced degrees	50.0%	Up from 43.8%	61.1%	62.5%
Continuing contract teachers	87.5%	Up from 75.0%	90.0%	88.2%
Teachers returning from previous year	76.9%	N/A	88.3%	87.8%
Teacher attendance rate	94.3%	Down from 98.3%	95.2%	95.2%
Average teacher salary*	\$42,275	Up 0.4%	\$46,512	\$46,773
Professional development days/teacher	14.3 days	Up from 13.8 days	10.5 days	10.5 days
School				
Principal's years at school	1.0	No Change	4.5	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 18.4 to 1	20.1 to 1	19.9 to 1
Prime instructional time	88.7%	Down from 93.7%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Down from 99.9%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,705	Up 1.5%	\$7,141	\$7,447
Percent of expenditures for instruction**	54.2%	No Change	68.4%	68.4%
Percent of expenditures for teacher salaries**	52.2%	Up from 51.9%	65.4%	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

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 student in relevant and challenging learning opportunities within an inviting, safe, and nurturing environment. Through this dedication, Oakway Intermediate School was able to meet AYP.

Oakway Intermediate serves 198 students in grades 4 and 5. The uniqueness of being an intermediate school allows us to focus our environment, activities and programs on this age student. Our Positive Behavioral Interventions and Support (PBIS) program allows for establishing expectations and providing incentives. The PBIS matrix focuses on reinforcing student positive behaviors of Respect, Organization, Cooperation, Knowledge, and Self-control (R.O.C.K.S.).

Teachers implement technology in their daily instruction. Technology has been expanded so that classrooms have a variety of instructional technology. Teachers each have a webpage established for their classes to help with communication between home and school.

Teachers are committed to student growth and achievement. Using all data available, an in-depth analysis of each individual student's strengths, weaknesses and performance is carried out. This study provides information to help improve instruction based on student needs for the purpose of increased student learning. Professional development of teachers is ongoing as we strive to keep teachers involved with the latest research based learning. This year, professional development was offered in the areas of Strategic Instruction Models, data analysis, formative assessment, Math notebooking, as well as, reading and math instruction.

Oakway students engage in a multitude of academic activities correlated to the core curriculum. Students continue to demonstrate excellence in the School Science Fair, the School Spelling Bee, the State Superintendent's Writing Contest, Tornado Safety Poster Contest, Art Exhibits, Choral concerts, and Character Education programs. High expectations remain a commitment at Oakway Intermediate School. Our goal is for every student to thrive academically, socially, and emotionally while developing the assets necessary to become reflective, productive and responsible citizens.

Ann Douglas, Principal

Toni Massey, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	91	46
Percent satisfied with learning environment	94.1%	84.6%	90.7%
Percent satisfied with social and physical environment	100.0%	81.1%	86.7%
Percent satisfied with school-home relations	94.1%	83.5%	88.9%

* 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 15 out of 15 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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

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

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	198	100	17.1	42.2	40.6	87.2	83	82.4	Yes	Yes
Gender										
Male	104	100	20	40	40	84	78.7	78.7	N/A	N/A
Female	94	100	13.8	44.8	41.4	90.8	87.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	188	100	18	41.6	40.4	86.5	85.1	88.9	Yes	Yes
African American	4	I/S	I/S	I/S	I/S	I/S	72.9	72.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.2	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	75.3	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	90	83	I/S	I/S
Disability Status										
Disabled	40	100	52.8	36.1	11.1	55.6	53.2	48.1	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	74.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	118	100	23.9	41.3	34.9	82.6	76.9	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	198	99.5	23.1	39.8	37.1	82.8	83.7	81.9	Yes	Yes
Gender										
Male	104	100	24	35	41	82	81.4	79.9	N/A	N/A
Female	94	98.9	22.1	45.3	32.6	83.7	86.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	188	99.5	23.2	39	37.9	83.1	85.9	88.9	Yes	Yes
African American	4	I/S	I/S	I/S	I/S	I/S	69.8	71.4	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.6	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	82.1	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	100	84.4	I/S	I/S
Disability Status										
Disabled	40	100	69.4	27.8	2.8	44.4	53.2	47.3	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	82.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	118	99.2	30.6	39.8	29.6	75.9	77.4	74.9	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	149	100	22.9	66.4	10.7	77.1	69.2	68.6
Gender								
Male	72	100	22.1	67.6	10.3	77.9	68	68.3
Female	77	100	23.6	65.3	11.1	76.4	70.5	68.9
Racial/Ethnic Group								
White	142	100	22.4	66.4	11.2	77.6	74.3	80.7
African American	3	I/S	I/S	I/S	I/S	I/S	44.2	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	68	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	52	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	32	100	55.2	41.4	3.4	44.8	39.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	46.9	60.7
Socio-Economic Status								
Subsidized meals	90	100	28.9	60.2	10.8	71.1	59.1	57.3
Social Studies								
All Students	147	100	21.7	47.6	30.8	78.3	70.1	72.5
Gender								
Male	79	100	17.9	44.9	37.2	82.1	70.3	72
Female	68	100	26.2	50.8	23.1	73.8	69.9	73.1
Racial/Ethnic Group								
White	140	100	22.8	47.1	30.1	77.2	72.8	81
African American	3	I/S	I/S	I/S	I/S	I/S	57.6	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.5	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	60.6	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.4	73.5
Disability Status								
Disabled	26	100	41.7	50	8.3	58.3	40.2	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	62	69.7
Socio-Economic Status								
Subsidized meals	86	100	29.3	47.6	23.2	70.7	60.5	62.9

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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	98	96.9	24.1	48.3	27.6	75.9	71.3	73.2	96.5	96.3
Gender										
Male	54	100	30.8	40.4	28.8	69.2	64	67.2	96.5	96.3
Female	44	93.2	14.3	60	25.7	85.7	78.6	79.4	96.4	96.3
Racial/Ethnic Group										
White	92	96.7	24.4	47.6	28	75.6	73.3	81.5	96.4	96.1
African American	2	I/S	I/S	I/S	I/S	I/S	64.3	61.3	96.7	97.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.5	87	94.8	98.1
Hispanic	1	I/S	I/S	I/S	I/S	I/S	57.8	66.7	97.8	96.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2	98	96.6
Disability Status										
Disabled	22	90.9	N/AV	N/AV	N/AV	23.5	23.6	26	95.5	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.3
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	55.8	65.7	97	97.1
Socio-Economic Status										
Subsidized meals	58	94.8	33.3	43.8	22.9	66.7	60.5	63.2	96.5	95.8

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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							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	105	97.1	22.8	34.8	42.4	77.2
	5	119	100	16.8	46.9	36.3	83.2
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	99	100	16.5	39.2	44.3	83.5
	5	99	100	17.8	45.6	36.7	82.2
	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
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	105	98.1	22.8	34.8	42.4	77.2
	5	119	100	27.4	41.6	31	72.6
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	99	99	13.5	40.6	45.8	86.5
	5	99	100	33.3	38.9	27.8	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
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	103	100	23.9	63	13	76.1
	5	58	100	17.9	60.7	21.4	82.1
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	98	100	16.7	72.9	10.4	83.3
	5	51	100	36.4	52.3	11.4	63.6
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	103	100	17.4	50	32.6	82.6
	5	61	100	38.6	54.4	7	61.4
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	99	100	20.6	48.5	30.9	79.4
	5	48	100	23.9	45.7	30.4	76.1
	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							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	102	98	25	37	38	75
	5	120	100	26.7	38.8	34.5	73.3
	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
2011	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	98	96.9	24.1	48.3	27.6	75.9
	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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