



## OAK POINTE ELEMENTARY

1 River Bottom Road  
Irmo, SC 29063

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	694 Students	
<b>Principal</b>	Cassandra H. Paschal	803-476-4100
<b>Superintendent</b>	Stephen W. Hefner, Ed. D.	803-476-8000
<b>Board Chair</b>	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
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Below Average
2007	Good	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

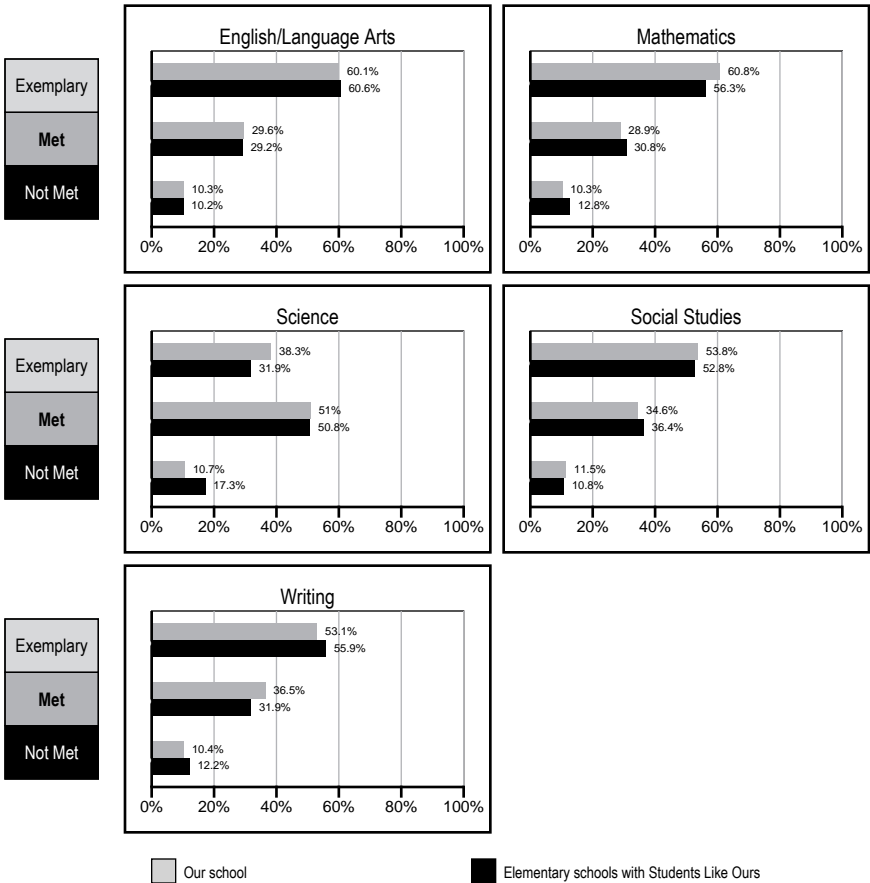
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
24	2	0	0	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

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=694)</b>				
First graders who attended full-day kindergarten	91.3%	Down from 96.1%	99.3%	100.0%
Retention rate	0.3%	Up from 0.0%	0.6%	1.1%
Attendance rate	97.0%	Down from 99.8%	96.7%	96.2%
Served by gifted and talented program	28.1%	Down from 30.2%	31.1%	13.4%
With disabilities other than speech	2.7%	Down from 10.2%	3.2%	4.1%
Older than usual for grade	0.0%	Down from 0.2%	0.1%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=53)</b>				
Teachers with advanced degrees	62.3%	Up from 60.0%	64.6%	62.5%
Continuing contract teachers	90.6%	Up from 88.0%	92.2%	88.2%
Teachers returning from previous year	71.0%	Up from 70.2%	90.3%	87.8%
Teacher attendance rate	96.0%	Up from 94.1%	94.6%	95.2%
Average teacher salary*	\$47,623	Down 4.4%	\$48,556	\$46,773
Professional development days/teacher	12.2 days	Up from 9.0 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	5.5	Up from 4.5	5.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 18.7 to 1	21.3 to 1	19.9 to 1
Prime instructional time	92.5%	Down from 93.2%	91.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 95.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,362	Down 7.0%	\$6,494	\$7,447
Percent of expenditures for instruction**	71.7%	Up from 68.2%	69.9%	68.4%
Percent of expenditures for teacher salaries**	70.9%	Up from 66.5%	68.8%	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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Oak Pointe Elementary School (OPES) is a thriving school community committed to promoting excellence while ensuring academic, personal, physical, and social development for each child. The focus of our school is the improvement of reading, mathematics, writing, science, and social studies, as well as quality experiences in the arts. OPES maintains high expectations for academic achievement and character education standards, with an emphasis on celebrating diversity through community-building, inclusion, and mainstreaming. The population of our school continues to grow as our community is a highly desirable location for residency and educational excellence.

The 2010-2011 school year was another successful one for Oak Pointe. OPES received the Palmetto Gold Award for exemplary test scores and an Excellent overall rating on state report cards. Our Teacher of the Year was named one of five finalists for the 2011 South Carolina Teacher of the Year. Our students demonstrated their commitment to literacy by participating in the Columbia Blowfish Reading program. Three of our teachers won Bright Idea grants through Mid-Carolina Electric Cooperative. The Pony Express, our school newsletter, was recognized by the South Carolina Chapter of the National School Public Relations Association for Outstanding Newsletter. The service projects that were adopted by OPES were successful in developing our students' sense of community and the importance of helping others.

Our school implemented Positive Behavior Interventions and Supports (PBIS) this year. The school's expectations encouraged all students to be a P.A.L. by showing their personal best, acceptance, and living responsibly. This school-wide initiative taught our students positive behaviors as well as developed their social skills. Our PTO collaborated with our school district to support improvements to our school grounds by providing a fenced in play area with grass for our kindergarten and first grade students. Also, the school district fenced in a play area for our students with autism. The PTO provided funds for murals to be painted on the interior of the school to create a positive learning environment. Trees were planted around the Field of Dreams. Arts Day was highly successful again this year and was underwritten by the District Office and PTO. The School District Five Foundation made a significant contribution to instruction in the arts. Artists were brought into the school to enhance the visual arts, music, drama, dance, and literacy. Barnes and Noble Night, sponsored by the PTO, encouraged our reading program and provided funds for library books. An Eagle Scout built a shelter by the playground and a nature trail that can be used as an outdoor classroom.

We appreciate the support of the Board of Trustees, the District Five administration and our community. They are to be commended for their contributions to support our students and the instructional program at Oak Pointe.

James E. Stephens, Principal  
Patrick Cobb, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	96	43
Percent satisfied with learning environment	100.0%	95.8%	95.3%
Percent satisfied with social and physical environment	100.0%	91.7%	100.0%
Percent satisfied with school-home relations	100.0%	90.4%	97.6%

\* 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 21 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.8%	0.0%	No
Student attendance rate	97.0%	94.0%**	Yes

\* Or greater than last year

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

All Students	328	100	10.2	30.4	59.3	96	89.6	82.4	Yes	Yes
<b>Gender</b>										
Male	159	100	11	34.8	54.2	93.5	86.7	78.7	N/A	N/A
Female	169	100	9.6	26.3	64.1	98.2	92.5	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	218	100	6.9	27.8	65.3	97.2	93.8	88.9	Yes	Yes
African American	88	100	20.2	36.9	42.9	92.9	80.2	72.9	Yes	Yes
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	100	94	93	I/S	I/S
Hispanic	8	I/S	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
<b>Disability Status</b>										
Disabled	50	100	28.6	26.5	44.9	83.7	60.2	48.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	N/AV	N/AV	N/AV	100	86.4	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	79	100	21.1	47.4	31.6	92.1	79.6	75.4	Yes	Yes

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

All Students	328	100	10.9	29.2	59.9	94.1	90.6	81.9	Yes	Yes
<b>Gender</b>										
Male	159	100	11.6	25.2	63.2	94.8	88.7	79.9	N/A	N/A
Female	169	100	10.2	32.9	56.9	93.4	92.4	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	218	100	7.4	26.4	66.2	97.2	95	88.9	Yes	Yes
African American	88	100	20.2	39.3	40.5	86.9	80.8	71.4	Yes	Yes
Asian/Pacific Islander	14	100	7.1	14.3	78.6	92.9	96.6	94.6	I/S	I/S
Hispanic	8	I/S	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
<b>Disability Status</b>										
Disabled	50	100	28.6	38.8	32.7	85.7	63	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	N/AV	N/AV	N/AV	100	88.4	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	79	100	18.4	36.8	44.7	89.5	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
<b>Science</b>								
All Students	218	100	10.7	49.5	39.7	89.3	81.2	68.6
<b>Gender</b>								
Male	102	100	11.1	42.4	46.5	88.9	80.2	68.3
Female	116	100	10.4	55.7	33.9	89.6	82.2	68.9
<b>Racial/Ethnic Group</b>								
White	151	100	6.7	49.3	44	93.3	89.5	80.7
African American	51	100	22.9	52.1	25	77.1	62.7	51.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	89.7	85.3
Hispanic	6	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
<b>Disability Status</b>								
Disabled	34	100	18.2	36.4	45.5	81.8	49.9	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	73.6	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	46	100	18.2	61.4	20.5	81.8	65.8	57.3
<b>Social Studies</b>								
All Students	219	100	13	33.5	53.5	87	85.5	72.5
<b>Gender</b>								
Male	115	100	14.3	27.7	58	85.7	84.1	72
Female	104	100	11.7	39.8	48.5	88.3	86.8	73.1
<b>Racial/Ethnic Group</b>								
White	141	100	10.7	32.9	56.4	89.3	91.7	81
African American	65	100	19.4	35.5	45.2	80.6	71.3	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	91.3	89
Hispanic	3	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
<b>Disability Status</b>								
Disabled	34	100	29.4	23.5	47.1	70.6	56.7	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	83.8	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	57	100	25.5	40	34.5	74.5	70.8	62.9

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	105	94.3	10.4	36.5	53.1	89.6	83.4	73.2	97	96.8
<b>Gender</b>										
Male	49	89.8	9.3	41.9	48.8	90.7	77.5	67.2	96.9	96.8
Female	56	98.2	11.3	32.1	56.6	88.7	89.2	79.4	97.1	96.8
<b>Racial/Ethnic Group</b>										
White	70	97.1	7.6	31.8	60.6	92.4	88.6	81.5	96.8	96.7
African American	28	85.7	17.4	43.5	39.1	82.6	72.1	61.3	97.1	97
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.8	87	97.4	97.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	70.5	66.7	98	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
<b>Disability Status</b>										
Disabled	18	66.7	58.3	33.3	8.3	41.7	40.5	26	96.4	96.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	75.8	65.7	98.3	97.3
<b>Socio-Economic Status</b>										
Subsidized meals	28	89.3	20.8	58.3	20.8	79.2	71	63.2	96.5	96.1

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>2010</b>	3	105	99.1	5.9	12.9	81.2	94.1
	4	107	100	9.7	30.1	60.2	90.3
	5	85	100	13.3	38.6	48.2	86.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	114	100	5.3	15.9	78.8	94.7
	4	109	100	8.4	40.2	51.4	91.6
	5	105	100	17.6	36.3	46.1	82.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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>Mathematics</b>						
<b>2010</b>	3	105	99.1	11.9	21.8	66.3	88.1
	4	107	100	7.8	32	60.2	92.2
	5	85	100	13.3	32.5	54.2	86.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	114	100	12.4	27.4	60.2	87.6
	4	109	100	6.5	26.2	67.3	93.5
	5	105	100	13.7	34.3	52	86.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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>Science</b>						
<b>2010</b>	3	55	100	18.5	33.3	48.1	81.5
	4	107	100	8.7	52.4	38.8	91.3
	5	39	100	28.9	47.4	23.7	71.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	56	100	18.2	43.6	38.2	81.8
	4	109	100	6.5	56.1	37.4	93.5
	5	53	100	11.5	42.3	46.2	88.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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

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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>2010</b>	3	50	100	8.3	39.6	52.1	91.7
	4	107	100	8.7	43.7	47.6	91.3
	5	46	100	17.8	46.7	35.6	82.2
	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>2011</b>	3	58	100	10.3	22.4	67.2	89.7
	4	109	100	8.4	37.4	54.2	91.6
	5	52	100	26	38	36	74
	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>Writing</b>							
<b>2010</b>	3	104	95.2	13.4	36.1	50.5	86.6
	4	105	94.3	17.5	39.2	43.3	82.5
	5	85	92.9	20.5	39.7	39.7	79.5
	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
<b>2011</b>	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	105	94.3	10.4	36.5	53.1	89.6
	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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