



OAKWAY INTERMEDIATE

150 School House Road
Westminster, SC 29693

Grades	4-5 Elementary School	
Enrollment	218 Students	
Principal	Ann Douglas	864-886-4510
Superintendent	Dr. Mike Lucas	864-886-4400
Board Chair	Andy Inabinet	864-710-0796

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Good	Excellent
2008	Average	At-Risk
2007	N/A	N/A
2006	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 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

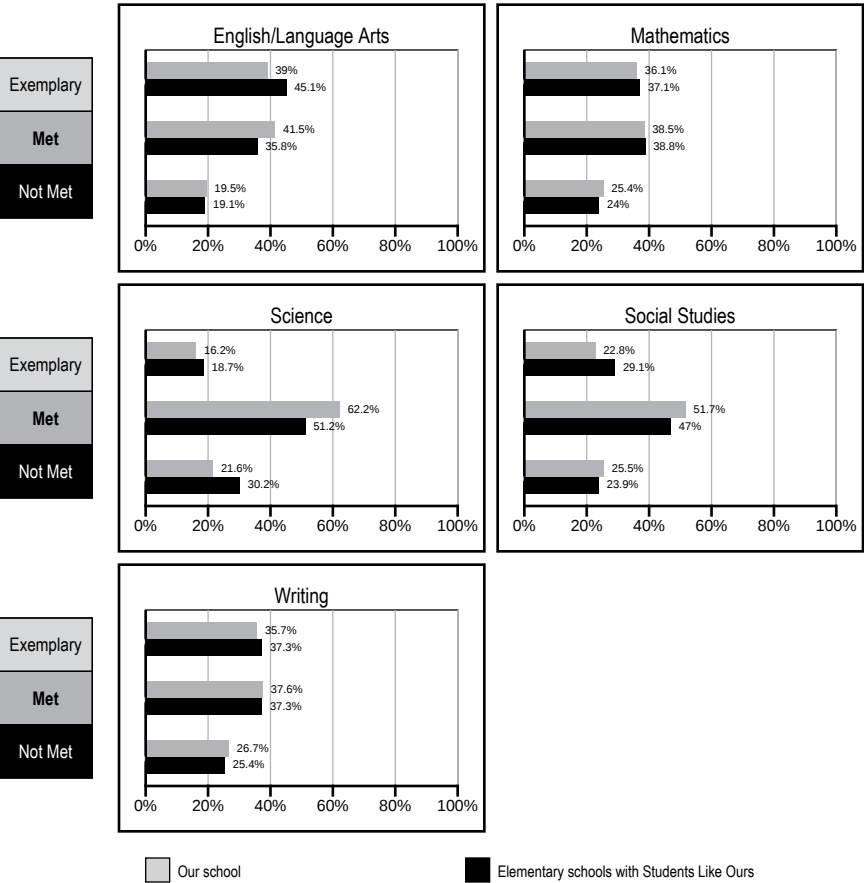
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
15	38	43	0	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=218)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	No Change	1.2%	1.2%
Attendance rate	96.2%	Down from 96.5%	96.1%	96.1%
Eligible for gifted and talented	13.8%	Down from 16.7%	14.7%	11.7%
With disabilities other than speech	17.0%	Up from 13.8%	8.3%	8.0%
Older than usual for grade	2.3%	Up from 1.3%	0.3%	0.4%
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	43.8%	Down from 47.1%	59.4%	60.5%
Continuing contract teachers	75.0%	Down from 88.2%	86.1%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	86.7%	87.0%
Teacher attendance rate	98.3%	N/R	95.5%	95.4%
Average teacher salary*	\$42,114	Down 5.8%	\$47,500	\$47,288
Professional development days/teacher	13.8 days	Down from 17.0 days	10.3 days	10.5 days
School				
Principal's years at school	1.0	Down from 2.0	4.5	4.0
Student-teacher ratio in core subjects	18.4 to 1	Down from 20.8 to 1	20.0 to 1	19.2 to 1
Prime instructional time	93.7%	N/R	90.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Up from 91.7%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$8,578	Up 6.1%	\$6,921	\$7,548
Percent of expenditures for instruction**	54.2%	Up from 52.6%	68.9%	68.7%
Percent of expenditures for teacher salaries**	51.9%	Up from 48.9%	65.7%	65.1%

* Includes current year teachers contracted for 185 or more days.

** 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. The staff supports the belief that all students have the ability to learn and utilizes a variety of instructional approaches to make this belief a reality. Our teachers have high expectations for each student and strive to engage each student in relevant and challenging learning activities.

The teachers utilize and incorporate technology in their instruction at a very high degree of implementation. An in-depth analysis of each student's strengths, weaknesses, and performance provides instruction that targets each student's specific goals. A variety of staff development enables teachers to continue to refine their teaching skills. This year, all teachers received staff development on fostering literacy independence and engaging all students in daily literacy assessment and instruction.

The uniqueness of being an intermediate school allows us to focus our environment, activities, and programs on this age group. The expectations and the incentives of our Positive Behavioral Interventions and Supports (PBIS) program are age-appropriate for our school. Our PBIS matrix focuses on reinforcing the positive behaviors of Respect, Organization, Cooperation, Knowledge, and Self-control (R.O.C.K.S.). This year, our school was recognized as one of twenty-nine schools in our state to achieve Banner Status for our fidelity and quality in implementing PBIS.

Through a grant from the Family connection of South Carolina, all students participated in the program, "Awareness: The Key to Friendships," which taught students about disabilities and the special needs of people with disabilities. Through simulation, each student engaged in activities as if they personally had a disability.

Our students engage in an abundance of academic activities that correlate to the core curriculum. They demonstrated excellence in the School and District Science Fairs, the School and Regional Spelling Bees, the State Superintendent's Writing Contest, Tornado Safety Poster Contest, Art Exhibits, Music Concerts, and Character Education Programs. The high expectations at Oakway Intermediate School will enable every student to grow academically, socially, and emotionally while developing the assets to become productive and responsible citizens.

Ann S. Miller, Principal
Jill Neave, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	111	97
Percent satisfied with learning environment	100.0%	88.3%	92.8%
Percent satisfied with social and physical environment	100.0%	87.4%	86.6%
Percent satisfied with school-home relations	100.0%	86.4%	84.0%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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. 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%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

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	224	98.7	19.5	41.5	39	89.3	83.6	83.5	Yes	Yes
Gender										
Male	120	98.3	21.8	40.9	37.3	88.2	80	80.1	N/A	N/A
Female	104	99	16.8	42.1	41.1	90.5	87.5	87	N/A	N/A
Racial/Ethnic Group										
White	210	98.6	19.6	40.7	39.7	89.7	85.6	89.6	Yes	Yes
African American	9	I/S	I/S	I/S	I/S	I/S	74.3	74.6	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.2	92.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.7	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84.6	85.1	I/S	I/S
Disability Status										
Disabled	46	97.8	54.8	38.1	7.1	64.3	52.7	51.7	Yes	Yes
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	4	I/S	I/S	I/S	I/S	I/S	76.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	132	97.7	25.4	44.9	29.7	83.9	77.8	76.9	Yes	Yes

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

All Students	224	99.1	25.4	38.5	36.1	85.9	82.6	80.4	Yes	Yes
Gender										
Male	120	98.3	23.6	42.7	33.6	87.3	80.7	78.4	N/A	N/A
Female	104	100	27.4	33.7	38.9	84.2	84.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	210	99.1	24.7	38.7	36.6	86.1	84.6	87.8	Yes	Yes
African American	9	I/S	I/S	I/S	I/S	I/S	70.6	69.3	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.2	93.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	79.6	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84.6	83.2	I/S	I/S
Disability Status										
Disabled	46	100	57.1	31	11.9	61.9	53.9	46.1	Yes	Yes
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	4	I/S	I/S	I/S	I/S	I/S	79.5	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	132	98.5	36.4	35.6	28	80.5	76.2	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	161	100	21.6	62.2	16.2	78.4	68.2	67.3
Gender								
Male	84	100	20.3	59.5	20.3	79.7	68.3	66.9
Female	77	100	23.2	65.2	11.6	76.8	68.2	67.7
Racial/Ethnic Group								
White	150	100	21.6	61.2	17.3	78.4	72.8	79.6
African American	8	I/S	I/S	I/S	I/S	I/S	45.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	77.8	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	51.5	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	33	100	N/A	N/A	N/A	51.6	39	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	3	I/S	I/S	I/S	I/S	I/S	49.4	58.6
Socio-Economic Status								
Subsidized meals	92	100	28.6	63.1	8.3	71.4	57.8	55.4

Social Studies

All Students	164	100	25.5	51.7	22.8	74.5	68.4	70.9
Gender								
Male	92	100	21.4	53.6	25	78.6	68.9	70.1
Female	72	100	30.8	49.2	20	69.2	67.8	71.7
Racial/Ethnic Group								
White	152	100	25.7	50.7	23.6	74.3	70.9	79.2
African American	7	I/S	I/S	I/S	I/S	I/S	56.5	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	58.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	41	100	45.9	40.5	13.5	54.1	39.5	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	60.7	68
Socio-Economic Status								
Subsidized meals	100	100	36	46.1	18	64	56.9	60.8

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
Writing										
All Students	222	99.1	26	38	36.1	74	72.8	72.1	96.2	95.9
Gender										
Male	117	100	32.1	34.8	33	67.9	64.7	65.2	96.4	95.9
Female	105	98.1	18.8	41.7	39.6	81.3	81.3	79.2	96.1	95.8
Racial/Ethnic Group										
White	208	99	26	37.8	36.2	74	75	80.8	96.2	95.6
African American	9	I/S	I/S	I/S	I/S	I/S	63.2	59.7	96	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.6	87	98.2	98.2
Hispanic	3	I/S	I/S	I/S	I/S	I/S	61.9	64.6	99.6	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.9	73.4	97.8	95.9
Disability Status										
Disabled	46	95.7	64.3	31	4.8	35.7	29.2	27.7	95.3	94.9
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	4	I/S	I/S	I/S	I/S	I/S	59.7	63.7	98.9	96.7
Socio-Economic Status										
Subsidized meals	132	98.5	33.3	38.3	28.3	66.7	63.9	61.9	96	95.4

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	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
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
Mathematics							
2009	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
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
Science							
2009	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
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

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
Social Studies							
2009	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
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
Writing							
2009	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
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

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