

2008-2009 – Annual Report



The students, staff and families of Oakdale Elementary had a lot to be proud of during the 2008-2009 school year. We saw major changes in reading instruction last year and the results have been dramatic. As always, there is still room for improvement.

This report is designed to inform you of our student results as they relate to our school improvement plan for 2008-2009. Our goals and targets focused on state and district assessments. Although these assessments capture a snapshot of how our students are doing at a given point in time, they don't represent the full picture of who we are as a school or who our students are.

Goals

Our goal for 2008-2009 was to make adequate yearly progress (AYP) with all groups of students. Further, we set out to increase overall proficiency in both mathematics (+5%) and reading (+8%) while reducing existing proficiency gaps between white students and students of color.

For a more detailed description of our results on the MAP, please see the document titled *MAP Results 2008-2009*, which is available on the Oakdale website.

	Targets/Indicators	Results
Reading	1. All subgroups meet or exceed their 2009 AYP index targets.	We made our index targets with all of our subgroups in reading!!!!
	2. Increase reading proficiency to 74% on the MCA II	We increased reading proficiency by nearly 6% points, but did not meet our target.
	3. 50% of SpEd students will be proficient on the Reading MCA II (13% point increase)	49% of SpEd students were proficient, just 1% point away from our target.
	4. 40% of Asian students will be proficient on the Reading MCA II (20% point increase)	We increased proficiency of our Asian students by 15% points.
	5. 57 % of our students who qualify for Free or Reduced Price Meals will be proficient on the Reading MCA II (10% point increase)	We made our target with 58% of students who qualify for Free or Reduced Price Meals proficient on the Reading MCA II.
	6. Decrease gap between white students and students of color by 4.4% points on the Reading MCA II.	We made the target by reducing the proficiency gap by 10% points.

	Targets/Indicators	Results
Mathematics	1. All subgroups meet or exceed their 2009 AYP index targets.	We made our index targets with all of our subgroups in mathematics!!!!
	2. Increase math proficiency to 79% on the MCA II.	We did not meet this target.
	3. 55% of SpEd students will be proficient on the Math MCA II (15% point increase)	49% of SpEd students were proficient, an 8% point increase.
	4. Decrease gap between white students and students of color by 3.3% points on the Math MCA II.	After a nearly 20% point decrease during the 2007-2008 school year, our gap increased during the 2008-2009 year.

Family Involvement	1. 90% of families will participate in fall and spring conferences in each NCLB ethnic sub-group.	We made this target with all subgroups except Asian and Black students. 85% of Asian families attended Fall and Winter conferences. 82% of Black families attended Fall and Winter conferences.
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*You will notice that there are a couple of indicators for the specific subgroups of Special Education (SpEd) students, students qualifying for Free and Reduced Price Meals, and Asian students. That is because we had not made our AYP targets with those subgroups for two years in a row.

Highlights of Our Success in Math

- Maintained the gains we had made during the 2007-2008 school year
- 14% point proficiency increase in 07-08
- Decreased the proficiency gap between white students and students of color
- 4-year trend of increasing rank among all metro area schools
- Made AYP with all subgroups in 08-09.

Highlights of Our Success in Reading

- 6% point proficiency increase in 08-09
- Decreased the proficiency gap between white students and students of color
- 4-year trend of increasing rank among all metro area schools
- Made AYP with all subgroups in 08-09.

AYP Status

Even though we made adequate yearly progress (AYP) in both mathematics and reading there are still consequences for our school under the No Child Left Behind Act. In order to be free of consequences a school needs to make AYP two years in a row.

The consequences for not making AYP in each of the three previous years includes offering school choice to all families attending Oakdale and living in our attendance boundaries and providing supplemental education services to some families. For more information regarding these options, please read the letter titled, *Parent Notification of AYP Status*, which was mailed to all Oakdale Elementary families. It is also available on the Oakdale website.

Safe & Welcoming Environment

Our school continued our focus on having a safe, welcoming environment in 2008-2009. We have done a lot of research into social/behavior programs over the last few years. Based on results that two other schools in our district have seen, some of our staff members' own experiences, and the academic research, the staff voted in the spring of 2004-2005 to become a "Responsive Classroom" school. Since then we have been working hard to train all classroom teachers as well as a number of support staff in the Responsive Classroom philosophy.

There are seven basic principles underlying this approach:

1. The social curriculum is as important as the academic curriculum.
2. *How* children learn is as important as *what* they learn.
3. The greatest cognitive growth occurs through social interaction.
4. There is a specific set of social skills that children need in order to be successful academically and socially.
5. Knowing the children we teach individually, culturally, and developmentally is as important as knowing the content we teach.
6. Knowing the parents of the children we teach is important to knowing the children.
7. How the adults at school work together to accomplish their mission is as important as individual competence.

Based on the principles outlined above, students experienced "Morning Meeting" again this year. It is a daily routine that builds community, creates a positive climate for learning, and reinforces social and academic skills. We also implemented our All School Morning Meeting once a month again this year. This has further built a sense of school wide community here at Oakdale Elementary. Our Mileage Club and the introduction of a school mascot also helped build our school wide community.

In addition to continuing the implementation process for Responsive Classroom we have taken other measures to improve the safety of staff and students and maintain a welcoming environment for everyone.

1. Installed digital surveillance cameras in all public areas of the school as well as outdoor entrances and the parking lot.

2. Implemented the 2nd Step Curriculum with our 2nd and 3rd grade students. It focuses on teaching students social and behavior skills. (This program will be expanded to Kindergarten in 2009-2010)

We have reason to celebrate our successes in mathematics and reading. Continued hard work and collaboration on the part of students, families, and staff will ensure that we continue to show improvements in student achievement.

Feel free to contact me with questions.

Sincerely,

Peter Mau
Principal, Oakdale Elementary