



Seven Oaks Elementary

2800 Ashland Road
Columbia, SC 29210

Grades	PK-5 Elementary School	
Enrollment	538 Students	
Principal	Ann M. Copelan	803-476-8500
Superintendent	Dr. Herbert Berg	803-476-8000
Board Chair	Paula Hite	803-749-1387



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

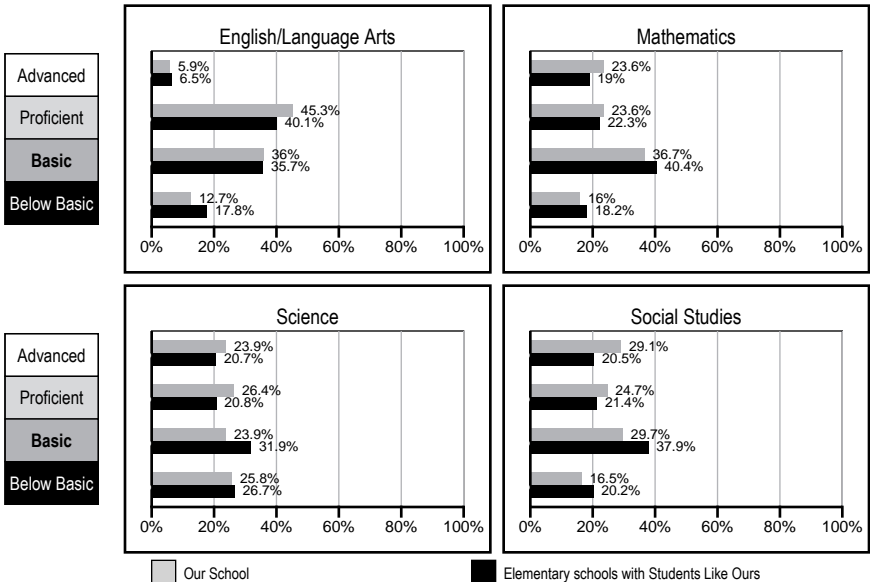
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 92.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	18	63	4	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=538)				
First graders who attended full-day kindergarten	100.0%	Up from 98.2%	100.0%	100.0%
Retention rate	0.0%	Down from 0.4%	2.2%	2.3%
Attendance rate	96.1%	Up from 95.7%	96.3%	96.3%
Eligible for gifted and talented	15.5%	Down from 18.8%	12.3%	10.4%
With disabilities other than speech	3.2%	No Change	7.8%	7.5%
Older than usual for grade	0.4%	No Change	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	51.1%	Down from 66.7%	56.0%	56.7%
Continuing contract teachers	57.4%	Down from 80.0%	78.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.1%	Down from 88.1%	88.2%	86.4%
Teacher attendance rate	95.6%	Up from 94.8%	95.0%	94.9%
Average teacher salary	\$47,498	Down 4.9%	\$45,264	\$45,345
Professional development days/teacher	11.5 days	Up from 9.1 days	12.0 days	12.6 days
School				
Principal's years at school	1.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Down from 20.4 to 1	19.0 to 1	18.5 to 1
Prime instructional time	90.7%	Up from 89.4%	90.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$7,863	Up 8.0%	\$6,420	\$7,052
Percent of expenditures for instruction*	65.7%	Up from 65.5%	69.9%	69.1%
Percent of expenditures for teacher salaries*	64.2%	Up from 63.3%	65.2%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Seven Oaks Elementary School (SOES) has maintained a tradition of excellence to teaching and learning over its span of 41 years. In the fall of 2007, SOES learned that it met the requirements for Adequate Yearly Progress (AYP) in all categories! Floride Caulder was named Teacher of the Year, Kathy Faust was named our Distinguished Teacher of Reading, and Cindy Carroll was named Support Employee of the Year.

In the 2007-2008 school year, SOES continued along its path of academic success and advancements in balanced literacy. The use of "Dominie Assessments" extended from Kindergarten and 1st grades into 2nd and 3rd grades. This not only allowed us to measure growth in each of those grade levels, but to track student growth across grade levels each year. It also allowed teachers to identify areas for instruction, which fostered a need for collaborative planning for strategic intervention. Seven Oaks is also on the path to integrating technology into the classrooms. All classrooms are equipped with SmartBoard technology, and each teacher has a webpage to assist with communication between school and home.

