



## Angel Oak Elementary

6134 Chisolm Road  
Johns Island, SC 29455

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	385 Students	
<b>Principal</b>	Rodney Moore	843-559-6412
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Hillery Douglas	843-767-0740

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Good*</b>
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Average	Average
2004	Average	Average

\* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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**

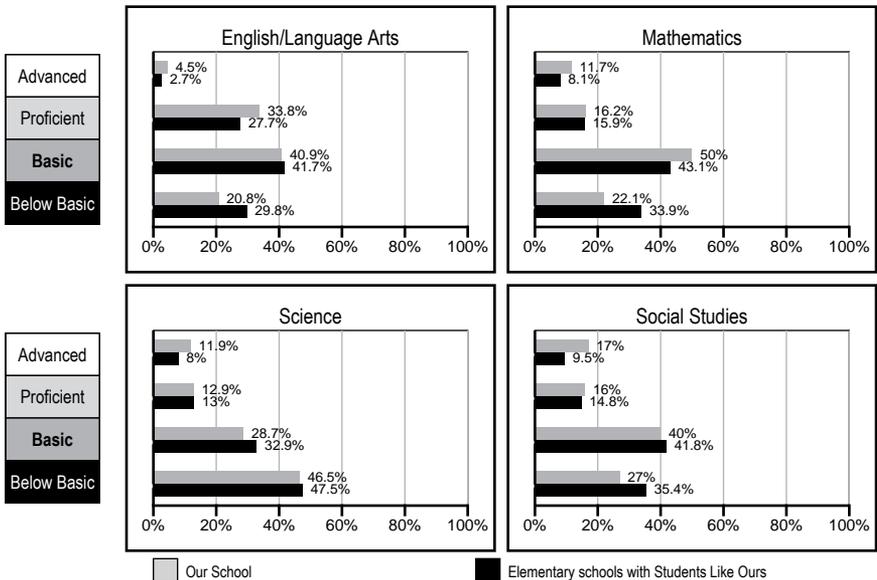
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	16	67	23

\* 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
<b>Students (n=385)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.8%	Up from 2.1%	3.1%	2.3%
Attendance rate	96.5%	Up from 96.0%	96.0%	96.3%
Eligible for gifted and talented	6.5%	Up from 4.5%	3.4%	10.4%
With disabilities other than speech	5.2%	Up from 3.9%	7.8%	7.5%
Older than usual for grade	0.7%	Down from 1.7%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	41.9%	Down from 42.9%	54.4%	56.7%
Continuing contract teachers	61.3%	Down from 62.9%	69.6%	77.3%
Teachers with emergency or provisional certificates	4.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	74.2%	Down from 81.0%	83.2%	86.4%
Teacher attendance rate	94.2%	Down from 96.4%	95.0%	94.9%
Average teacher salary	\$41,127	Down 0.9%	\$43,955	\$45,345
Professional development days/teacher	8.2 days	Down from 9.7 days	13.4 days	12.6 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Up from 15.8 to 1	16.7 to 1	18.5 to 1
Prime instructional time	89.9%	Down from 91.8%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,565	Up 16.5%	\$8,094	\$7,052
Percent of expenditures for instruction*	74.0%	Up from 70.9%	68.9%	69.1%
Percent of expenditures for teacher salaries*	54.9%	Down from 68.1%	62.3%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Angel Oak Elementary School is located on John’s Island, a beautiful sea island approximately 15 miles outside of the historic city of Charleston, SC. The school is composed of dedicated and creative faculty and staff members. The school is led by our principal, Ms. La’Toya Thomas-Dixon.

We currently serve students in Child Development through fifth grade. We are proud of the many accomplishments made this school year. Angel Oak is continuing to achieve success in and out of the classrooms. Our school has been recognized as an Honor Roll Reading School in association with Governor Mark Sanford’s office. In addition, a group of Kiawah and Seabrook Island volunteers invested time every Thursday afternoon to provide an innovative, extended-day golf program for third grade students. An after-school program was established with an enrollment of 188 students in grades 1-5, which is an increase of 108 students from the previous year. Finally, St. John’s High School teacher cadets volunteered weekly to assist teachers and students in all grades. Ms. Thomas-Dixon, along with Ms. Gibbs-Palmer, School Improvement Chair, collaborate to develop a positive learning environment for the students. We thank the parents and students for helping in this endeavor.

As always, we encourage you to visit our school and invest time and interest in our students. Together the world is ours to explore.

La’Toya Thomas-Dixon, Principal  
 Edrastine Gibbs-Palmer, School Improvement Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	30	48	27
Percent satisfied with learning environment	60.0%	81.3%	84.6%
Percent satisfied with social and physical environment	86.7%	68.8%	85.2%
Percent satisfied with school-home relations	43.3%	87.5%	80.8%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 12 out of 13 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	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.2%	0.0%	No
Student attendance rate	96.5%	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	166	99.4	21.7	40.1	33.8	4.5	45.9	53.5	48.2	Yes	Yes
<b>Gender</b>											
Male	77	100	25	47.2	26.4	1.4	37.5	47.3	41.7	N/A	N/A
Female	89	98.9	18.8	34.1	40	7.1	52.9	59.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	33	100	26.7	33.3	30	10	43.3	77.6	60	I/S	I/S
African American	92	100	22.5	41.6	31.5	4.5	42.7	32.1	31.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	36	100	16.7	44.4	38.9	0	52.8	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
<b>Disability Status</b>											
Disabled	17	100	64.7	29.4	5.9	0	11.8	20.4	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	39	100	15.8	42.1	42.1	0	55.3	40	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	130	99.2	20.3	43.1	32.5	4.1	44.7	33	34	Yes	Yes

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

All Students	166	99.4	22.9	49.7	15.9	11.5	42	49.7	45.8	Yes	Yes
<b>Gender</b>											
Male	77	100	22.2	54.2	11.1	12.5	43.1	49.5	45.6	N/A	N/A
Female	89	98.9	23.5	45.9	20	10.6	41.2	49.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	33	100	23.3	36.7	16.7	23.3	53.3	75.6	59	I/S	I/S
African American	92	100	28.1	50.6	13.5	7.9	33.7	26.2	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	36	100	11.1	61.1	22.2	5.6	50	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	17	100	52.9	47.1	0	0	11.8	20.2	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	39	100	10.5	57.9	21.1	10.5	52.6	40.1	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	130	99.2	21.1	53.7	13.8	11.4	43.1	28.3	31.4	Yes	Yes

\* 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 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
<b>Science</b>											
All Students	107	100	47.6	28.2	12.6	11.7	24.3	39.2	35.7	96.5	96
<b>Gender</b>											
Male	48	100	44.4	31.1	11.1	13.3	24.4	40.8	37.4	96.3	95.8
Female	59	100	50	25.9	13.8	10.3	24.1	37.6	33.8	96.6	96.1
<b>Racial/Ethnic Group</b>											
White	18	100	23.5	23.5	17.6	35.3	52.9	66.4	49.2	94.1	96.1
African American	59	100	60.3	25.9	10.3	3.4	13.8	15.3	17	97.1	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	98.1	97.3
Hispanic	27	100	37	37	14.8	11.1	25.9	26	24.9	97.1	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
<b>Disability Status</b>											
Disabled	12	100	83.3	16.7	0	0	0	16.6	14	96.6	94.7
<b>Migrant Status</b>											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	98.1	96.2
<b>English Proficiency</b>											
Limited English Proficient	29	100	35.7	35.7	14.3	14.3	28.6	26.5	24.4	97.2	96.3
<b>Socio-Economic Status</b>											
Subsided meals	83	100	46.9	29.6	13.6	9.9	23.5	17.1	21.1	96.3	95.5
<b>Social Studies</b>											
All Students	109	100	28.2	39.8	15.5	16.5	32	40.2	34	96.5	96
<b>Gender</b>											
Male	50	100	25.5	40.4	17	17	34	42	36.6	96.3	95.8
Female	59	100	30.4	39.3	14.3	16.1	30.4	38.3	31.3	96.6	96.1
<b>Racial/Ethnic Group</b>											
White	19	100	35.3	29.4	17.6	17.6	35.3	63.3	44.5	94.1	96.1
African American	66	100	31.7	34.9	14.3	19	33.3	19.1	19.1	97.1	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	98.1	97.3
Hispanic	22	100	13.6	63.6	13.6	9.1	22.7	29.3	27.5	97.1	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
<b>Disability Status</b>											
Disabled	12	100	58.3	33.3	8.3	0	8.3	18.2	14.4	96.6	94.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	98.1	96.2
<b>English Proficiency</b>											
Limited English Proficient	23	100	13	60.9	17.4	8.7	26.1	31.9	27.3	97.2	96.3
<b>Socio-Economic Status</b>											
Subsided meals	84	100	27.5	42.5	17.5	12.5	30	20.1	21	96.3	95.5

\* 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*	
<b>English/Language Arts</b>									
<b>2007</b>	3	54	100	23.1	34.6	40.4	1.9	42.3	
	4	61	100	28.3	43.3	26.7	1.7	28.3	
	5	55	100	24.1	64.8	9.3	1.9	11.1	
	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
<b>2008</b>	3	63	98.4	11.9	32.2	44.1	11.9	55.9	
	4	50	100	16.7	50	33.3	0	33.3	
	5	53	100	38	40	22	0	22	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>									
<b>2007</b>	3	54	100	36.5	50	11.5	1.9	13.5	
	4	61	100	26.7	43.3	23.3	6.7	30	
	5	55	100	18.5	70.4	3.7	7.4	11.1	
	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
<b>2008</b>	3	63	98.4	20.3	50.8	15.3	13.6	28.8	
	4	50	100	14.6	58.3	16.7	10.4	27.1	
	5	53	100	34	40	16	10	26	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>									
<b>2007</b>	3	25	100	64	32	0	4	4	
	4	61	100	55.2	31	8.6	5.2	13.8	
	5	29	100	53.8	23.1	19.2	3.8	23.1	
	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
<b>2008</b>	3	31	100	32.3	41.9	12.9	12.9	25.8	
	4	50	100	58.3	20.8	14.6	6.3	20.8	
	5	26	100	45.8	25	8.3	20.8	29.2	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>									
<b>2007</b>	3	29	100	29.6	44.4	11.1	14.8	25.9	
	4	61	100	41.4	34.5	19	5.2	24.1	
	5	29	100	48	40	0	12	12	
	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
<b>2008</b>	3	31	100	3.6	42.9	25	28.6	53.6	
	4	50	100	29.2	45.8	10.4	14.6	25	
	5	28	100	51.9	25.9	14.8	7.4	22.2	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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