



OAKBROOK MIDDLE

286 Old Fort Drive
Ladson, South Carolina

Grades	6-8 Middle School	
Enrollment	1,087 Students	
Principal	Garland Crump	843-873-9750
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Frances Townsend	843-873-1341

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	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 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

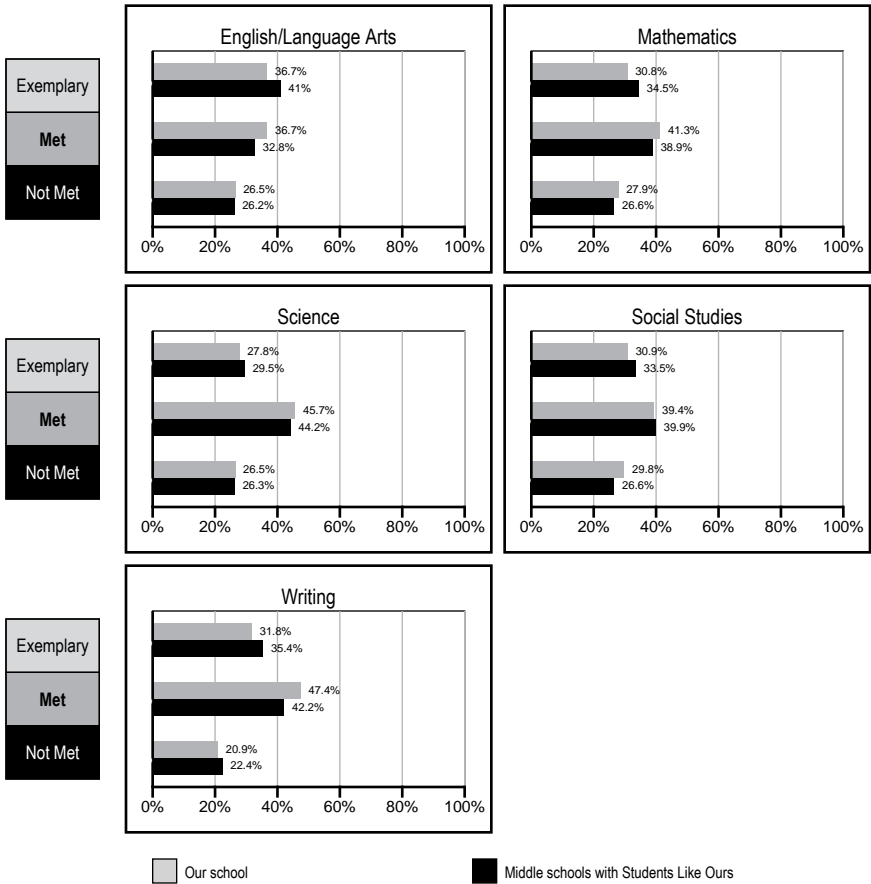
93.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	13	16	0	1

* Ratings are calculated with data available by 03/09/2011.

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	100.0%	98.5%
English 1	100.0%	96.8%
Physical Science	0.0%	27.4%
US History and the Constitution	N/A	N/A
All Subjects	99.3%	96.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,087)				
Students enrolled in high school credit courses (grades 7 & 8)	51.0%	Up from 25.2%	28.2%	24.2%
Retention rate	2.3%	Down from 2.7%	0.5%	0.7%
Attendance rate	96.3%	Up from 96.0%	96.1%	95.9%
Eligible for gifted and talented	13.7%	Up from 13.2%	21.8%	16.4%
With disabilities other than speech	7.2%	Down from 8.1%	11.2%	12.0%
Older than usual for grade	1.9%	No Change	1.3%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	8.3%	Down from 9.1%	0.4%	0.5%
Annual dropout rate	0.3%	Down from 0.5%	0.0%	0.0%
Teachers (n=59)				
Teachers with advanced degrees	59.3%	Down from 63.2%	60.0%	58.5%
Continuing contract teachers	76.3%	Down from 80.7%	82.4%	80.0%
Teachers with emergency or provisional certificates	6.0%	Up from 5.5%	3.0%	4.0%
Teachers returning from previous year	84.4%	Up from 83.4%	86.9%	84.6%
Teacher attendance rate	93.7%	Down from 94.7%	95.5%	95.4%
Average teacher salary*	\$46,311	Down 4.9%	\$47,234	\$46,561
Professional development days/teacher	14.2 days	Up from 10.3 days	9.9 days	10.2 days
School				
Principal's years at school	23.0	Up from 22.0	4.0	4.0
Student-teacher ratio in core subjects	25.9 to 1	Up from 23.8 to 1	21.9 to 1	21.1 to 1
Prime instructional time	88.5%	Down from 89.6%	90.6%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	84.3%	Down from 88.8%	96.8%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$6,320	Down 3.2%	\$7,219	\$7,802
Percent of expenditures for instruction**	65.9%	Up from 63.8%	64.1%	63.8%
Percent of expenditures for teacher salaries**	62.9%	Up from 59.3%	60.8%	60.0%

* 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

Oakbrook Middle School, located in the southern corner of Dorchester County, continues to strive to meet its mission of preparing responsible, competent, and caring lifelong learners. OMS received an absolute report card rating of "Average" for the 2008-2009 school year. Our student body continues to demonstrate their academic success in the fields of math and science during the Low Country Quest Competition, Math Counts, Math is Cool, Quiz Bowl, as well as other academic competitions throughout the year. OMS has 10 Duke Tip scholars and 38 Junior Scholar participants. OMS honor band received a "Superior" at the State Concert Competition. The OMS chorus received an "Excellent" at the state festival. Students and staff held benefit drives for causes such as Relay for Life, American Heart Association, American Cancer Society, Cystic Fibrosis, Susan G. Komen, SPCA, Families in Crisis, and Trident United Way.

Oakbrook Middle continues to address the challenges of decreasing the achievement gap in language arts and math. We utilize Measures of Academic Progress (MAP) test data to diagnose instructional needs. Our Compass Learning Program provides us with the technology that allows us to create individual learning paths for each student, based on the instructional level identified by the MAP assessments. We also utilize Senteo Interactive Response Systems in the classroom to provide immediate assessment of student understanding in their classes. At OMS, we provide computer-assisted instruction with the utilization of SMARTboards and web-based activities, such as Study Island, GIZMO, and Brain Pops. The Read 180 program continues to address the needs of struggling readers in all grades. Our single-gender classes address the different needs, learning styles, and interests of students. We have also implemented a "Failure is Not an Option" program requiring students to complete all missing assignments and not receive zeroes. At OMS, we continue to utilize the InTouch software, homework hotline, the school's website, ParentLink, and parent focus meetings to address the challenges of parent satisfaction with home-school relations and communication. The faculty and staff continue to conduct report card nights, award ceremonies, and parent/teacher conferences.

Teachers' professional development continues to focus on best instructional practices and technology initiatives, such as the utilization of assessment data to increase student achievement, Explicit Direct Instruction, web-based activities, SMARTboards, and Senteo Response Systems to help address the needs of all children. Oakbrook's faculty consists of a total of 59 teachers, with nine having received National Board Certification.

The mission of Oakbrook Middle is to educate students to become proficient, responsible, and caring citizens by creating a nurturing environment where staff, parents, and the community work together to provide opportunities for students to reach their maximum potential. OMS continues to be a great place, where students "care to learn and learn to care!"

Garland W. Crump, Principal
Christene Diesso, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	65	306	161
Percent satisfied with learning environment	86.2%	67.8%	81.0%
Percent satisfied with social and physical environment	95.3%	71.1%	68.3%
Percent satisfied with school-home relations	70.3%	83.1%	74.8%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 23 out of 25 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	0.6%	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	0.6%	0.0%	No
Student attendance rate	96.3%	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	1056	99.7	27.9	36.6	35.5	83.3	89.1	83.5	Yes	Yes
Gender										
Male	525	99.4	31.8	33.7	34.5	79.2	86.1	80.1	N/A	N/A
Female	531	100	24	39.4	36.6	87.4	92.1	87	N/A	N/A
Racial/Ethnic Group										
White	552	99.8	18.6	36.1	45.2	89.4	93	89.6	Yes	Yes
African American	399	99.5	41.3	38	20.8	75.6	81.6	74.6	Yes	Yes
Asian/Pacific Islander	39	100	22.2	27.8	50	83.3	94.5	92.7	I/S	I/S
Hispanic	58	100	34	35.8	30.2	75.5	84.1	79.6	Yes	Yes
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	95.8	85.1	I/S	I/S
Disability Status										
Disabled	91	98.9	71.8	16.5	11.8	41.2	57.3	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	34.6	42.3	23.1	80.8	82.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	436	100	37.9	37.7	24.4	78.2	83.1	76.9	Yes	Yes

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

All Students	1056	99.7	29.6	43.2	27.2	79.9	87.2	80.4	Yes	Yes
Gender										
Male	525	99.4	29.4	41	29.6	78.2	85.5	78.4	N/A	N/A
Female	531	100	29.9	45.3	24.8	81.7	88.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	552	99.8	21.3	43.5	35.2	86.9	92	87.8	Yes	Yes
African American	399	99.5	43.2	43.2	13.6	69.5	77.5	69.3	Yes	Yes
Asian/Pacific Islander	39	100	16.7	38.9	44.4	86.1	94.5	93.5	I/S	I/S
Hispanic	58	100	30.2	41.5	28.3	77.4	86.1	78.3	Yes	Yes
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	93.1	83.2	I/S	I/S
Disability Status										
Disabled	91	98.9	72.9	21.2	5.9	40	55	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	34.6	42.3	23.1	73.1	86.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	436	100	38.5	46.2	15.4	71.8	80.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	702	99.7	25.9	46	28.1	74.1	74.7	67.3
Gender								
Male	343	100	24.5	45	30.6	75.5	74.2	66.9
Female	359	99.4	27.4	47	25.6	72.6	75.3	67.7
Racial/Ethnic Group								
White	365	99.7	16	46.6	37.4	84	84.1	79.6
African American	265	99.6	41.3	45.9	12.8	58.7	56.5	49.7
Asian/Pacific Islander	26	100	12.5	33.3	54.2	87.5	90.4	84.4
Hispanic	41	100	30.8	48.7	20.5	69.2	69	59.4
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	80.8	69.5
Disability Status								
Disabled	66	100	62.5	32.8	4.7	37.5	39.4	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	20	100	39.1	26.1	34.8	60.9	58.5	58.6
Socio-Economic Status								
Subsidized meals	295	99.7	33.6	50.2	16.2	66.4	61.8	55.4
Social Studies								
All Students	709	100	29.8	39.4	30.9	70.2	78.8	70.9
Gender								
Male	354	100	28.9	33.4	37.7	71.1	77.8	70.1
Female	355	100	30.7	45.3	24	69.3	79.8	71.7
Racial/Ethnic Group								
White	362	100	22.2	39.4	38.5	77.8	84.6	79.2
African American	277	100	42.9	38.9	18.3	57.1	67.5	58.4
Asian/Pacific Islander	29	100	14.3	35.7	50	85.7	90.1	86.8
Hispanic	36	100	21.9	43.8	34.4	78.1	74.4	68
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	82.5	71.2
Disability Status								
Disabled	66	100	60.3	25.4	14.3	39.7	44.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	12	100	30.8	15.4	53.8	69.2	69.1	68
Socio-Economic Status								
Subsidized meals	277	100	39	43.5	17.5	61	69.2	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
Writing										
All Students	1079	99.3	20.1	47.8	32.1	79.9	82.9	72.1	96.3	96
Gender										
Male	537	98.7	23.2	49.2	27.6	76.8	77.4	65.2	96	96
Female	542	99.8	17	46.4	36.6	83	88.6	79.2	96.5	96.1
Racial/Ethnic Group										
White	563	98.9	12.9	46.8	40.3	87.1	88.2	80.8	95.7	95.8
African American	409	99.5	30.7	49.9	19.4	69.3	73.1	59.7	96.9	96.4
Asian/Pacific Islander	40	100	13.5	37.8	48.6	86.5	90.5	87	97.2	97
Hispanic	60	100	20.4	51.9	27.8	79.6	75.2	64.6	96.9	96.1
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	90.1	73.4	96.5	95.5
Disability Status										
Disabled	94	96.8	63.2	28.7	8	36.8	37.7	27.7	95.9	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	18.5	59.3	22.2	81.5	71.4	63.7	96.9	96.5
Socio-Economic Status										
Subsidized meals	437	99.3	25.8	53.3	20.9	74.2	74.1	61.9	96	95.5

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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	338	100	25.4	42	32.6	74.6
	7	329	100	20.1	44.2	35.6	79.9
	8	312	99.7	23.5	48	28.5	76.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	355	100	25.2	39.8	35	74.8
	7	358	100	32.7	35.7	31.5	67.3
	8	343	99.1	25.6	34.1	40.4	74.4
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	338	100	30.3	46.9	22.8	69.7
	7	329	100	22.1	46.5	31.4	77.9
	8	312	100	28.4	48.6	23	71.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	355	100	30.7	43.2	26.1	69.3
	7	358	100	33.3	37.8	28.9	66.7
	8	343	99.1	24.6	48.9	26.5	75.4
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	168	100	39.2	53.6	7.2	60.8
	7	328	99.7	20.9	54.5	24.6	79.1
	8	157	99.4	20.3	46.9	32.9	79.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	173	99.4	35.8	46.5	17.6	64.2
	7	358	100	27.7	49.4	22.9	72.3
	8	171	99.4	12.8	38.4	48.8	87.2

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
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	170	100	27.1	51.6	21.3	72.9
	7	328	99.7	35.2	39.2	25.6	64.8
	8	155	100	19.4	41	39.6	80.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	182	100	20.6	52.4	27.1	79.4
	7	358	100	39	35.1	25.9	61
	8	169	100	19.7	34.2	46.1	80.3
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	334	99.1	25.7	42.3	31.9	74.3
	7	323	100	21.1	46.4	32.6	78.9
	8	313	99	21.4	42.8	35.8	78.6
2010	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	361	99.2	18.2	46.1	35.8	81.8
	7	370	99.2	29	44.9	26.1	71
	8	348	99.4	12.5	52.6	34.9	87.5

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