



Old Pointe Elementary

380 Old Pointe School
Rock Hill, SC 29732

Grades	K-5 Elementary School	
Enrollment	691 Students	
Principal	Allen L. Bogan	803-980-2040
Superintendent	Dr. Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Average
2007	Good	Below Average
2006	Good	Below Average
2005	Good	Below Average
2004	Good	At-Risk

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

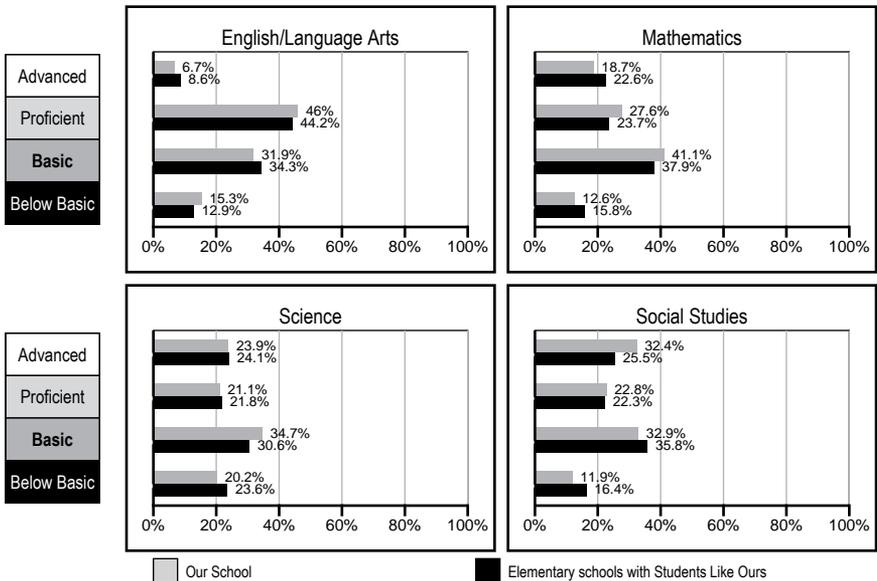
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	26	40	1	0

* 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=691)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	Up from 1.4%	1.6%	2.3%
Attendance rate	96.8%	Up from 96.5%	96.6%	96.3%
Eligible for gifted and talented	15.3%	Up from 13.7%	18.3%	10.4%
With disabilities other than speech	12.1%	Down from 14.6%	6.4%	7.5%
Older than usual for grade	0.2%	No Change	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	58.1%	Down from 60.5%	60.6%	56.7%
Continuing contract teachers	81.4%	Down from 86.0%	78.9%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 2.6%	0.0%	0.0%
Teachers returning from previous year	88.7%	Down from 89.6%	87.5%	86.4%
Teacher attendance rate	95.3%	Down from 95.6%	94.9%	94.9%
Average teacher salary	\$46,348	Up 2.3%	\$46,853	\$45,345
Professional development days/teacher	11.2 days	Up from 9.5 days	12.3 days	12.6 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 21.3 to 1	19.9 to 1	18.5 to 1
Prime instructional time	91.2%	Up from 91.0%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	98.7%	Down from 99.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,539	Up 1.9%	\$6,609	\$7,052
Percent of expenditures for instruction*	72.1%	No Change	70.6%	69.1%
Percent of expenditures for teacher salaries*	69.6%	Up from 68.8%	66.8%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Old Pointe Elementary School strives for continuous improvement each school year. We are proud of the accomplishments of our staff, parents, and students. One hundred percent of our teaching staff is "highly qualified" under the criteria designated by the No Child Left Behind Act. During the 2007-2008 school year, our teachers developed curriculum maps and units of study designed to insure that all of the South Carolina Standards are taught to every child. These documents will assist teachers in making long-range plans at the beginning of each school year. Our staff was also involved in planning literacy activities which support effective reading and writing instruction. It is our intent to use these plans to apply for a "Literacy Spot Award" in 2008-2009.

Parents of students attending Old Pointe Elementary School continue support us by serving on the School Improvement Council (S.I.C.), providing volunteers and financing special projects. This year our S.I.C. reviewed test scores, monitored progress toward achievement of goals set in our school improvement plan, and provided input during our literacy initiative. The PTO supported our instructional program by providing volunteers for school activities and raising nearly \$20,000 to fund school projects. Thanks to the PTO, we have a new mural in the lobby and down the main corridor of the school. We also received funding from the PTO for one project at each grade level, as well as financial support for each teacher new to our school.

Rapid growth in student enrollment has been an issue since Old Pointe opened in August 2002. With the opening of Mount Holly Elementary School, and the student reassignment plan being implemented, we are projected to have ninety less students enrolled in 2008-2009. Having fewer students in our building should make scheduling lunch and special classes much easier. It should also allow us to have a lower pupil/teacher ratio. We anticipate another excellent school year!

Allen L. Bogan, Principal

Michelle Freeman, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	101	73
Percent satisfied with learning environment	100.0%	92.1%	95.7%
Percent satisfied with social and physical environment	100.0%	93.1%	95.8%
Percent satisfied with school-home relations	95.0%	93.1%	84.7%

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

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School Adequate Yearly Progress

NO

This school met 18 out of 21 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. 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

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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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	347	100	15.3	31.9	46	6.7	64.4	51.1	48.2	Yes	Yes
Gender											
Male	181	100	19.8	34.9	40.7	4.7	56.4	44.3	41.7	N/A	N/A
Female	166	100	10.4	28.6	51.9	9.1	73.4	58.3	55	N/A	N/A
Racial/Ethnic Group											
White	206	100	7.8	28	55.4	8.8	76.7	63.9	60	Yes	Yes
African American	114	100	28.7	38.9	29.6	2.8	42.6	31.8	31.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	69	70.4	I/S	I/S
Hispanic	15	100	26.7	33.3	40	0	53.3	40.9	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	40.5	47	I/S	I/S
Disability Status											
Disabled	72	100	56.5	33.3	10.1	0	17.4	17.9	16	No	Yes
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	15	100	21.4	42.9	28.6	7.1	42.9	35.3	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	135	100	30.3	38.5	30.3	0.8	41.8	33.6	34	No	Yes

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

All Students	347	100	12.6	41.1	27.6	18.7	60.1	51.1	45.8	Yes	Yes
Gender											
Male	181	100	12.8	43.6	26.7	16.9	59.9	50.3	45.6	N/A	N/A
Female	166	100	12.3	38.3	28.6	20.8	60.4	52.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	206	100	6.2	36.3	35.2	22.3	71.5	64.6	59	Yes	Yes
African American	114	100	25	50	13.9	11.1	39.8	30	26.9	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	72.2	71.3	I/S	I/S
Hispanic	15	100	13.3	40	33.3	13.3	53.3	42.7	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	46.8	46.2	I/S	I/S
Disability Status											
Disabled	72	100	36.2	50.7	10.1	2.9	24.6	19	17.1	No	Yes
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	15	100	14.3	64.3	7.1	14.3	35.7	38.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	135	100	23.8	51.6	18	6.6	40.2	35	31.4	Yes	Yes

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

Abbreviations for Missing Data

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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
Science											
All Students	227	100	20.2	34.7	21.1	23.9	45.1	37.8	35.7	96.8	96.6
Gender											
Male	124	100	22	37.3	17.8	22.9	40.7	38.2	37.4	96.7	96.5
Female	103	100	17.9	31.6	25.3	25.3	50.5	37.4	33.8	96.8	96.7
Racial/Ethnic Group											
White	133	100	12	32	28	28	56	51.3	49.2	96.9	96.6
African American	78	100	33.8	40.5	9.5	16.2	25.7	17	17	96.5	96.6
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	52.9	58	97.6	97.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	97	96.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	37.1	37.4	95	94.8
Disability Status											
Disabled	52	100	38	38	14	10	24	16.1	14	96.1	95.6
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	10	I/S	I/S	I/S	I/S	I/S	I/S	24.7	24.4	97.6	96.6
Socio-Economic Status											
Subsided meals	87	100	32.5	43.8	10	13.8	23.8	19.5	21.1	96.2	95.9
Social Studies											
All Students	231	100	11.9	32.9	22.8	32.4	55.3	38.8	34	96.8	96.6
Gender											
Male	121	100	11.3	32.2	21.7	34.8	56.5	40.3	36.6	96.7	96.5
Female	110	100	12.5	33.7	24	29.8	53.8	37.3	31.3	96.8	96.7
Racial/Ethnic Group											
White	138	100	6.9	29.2	26.9	36.9	63.8	49.4	44.5	96.9	96.6
African American	74	100	22.5	36.6	18.3	22.5	40.8	22.6	19.1	96.5	96.6
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	52.9	58.9	97.6	97.8
Hispanic	12	100	8.3	58.3	8.3	25	33.3	30.9	27.5	97	96.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	31.3	32.7	95	94.8
Disability Status											
Disabled	42	100	22.5	47.5	12.5	17.5	30	18	14.4	96.1	95.6
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	9	I/S	I/S	I/S	I/S	I/S	I/S	25.3	27.3	97.6	96.6
Socio-Economic Status											
Subsided meals	92	100	23.8	39.3	21.4	15.5	36.9	24	21	96.2	95.9

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

Abbreviations for Missing Data

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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	115	100	6.5	35.5	46.7	11.2	57.9
	4	125	98.4	17	36.6	41.1	5.4	46.4
	5	111	100	14.1	48.5	35.4	2	37.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	120	100	17.7	25.7	45.1	11.5	56.6
	4	111	100	16	30.2	49.1	4.7	53.8
	5	116	100	12.1	40.2	43.9	3.7	47.7
	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	115	100	12.1	58.9	20.6	8.4	29
	4	125	100	14.9	35.1	32.5	17.5	50
	5	111	100	11.1	40.4	24.2	24.2	48.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	120	100	17.7	39.8	21.2	21.2	42.5
	4	111	100	9.4	46.2	30.2	14.2	44.3
	5	116	100	10.3	37.4	31.8	20.6	52.3
	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	58	100	30.8	44.2	19.2	5.8	25
	4	125	99.2	25.7	27.4	27.4	19.5	46.9
	5	56	100	42	30	10	18	28
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	60	100	28.6	41.1	12.5	17.9	30.4
	4	111	100	13.2	38.7	22.6	25.5	48.1
	5	56	100	25.5	19.6	27.5	27.5	54.9
	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	57	100	9.3	27.8	42.6	20.4	63
	4	125	100	18.4	36	25.4	20.2	45.6
	5	56	98.2	17	44.7	19.1	19.1	38.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	60	100	5.3	36.8	26.3	31.6	57.9
	4	111	100	12.3	31.1	19.8	36.8	56.6
	5	60	100	17.9	32.1	25	25	50
	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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