



CHESTNUT IS MIDDLE

1200 Oswego Road
Sumter, SC 29153

Grades	6-8 Middle School	
Enrollment	464 Students	
Principal	Cornelius B. Leach, Ed.D.	803-775-7272
Superintendent	Zona W. Jefferson, Ph.D.	803-469-8536
Board Chair	Mr. Greg L. Simonson	803-778-1886

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

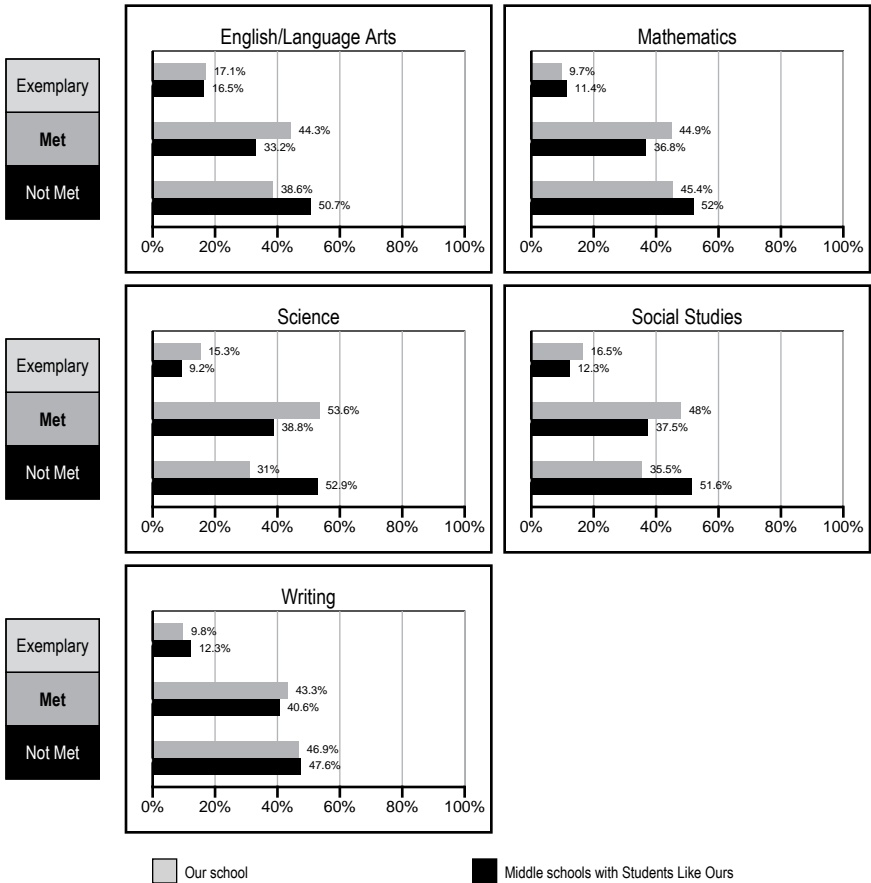
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	10	30	24

* 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%	89.3%
English 1	100.0%	88.1%
Physical Science	N/A	42.1%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	87.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=464)				
Students enrolled in high school credit courses (grades 7 & 8)	8.7%	Up from 7.6%	13.8%	24.2%
Retention rate	1.8%	Down from 3.5%	1.0%	0.7%
Attendance rate	94.3%	Up from 93.4%	95.4%	95.9%
Eligible for gifted and talented	10.0%	Up from 3.4%	5.7%	16.4%
With disabilities other than speech	17.5%	Down from 18.5%	14.4%	12.0%
Older than usual for grade	7.8%	Down from 12.3%	4.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.3%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	48.6%	Up from 33.3%	57.1%	58.5%
Continuing contract teachers	45.9%	Up from 45.5%	67.6%	80.0%
Teachers with emergency or provisional certificates	34.5%	Down from 43.3%	11.4%	4.0%
Teachers returning from previous year	61.4%	Down from 64.2%	77.9%	84.6%
Teacher attendance rate	94.2%	Down from 96.0%	95.5%	95.4%
Average teacher salary*	\$36,788	Down 1.9%	\$44,716	\$46,561
Professional development days/teacher	12.4 days	Up from 11.7 days	10.6 days	10.2 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Down from 22.6 to 1	17.3 to 1	21.1 to 1
Prime instructional time	86.7%	Down from 88.1%	89.8%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.5%	Down from 95.5%	96.8%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$8,202	Down 31.5%	\$10,174	\$7,802
Percent of expenditures for instruction**	57.1%	Up from 55.3%	60.3%	63.8%
Percent of expenditures for teacher salaries**	56.0%	Up from 40.8%	55.9%	60.0%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Chestnut Oak Middle School's administrative staff and faculty continue to strive to make Chestnut Oaks a great learning community and a family-oriented school. During the school year, our school's accomplishments exemplified what we value as a school community.

One major accomplishment for the 2009-2010 school year was being recognized for the second consecutive year as one of 17 schools to receive the Exemplar Award for Positive Behavior Intervention and Support (PBIS) Initiative from the South Carolina State Department of Education. PBIS is a schoolwide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

Another major accomplishment for Chestnut Oaks Middle School was being recognized as a finalist for the Dick and Tunky Riley Award. The Dick and Tunky Riley Award is given annually to a South Carolina School Improvement Council that has made a significant difference for the students and school community. This was Chestnut Oaks' first time applying for the award.

Several programs implemented by the faculty and staff members that were effective will be continued for the upcoming school year. Our school's Character Education committee continued to recognize students who displayed positive character traits. The Teacher Advancement Program (TAP) is another program we continued to implement. TAP encourages teachers to grow and allows them to prosper by offering new models for professional entry and training, with new compensation and career advancement possibilities. It honors the essence while changing the structure of the teaching profession.

Students had opportunities to receive incentives for a variety of reasons during the 2009-2010 school year. Some were honored and recognized for wearing their academic attire, having perfect attendance, displaying good behavior, and excelling academically in subject areas. Students earned trips to Charleston, Atlanta, and Washington, DC.

We are also very proud of our students for their involvement in service-learning projects. Last year, we participated in the Salvation Army's food drive, Pennies for Patients, and the March of Dimes Walk America. In all, our students raised and collected more than \$5,500.00 for charity projects.

We look forward to an even better year during the 2010-2011 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, Ed.D., Principal
James Gary, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	87	27
Percent satisfied with learning environment	84.6%	76.7%	92.3%
Percent satisfied with social and physical environment	87.2%	82.8%	92.6%
Percent satisfied with school-home relations	41.0%	78.2%	81.5%

* 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

YES

This school met 17 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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	12.4%	0.0%	No
Student attendance rate	94.3%	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 = 58.8% (Met or Exemplary)

All Students	445	100	39.2	43.5	17.3	75.2	82.9	83.5	Yes	Yes
Gender										
Male	218	100	42.9	42.4	14.6	71.2	79.6	80.1	N/A	N/A
Female	227	100	35.5	44.5	19.9	79.1	86.5	87	N/A	N/A
Racial/Ethnic Group										
White	34	100	40	26.7	33.3	76.7	93.3	89.6	I/S	I/S
African American	399	100	38.8	44.9	16.3	75.9	78.4	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.4	92.7	I/S	I/S
Hispanic	11	100	N/A	N/A	N/A	45.5	86.9	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	80	100	61.6	26	12.3	50.7	51.4	51.7	Yes	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	7	I/S	I/S	I/S	I/S	I/S	83.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	412	100	40.8	44.2	15.1	74.3	78.5	76.9	Yes	Yes

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

All Students	445	100	46.2	44.5	9.4	69.5	78.5	80.4	Yes	Yes
Gender										
Male	218	100	48.8	41.5	9.8	67.8	76.8	78.4	N/A	N/A
Female	227	100	43.6	47.4	9	71.1	80.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	34	100	36.7	53.3	10	83.3	91	87.8	I/S	I/S
African American	399	100	47.3	43.6	9.1	68.2	73	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.6	93.5	I/S	I/S
Hispanic	11	100	36.4	54.5	9.1	72.7	80.6	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	80	100	69.9	21.9	8.2	49.3	45.2	46.1	Yes	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	7	I/S	I/S	I/S	I/S	I/S	72	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	412	100	47.3	43.6	9.1	68.3	73.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	296	99.7	30.4	53.3	16.3	69.6	66.4	67.3
Gender								
Male	140	99.3	33.8	49.2	16.9	66.2	65.6	66.9
Female	156	100	27.4	56.8	15.8	72.6	67.2	67.7
Racial/Ethnic Group								
White	19	100	25	62.5	12.5	75	86.9	79.6
African American	268	99.6	30.7	52.6	16.7	69.3	57.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	82.6	84.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	62.8	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	52	98.1	56.5	32.6	10.9	43.5	34.5	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	6	I/S	I/S	I/S	I/S	I/S	52.4	58.6
Socio-Economic Status								
Subsidized meals	275	99.6	31.6	53.1	15.2	68.4	58.7	55.4
Social Studies								
All Students	302	99.7	35.1	47.5	17.4	64.9	70.4	70.9
Gender								
Male	151	99.3	34	43.3	22.7	66	69.4	70.1
Female	151	100	36.2	51.8	12.1	63.8	71.6	71.7
Racial/Ethnic Group								
White	23	100	38.1	19	42.9	61.9	82.9	79.2
African American	270	99.6	35.3	49.2	15.5	64.7	65	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	79.2	86.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	72.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	62	98.4	58.2	32.7	9.1	41.8	40.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	62.1	68
Socio-Economic Status								
Subsidized meals	278	99.6	37.1	47.9	15.1	62.9	64	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	450	97.8	46.6	43.5	9.9	53.4	66.7	72.1	94.3	95.8
Gender										
Male	223	96.9	53.2	39	7.8	46.8	60.1	65.2	94.4	95.6
Female	227	98.7	40.3	47.9	11.8	59.7	73.9	79.2	94.2	96
Racial/Ethnic Group										
White	38	100	42.4	48.5	9.1	57.6	82.7	80.8	90.6	95.6
African American	400	97.5	46.6	43.4	10	53.4	60	59.7	94.6	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.6	87	96.7	97.2
Hispanic	11	100	N/AV	N/AV	N/AV	36.4	54.8	64.6	95.1	95.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.2
Disability Status										
Disabled	78	91	N/AV	N/AV	N/AV	10.6	17.6	27.7	92.7	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	98.1
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	44	63.7	95.6	96.3
Socio-Economic Status										
Subsidized meals	415	97.8	47.9	42.7	9.4	52.1	58.5	61.9	94.3	95.4

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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	163	98.8	N/A	N/A	N/A	N/A
	7	129	100	46.4	35.7	17.9	53.6
	8	164	97	60	30	10	40
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
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	163	99.4	N/A	N/A	N/A	N/A
	7	129	100	50.9	44.6	4.5	49.1
	8	164	97	71.3	22.7	6	28.7
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	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
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	83	98.8	N/A	N/A	N/A	N/A
	7	129	100	32.1	62.5	5.4	67.9
	8	79	98.7	54.7	40	5.3	45.3
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

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	80	98.8	N/A	N/A	N/A	N/A
	7	129	100	48.2	38.4	13.4	51.8
	8	80	100	62.7	30.7	6.7	37.3
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
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	166	97.6	55.3	38.7	6	44.7
	7	129	100	46.6	46.6	6.8	53.4
	8	163	96.9	57.1	39.6	3.2	42.9
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

Abbreviations for Missing Data

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N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample