



River Oaks Middle

8642 River Oaks Drive
North Charleston, SC

Grades	6-8 Middle School	
Enrollment	731 Students	
Principal	Dr. Kathy Sobolewski	843-695-2470
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

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 2008-09 whose 2007-08 test scores were located

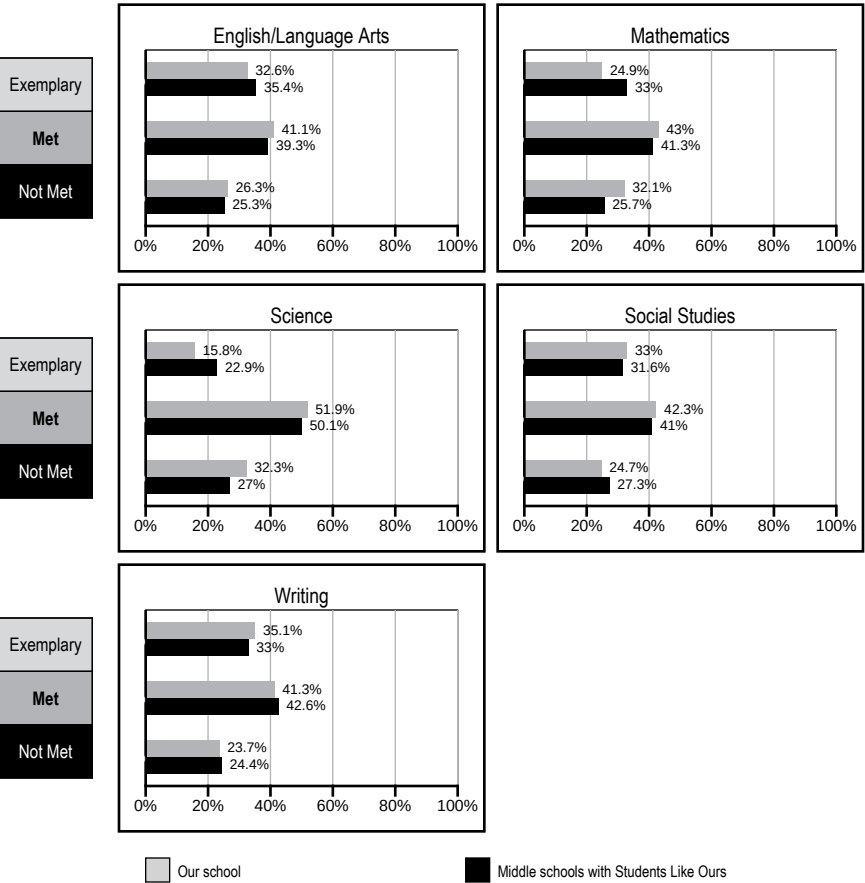
93.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	12	29	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	95.5%	98.3%
English 1	93.5%	98.0%
Physical Science	N/A	100.0%
US History and the Constitution	N/A	N/A
All Subjects	94.6%	98.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=731)				
Students enrolled in high school credit courses (grades 7 & 8)	42.9%	Up from 40.6%	25.4%	21.6%
Retention rate	3.5%	Down from 5.3%	1.0%	1.2%
Attendance rate	96.8%	Up from 95.4%	96.0%	95.9%
Eligible for gifted and talented	15.1%	Down from 15.5%	19.7%	14.8%
With disabilities other than speech	9.9%	Down from 10.5%	11.3%	12.6%
Older than usual for grade	5.3%	Down from 6.0%	1.7%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	16.3%	Up from 15.6%	0.8%	0.6%
Annual dropout rate	0.8%	N/A	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	52.1%	Down from 53.8%	57.1%	56.9%
Continuing contract teachers	45.8%	Up from 40.4%	76.0%	72.7%
Teachers with emergency or provisional certificates	11.4%	Down from 17.6%	5.7%	5.3%
Teachers returning from previous year	N/A	N/A	85.1%	82.9%
Teacher attendance rate	93.7%	Down from 94.3%	95.2%	95.2%
Average teacher salary*	\$42,151	Up 0.8%	\$46,625	\$46,599
Professional development days/teacher	8.0 days	Down from 12.8 days	10.6 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 21.0 to 1	21.8 to 1	20.1 to 1
Prime instructional time	89.5%	Up from 88.4%	90.1%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.0%	98.8%	97.8%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil**	\$6,746	N/A	\$6,890	\$7,645
Percent of expenditures for instruction**	58.8%	N/A	64.7%	63.4%
Percent of expenditures for teacher salaries**	54.5%	N/A	57.4%	57.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

At River Oaks Middle School, the school and community work together to create an environment that maximizes the academic, physical, social, and emotional growth of our 730 students. We are committed to the full development of each student through a program that is based on respectful relationships, innovation, and excellence. Instructional technology is a cornerstone of our academic program as we become more proficient in the areas of science, technology, engineering, and math.

In just our second year of operation, our students are setting a tradition of excellence through their performance at the Dorchester School District Two Spelling Bee, Geography Bee, QUEST, and other academic competitions. Students made significant contributions to our community through service projects, food drives, and recycling programs.

Our School Improvement Council set a high standard as they held our first annual health fair. Many local vendors and businesses assisted our efforts in teaching healthy habits. Our partnership with the City of North Charleston continues to grow and develop, and we support each others' efforts with healthy lifestyles, sports, and recreation.

Some of our challenges include improving the writing for all students and increasing the level of instructional rigor. We use writing rubrics and an intense writing intervention program to target the writing performance of our students. We are diligent in promoting a rigorous academic environment through higher order questioning, common assessments, and analysis of test data.

River Oaks Middle School continues to offer students a customized academic program to meet their unique needs. We welcome your participation and support as we work together to create an environment based on relationships, innovation, and excellence.

Dr. Kathy Sobolewski, Principal
Ms. Annette Reed, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	209	75
Percent satisfied with learning environment	92.2%	76.4%	84.7%
Percent satisfied with social and physical environment	84.3%	79.0%	79.7%
Percent satisfied with school-home relations	78.0%	85.0%	75.7%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 21 out of 23 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	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

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	740	99.9	27.2	41.5	31.3	81.3	89.3	82.8	Yes	Yes
Gender										
Male	386	100	29.7	36.7	33.6	78.9	86.4	79.3	N/A	N/A
Female	354	99.7	24.4	46.9	28.8	84.1	92.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	289	100	14.7	40.6	44.6	88.8	92.9	89.5	Yes	Yes
African American	390	99.7	35.5	41.7	22.8	76.3	82.3	73.7	Yes	Yes
Asian/Pacific Islander	17	100	11.8	58.8	29.4	88.2	93.3	92.3	I/S	I/S
Hispanic	43	100	51.7	37.9	10.3	69	82.7	76.5	I/S	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92.8	82.5	I/S	I/S
Disability Status										
Disabled	83	98.8	65.3	22.2	12.5	44.4	59.6	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	27	100	55	35	10	55	77.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	322	99.7	41.9	38.3	19.9	69.3	81.9	75.5	Yes	Yes

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

All Students	740	100	32.9	44.9	22.2	78	85.8	78.9	Yes	Yes
Gender										
Male	386	100	33.6	41.1	25.3	75.8	85.2	77	N/A	N/A
Female	354	100	32.1	49.2	18.7	80.4	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	289	100	20.5	44.2	35.3	87.4	91.5	87.2	Yes	Yes
African American	390	100	40.7	46.1	13.2	71.6	74.4	66.7	Yes	Yes
Asian/Pacific Islander	17	100	29.4	47.1	23.5	82.4	91.8	93	I/S	I/S
Hispanic	43	100	55.2	37.9	6.9	62.1	80.4	76	I/S	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	94.2	79.5	I/S	I/S
Disability Status										
Disabled	83	100	N/AV	N/AV	N/AV	53.4	57.1	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	27	100	60	35	5	60	76.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	322	100	42.1	45.3	12.6	71.9	76.5	70.2	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	489	100	32.1	52	15.9	67.9	75.3	67.5
Gender								
Male	258	100	31.1	49.6	19.3	68.9	75	67
Female	231	100	33.2	54.7	12.1	66.8	75.8	68
Racial/Ethnic Group								
White	195	100	16	57.8	26.2	84	83.8	79.5
African American	253	100	43.5	47.8	8.6	56.5	57	50.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	86.4	84.3
Hispanic	32	100	50	45.8	4.2	50	70.5	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	71.2
Disability Status								
Disabled	63	100	74.5	21.8	3.6	25.5	42.2	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	21	100	N/AV	N/AV	N/AV	52.9	66.7	59.6
Socio-Economic Status								
Subsided meals	211	100	49.2	45.9	4.9	50.8	59.9	55.1

Social Studies								
All Students	484	99.8	24.5	42.3	33.1	75.5	81.2	72.3
Gender								
Male	250	100	24.8	34.2	41	75.2	80.9	71.5
Female	234	99.6	24.3	51.4	24.3	75.7	81.4	73.2
Racial/Ethnic Group								
White	194	100	12.8	36.7	50.5	87.2	86.7	80.7
African American	244	99.6	34.4	47.1	18.6	65.6	69.9	60
Asian/Pacific Islander	16	100	12.5	37.5	50	87.5	91.5	88.5
Hispanic	29	100	38.9	44.4	16.7	61.1	73.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	95.2	72.2
Disability Status								
Disabled	44	97.7	58.3	33.3	8.3	41.7	53.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	19	100	35.7	50	14.3	64.3	74.6	67.9
Socio-Economic Status								
Subsided meals	201	99.5	38.2	44.5	17.3	61.8	70.6	62.1

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 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	732	98.8	23.6	41.3	35.1	76.4	81.7	70.2	96.8	96.2
Gender										
Male	384	99	27.7	41.2	31.1	72.3	76	63.2	96.8	96.1
Female	348	98.6	18.9	41.5	39.6	81.1	87.5	77.5	96.8	96.3
Racial/Ethnic Group										
White	288	99.3	14.4	37.9	47.7	85.6	86.9	79.1	96.4	96
African American	385	98.4	30.8	44.4	24.8	69.2	70.9	57.6	97	96.4
Asian/Pacific Islander	17	100	23.5	11.8	64.7	76.5	88.6	86.2	98.1	97.1
Hispanic	41	97.6	24.1	51.7	24.1	75.9	78.9	62.6	97.1	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.4	68.7	99.9	95.8
Disability Status										
Disabled	74	91.9	75.8	22.6	1.6	24.2	37.7	26.1	95.6	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.1
English Proficiency										
Limited English Proficient	26	96.2	45	40	15	55	70.2	61.2	97	96.3
Socio-Economic Status										
Subsidized meals	314	98.4	33.2	46	20.8	66.8	70.2	58.9	95.9	95.5

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	261	99.6	27.4	40.1	32.5	72.6
	7	233	100	27.6	39.3	33.2	72.4
	8	246	100	26.6	45	28.4	73.4
Mathematics							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	261	100	38.7	43.3	18.1	61.3
	7	233	100	30.4	44.4	25.2	69.6
	8	246	100	29.3	47.2	23.6	70.7
Science							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	133	100	43.3	48.3	8.3	56.7
	7	232	100	27.1	54.2	18.7	72.9
	8	124	100	29.7	51.7	18.6	70.3
Social Studies							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	130	99.2	18.5	60.5	21	81.5
	7	232	100	27.2	34.7	38	72.8
	8	122	100	25.9	37.5	36.6	74.1
Writing							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	261	98.1	26.9	40.8	32.4	73.1
	7	231	98.7	19.3	39.6	41	80.7
	8	240	99.6	24	43.6	32.4	76

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample