



## CHEROKEE TRAIL ELEMENTARY

6219 Hwy. 184 East  
Donalds, South Carolina

<b>Grades</b>	PK-7 Middle School	
<b>Enrollment</b>	442 Students	
<b>Principal</b>	Chester R. King	864-379-8500
<b>Superintendent</b>	Dr. Ivan Randolph	864-366-5427
<b>Board Chair</b>	James B. Tisdale, Jr.	864-459-4782

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Good</b>
2009	Good	Good
2008	Average	Below Average
2007	Average	Below Average
2006	Good	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

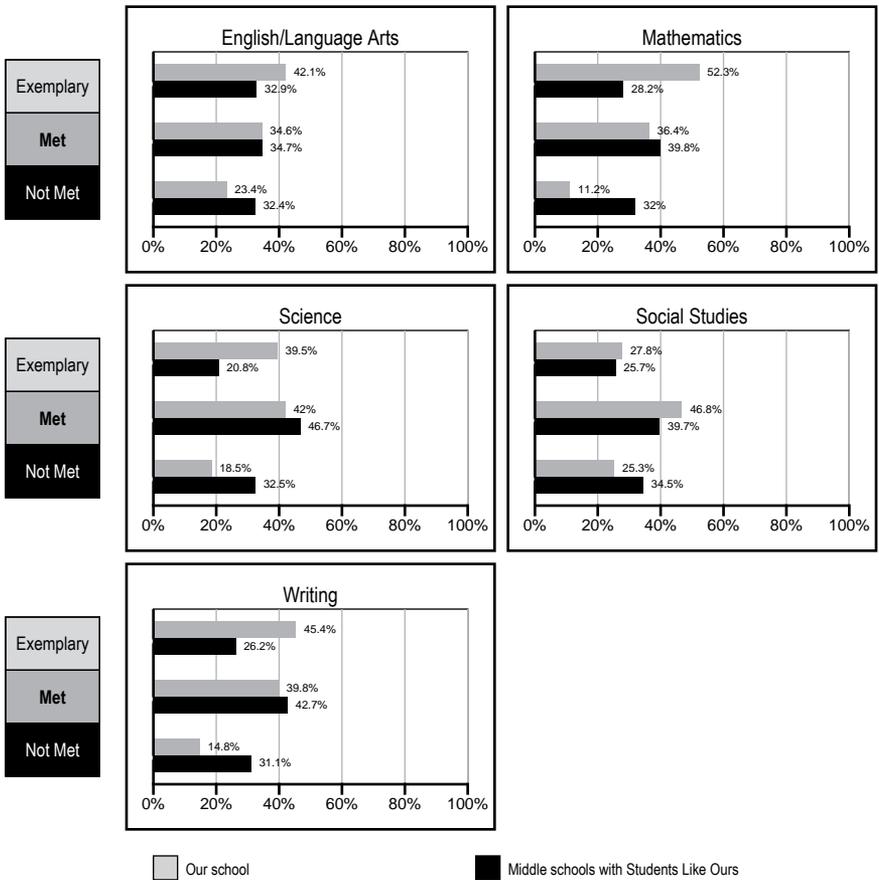
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	6	45	2	0

\* 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	N/A	97.2%
English 1	N/A	97.8%
Physical Science	N/A	72.8%
US History and the Constitution	N/A	N/A
All Subjects	N/A	97.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=442)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	25.8%	24.2%
Retention rate	0.7%	Down from 1.7%	0.7%	0.7%
Attendance rate	95.2%	Down from 95.5%	95.7%	95.9%
Eligible for gifted and talented	23.5%	Up from 15.5%	17.7%	16.4%
With disabilities other than speech	11.6%	Up from 11.0%	12.9%	12.0%
Older than usual for grade	0.5%	Down from 1.9%	2.7%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 0.7%	0.6%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=27)</b>				
Teachers with advanced degrees	70.4%	Down from 71.4%	55.7%	58.5%
Continuing contract teachers	100.0%	Up from 96.4%	81.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	3.6%	4.0%
Teachers returning from previous year	93.7%	Up from 92.5%	84.7%	84.6%
Teacher attendance rate	96.9%	Up from 95.6%	95.3%	95.4%
Average teacher salary*	\$50,644	Down 0.1%	\$45,925	\$46,561
Professional development days/teacher	5.1 days	Down from 8.5 days	10.6 days	10.2 days
<b>School</b>				
Principal's years at school	19.0	Up from 18.0	4.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 20.2 to 1	21.2 to 1	21.1 to 1
Prime instructional time	91.9%	Up from 90.7%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	97.9%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$6,672	Down 3.5%	\$7,749	\$7,802
Percent of expenditures for instruction**	77.5%	Up from 77.1%	64.6%	63.8%
Percent of expenditures for teacher salaries**	73.2%	Up from 72.7%	60.4%	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**

The 2009-2010 school year was another successful and exciting time for Cherokee Trail Elementary. Through the hard work of our students and the strong dedication of our teachers, Cherokee Trail Elementary was the proud recipient of a Palmetto Silver Award for Academic Performance from the State Department of Education. This achievement was possible because of the commitment of the parents, the students, and the teachers to the educational process. We will continue to improve our academic program even in this time of school budget shortfalls. We will strive to ensure that the needs of every student at our school are addressed in a caring and professional manner.

Our students have been recognized for a variety of accomplishments during the 2009-2010 academic year. Six students were invited to participate in the Duke Talent Identification Program. One student was honored for his accomplishment on the SAT at the Duke TIP State Awards Ceremony at Furman University. Our fifth grade school winner was chosen as the District Winner in the State Superintendent Writing Award Program. She was presented a plaque at the State Ceremony in Columbia in May. Several students received monetary awards in the Soil and Water Conservation Contest.

Our faculty, staff, and students volunteered their time and efforts in school-wide and community projects. In November, Cherokee Trail Elementary collected and contributed food for the annual Due West Community Thanksgiving Dinner, for the Connie Maxwell Children’s Home, and for needy families at the school. The Cherokee Trail Junior Beta Club’s Hats On and Hearts Out to Haiti Project contributed over \$900.00 to the American Red Cross Haiti Relief Fund. In May, students brought in school supplies and college essentials for the “Pack a Sack” Program which donates supplies to foster students who will be attending college in the fall. These projects were successful because of the willingness of our students to give to those in need.

Velma English was honored to be chosen as Teacher of the Year by the faculty at Cherokee Trail Elementary. Kelly Hopkins and Gail Johnson earned National Board Certification.

Our PTO and School Improvement Council are sincerely appreciated for their contributions to our school. These organizations enhanced our school with additional monetary funding. They supplied us with individuals who volunteered on a weekly basis and sponsored special student activities throughout the year.

Chester R. King, Principal  
 Angie Nickles, School Improvement Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	31	47	53
Percent satisfied with learning environment	96.8%	83.0%	94.1%
Percent satisfied with social and physical environment	100.0%	93.6%	83.0%
Percent satisfied with school-home relations	96.7%	85.1%	90.4%

\* 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 19 out of 19 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	12.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	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	278	99.6	16.4	34.4	49.2	90.8	87.8	83.5	Yes	Yes
<b>Gender</b>										
Male	146	99.3	18.4	35.3	46.3	91.2	85.3	80.1	N/A	N/A
Female	132	100	14.3	33.3	52.4	90.5	90.7	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	217	100	12.3	34.5	53.2	94.1	92.1	89.6	Yes	Yes
African American	57	98.3	30.9	34.5	34.5	80	81.4	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	73.9	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	42	100	47.4	36.8	15.8	71.1	57.6	51.7	I/S	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	N/A	N/A	N/A	100	87.9	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	176	99.4	21.1	35.4	43.5	87.6	83.9	76.9	Yes	Yes

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

All Students	278	99.6	13.4	37.4	49.2	92.4	88.6	80.4	Yes	Yes
<b>Gender</b>										
Male	146	99.3	16.2	33.8	50	91.9	85.9	78.4	N/A	N/A
Female	132	100	10.3	41.3	48.4	92.9	91.7	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	217	100	10.3	32.5	57.1	93.6	91.5	87.8	Yes	Yes
African American	57	98.3	23.6	56.4	20	89.1	84.6	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	42	100	42.1	34.2	23.7	65.8	60.5	46.1	I/S	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	6.3	31.3	62.5	93.8	84.8	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	176	99.4	17.4	41	41.6	88.2	84.9	72.8	Yes	Yes

\* 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

**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
<b>Science</b>								
All Students	198	100	17.7	47.3	34.9	82.3	77.3	67.3
<b>Gender</b>								
Male	103	100	13.7	49.5	36.8	86.3	79.8	66.9
Female	95	100	22	45.1	33	78	74.6	67.7
<b>Racial/Ethnic Group</b>								
White	155	100	14	44.8	41.3	86	84.5	79.6
African American	39	100	30.8	59	10.3	69.2	66.4	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	56.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
<b>Disability Status</b>								
Disabled	32	100	44.8	34.5	20.7	55.2	46.6	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	11	100	7.7	46.2	46.2	92.3	72	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	132	100	22.3	46.3	31.4	77.7	70.8	55.4
<b>Social Studies</b>								
All Students	193	100	21.7	44	34.2	78.3	78.7	70.9
<b>Gender</b>								
Male	98	100	19.1	42.6	38.3	80.9	77.3	70.1
Female	95	100	24.4	45.6	30	75.6	80.4	71.7
<b>Racial/Ethnic Group</b>								
White	150	100	19	42.3	38.7	81	82.9	79.2
African American	41	100	32.5	50	17.5	67.5	72.4	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	64.3	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	22	100	35	40	25	65	48.6	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	10	I/S	8.3	50	41.7	91.7	76.2	68
<b>Socio-Economic Status</b>								
Subsidized meals	115	100	25.2	48.6	26.2	74.8	74.2	60.8

