



CHESTNUT OAKS MIDDLE

1200 Oswego Road
Sumter, SC 29153

Grades	6-8 Middle School	
Enrollment	497 Students	
Principal	David Laws Jr., Ed. S.	803-775-7272
Superintendent	Mr. Randolph Bynum, Sr.	803-469-6900
Board Chair	Mr. Larry D. Addison	803-469-6900

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Average
2010	Average	Average
2009	Below Average	Below Average
2008	At-Risk	Below Average
2007	At-Risk	At-Risk

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

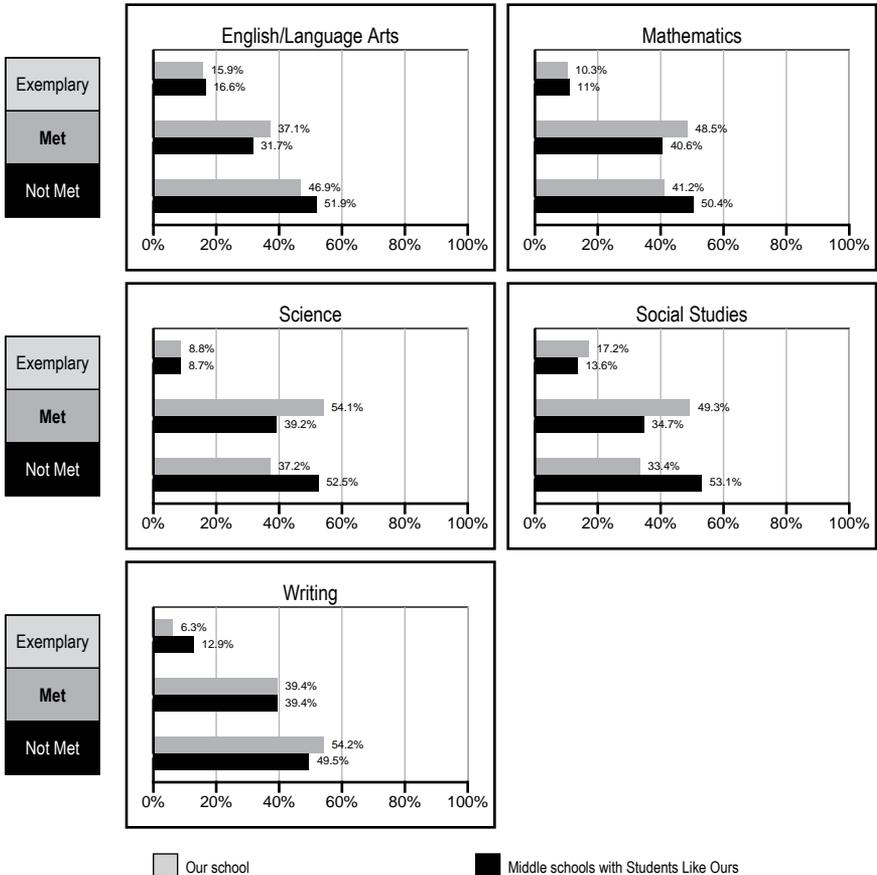
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	11	27	25

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

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%	88.0%
English 1	100.0%	86.5%
Biology 1/Applied Biology 2	N/A	36.8%
Physical Science	N/A	16.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	87.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=497)				
Students enrolled in high school credit courses (grades 7 & 8)	10.7%	Up from 8.7%	13.4%	24.5%
Retention rate	0.8%	Down from 1.8%	1.0%	0.7%
Attendance rate	94.6%	Up from 94.3%	95.3%	95.9%
Served by gifted and talented program	9.4%	Down from 10.0%	5.6%	17.8%
With disabilities other than speech	15.2%	Down from 17.5%	11.2%	9.2%
Older than usual for grade	4.2%	Down from 7.8%	3.2%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.3%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	51.4%	Up from 48.6%	58.9%	60.0%
Continuing contract teachers	43.2%	Down from 45.9%	65.8%	82.6%
Teachers returning from previous year	62.2%	Up from 61.4%	77.3%	85.6%
Teacher attendance rate	96.0%	Up from 94.2%	95.4%	95.3%
Average teacher salary*	\$38,880	Up 5.7%	\$43,817	\$46,300
Professional development days/teacher	7.7 days	Down from 12.4 days	10.6 days	9.9 days
School				
Principal's years at school	1.0	Down from 5.0	3.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 21.9 to 1	18.1 to 1	21.5 to 1
Prime instructional time	89.6%	Up from 86.7%	89.2%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.2%	Down from 94.5%	98.0%	98.1%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$7,976	Down 2.8%	\$10,000	\$7,634
Percent of expenditures for instruction**	52.7%	Down from 57.1%	60.0%	64.0%
Percent of expenditures for teacher salaries**	49.7%	Down from 56.0%	55.7%	61.2%

* 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

Chestnut Oaks Middle School's teachers, staff, and administrators continue to dedicate their energy, resources, and talents to improve our school's climate, student achievement and character. Chestnut Oaks Middle School fosters a safe learning environment where students are engaged in challenging curriculum, rewarding experiences, and incentives for demonstrating good character and academic excellence.

Our school has received several awards and recognitions in the previous years. We are proud to continually demonstrate success. In 2011, Chestnut Oaks received the Exemplar Award for Positive Behavior Intervention and Support (PBIS) for the third consecutive year. Our teachers and staff model expected behavior for the different school settings and then reward students for demonstrating those behaviors. Fifty students who made significant improvement or scored exemplary on the MAP assessment attended an NBA game in Charlotte, North Carolina. Thirty students participated in the Clemson Biology Merit Exam, four of whom was recognized as Honorable Mention and all of our Algebra I and English I students passed their End of Course Exam (EOC). Chestnut Oaks Middle School will continue to foster and promote student academic and character excellence.

In 2010, Chestnut Oaks Middle School was awarded a five year Teacher Incentive Fund (TIF) grant to continue implementation of the Teacher Advancement Program (TAP). TAP is an instrumental framework to build a rigorous instructional model, support and build teacher capacity, reward teachers for improving student achievement, and provide opportunities for professional growth.

During the 2011-12 school year, we will be implementing a Leadership Academy. Students will learn the fundamentals of leadership, public speaking, and literacy with an emphasis on careers. Students will be exposed to community and business leadership positions. Students who complete the Leadership Academy requirements will receive a certificate of completion during a special ceremony.

As a team in collaboration with parents and community members, we are excited about the direction our school is headed. Despite economic restraints, we are determined to create opportunities for our student to excel academically and in character. We look forward to an exceptional year during the 2011-2012 school term as we continue to SOAR!

Seek Excellence
Opt to Use Good Manners
Activate Listening and Learning Skills
Respect Self and Others

David Laws Jr., Ed. S., Principal
Brenda Hairston, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	0	138	119
Percent satisfied with learning environment	N/R	87.0%	85.1%
Percent satisfied with social and physical environment	N/R	84.8%	73.7%
Percent satisfied with school-home relations	N/R	76.1%	76.5%

* 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 12 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	13.1%	0.0%	No
Student attendance rate	94.6%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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	493	100	46	36.4	17.6	64.7	79.8	82.4	No	Yes
Gender										
Male	242	100	51.3	34.8	13.8	61.2	75.9	78.7	N/A	N/A
Female	251	100	40.6	37.9	21.4	68.3	84	86.2	N/A	N/A
Racial/Ethnic Group										
White	30	100	32.1	42.9	25	75	91.4	88.9	I/S	I/S
African American	447	100	46.2	36.8	17	64.9	75.2	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.8	93	I/S	I/S
Hispanic	15	100	71.4	14.3	14.3	35.7	69.6	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	81	100	73.3	12	14.7	34.7	44.9	48.1	No	Yes
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	12	100	69.2	15.4	15.4	38.5	58.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	451	100	47.1	35.4	17.5	64.3	75.1	75.4	No	Yes

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

All Students	493	100	40.4	48	11.6	74.6	79.1	81.9	Yes	Yes
Gender										
Male	242	100	42.9	45.1	12.1	73.7	77	79.9	N/A	N/A
Female	251	100	37.9	50.9	11.2	75.4	81.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	30	100	42.9	32.1	25	75	91.1	88.9	I/S	I/S
African American	447	100	40	49.4	10.6	74.8	74	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.5	94.6	I/S	I/S
Hispanic	15	100	50	42.9	7.1	64.3	79.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	81	100	70.7	18.7	10.7	45.3	43.2	47.3	No	Yes
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	12	100	53.8	38.5	7.7	61.5	71.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	451	100	40.5	47.6	11.9	74	74.3	74.9	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	332	99.4	36.4	53	10.6	63.6	65.3	68.6
Gender								
Male	166	99.4	37.5	50	12.5	62.5	63.9	68.3
Female	166	99.4	35.3	56	8.7	64.7	66.8	68.9
Racial/Ethnic Group								
White	24	100	40.9	45.5	13.6	59.1	85.4	80.7
African American	301	99.3	36.1	53.6	10.2	63.9	56.5	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	80	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	68.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	55	98.2	61.5	23.1	15.4	38.5	33.8	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	4	I/S	I/S	I/S	I/S	I/S	61.9	60.7
Socio-Economic Status								
Subsidized meals	299	99.3	37.1	52.4	10.5	62.9	57.9	57.3
Social Studies								
All Students	332	100	32.8	48.7	18.5	67.2	71	72.5
Gender								
Male	149	100	29.5	48.9	21.6	70.5	71.3	72
Female	183	100	35.6	48.5	16	64.4	70.7	73.1
Racial/Ethnic Group								
White	21	100	31.6	31.6	36.8	68.4	87.4	81
African American	298	100	33	50	17	67	64.3	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	76.9	89
Hispanic	12	100	33.3	50	16.7	66.7	71.4	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	53	100	56	34	10	44	45.7	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	10	I/S	33.3	50	16.7	66.7	55.9	69.7
Socio-Economic Status								
Subsidized meals	309	100	34.8	46.8	18.4	65.2	64.6	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
Writing										
All Students	154	98.1	53.9	39.7	6.4	46.1	69	73.2	94.6	95.7
Gender										
Male	81	98.8	61.3	36	2.7	38.7	62.6	67.2	94.3	95.4
Female	73	97.3	45.5	43.9	10.6	54.5	76.2	79.4	94.9	95.9
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	85.6	81.5	91.7	95.7
African American	140	97.9	52.3	40.6	7	47.7	62	61.3	94.8	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	87	97.8	96.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	53.6	66.7	94	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97.1
Disability Status										
Disabled	25	92	N/AV	N/AV	N/AV	10	15.9	26	93.9	94.4
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	6	I/S	I/S	I/S	I/S	I/S	42.9	65.7	95.5	96.8
Socio-Economic Status										
Subsidized meals	143	97.9	55.3	37.9	6.8	44.7	62.1	63.2	94.4	95.2

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
English/Language Arts							
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	165	100	37.4	44.5	18.1	62.6
	7	156	100	38.8	44.9	16.3	61.2
	8	124	100	42.1	40.4	17.5	57.9
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	170	100	53	34.4	12.6	47
	7	171	100	38.7	34.8	26.5	61.3
	8	152	100	46.5	40.1	13.4	53.5
Mathematics							
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	165	100	34.2	51.6	14.2	65.8
	7	156	100	53.1	39.5	7.5	46.9
	8	124	100	53.5	41.2	5.3	46.5
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	170	100	37.1	52.3	10.6	62.9
	7	171	100	44.5	42.6	12.9	55.5
	8	152	100	39.4	49.3	11.3	60.6
Science							
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	78	100	44.6	51.4	4.1	55.4
	7	156	99.4	23.3	55.5	21.2	76.7
	8	62	100	30.4	50	19.6	69.6
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	87	97.7	42.3	50	7.7	57.7
	7	170	100	31	55.5	13.5	69
	8	75	100	42	50.7	7.2	58

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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							
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	86	98.8	15.2	62	22.8	84.8
	7	154	100	45.5	38.6	15.9	54.5
	8	62	100	36.2	50	13.8	63.8
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	84	100	25.7	66.2	8.1	74.3
	7	171	100	33.5	43.2	23.2	66.5
	8	77	100	38.4	42.5	19.2	61.6
Writing							
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	163	98.8	48.1	39	13	51.9
	7	159	96.2	52.4	40	7.6	47.6
	8	128	98.4	37.6	53.8	8.5	62.4
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	N/A	N/AV	N/A	N/A	N/A	N/A
	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	154	98.1	53.9	39.7	6.4	46.1

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