



Sixth Grade Oaks Academy

1200 Oswego Road
Sumter, South Carolina

Grades	6 Middle School	
Enrollment	139 Students	
Principal	Cornelius B. Leach, Ed. D.	803-934-8286
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	Below Average	Average
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

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

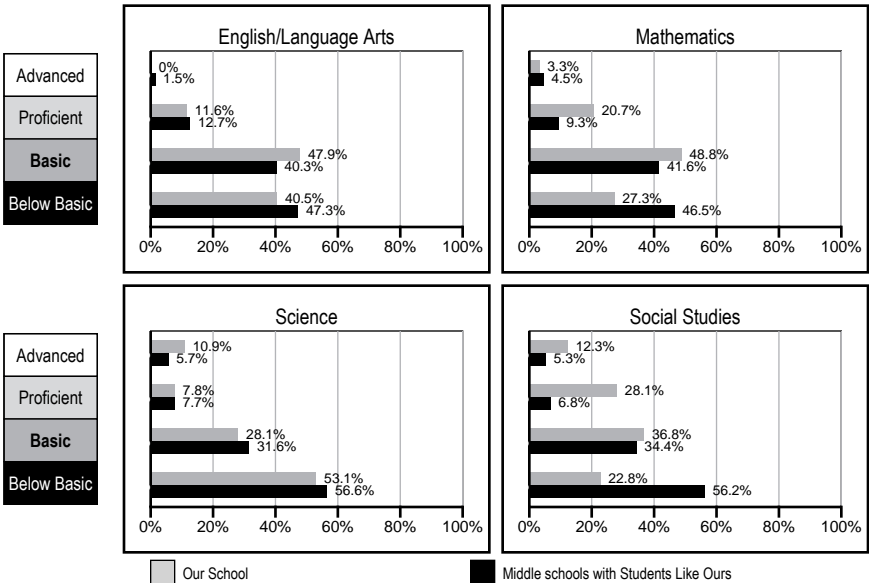
94.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	2	40

* 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 | /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	0	86.2
English 1	0	81.8
Physical Science	0	35.2
All Subjects	0	83.6

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=139)				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	11.9%	19.4%
Retention rate	4.9%	N/A	2.6%	1.8%
Attendance rate	94.4%	N/A	95.3%	95.8%
Eligible for gifted and talented	4.8%	N/A	6.3%	15.3%
With disabilities other than speech	10.9%	N/A	13.7%	12.9%
Older than usual for grade	9.4%	N/A	6.1%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	N/R	0.7%	0.7%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=11)				
Teachers with advanced degrees	N/A	N/A	52.2%	55.0%
Continuing contract teachers	N/A	N/A	54.3%	70.6%
Teachers with emergency or provisional certificates	N/A	N/A	18.2%	5.4%
Teachers returning from previous year	N/A	N/A	76.6%	83.4%
Teacher attendance rate	90.7%	N/R	94.7%	94.9%
Average teacher salary	N/A	I/S	\$43,252	\$44,706
Professional development days/teacher	13.3 days	N/R	11.9 days	11.8 days
School				
Principal's years at school	1.0	N/R	2.0	3.0
Student-teacher ratio in core subjects	14.0 to 1	N/R	16.5 to 1	20.1 to 1
Prime instructional time	81.3%	N/R	88.9%	89.3%
Opportunities in the arts	Excellent	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	95.7%	N/R	95.8%	98.0%
Character development program	Excellent	N/R	Good	Good
Dollars spent per pupil*	N/A	N/A	\$8,465	\$7,097
Percent of expenditures for instruction*	N/A	N/A	63.2%	64.4%
Percent of expenditures for teacher salaries*	N/A	N/A	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

The Sixth Grade Oaks Academy had a very productive 2007-2008 school year. This was the school's first year in existence with many enthusiastic students and staff members who assisted in the success of the school. The staff used differentiated instruction in all subject areas. The ELA teachers took part in the South Carolina Reading Initiative (SCRI) for middle schools. Our math teachers utilized the I Can Learn Lab to allow 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.

Our school's Character Education Committee recognized 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 the 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. Students were rewarded for their Measure of Academic Progress (MAP) gains. The rewarded students had the opportunity to go bowling, participate in a pizza party, attend skating events, and take part in various field day activities. These students also received a cookout and a picnic in the park for their performance on the MAP.

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 understanding the curriculum standards for each of the content areas.

We at the Sixth Grade Oaks Academy 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
James Gary, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	114	27
Percent satisfied with learning environment	93.8%	83.2%	87.5%
Percent satisfied with social and physical environment	93.8%	82.0%	77.8%
Percent satisfied with school-home relations	62.5%	82.0%	80.8%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 7 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	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	7.2%	0.0%	No
Student attendance rate	94.4%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	139	99.3	40	48.3	11.7	0	24.2	42.6	48.2	No	Yes
Gender											
Male	77	98.7	48.3	43.3	8.3	0	15	37.7	41.7	N/A	N/A
Female	62	100	31.7	53.3	15	0	33.3	47.7	55	N/A	N/A
Racial/Ethnic Group											
White	16	100	38.5	46.2	15.4	0	23.1	62.5	60	I/S	I/S
African American	119	99.2	40.4	49	10.6	0	24	33.2	31.7	No	Yes
Asian/Pacific Islander	1	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	21	100	92.9	7.1	0	0	0	14.4	16	I/S	I/S
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	2	I/S	I/S	I/S	I/S	I/S	I/S	34.6	36.9	I/S	I/S
Socio-Economic Status											
Subsidized meals	121	99.2	42.5	50	7.5	0	20.8	31.7	34	No	Yes

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

All Students	139	100	27.3	48.8	20.7	3.3	30.6	37.9	45.8	No	Yes
Gender											
Male	77	100	34.4	42.6	18	4.9	29.5	38.3	45.6	N/A	N/A
Female	62	100	20	55	23.3	1.7	31.7	37.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	16	100	23.1	30.8	38.5	7.7	53.8	61	59	I/S	I/S
African American	119	100	28.6	51.4	17.1	2.9	26.7	26.6	26.9	No	Yes
Asian/Pacific Islander	1	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	21	100	71.4	28.6	0	0	0	17.5	17.1	I/S	I/S
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	2	I/S	I/S	I/S	I/S	I/S	I/S	34.6	38.7	I/S	I/S
Socio-Economic Status											
Subsidized meals	121	100	27.1	50.5	20.6	1.9	28	25.9	31.4	No	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
Science											
All Students	72	100	53.1	28.1	7.8	10.9	18.8	30.6	35.7	94.4	96.1
Gender											
Male	37	100	40	40	10	10	20	32.7	37.4	94.2	95.9
Female	35	100	64.7	17.6	5.9	11.8	17.6	28.6	33.8	94.6	96.3
Racial/Ethnic Group											
White	9	I/S	I/S	I/S	I/S	I/S	I/S	54.7	49.2	92.7	96.1
African American	62	100	56.1	26.3	7	10.5	17.5	19.3	17	94.6	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	65.2	58	88.2	97.5
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.6	24.9	95.2	95.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	97.1
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	16.7	14	93.5	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.2	24.4	95.3	96
Socio-Economic Status											
Subsided meals	64	100	55.9	28.8	5.1	10.2	15.3	18.8	21.1	94.4	95.7
Social Studies											
All Students	67	100	22.8	36.8	28.1	12.3	40.4	28.7	34	94.4	96.1
Gender											
Male	40	100	22.6	29	29	19.4	48.4	32.2	36.6	94.2	95.9
Female	27	100	23.1	46.2	26.9	3.8	30.8	25.1	31.3	94.6	96.3
Racial/Ethnic Group											
White	7	I/S	I/S	I/S	I/S	I/S	I/S	49.3	44.5	92.7	96.1
African American	57	100	27.1	33.3	29.2	10.4	39.6	19.2	19.1	94.6	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	58.9	88.2	97.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	30	27.5	95.2	95.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	97.1
Disability Status											
Disabled	11	100	42.9	57.1	0	0	0	15.5	14.4	93.5	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	2	I/S	I/S	I/S	I/S	I/S	I/S	26.7	27.3	95.3	96
Socio-Economic Status											
Subsided meals	57	100	20.8	41.7	25	12.5	37.5	19.5	21	94.4	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/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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	139	99.3	40	48.3	11.7	0	11.7
	7	N/A	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
Mathematics								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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	139	100	27.3	48.8	20.7	3.3	24
	7	N/A	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
Science								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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	72	100	53.1	28.1	7.8	10.9	18.8
	7	N/A	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
Social Studies								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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	67	100	22.8	36.8	28.1	12.3	40.4
	7	N/A	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample