



Chukker Creek Elementary

1830 Chukker Creek Road
Aiken, SC 29803

Grades	PK-5 Elementary School	
Enrollment	728 Students	
Principal	Amy Gregory	803-641-2474
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Sanders	803-663-1703

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

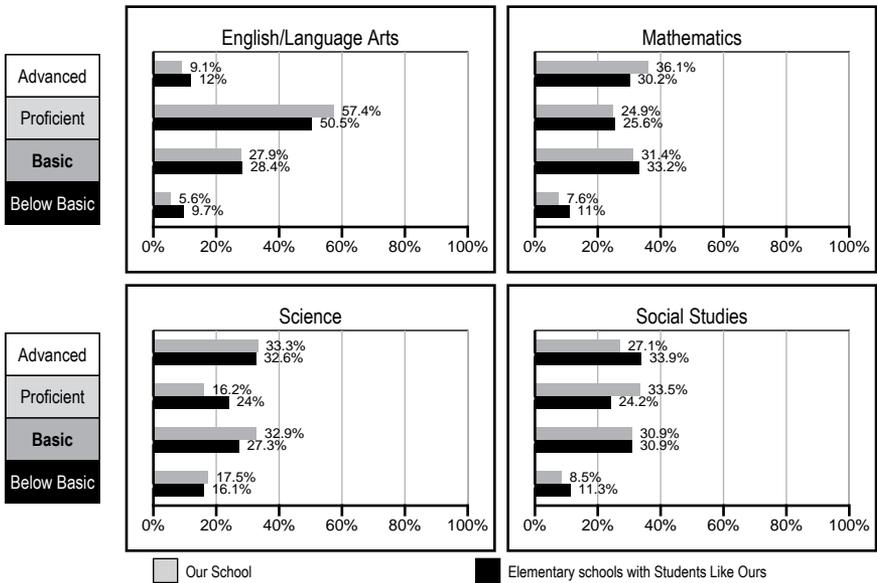
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
9	21	6	0	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=728)				
First graders who attended full-day kindergarten	94.9%	Up from 78.2%	100.0%	100.0%
Retention rate	1.5%	Up from 1.3%	1.4%	2.3%
Attendance rate	96.7%	Up from 96.6%	96.7%	96.3%
Eligible for gifted and talented	24.5%	Up from 21.3%	23.4%	10.4%
With disabilities other than speech	6.9%	Up from 4.3%	5.5%	7.5%
Older than usual for grade	0.3%	Up from 0.2%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	67.4%	Down from 73.2%	61.8%	56.7%
Continuing contract teachers	81.4%	Down from 92.7%	80.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.9%	Down from 92.1%	88.2%	86.4%
Teacher attendance rate	94.2%	Up from 92.6%	95.0%	94.9%
Average teacher salary	\$48,995	Down 0.2%	\$47,699	\$45,345
Professional development days/teacher	3.2 days	Down from 7.0 days	11.1 days	12.6 days
School				
Principal's years at school	1.0	Down from 5.0	5.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 20.2 to 1	19.9 to 1	18.5 to 1
Prime instructional time	90.4%	Up from 88.4%	90.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.6%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,235	Up 4.9%	\$6,491	\$7,052
Percent of expenditures for instruction*	74.0%	Up from 73.3%	70.7%	69.1%
Percent of expenditures for teacher salaries*	70.8%	Up from 69.9%	65.3%	64.2%

* 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

"Work Hard, Play Hard" is the inspiration at Chukker Creek Elementary School. Evidence of our sports-related theme was everywhere on campus. The 2007-2008 school year offered many opportunities for students and teachers alike to prove that when we work hard at all we do, good things happen.

We continued to support our students' academic achievement by increasing their access to technology. With the help of our very active PTO, we have added eleven SMARTBoards to classrooms. Our School Improvement Council assisted by staffing our science lab with parent volunteers and installing an outdoor weather station.

The implementation of Measures of Academic Progress (MAP) benchmark tests have empowered teachers to make instructional decisions based on students individual needs to improve their reading, writing, math, science, and social studies skills. More than a dozen second grade students participated in the "Academy of Reading", a computer-aided instructional program designed to improve reading skills. The Math Superstars and the Accelerated Reader Program challenged students to do their best. Our afterschool program attracted many students who were able to benefit from extra small-group instruction. Students competed successfully in area spelling bees, geography bees, Lego League, and Math Olympiads. Other students participated in Physical Education, Art, and Chorus performances and competitions at both the local and regional levels. Through the hard work of our related arts department, students attended programs featuring authors, musicians, opera, and karate.

The 2007-2008 school year was a tremendous one for Chukker Creek Elementary School. Students are well aware that success comes when we "Work Hard and Play Hard". We look forward to seeing even more spectacular results from our efforts during the 2008-2009 school year.

