



SEVEN OAKS ELEMENTARY

2800 Ashland Road
Columbia, SC 29210

Grades	PK-5 Elementary School	
Enrollment	494 Students	
Principal	Ann M. Copelan	803-476-8500
Superintendent	Stephen W. Hefner, Ed. D.	803-476-8000
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good
2010	Good	Good
2009	Good	Average
2008	Good	Below Average
2007	Average	Below Average

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

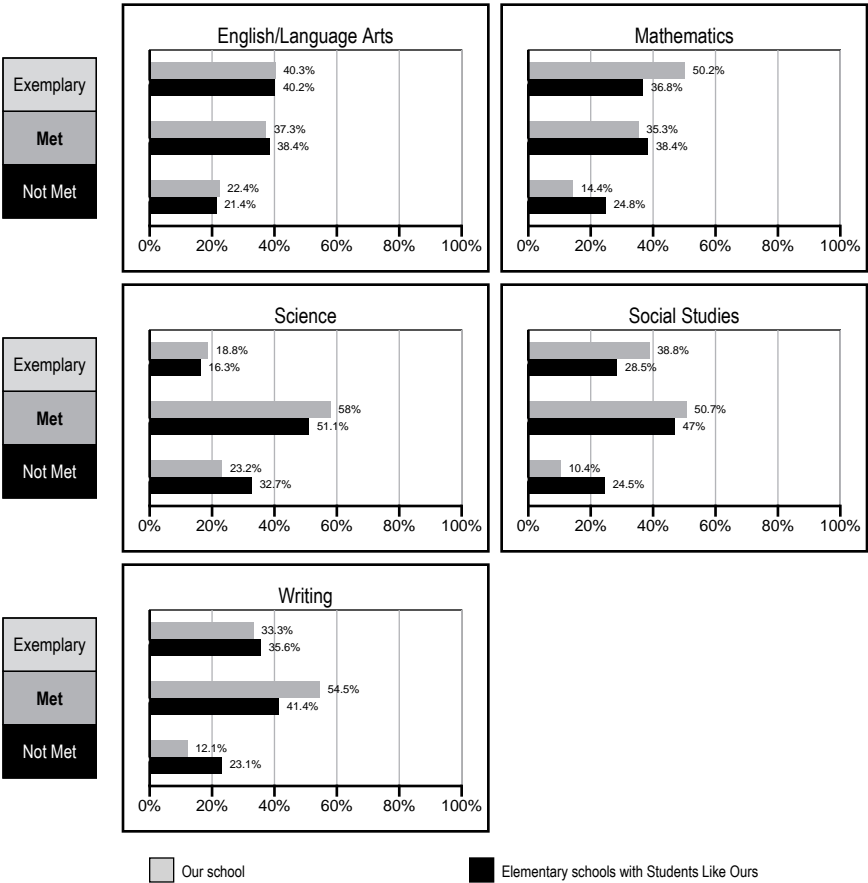
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	37	67	3	0

* Ratings are calculated with data available by 11/09/2011.

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

Exempt	"Exempt" 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=494)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Up from 0.2%	1.2%	1.1%
Attendance rate	96.2%	Down from 99.9%	96.0%	96.2%
Served by gifted and talented program	12.8%	Down from 15.6%	13.9%	13.4%
With disabilities other than speech	1.4%	Down from 4.8%	5.2%	4.1%
Older than usual for grade	0.2%	Up from 0.0%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.0%	Down from 3.6%	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	75.0%	Up from 68.2%	60.9%	62.5%
Continuing contract teachers	90.9%	Up from 88.6%	90.2%	88.2%
Teachers returning from previous year	88.0%	Up from 81.0%	88.4%	87.8%
Teacher attendance rate	95.8%	Down from 96.8%	95.1%	95.2%
Average teacher salary*	\$48,721	Up 0.3%	\$46,767	\$46,773
Professional development days/teacher	9.2 days	Down from 13.8 days	10.5 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 17.8 to 1	20.0 to 1	19.9 to 1
Prime instructional time	91.3%	Down from 95.9%	90.2%	90.4%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,066	Down 5.1%	\$7,271	\$7,447
Percent of expenditures for instruction**	68.1%	Down from 68.4%	68.3%	68.4%
Percent of expenditures for teacher salaries**	67.0%	Down from 67.3%	66.3%	65.8%

* 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

For 45 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 2010, SOES once again met AYP (Adequate Yearly Progress) in all 17 categories and Seven Oaks earned the Palmetto Silver and Closing the Achievement Gap Awards for academic gains. Terry Davitte was recognized as Teacher of the Year for our school, and Mary Wyatt was named our Support Employee of the Year. Lynda Bergerson was chosen as Distinguished Literacy Teacher of the Year. Five of our students were chosen to participate in the District Honor Choir and six were selected to the South Carolina Elementary Honor Choir. An art student received a State Fair Award.

Seven Oaks Elementary began two school-wide initiatives in 2010-11: RTI (Response to Intervention) and PBIS (Positive Behavior Interventions and Support). RTI is a multi-tiered approach to intervention for struggling readers and PBIS is a proactive behavior plan in a school wide-approach.

The SOES Media Center has been renovated and equipped with a second laptop cart, iPads and Kindles to foster digital 21st Century learning. The media center profiled a Web 2.0 Tool of the Month (i.e. Wordle, Voki, Comic Creator, and more!) throughout the school year. Hundreds of new PlayAways and books were purchased with popcorn and movie night profits. Technology has been integrated into all curriculum areas and skypeing with scientist and authors as far away as New Zealand has bridged our learners with the world.

The partnership between businesses and community is vital to our success. This year's Volunteer of the Year is Cheryl Rueter, who shared her talents as the yearbook editor and homeroom mom. The Business Partner of the Year is New Life Baptist Church because they allowed our staff and parents to use their parking lot during our renovations project. Reverend Joel Jones is our Outstanding Mentor of the Year for his dedication over the past several years and the recruitment of several mentors from Ashland United Methodist Church.

Our students and staff donated food to the Irmo High School Food Bank, participated in the Battle on the Dam, collected monies for the Red Cross Relief Fund in Japan and Jump Rope for Heart. SOES students' families have received support from our Seven Oaks Cares program and Snack Pack Program provided by Union Methodist Church.

Seven Oaks Presbyterian Church, New Life Baptist, Columbia Crossroads Church and Ashland United Methodist Church have shared their facilities, parking lots, and provided food for us during our renovations and our staff, parents and students have been grateful for these acts of kindness.

Ann Copelan, Principal

Javier Torres, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	63	26
Percent satisfied with learning environment	82.6%	93.7%	91.7%
Percent satisfied with social and physical environment	76.6%	76.2%	84.0%
Percent satisfied with school-home relations	70.2%	88.9%	76.0%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	5.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	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

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	221	99.6	22	37.5	40.5	87	89.6	82.4	Yes	Yes
Gender										
Male	101	100	26.3	36.8	36.8	86.3	86.7	78.7	N/A	N/A
Female	120	99.2	18.1	38.1	43.8	87.6	92.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	54	98.2	10.4	33.3	56.3	91.7	93.8	88.9	Yes	Yes
African American	140	100	26.7	39.7	33.6	84.7	80.2	72.9	Yes	Yes
Asian/Pacific Islander	16	100	8.3	50	41.7	91.7	94	93	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	85.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.5	83	I/S	I/S
Disability Status										
Disabled	34	97.1	45.2	32.3	22.6	71	60.2	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	12.5	43.8	43.8	93.8	86.4	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	158	99.4	28.1	37.4	34.5	83.5	79.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	221	100	14.4	35.3	50.2	91	90.6	81.9	Yes	Yes
Gender										
Male	101	100	13.7	34.7	51.6	90.5	88.7	79.9	N/A	N/A
Female	120	100	15.1	35.8	49.1	91.5	92.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	54	100	6.1	34.7	59.2	95.9	95	88.9	Yes	Yes
African American	140	100	16.8	39.7	43.5	88.5	80.8	71.4	Yes	Yes
Asian/Pacific Islander	16	100	8.3	8.3	83.3	100	96.6	94.6	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	85.8	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.5	84.4	I/S	I/S
Disability Status										
Disabled	34	100	28.1	40.6	31.3	75	63	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	12.5	6.3	81.3	93.8	88.4	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	158	100	16.4	38.6	45	90	80.7	74.9	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
Science								
All Students	149	99.3	22.5	58.7	18.8	77.5	81.2	68.6
Gender								
Male	65	100	19.7	63.9	16.4	80.3	80.2	68.3
Female	84	98.8	24.7	54.5	20.8	75.3	82.2	68.9
Racial/Ethnic Group								
White	40	97.5	8.6	48.6	42.9	91.4	89.5	80.7
African American	92	100	26.4	65.5	8	73.6	62.7	51.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	89.7	85.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	76.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.2	70.8
Disability Status								
Disabled	26	100	33.3	54.2	12.5	66.7	49.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	11	100	36.4	45.5	18.2	63.6	73.6	60.7
Socio-Economic Status								
Subsidized meals	108	99.1	26.5	62.2	11.2	73.5	65.8	57.3
Social Studies								
All Students	149	100	11.7	50.4	38	88.3	85.5	72.5
Gender								
Male	65	100	8.2	54.1	37.7	91.8	84.1	72
Female	84	100	14.5	47.4	38.2	85.5	86.8	73.1
Racial/Ethnic Group								
White	32	100	3.6	42.9	53.6	96.4	91.7	81
African American	98	100	12	56.5	31.5	88	71.3	60
Asian/Pacific Islander	12	100	18.2	36.4	45.5	81.8	91.3	89
Hispanic	7	I/S	I/S	I/S	I/S	I/S	81.3	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.6	73.5
Disability Status								
Disabled	20	100	21.1	63.2	15.8	78.9	56.7	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	14	100	21.4	35.7	42.9	78.6	83.8	69.7
Socio-Economic Status								
Subsidized meals	107	100	16.5	56.7	26.8	83.5	70.8	62.9

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	73	100	12.1	54.5	33.3	87.9	83.4	73.2	96.2	96.8
Gender										
Male	41	100	12.8	51.3	35.9	87.2	77.5	67.2	96.1	96.8
Female	32	100	11.1	59.3	29.6	88.9	89.2	79.4	96.4	96.8
Racial/Ethnic Group										
White	18	100	12.5	56.3	31.3	87.5	88.6	81.5	95.2	96.7
African American	43	100	12.8	56.4	30.8	87.2	72.1	61.3	96.6	97
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93.8	87	97.3	97.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	70.5	66.7	95.9	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	72.2	N/A	96.4
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	40.5	26	96.3	96.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	75.8	65.7	97	97.3
Socio-Economic Status										
Subsidized meals	52	100	13	60.9	26.1	87	71	63.2	96	96.1

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	72	100	16.4	34.3	49.3	83.6
	4	77	98.7	25	41.2	33.8	75
	5	72	100	24.6	36.9	38.5	75.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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
	Mathematics						
2010	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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	72	100	22.4	23.9	53.7	77.6
	4	77	100	10.1	39.1	50.7	89.9
	5	72	100	10.8	43.1	46.2	89.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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
	Science						
2010	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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	36	97.2	18.2	54.5	27.3	81.8
	4	77	100	22.5	63.4	14.1	77.5
	5	36	100	26.5	52.9	20.6	73.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	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
2011	3	36	100	11.8	52.9	35.3	88.2
	4	77	100	11.3	50.7	38	88.7
	5	36	100	12.5	46.9	40.6	87.5
	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
Writing							
2010	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	73	100	12.1	54.5	33.3	87.9
	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

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample