



## SEVEN OAKS ELEMENTARY

2800 Ashland Road  
Columbia, SC 29210

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	502 Students	
<b>Principal</b>	Ann Copelan	803-476-8500
<b>Superintendent</b>	Dr. Herbert Berg	803-476-8116
<b>Board Chair</b>	Robert Gantt	803-781-5408

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Good</b>
2009	Good	Average
2008	Good	Below Average
2007	Average	Below Average
2006	Good	At-Risk

## 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

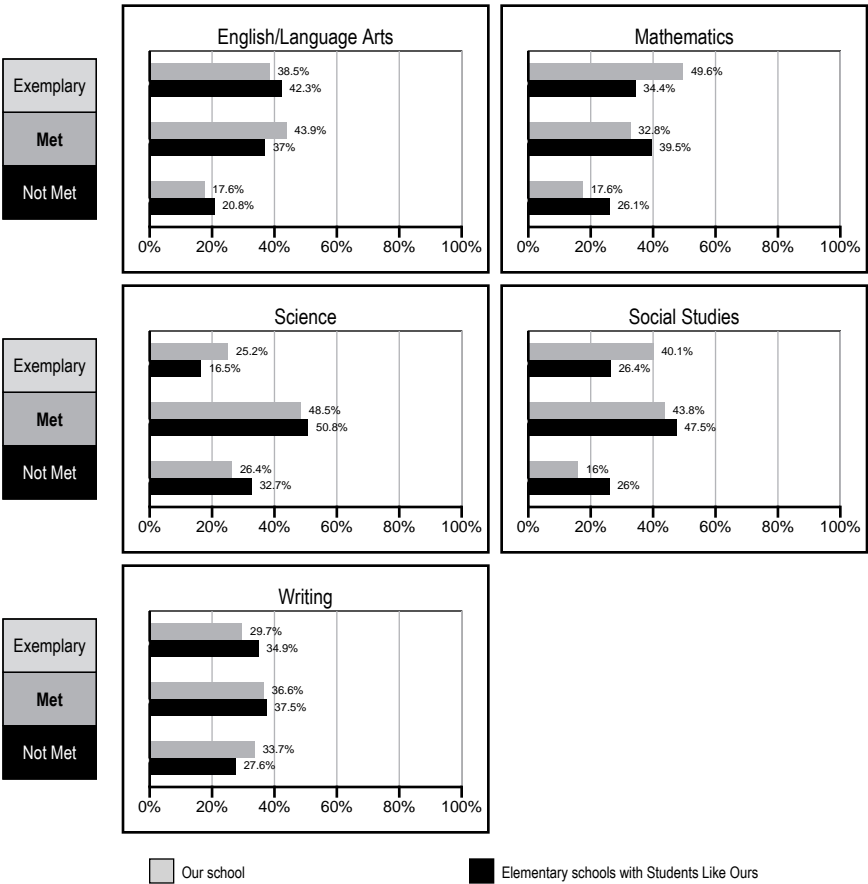
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
12	28	64	1	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
<b>Students (n=502)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Down from 0.8%	1.2%	1.2%
Attendance rate	99.9%	Up from 96.1%	96.0%	96.1%
Eligible for gifted and talented	15.6%	Down from 16.0%	12.8%	11.7%
With disabilities other than speech	4.8%	Down from 5.7%	8.5%	8.0%
Older than usual for grade	0.0%	Down from 0.7%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.6%	Up from 2.3%	0.0%	0.0%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	68.2%	Up from 62.5%	58.5%	60.5%
Continuing contract teachers	88.6%	Up from 70.8%	84.6%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.0%	Up from 80.1%	87.1%	87.0%
Teacher attendance rate	96.8%	Up from 95.3%	95.6%	95.4%
Average teacher salary*	\$48,586	Down 2.4%	\$47,204	\$47,288
Professional development days/teacher	13.8 days	Down from 14.1 days	9.8 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Up from 16.3 to 1	19.4 to 1	19.2 to 1
Prime instructional time	95.9%	Up from 90.2%	91.1%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,558	Up 4.6%	\$7,182	\$7,548
Percent of expenditures for instruction**	68.4%	Up from 67.4%	68.1%	68.7%
Percent of expenditures for teacher salaries**	67.3%	Up from 65.5%	64.8%	65.1%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

For 44 years, Seven Oaks Elementary School (SOES) has maintained a tradition of excellence in teaching and learning and generations of families have entered these doors. In the fall of 2009, SOES once again met Adequate Yearly Progress (AYP) in all 21 categories. Terry Davitte was named Teacher of the Year and Distinguished Literacy Teacher of the Year for our school, and Mary Wyatt received Seven Oaks Elementary Support Employee of the Year. Our school received a Fresh Fruits and Vegetables Grant for the purchase and consumption of fresh fruits and vegetables for student snacks 4K-5th. Twelve of our students were chosen to participate in the District Honors Choir and six were selected to the South Carolina Elementary Honor Choir.

During the summer of 2009, our certified teachers attended a summer institute for four days to focus on writing in grades 5K-5th. Training continued during school in-service days and Tuesday afternoon professional development meetings to grow in the area of writing. Representatives from each grade attended the Georgia Reading Conference to learn from respected experts best practices in teaching writing and reading. Each month our teachers attended cohort staff development meetings to research a question asked by the grade level teams, which cover subjects from assessments to technology in the classroom.

Parental and community involvement has been a focus at SOES and our PTA programs have been engaging and involving many students through music, physical education and German instructional programs. Our school implemented literacy programs for our parents and programs showcasing our students' work. Many programs before and after school have involved parents, students and community. Examples of these programs are Fall Harvest Run, Walk Your Child to School Day, Spring Carnival, Muffins for Mom, Donuts for Dad, Movie Nights and International Night for our ESOL families. Our students and staff have raised money and provided items for the Haitian Relief Effort, Cancer Walk, and Jump Rope for Heart, as well as food for Sharing God's Love.

The partnership between businesses and community is vital to our success. This year's Volunteer of the Year is Kathy Weeks, who has shared her talents as a former Reading Recovery teacher, by helping struggling readers. The Business Partner of the Year is Food Lion of St. Andrews and their support has been through donating food items and school supplies to our classrooms, PTA and guidance programs. Barry Stutts is our Outstanding Mentor of the Year and has worked with children for the last five years.

Seven Oaks Elementary is now facing a total facilities renovation project, which will enhance our programs and give our staff and students the tools that they need. As the old carpet is removed, fresh paint, new walls, new technology and additional wings to house our instructional programs are added, our school slogan, GROWING GREAT LEARNERS, certainly focuses on our new growth in both students and facilities.

Ann Copelan, Principal  
Nita Holmes, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	81	60
Percent satisfied with learning environment	97.9%	87.7%	94.8%
Percent satisfied with social and physical environment	95.7%	90.1%	93.2%
Percent satisfied with school-home relations	84.8%	91.4%	86.7%

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

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No Child Left Behind

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. 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	2.4%	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	99.9%	94.0%*	Yes

\* Or greater than last year

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## 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	267	99.3	17.6	43.9	38.5	93.4	90.5	83.5	Yes	Yes
<b>Gender</b>										
Male	121	100	17	49.1	33.9	92	87.7	80.1	N/A	N/A
Female	146	98.6	18.2	39.4	42.4	94.7	93.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	71	98.6	11.4	44.3	44.3	97.1	94.8	89.6	Yes	Yes
African American	161	99.4	22.1	44.1	33.8	92.4	80.7	74.6	Yes	Yes
Asian/Pacific Islander	20	100	13.3	26.7	60	86.7	94.2	92.7	I/S	I/S
Hispanic	12	100	9.1	54.5	36.4	90.9	88.3	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	34	97.1	40.6	40.6	18.8	75	66.1	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	19	100	11.1	44.4	44.4	88.9	89.2	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	177	98.9	21.5	50	28.5	92.4	81.4	76.9	Yes	Yes

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

All Students	266	100	17.6	32.8	49.6	92.2	90.4	80.4	Yes	Yes
<b>Gender</b>										
Male	121	100	15.2	29.5	55.4	92.9	88.9	78.4	N/A	N/A
Female	145	100	19.7	35.6	44.7	91.7	91.9	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	71	100	8.6	25.7	65.7	98.6	94.8	87.8	Yes	Yes
African American	160	100	20.7	38.6	40.7	89	80.1	69.3	Yes	Yes
Asian/Pacific Islander	20	100	20	26.7	53.3	93.3	93.7	93.5	I/S	I/S
Hispanic	12	100	27.3	18.2	54.5	90.9	87.6	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	34	100	40.6	37.5	21.9	81.3	65	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	19	100	16.7	16.7	66.7	88.9	88	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	176	100	22.8	34.8	42.4	89.2	79.4	72.8	Yes	Yes

\* 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

## 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
<b>Science</b>								
All Students	175	100	26.4	48.5	25.2	73.6	81.1	67.3
<b>Gender</b>								
Male	90	100	19.3	51.8	28.9	80.7	80.2	66.9
Female	85	100	33.8	45	21.3	66.3	82	67.7
<b>Racial/Ethnic Group</b>								
White	49	100	10.4	50	39.6	89.6	88.8	79.6
African American	106	100	32.7	52	15.3	67.3	63.8	49.7
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	85.5	84.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	68.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	21	100	42.1	52.6	5.3	57.9	52.9	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	13	100	14.3	35.7	50	85.7	71.9	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	112	100	35	47.6	17.5	65	63.8	55.4
<b>Social Studies</b>								
All Students	177	99.4	16.6	43.6	39.9	83.4	84.4	70.9
<b>Gender</b>								
Male	78	100	13.7	41.1	45.2	86.3	83.4	70.1
Female	99	99	18.9	45.6	35.6	81.1	85.4	71.7
<b>Racial/Ethnic Group</b>								
White	49	100	14.6	29.2	56.3	85.4	89.2	79.2
African American	104	100	16.1	52.7	31.2	83.9	73.2	58.4
Asian/Pacific Islander	16	93.8	28.6	28.6	42.9	71.4	88.5	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	80.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	23	100	36.4	40.9	22.7	63.6	58.9	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	13	92.3	23.1	38.5	38.5	76.9	81.6	68
<b>Socio-Economic Status</b>								
Subsidized meals	119	99.2	21.3	52.8	25.9	78.7	71.7	60.8

Abbreviations for Missing Data

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## 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
<b>Writing</b>										
All Students	267	99.6	33.7	36.6	29.7	66.3	81	72.1	99.9	98.8
<b>Gender</b>										
Male	123	99.2	36.8	40.4	22.8	63.2	75.2	65.2	99.9	98.7
Female	144	100	31.1	33.3	35.6	68.9	86.9	79.2	99.9	98.8
<b>Racial/Ethnic Group</b>										
White	71	100	22.9	42.9	34.3	77.1	87.5	80.8	99.9	98.8
African American	161	99.4	42.9	32.7	24.5	57.1	66	59.7	99.9	98.7
Asian/Pacific Islander	20	100	20	33.3	46.7	80	88.8	87	99.9	99.3
Hispanic	12	100	9.1	54.5	36.4	90.9	74.5	64.6	99.9	99
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	99
<b>Disability Status</b>										
Disabled	34	100	62.5	28.1	9.4	37.5	39.4	27.7	99.9	98.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	19	100	11.1	44.4	44.4	88.9	75.6	63.7	99.9	99.2
<b>Socio-Economic Status</b>										
Subsidized meals	174	100	40.9	37.1	22	59.1	64.4	61.9	99.9	98.5

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
<b>English/Language Arts</b>							
<b>2009</b>	3	87	100	23.8	27.5	48.8	76.3
	4	88	98.9	20	44.7	35.3	80
	5	83	100	21.8	38.5	39.7	78.2
	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
<b>2010</b>	3	90	98.9	18.3	32.9	48.8	81.7
	4	87	98.9	26.3	47.5	26.3	73.8
	5	90	100	8.5	51.2	40.2	91.5
	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
<b>Mathematics</b>							
<b>2009</b>	3	87	100	22.5	35	42.5	77.5
	4	88	98.9	14.1	48.2	37.6	85.9
	5	83	100	35.9	38.5	25.6	64.1
	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
<b>2010</b>	3	90	100	18.3	19.5	62.2	81.7
	4	86	100	18.8	40	41.3	81.3
	5	90	100	15.9	39	45.1	84.1
	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
<b>Science</b>							
<b>2009</b>	3	43	100	28.9	36.8	34.2	71.1
	4	88	98.9	15.1	62.8	22.1	84.9
	5	43	100	40	40	20	60
	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
<b>2010</b>	3	44	100	37.5	25	37.5	62.5
	4	86	100	27.2	53.1	19.8	72.8
	5	45	100	14.3	61.9	23.8	85.7
	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
<b>Social Studies</b>							
<b>2009</b>	3	44	100	21.4	42.9	35.7	78.6
	4	88	98.9	5.8	34.9	59.3	94.2
	5	40	100	23.7	44.7	31.6	76.3
	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
<b>2010</b>	3	46	97.8	16.7	38.1	45.2	83.3
	4	86	100	16	43.2	40.7	84
	5	45	100	17.5	50	32.5	82.5
	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
<b>Writing</b>							
<b>2009</b>	3	86	100	40	35	25	60
	4	93	98.9	23.9	42	34.1	76.1
	5	84	100	32.9	36.7	30.4	67.1
	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
<b>2010</b>	3	90	100	44.6	32.5	22.9	55.4
	4	88	98.9	34.6	42	23.5	65.4
	5	89	100	22	35.4	42.7	78
	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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