Abbreviations for Missing Data

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

**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
<b>Writing</b>										
All Students	276	99.6	14	43.9	42	86	79.2	72.1	95.2	96.2
<b>Gender</b>										
Male	144	99.3	16.7	47.1	36.2	83.3	73.7	65.2	95	96.2
Female	132	100	11.1	40.5	48.4	88.9	85.3	79.2	95.4	96.3
<b>Racial/Ethnic Group</b>										
White	215	99.5	9.3	44.6	46.1	90.7	86.2	80.8	95	95.9
African American	57	100	28.6	44.6	26.8	71.4	68.9	59.7	95.9	96.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	98.5	97.1
Hispanic	2	I/S	I/S	I/S	I/S	I/S	60.9	64.6	96	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	97.5	97.9
<b>Disability Status</b>										
Disabled	42	97.6	50	40	10	50	38.1	27.7	94.3	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	84.3	84.3
<b>English Proficiency</b>										
Limited English Proficient	14	100	6.3	56.3	37.5	93.8	72.7	63.7	94.7	95.4
<b>Socio-Economic Status</b>										
Subsidized meals	171	99.4	18	47.2	34.8	82	73.6	61.9	94.8	95.9

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	62	100	16.7	31.7	51.7	83.3
	4	53	100	15.1	39.6	45.3	84.9
	5	57	98.3	13.2	41.5	45.3	86.8
	6	52	100	18	50	32	82
	7	49	100	19.6	47.8	32.6	80.4
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	52	100	7.8	29.4	62.7	92.2
	4	59	100	12.7	41.8	45.5	87.3
	5	54	100	16	30	54	84
	6	58	98.3	20.8	41.5	37.7	79.2
	7	55	100	24.5	28.3	47.2	75.5
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	62	100	11.7	46.7	41.7	88.3
	4	53	100	13.2	39.6	47.2	86.8
	5	57	98.3	18.9	43.4	37.7	81.1
	6	52	100	12	38	50	88
	7	49	100	17.4	32.6	50	82.6
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	52	100	17.6	33.3	49	82.4
	4	59	100	9.1	49.1	41.8	90.9
	5	54	100	20	30	50	80
	6	58	98.3	5.7	43.4	50.9	94.3
	7	55	100	15.1	30.2	54.7	84.9
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	31	100	36.7	36.7	26.7	63.3
	4	52	100	11.5	57.7	30.8	88.5
	5	28	96.4	23.1	53.8	23.1	76.9
	6	25	100	16.7	54.2	29.2	83.3
	7	49	100	10.9	43.5	45.7	89.1
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	26	100	36	32	32	64
	4	59	100	10.9	58.2	30.9	89.1
	5	29	100	15.4	53.8	30.8	84.6
	6	29	100	25.9	48.1	25.9	74.1
	7	55	100	13.2	39.6	47.2	86.8
	8	0	N/A	N/A	N/A	N/A	N/A

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
<b>Social Studies</b>							
<b>2009</b>	3	31	96.8	20	33.3	46.7	80
	4	53	100	5.7	56.6	37.7	94.3
	5	28	96.4	33.3	40.7	25.9	66.7
	6	27	96.3	15.4	69.2	15.4	84.6
	7	49	100	37	37	26.1	63
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	26	100	15.4	46.2	38.5	84.6
	4	59	100	16.4	41.8	41.8	83.6
	5	25	100	29.2	37.5	33.3	70.8
	6	28	100	15.4	53.8	30.8	84.6
	7	55	100	30.2	43.4	26.4	69.8
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	61	98.4	18.6	35.6	45.8	81.4
	4	55	98.2	18.5	50	31.5	81.5
	5	55	98.2	21.2	38.5	40.4	78.8
	6	52	100	19.6	49	31.4	80.4
	7	49	100	17.4	54.3	28.3	82.6
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	52	100	13.7	52.9	33.3	86.3
	4	58	100	12.7	40	47.3	87.3
	5	55	98.2	14	48	38	86
	6	56	100	16.4	38.2	45.5	83.6
	7	55	100	13.2	41.5	45.3	86.8
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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