Community involvement is a key component to Seven Oaks, and this year there were many events, people, and businesses to celebrate. Our 13th Annual Festival of Races was held in October, involving students and a health fair for families; our faculty and staff participated in the Fist Lady's Walk for Life; the Seven Oaks Boys and Girls Club collected the most canned goods of all Midland's schools for the Harvest Hope Food Bank; and ESOL Family Nights involved ESOL students and families district-wide and were led by Becky Krantz, ESOL teacher at Seven Oaks.

The people and businesses in our community are vital to our success. This year's Volunteer of the Year was Barry Stutts, who has served as an officer on the PTA Board, the Spring Carnival Committee, and has directed fundraisers. The Business Partner of the Year was Subway, and they generously provided food for our staff throughout the year. And the Volunteer Organization of the Year was Columbia Crossroads Church, which provided an after-school homework center, volunteers for our garden project, and lunch for our staff.

In celebrating the success of our students, Seven Oaks had a fifth-grade student who was recognized by the Office of the Governor for her drawing in the Safe Kids Calendar Contest, and two students were selected to perform with the South Carolina Elementary Honors Choir.

Our PTA continues to be the thread of continued support that is so important to our school. This year's PTA fundraising campaigns have raised money for guidance projects, media center books, agendas, courtyard beautification projects, grade-level needs, and special projects.

Ann Copelan, Principal
Cathy Seawright, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	74	47
Percent satisfied with learning environment	100.0%	77.8%	89.4%
Percent satisfied with social and physical environment	98.0%	63.0%	87.2%
Percent satisfied with school-home relations	89.8%	83.6%	84.1%

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

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School Adequate Yearly Progress

YES

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

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	2.0%	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	96.1%	94.0%	Yes

* Or greater than last year

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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	251	100	12.7	36	45.3	5.9	64.4	62.4	48.2	Yes	Yes
Gender											
Male	109	100	17.2	44.4	36.4	2	53.5	55.3	41.7	N/A	N/A
Female	142	100	9.5	29.9	51.8	8.8	72.3	69.9	55	N/A	N/A
Racial/Ethnic Group											
White	77	100	6.7	28	57.3	8	78.7	71.8	60	Yes	Yes
African American	138	100	17.4	38.6	40.9	3	57.6	41.1	31.7	Yes	Yes
Asian/Pacific Islander	20	100	0	47.1	35.3	17.6	64.7	75.4	70.4	I/S	I/S
Hispanic	14	100	18.2	45.5	27.3	9.1	45.5	45.5	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	33	100	32.1	35.7	32.1	0	39.3	26.6	16	I/S	I/S
Migrant Status											
Migrant	42	100	4.9	39	43.9	12.2	73.2	73.8	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	21	100	11.8	58.8	17.6	11.8	52.9	45.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	139	100	18.1	43.3	34.6	3.9	54.3	38.6	34	Yes	Yes

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

All Students	251	100	15.7	36.9	23.7	23.7	56.8	64.1	45.8	Yes	Yes
Gender											
Male	109	100	16.2	38.4	19.2	26.3	56.6	64.6	45.6	N/A	N/A
Female	142	100	15.3	35.8	27	21.9	56.9	63.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	77	100	8	30.7	26.7	34.7	72	74.8	59	Yes	Yes
African American	138	100	22	42.4	19.7	15.9	44.7	39	26.9	Yes	Yes
Asian/Pacific Islander	20	100	11.8	17.6	35.3	35.3	76.5	79.7	71.3	I/S	I/S
Hispanic	14	100	0	45.5	36.4	18.2	63.6	53	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	33	100	39.3	32.1	17.9	10.7	32.1	32.4	17.1	I/S	I/S
Migrant Status											
Migrant	42	100	12.2	31.7	24.4	31.7	61	61.9	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	21	100	0	35.3	41.2	23.5	76.5	59.2	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	139	100	18.1	42.5	22.8	16.5	48.8	39.2	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	170	100	25.3	24.1	26.6	24.1	50.6	51	35.7	96.1	96.7
Gender											
Male	67	100	28.8	16.9	22	32.2	54.2	53.6	37.4	96	96.6
Female	103	100	23.2	28.3	29.3	19.2	48.5	48.4	33.8	96.3	96.8
Racial/Ethnic Group											
White	56	100	16.4	18.2	25.5	40	65.5	61.5	49.2	95.9	96.7
African American	91	100	33.7	29.1	25.6	11.6	37.2	26.2	17	96.2	96.5
Asian/Pacific Islander	14	100	9.1	9.1	36.4	45.5	81.8	69.6	58	96.9	97.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	43.2	24.9	96.4	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	97
Disability Status											
Disabled	24	100	57.9	10.5	26.3	5.3	31.6	28.6	14	96.2	95.9
Migrant Status											
Migrant	32	100	16.1	32.3	19.4	32.3	51.6	53.1	21.9	N/A	98.8
English Proficiency											
Limited English Proficient	11	100	12.5	25	50	12.5	62.5	45.1	24.4	96.6	96.8
Socio-Economic Status											
Subsided meals	91	100	29.3	30.5	25.6	14.6	40.2	26.9	21.1	95.7	95.7
Social Studies											
All Students	169	100	16.5	29.7	24.7	29.1	53.8	51.9	34	96.1	96.7
Gender											
Male	74	100	18.2	24.2	19.7	37.9	57.6	55.7	36.6	96	96.6
Female	95	100	15.2	33.7	28.3	22.8	51.1	47.9	31.3	96.3	96.8
Racial/Ethnic Group											
White	51	100	10	24	28	38	66	60.1	44.5	95.9	96.7
African American	92	100	23	35.6	23	18.4	41.4	31.5	19.1	96.2	96.5
Asian/Pacific Islander	14	100	8.3	8.3	25	58.3	83.3	70.2	58.9	96.9	97.3
Hispanic	11	100	0	33.3	22.2	44.4	66.7	51.7	27.5	96.4	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	97
Disability Status											
Disabled	26	100	40.9	13.6	22.7	22.7	45.5	30.5	14.4	96.2	95.9
Migrant Status											
Migrant	26	100	15.4	26.9	15.4	42.3	57.7	57.7	22.6	N/A	98.8
English Proficiency											
Limited English Proficient	17	100	7.1	7.1	28.6	57.1	85.7	44.6	27.3	96.6	96.8
Socio-Economic Status											
Subsided meals	100	100	18.7	35.2	19.8	26.4	46.2	28.8	21	95.7	95.7

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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	88	98.9	21.8	25.6	48.7	3.8	52.6	
	4	85	100	10	36.3	46.3	7.5	53.8	
	5	85	100	12.5	50	37.5	0	37.5	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	89	100	6	32.1	51.2	10.7	61.9	
	4	88	100	21.3	23.8	51.3	3.8	55	
	5	74	100	11.1	54.2	31.9	2.8	34.7	
	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	88	100	20.3	49.4	16.5	13.9	30.4	
	4	85	100	10	36.3	32.5	21.3	53.8	
	5	85	100	13.8	47.5	18.8	20	38.8	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	89	100	10.7	38.1	22.6	28.6	51.2	
	4	88	100	21.3	31.3	23.8	23.8	47.5	
	5	74	100	15.3	41.7	25	18.1	43.1	
	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	44	100	30.8	33.3	23.1	12.8	35.9	
	4	85	100	23.8	40	25	11.3	36.3	
	5	42	100	37.5	27.5	15	20	35	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	45	100	11.9	23.8	47.6	16.7	64.3	
	4	88	100	26.3	25	22.5	26.3	48.8	
	5	37	100	38.9	22.2	11.1	27.8	38.9	
	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	44	100	11.9	50	26.2	11.9	38.1	
	4	85	100	12.5	30	33.8	23.8	57.5	
	5	43	100	26.8	48.8	14.6	9.8	24.4	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	44	100	2.4	26.2	35.7	35.7	71.4	
	4	88	100	18.8	30	21.3	30	51.3	
	5	37	100	27.8	33.3	19.4	19.4	38.9	
	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	

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