Amy Gregory, Principal
Monnica Seigler, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	107	83
Percent satisfied with learning environment	97.4%	94.4%	94.0%
Percent satisfied with social and physical environment	97.4%	92.5%	89.2%
Percent satisfied with school-home relations	100.0%	96.3%	87.8%

* Only students at the highest elementary 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

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. 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	0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	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	354	100	5.8	27.7	57.4	9	78.4	49.8	48.2	Yes	Yes
Gender											
Male	185	100	7.7	30.9	52.5	8.8	71.3	43.8	41.7	N/A	N/A
Female	169	100	3.7	24.1	63	9.3	86.4	56.3	55	N/A	N/A
Racial/Ethnic Group											
White	262	100	5.1	26.3	58	10.6	80.8	59.8	60	Yes	Yes
African American	66	100	10.6	39.4	45.5	4.5	65.2	33.8	31.7	Yes	Yes
Asian/Pacific Islander	13	100	N/AV	N/AV	N/AV	N/AV	N/AV	75	70.4	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	39.7	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
Disability Status											
Disabled	26	100	44	24	24	8	36	15.2	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	33	100	0	18.5	74.1	7.4	96.3	43	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	78	100	12	42.7	40	5.3	62.7	35.8	34	Yes	Yes

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

All Students	354	100	7.9	30.9	25.4	35.9	74.3	46.9	45.8	Yes	Yes
Gender											
Male	185	100	8.3	29.3	23.2	39.2	75.7	47.9	45.6	N/A	N/A
Female	169	100	7.4	32.7	27.8	32.1	72.8	45.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	262	100	4.3	31	25.5	39.2	76.1	57.2	59	Yes	Yes
African American	66	100	22.7	34.8	22.7	19.7	60.6	29.7	26.9	Yes	Yes
Asian/Pacific Islander	13	100	N/AV	N/AV	N/AV	N/AV	N/AV	78.3	71.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
Disability Status											
Disabled	26	100	40	36	12	12	28	15.8	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	33	100	0	25.9	25.9	48.1	85.2	42.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	78	100	14.7	37.3	26.7	21.3	66.7	32.8	31.4	Yes	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	246	100	17.4	32.6	16.9	33.1	50	34.1	35.7	96.7	95.9
Gender											
Male	130	100	16.7	31	15.1	37.3	52.4	36.6	37.4	96.6	95.8
Female	116	100	18.2	34.5	19.1	28.2	47.3	31.3	33.8	96.9	96.1
Racial/Ethnic Group											
White	181	100	13.1	33.7	16.6	36.6	53.1	45.2	49.2	96.7	95.9
African American	47	100	34	38.3	17	10.6	27.7	16.4	17	96.6	95.9
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	98.1	97.6
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	24	24.9	96.3	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	97.4	95.8
Disability Status											
Disabled	21	100	55	25	10	10	20	12.8	14	96.2	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
English Proficiency											
Limited English Proficient	24	100	5.6	22.2	16.7	55.6	72.2	28	24.4	97.7	96.5
Socio-Economic Status											
Subsided meals	54	100	29.4	35.3	15.7	19.6	35.3	20.4	21.1	95.8	95.2
Social Studies											
All Students	242	100	8.9	30.8	33.3	27	60.3	30.3	34	96.7	95.9
Gender											
Male	121	100	9.1	28.1	30.6	32.2	62.8	33.8	36.6	96.6	95.8
Female	121	100	8.6	33.6	36.2	21.6	57.8	26.5	31.3	96.9	96.1
Racial/Ethnic Group											
White	183	100	8.4	28.5	35.2	27.9	63.1	38.6	44.5	96.7	95.9
African American	44	100	13.6	40.9	31.8	13.6	45.5	17	19.1	96.6	95.9
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	98.1	97.6
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	20.3	27.5	96.3	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	97.4	95.8
Disability Status											
Disabled	17	100	56.3	25	0	18.8	18.8	10.7	14.4	96.2	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
English Proficiency											
Limited English Proficient	17	100	0	31.3	31.3	37.5	68.8	23.9	27.3	97.7	96.5
Socio-Economic Status											
Subsided meals	52	100	14	42	22	22	44	18.6	21	95.8	95.2

* 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	123	100	5.4	11.6	70.5	12.5	83
	4	110	100	2	36.6	59.4	2	61.4
	5	114	100	15.6	40.4	41.3	2.8	44
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	107	100	6.8	21.4	56.3	15.5	71.8
	4	134	100	4.6	30	56.9	8.5	65.4
	5	113	100	6.4	30.9	59.1	3.6	62.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	123	100	8.9	37.5	32.1	21.4	53.6
	4	110	100	5	41.6	27.7	25.7	53.5
	5	114	100	13.8	36.7	19.3	30.3	49.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	107	100	9.7	36.9	19.4	34	53.4
	4	134	100	7.7	28.5	24.6	39.2	63.8
	5	113	100	6.4	28.2	31.8	33.6	65.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	63	100	12.5	39.3	30.4	17.9	48.2
	4	110	100	16.2	34.3	27.3	22.2	49.5
	5	59	100	30.9	20	18.2	30.9	49.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	54	100	23.5	27.5	21.6	27.5	49
	4	134	100	16.2	35.4	19.2	29.2	48.5
	5	58	100	14.5	30.9	7.3	47.3	54.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	62	100	3.6	23.6	41.8	30.9	72.7
	4	110	100	12.1	29.3	25.3	33.3	58.6
	5	56	100	13.2	39.6	26.4	20.8	47.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	53	100	3.8	30.8	34.6	30.8	65.4
	4	134	100	9.2	33.8	33.1	23.8	56.9
	5	55	100	12.7	23.6	32.7	30.9	63.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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