



## Cherokee Trail Elementary

6219 Hwy. 184 East  
Donalds, South Carolina

<b>Grades</b>	PK-7 Elementary School	
<b>Enrollment</b>	410 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.	864-366-9094

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Average</b>
2007	Average	At-Risk
2006	Good	Below Average
2005	Good	Good
2004	Good	Below Average

## 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**

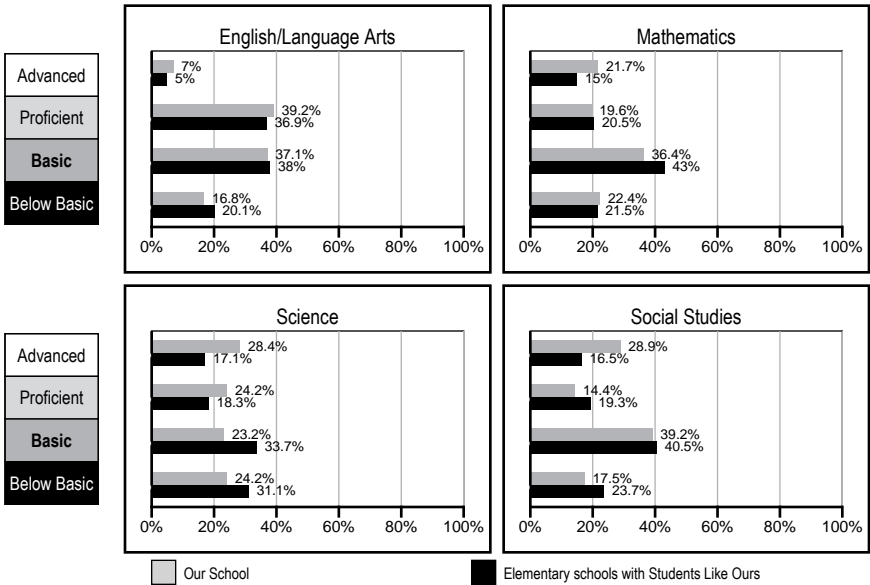
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.9%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	7	64	22	1

\* 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
<b>Students (n=410)</b>				
First graders who attended full-day kindergarten	97.9%	Down from 100.0%	100.0%	100.0%
Retention rate	2.6%	Up from 1.3%	2.3%	2.3%
Attendance rate	96.0%	Up from 95.7%	96.3%	96.3%
Eligible for gifted and talented	14.9%	Up from 13.2%	10.8%	10.4%
With disabilities other than speech	12.0%	Down from 12.6%	8.4%	7.5%
Older than usual for grade	1.7%	Up from 1.4%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.2%	0.0%	0.0%
<b>Teachers (n=29)</b>				
Teachers with advanced degrees	65.5%	Up from 62.1%	56.6%	56.7%
Continuing contract teachers	96.6%	Down from 100.0%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.5%	Down from 96.3%	87.8%	86.4%
Teacher attendance rate	99.3%	Up from 92.3%	95.0%	94.9%
Average teacher salary	\$48,316	Up 3.5%	\$45,181	\$45,345
Professional development days/teacher	9.6 days	Down from 9.9 days	12.6 days	12.6 days
<b>School</b>				
Principal's years at school	17.0	Up from 16.0	4.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	No Change	18.6 to 1	18.5 to 1
Prime instructional time	94.8%	Up from 87.0%	89.8%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,216	Down 0.7%	\$6,768	\$7,052
Percent of expenditures for instruction*	79.9%	Up from 78.5%	68.9%	69.1%
Percent of expenditures for teacher salaries*	75.5%	Down from 77.9%	65.0%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

The 2007-08 school year was another successful and exciting time for Cherokee Trail Elementary School. We continue to strive to utilize and promote educational technology. Our emphasis again this year is to increase the use of technology to enhance instructional strategies. Elmos and SMART Boards were purchased for every classroom, and the faculty has been trained to incorporate a variety of methods of instruction to meet the needs of the various learning styles at our school.

Several students were recognized for outstanding accomplishments. A seventh grader was recognized by Governor Mark Sanford at the Governor's Citizenship Award Ceremony in Columbia. Several students were awarded certificates and monetary awards in the Soil and Water Conservation Contest. Four seventh grade students participated in the Duke Talent Identification Program. A sixth grade student received an honorable mention in the National Department of Transportation Poster Contest.

Our faculty, staff, and students volunteered their time and efforts in school-wide and community service projects. Cherokee Trail contributed food to the annual Due West Thanksgiving Community Dinner, My Brother's Keeper, and to families of needy students at the school. Over \$1200 was raised by our students and staff for the American Cancer Society's Relay for Life.

Faculty members received several awards. Adrienne Padner was selected the 2008-09 Teacher of the Year. She will be competing for the district honors in August. Rebecca Hall was awarded a \$5000 Lowes School Improvement Grant. Elise Hind, Velma English, Gail Hawthorne, Rebecca Hall, Jenny Seawright, Margaret Farmer, Katrina Collins, Angie Nickles, and Jenni West received EIA Grants totaling \$13,000.

Our PTO and School Improvement Council are appreciated for their contributions and hard work in making 2007-08 a very successful school year.

Chester King, Principal  
Susan Cheek, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	31	25	9
Percent satisfied with learning environment	100.0%	80.0%	I/S
Percent satisfied with social and physical environment	100.0%	84.0%	I/S
Percent satisfied with school-home relations	93.3%	88.0%	I/S

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

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## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 18 out of 21 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	<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."</b>

## 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	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%	Yes

\* Or greater than last year

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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	241	100	19.9	39.8	32.6	7.7	52.9	51.2	48.2	Yes	Yes
<b>Gender</b>											
Male	125	100	21.9	48.2	21.1	8.8	44.7	45.4	41.7	N/A	N/A
Female	116	100	17.8	30.8	44.9	6.5	61.7	57.5	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	187	100	16.6	37.1	36.6	9.7	59.4	62.4	60	Yes	Yes
African American	50	100	33.3	50	16.7	0	26.2	34.6	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	27.8	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
<b>Disability Status</b>											
Disabled	49	100	54.5	31.8	6.8	6.8	15.9	22.4	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	14	100	21.4	35.7	42.9	0	57.1	50	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	147	100	24	45	28.7	2.3	46.5	43.2	34	Yes	Yes

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

All Students	241	100	19.9	35.3	21.7	23.1	53.4	48.5	45.8	Yes	Yes
<b>Gender</b>											
Male	125	100	17.5	38.6	14.9	28.9	53.5	50.2	45.6	N/A	N/A
Female	116	100	22.4	31.8	29	16.8	53.3	46.7	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	187	100	13.1	34.3	25.7	26.9	61.1	59.3	59	Yes	Yes
African American	50	100	45.2	42.9	7.1	4.8	21.4	32	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	47.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	49	100	54.5	31.8	9.1	4.5	20.5	20.8	17.1	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	14	100	7.1	21.4	35.7	35.7	71.4	51.7	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	147	100	27.9	37.2	19.4	15.5	44.2	40.2	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
<b>Science</b>											
All Students	167	100	24.2	20.9	24.8	30.1	54.9	42.1	35.7	96	96.2
<b>Gender</b>											
Male	87	100	22.8	17.7	27.8	31.6	59.5	44.7	37.4	95.6	96.1
Female	80	100	25.7	24.3	21.6	28.4	50	39.4	33.8	96.3	96.3
<b>Racial/Ethnic Group</b>											
White	130	100	16.3	18.7	28.5	36.6	65	56.1	49.2	95.8	96
African American	36	100	58.6	31	10.3	0	10.3	20.6	17	96.7	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	94.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	94.5	94.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	96.1	97.4
<b>Disability Status</b>											
Disabled	34	100	53.3	16.7	16.7	13.3	30	19.5	14	95.6	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	38.1	24.4	95.5	96
<b>Socio-Economic Status</b>											
Subsided meals	95	100	32.5	25.3	21.7	20.5	42.2	31.8	21.1	95.4	96
<b>Social Studies</b>											
All Students	165	99.4	26.1	37.3	14.4	22.2	36.6	36.4	34	96	96.2
<b>Gender</b>											
Male	91	100	24.4	41.9	10.5	23.3	33.7	39.6	36.6	95.6	96.1
Female	74	98.7	28.4	31.3	19.4	20.9	40.3	32.8	31.3	96.3	96.3
<b>Racial/Ethnic Group</b>											
White	131	99.2	23.4	34.7	16.9	25	41.9	45.2	44.5	95.8	96
African American	31	100	42.3	46.2	3.8	7.7	11.5	22.3	19.1	96.7	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	94.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	35.7	27.5	94.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	96.1	97.4
<b>Disability Status</b>											
Disabled	37	97.3	53.1	34.4	3.1	9.4	12.5	18.8	14.4	95.6	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.3	95.5	96
<b>Socio-Economic Status</b>											
Subsided meals	101	99	31.5	40.4	15.7	12.4	28.1	27.5	21	95.4	96

\* 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*
<b>English/Language Arts</b>								
<b>2007</b>	3	58	100	6.9	29.3	50	13.8	63.8
	4	49	100	22.9	29.2	41.7	6.3	47.9
	5	46	100	20.5	54.5	25	0	25
	6	36	100	25.7	34.3	34.3	5.7	40
	7	56	100	28.8	50	17.3	3.8	21.2
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	52	100	12.8	29.8	44.7	12.8	57.4
	4	52	100	12.2	38.8	42.9	6.1	49
	5	54	100	25	41.7	29.2	4.2	33.3
	6	45	100	22	34.1	29.3	14.6	43.9
	7	38	100	30.6	58.3	11.1	0	11.1
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	58	100	20.7	39.7	25.9	13.8	39.7
	4	49	100	25	29.2	25	20.8	45.8
	5	46	100	18.2	29.5	22.7	29.5	52.3
	6	36	100	17.1	45.7	31.4	5.7	37.1
	7	56	100	15.4	46.2	15.4	23.1	38.5
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	52	100	25.5	38.3	21.3	14.9	36.2
	4	52	100	18.4	38.8	14.3	28.6	42.9
	5	54	100	22.9	31.3	22.9	22.9	45.8
	6	45	100	12.2	24.4	29.3	34.1	63.4
	7	38	100	19.4	44.4	22.2	13.9	36.1
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	29	100	37.9	37.9	20.7	3.4	24.1
	4	49	100	31.3	20.8	18.8	29.2	47.9
	5	23	100	17.4	34.8	13	34.8	47.8
	6	18	100	23.5	17.6	29.4	29.4	58.8
	7	56	100	19.2	32.7	25	23.1	48.1
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	27	100	33.3	20.8	33.3	12.5	45.8
	4	52	100	14.3	28.6	24.5	32.7	57.1
	5	27	100	34.8	13	13	39.1	52.2
	6	23	100	23.8	9.5	23.8	42.9	66.7
	7	38	100	25	22.2	27.8	25	52.8
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	29	100	6.9	41.4	34.5	17.2	51.7
	4	49	100	37.5	33.3	22.9	6.3	29.2
	5	23	100	23.8	28.6	14.3	33.3	47.6
	6	18	100	5.6	66.7	11.1	16.7	27.8
	7	56	100	50	23.1	11.5	15.4	26.9
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	26	96.2	13	43.5	21.7	21.7	43.5
	4	52	100	18.4	32.7	12.2	36.7	49
	5	27	100	16	48	12	24	36
	6	22	100	35	25	30	10	40
	7	38	100	47.2	38.9	5.6	8.3	13.9
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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