

Chestnut Oaks Middle

1200 Oswego Road
Sumter, SC 29153

Grades	7-8 Middle School	
Enrollment	333 Students	
Principal	Cornelius B. Leach, Ed.D.	803-775-7272
Superintendent	Zona Jefferson, PhD	803-469-8536
Board Chair	Ms. Jo R. White	803-773-7663

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	At-Risk	At-Risk
2004	Below Average	At-Risk

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

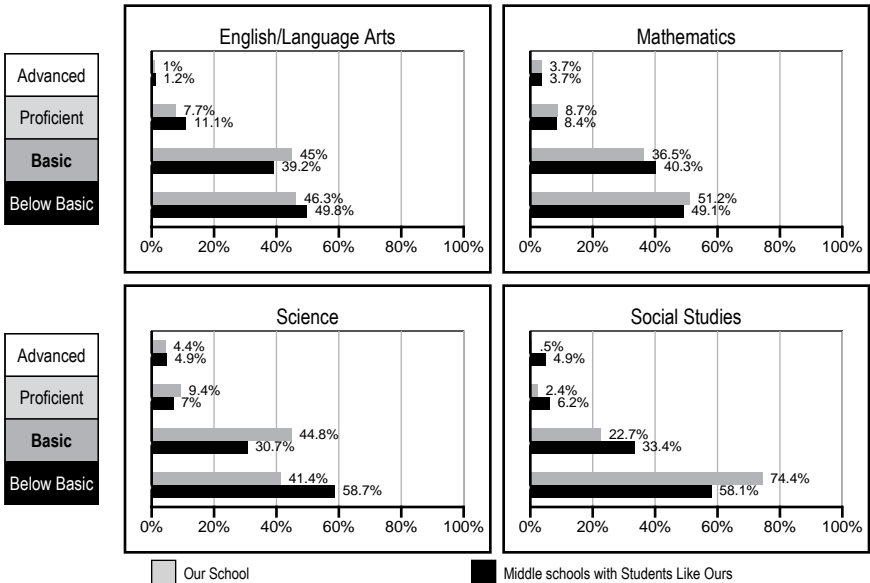
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	3	53

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

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

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	87.5	84.1
English 1	86.5	80.5
Physical Science	0	37.9
All Subjects	86.9	80.8

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=333)				
Students enrolled in high school credit courses (grades 7 & 8)	10.8%	Up from 6.4%	11.9%	19.4%
Retention rate	2.4%	Up from 1.3%	3.3%	1.8%
Attendance rate	93.2%	Down from 93.3%	95.1%	95.8%
Eligible for gifted and talented	7.9%	Up from 6.8%	5.9%	15.3%
With disabilities other than speech	15.7%	Down from 16.6%	13.5%	12.9%
Older than usual for grade	13.2%	Up from 7.0%	6.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.7%	0.7%
Annual dropout rate	0.3%	Up from 0.2%	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	36.8%	Up from 29.3%	53.6%	55.0%
Continuing contract teachers	39.5%	Down from 61.0%	54.3%	70.6%
Teachers with emergency or provisional certificates	45.2%	Up from 25.7%	18.9%	5.4%
Teachers returning from previous year	65.2%	Down from 65.5%	76.4%	83.4%
Teacher attendance rate	94.2%	Up from 92.8%	94.7%	94.9%
Average teacher salary	\$39,491	Up 6.2%	\$43,167	\$44,706
Professional development days/teacher	11.5 days	Up from 10.6 days	12.4 days	11.8 days
School				
Principal's years at school	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio in core subjects	25.1 to 1	Up from 19.6 to 1	16.2 to 1	20.1 to 1
Prime instructional time	85.1%	Up from 84.7%	88.8%	89.3%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	96.2%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$7,987	Up 15.6%	\$8,763	\$7,097
Percent of expenditures for instruction*	55.5%	Down from 60.0%	63.2%	64.4%
Percent of expenditures for teacher salaries*	50.0%	Down from 53.6%	56.8%	59.4%

* 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, a 2005-2008 Red Carpet School, had a very productive 2007-2008 school year. The staff continued their work with ELA and continued the use of differentiated instruction school-wide in all subject areas. The ELA teachers continued to take part in the South Carolina Reading Initiative (SCRI) for middle schools. Our math teachers utilized the I Can Learn Lab, which allowed the students the opportunity to operate technology in the classroom. Consultants from the I Can Learn Lab visited the school twice a month to assist the teachers in incorporating the technology appropriately.

We had our first school winner for the District Lieutenant Governor's Essay Contest. The title of his essay was "When You Are Eighty Years Old, What Will Your Life Be Like?"

Our school's Character Education Committee continued to recognize students who displayed positive character traits. The Character Education breakfasts were held monthly. Teachers submitted names of those students who had shown the character trait for that month to committee members. A letter was sent to the student and his or her guardian with an invitation to attend the breakfast. A community representative was the guest speaker for the breakfast to talk to the recognized students about the character trait for the month.

Students were also honored and recognized for their academic achievement. A total of 90 students were rewarded due to their performance on Spring 2007 PACT. Ten students had the opportunity to visit Atlanta, Georgia where they attended an NBA basketball game, visited Coca-Cola World and the historic home of Dr. Martin Luther King, Jr. These 10 students along with 34 of their classmates also received a cookout for their performance on the 2007 PACT. Fifty-six other students, along with the 44 honored above, received a pizza party to celebrate their achievement and improvement on PACT for the 2007 testing period.

We are also proud of our college and community sponsors. Students from Morris College and USC-Sumter came and tutored our students throughout the school year. The goal for these tutors was to assist students in better understanding the curriculum standards for each of the content areas.

We at Chestnut Oaks Middle School look forward to an even better year during the 2008-2009 school term as we continue to SOAR!

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

Cornelius B. Leach, Principal
Janet Clayton, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	100	48
Percent satisfied with learning environment	88.6%	74.0%	84.8%
Percent satisfied with social and physical environment	91.4%	78.5%	70.8%
Percent satisfied with school-home relations	80.0%	80.9%	74.5%

* 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 8 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. 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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	4.8%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	18.9%	0.0%	No
Student attendance rate	93.2%	94.0%	No

* 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	308	98.4	46.2	44	7.2	2.5	17.7	42.6	48.2	No	Yes
Gender											
Male	153	97.4	60.3	31.6	5.1	2.9	11.8	37.7	41.7	N/A	N/A
Female	155	99.4	32.6	56	9.2	2.1	23.4	47.7	55	N/A	N/A
Racial/Ethnic Group											
White	21	100	16.7	50	33.3	0	50	62.5	60	I/S	I/S
African American	283	98.2	48.4	43.4	5.5	2.7	15.6	33.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.1	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	33.9	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	53	92.5	79.1	7	0	14	11.6	14.4	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	34.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	278	98.2	48.4	43.6	5.2	2.8	14.8	31.7	34	No	Yes

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

All Students	308	99.4	51.8	36.8	7.1	4.3	14.6	37.9	45.8	No	Yes
Gender											
Male	153	99.4	51.8	36	5.8	6.5	14.4	38.3	45.6	N/A	N/A
Female	155	99.4	51.8	37.6	8.5	2.1	14.9	37.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	21	100	38.9	27.8	16.7	16.7	33.3	61	59	I/S	I/S
African American	283	99.3	52.9	37.5	6.2	3.5	13.1	26.6	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	87.5	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	32.1	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	53	98.1	78.3	6.5	2.2	13	10.9	17.5	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	34.6	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	278	99.3	52.6	36.8	6.3	4.3	13.4	25.9	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

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*	School Attendance Rate	District Attendance Rate
Science											
All Students	227	100	40.8	44.2	9.2	5.8	15	30.6	35.7	93.2	96.1
Gender											
Male	109	100	41.4	40.4	10.1	8.1	18.2	32.7	37.4	92.1	95.9
Female	118	100	40.2	47.7	8.4	3.7	12.1	28.6	33.8	94.3	96.3
Racial/Ethnic Group											
White	16	100	28.6	21.4	21.4	28.6	50	54.7	49.2	90.2	96.1
African American	208	100	41.6	46.3	7.9	4.2	12.1	19.3	17	93.5	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.2	58	N/A	97.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	21.6	24.9	87.4	95.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	99	97.1
Disability Status											
Disabled	35	100	65.6	25	0	9.4	9.4	16.7	14	91.4	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	22.2	24.4	84.1	96
Socio-Economic Status											
Subsided meals	206	100	40.6	45.5	8.6	5.3	13.9	18.8	21.1	93.4	95.7
Social Studies											
All Students	234	100	73	22.3	2.3	2.3	4.7	28.7	34	93.2	96.1
Gender											
Male	115	100	73.3	20	2.9	3.8	6.7	32.2	36.6	92.1	95.9
Female	119	100	72.7	24.5	1.8	0.9	2.7	25.1	31.3	94.3	96.3
Racial/Ethnic Group											
White	13	100	40	50	10	0	10	49.3	44.5	90.2	96.1
African American	218	100	75.2	20.3	2	2.5	4.5	19.2	19.1	93.5	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	58.9	N/A	97.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	30	27.5	87.4	95.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	99	97.1
Disability Status											
Disabled	44	100	89.5	0	0	10.5	10.5	15.5	14.4	91.4	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	26.7	27.3	84.1	96
Socio-Economic Status											
Subsided meals	215	100	76.3	19.2	2	2.5	4.5	19.5	21	93.4	95.7

* 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*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	168	100	58.1	32.9	9	0	9
	7	150	100	47.4	41.5	11.1	0	11.1
	8	195	100	52.2	39.4	8.3	0	8.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	159	100	39.3	48.3	8.3	4.1	12.4
	8	149	96.6	53.8	39.4	6.1	0.8	6.8
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	168	100	41.9	45.8	9	3.2	12.3
	7	150	100	47.4	40.7	8.1	3.7	11.9
	8	195	100	61.1	35	3.3	0.6	3.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	159	100	45.5	39.3	9	6.2	15.2
	8	149	98.7	58.5	34.1	5.2	2.2	7.4
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	84	100	65.4	25.6	5.1	3.8	9
	7	150	100	57.8	31.1	6.7	4.4	11.1
	8	99	100	65.6	31.1	2.2	1.1	3.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	156	100	41.5	45.8	8.5	4.2	12.7
	8	71	100	39.1	40.6	10.9	9.4	20.3
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	84	100	45.5	45.5	6.5	2.6	9.1
	7	150	100	66.7	23	7.4	3	10.4
	8	96	100	48.9	48.9	2.2	0	2.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	158	100	80.6	13.9	2.1	3.5	5.6
	8	76	100	57.7	39.4	2.8	0	2.8

Abbreviations for Missing Data

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