



Oakway Intermediate

150 School House Road
Westminster, SC 29693

Grades	4-5 Elementary School	
Enrollment	238 Students	
Principal	Jami L. Verderosa	864-886-4510
Superintendent	Dr. Michael Lucas	864-886-4400
Board Chair	Harry B. Mays, Jr.	864-972-3629

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

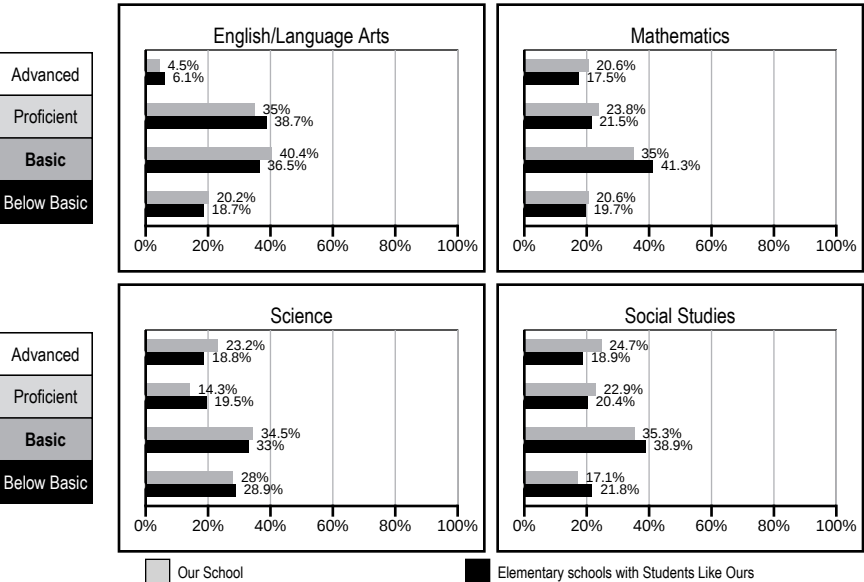
Percent of students tested in 2007-08 whose 2006-07 test scores were located 96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	13	63	11	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=238)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.4%	N/A	2.2%	2.3%
Attendance rate	96.7%	N/A	96.3%	96.3%
Eligible for gifted and talented	15.5%	N/A	12.0%	10.4%
With disabilities other than speech	11.4%	N/A	8.3%	7.5%
Older than usual for grade	0.0%	N/A	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	38.9%	N/A	56.3%	56.7%
Continuing contract teachers	77.8%	N/A	78.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	87.6%	86.4%
Teacher attendance rate	96.1%	N/R	95.3%	94.9%
Average teacher salary	\$44,556	I/S	\$45,138	\$45,345
Professional development days/teacher	13.0 days	N/R	12.1 days	12.6 days
School				
Principal's years at school	2.0	N/R	3.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	N/R	18.8 to 1	18.5 to 1
Prime instructional time	91.7%	N/R	90.1%	89.8%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	98.2%	N/R	100.0%	100.0%
Character development program	Good	N/R	Excellent	Excellent
Dollars spent per pupil*	N/A	N/A	\$6,595	\$7,052
Percent of expenditures for instruction*	N/A	N/A	68.9%	69.1%
Percent of expenditures for teacher salaries*	N/A	N/A	65.1%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

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 250 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, Elmos, 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.

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 Regional Science Fair, Spelling Bee, Lieutenant Governor's Essay Contest, and Coldwell Banker and Memorial Day Essay Contest, as well as various Art Contest, 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
Lori Deathridge, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	111	80
Percent satisfied with learning environment	100.0%	87.4%	91.1%
Percent satisfied with social and physical environment	100.0%	82.0%	88.8%
Percent satisfied with school-home relations	100.0%	93.7%	83.5%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 11 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	
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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. Sanction: Implement the restructuring plan.
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		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	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

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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	234	99.6	19.8	40.5	35.1	4.5	54.1	50.9	48.2	Yes	Yes
Gender											
Male	122	100	23.5	47	28.7	0.9	46.1	43	41.7	N/A	N/A
Female	112	99.1	15.9	33.6	42.1	8.4	62.6	59.3	55	N/A	N/A
Racial/Ethnic Group											
White	217	100	17.9	41.1	36.2	4.8	56.5	54.1	60	Yes	Yes
African American	9	I/S	I/S	I/S	I/S	I/S	I/S	35.4	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59.4	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	39.2	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
Disability Status											
Disabled	24	100	59.1	27.3	13.6	0	18.2	16.1	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	38	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	137	99.3	29.4	46	23.8	0.8	38.9	38.8	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	234	100	20.6	35	23.8	20.6	52.9	50.9	45.8	Yes	Yes
Gender											
Male	122	100	20	38.3	20.9	20.9	48.7	51	45.6	N/A	N/A
Female	112	100	21.3	31.5	26.9	20.4	57.4	50.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	217	100	20.3	34.8	23.2	21.7	54.1	54.9	59	Yes	Yes
African American	9	I/S	I/S	I/S	I/S	I/S	I/S	28.4	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.6	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	41.7	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	83.3	46.2	I/S	I/S
Disability Status											
Disabled	24	100	45.5	36.4	9.1	9.1	22.7	21.6	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	137	100	30.7	37	20.5	11.8	37	38.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	178	100	28	34.5	14.3	23.2	37.5	35.1	35.7	96.7	96.3
Gender											
Male	99	100	29	34.4	15.1	21.5	36.6	37	37.4	96.5	96.3
Female	79	100	26.7	34.7	13.3	25.3	38.7	33.1	33.8	97	96.2
Racial/Ethnic Group											
White	163	100	26	35.7	13.6	24.7	38.3	38.8	49.2	96.7	96
African American	9	I/S	I/S	I/S	I/S	I/S	I/S	15.8	17	98.3	97.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	58	N/A	96.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	23.1	24.9	97.1	97.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	97.4
Disability Status											
Disabled	18	100	62.5	31.3	6.3	0	6.3	11.9	14	95.4	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	21.3	24.4	98.4	97.3
Socio-Economic Status											
Subsided meals	107	100	39.8	33.7	15.3	11.2	26.5	24.2	21.1	96.4	95.7

Social Studies

All Students	179	100	17.1	35.3	22.9	24.7	47.6	33.5	34	96.7	96.3
Gender											
Male	92	100	16.3	36	24.4	23.3	47.7	37.6	36.6	96.5	96.3
Female	87	100	17.9	34.5	21.4	26.2	47.6	29.1	31.3	97	96.2
Racial/Ethnic Group											
White	165	100	16.6	34.4	23.6	25.5	49	35.9	44.5	96.7	96
African American	7	I/S	I/S	I/S	I/S	I/S	I/S	20.9	19.1	98.3	97.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.5	58.9	N/A	96.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	23.5	27.5	97.1	97.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	97.4
Disability Status											
Disabled	18	100	31.3	37.5	18.8	12.5	31.3	15.8	14.4	95.4	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.3	98.4	97.3
Socio-Economic Status											
Subsided meals	106	100	22.4	40.8	26.5	10.2	36.7	22.6	21	96.4	95.7

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	123	99.2	20.2	40.4	36.8	2.6	39.5
	5	111	100	19.4	40.7	33.3	6.5	39.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	123	100	18.3	33	27	21.7	48.7
	5	111	100	23.1	37	20.4	19.4	39.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	123	100	26.1	36.5	18.3	19.1	37.4
	5	55	100	32.1	30.2	5.7	32.1	37.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	123	100	14.8	34.8	25.2	25.2	50.4
	5	56	100	21.8	36.4	18.2	23.6	41.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

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I/S--Insufficient Sample