



Chukker Creek Elementary

1830 Chukker Creek Road
Aiken, SC 29803

Grades	PK-5 Elementary School	
Enrollment	749 Students	
Principal	Amy Gregory	803-641-2474
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	Average
2007	Good	At-Risk
2006	Excellent	Excellent
2005	Excellent	Good

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

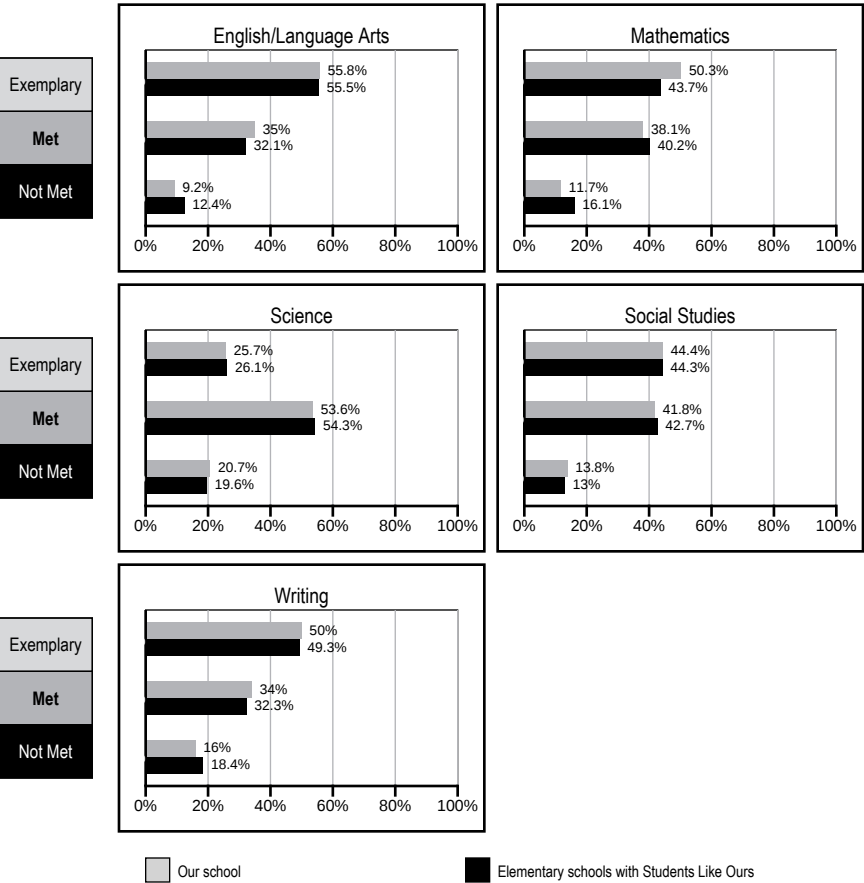
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 91.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
23	4	3	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=749)				
First graders who attended full-day kindergarten	80.0%	Down from 94.9%	100.0%	100.0%
Retention rate	1.6%	Up from 1.5%	1.2%	1.9%
Attendance rate	96.9%	Up from 96.7%	96.7%	96.3%
Eligible for gifted and talented	27.8%	Up from 24.5%	20.9%	10.0%
With disabilities other than speech	5.7%	Down from 6.9%	5.6%	7.7%
Older than usual for grade	0.6%	Up from 0.3%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	63.6%	Down from 67.4%	62.1%	59.4%
Continuing contract teachers	84.1%	Up from 81.4%	81.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.4%	Up from 90.9%	87.6%	85.9%
Teacher attendance rate	95.2%	Up from 94.2%	95.4%	95.1%
Average teacher salary*	\$50,722	Up 3.5%	\$48,816	\$47,149
Professional development days/teacher	6.7 days	Up from 3.2 days	11.4 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Down from 20.8 to 1	20.1 to 1	18.8 to 1
Prime instructional time	91.9%	Up from 90.4%	91.4%	90.4%
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**	\$6,395	Up 2.6%	\$6,610	\$7,458
Percent of expenditures for instruction**	73.0%	Down from 74.0%	71.3%	68.8%
Percent of expenditures for teacher salaries**	59.3%	Down from 70.8%	66.5%	63.2%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

At Chukker Creek Elementary, we strive to "Work Hard and Play Hard" in all that we do. Students work diligently to achieve the high standards set for them by teachers and staff in both academics and related arts. Evidence of these efforts appeared in many different settings during the 2008-2009 school year.

With the implementation of a District wide reading initiative, teachers changed the strategies used in reading to allow for differentiated instruction. Authentic work replaced worksheets and created the opportunity for students to use higher order thinking skills regularly. A reading interventionist was added to the staff to work with students in grades K-3. Over thirty students worked to improve their reading and math skills by attending after school tutorials.

The Chukker Creek Chorus presented Wonka, JR., a Junior Broadway Musical. The production was a huge success. Students participated not only in the performance of the musical but also worked behind the scenes creating props and costumes.

Several Chukker Creek students excelled in athletics and community service. One of our 4th grade students, competed in the NFL Punt, Pass, and Kick competition. After winning locally, she competed regionally and then nationally to place second in her age group. Six students in grades three through five competed regionally in the MLB Pitch, Hit and Run competition. All students in grades two through five participated in Jump Rope for Heart, raising money for the American Heart Association.

The 2008-2009 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 2009-2010 school year.

Amy Gregory, Principal
Sara Tripp, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	133	98
Percent satisfied with learning environment	96.2%	87.2%	94.7%
Percent satisfied with social and physical environment	100.0%	86.4%	91.8%
Percent satisfied with school-home relations	100.0%	87.2%	91.8%

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

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	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

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	390	99.7	9.6	35.5	54.9	94	85.7	82.8	Yes	Yes
Gender										
Male	182	99.5	12.5	32.4	55.1	92	83.2	79.3	N/A	N/A
Female	208	100	6.8	38.4	54.7	95.8	88.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	283	99.7	6.3	31.6	62.1	96.3	90.8	89.5	Yes	Yes
African American	83	100	22.4	48.7	28.9	85.5	78.1	73.7	Yes	Yes
Asian/Pacific Islander	13	100	N/AV	N/AV	N/AV	100	91.3	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	77.9	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	79.2	82.5	I/S	I/S
Disability Status										
Disabled	28	100	53.8	23.1	23.1	53.8	51.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	31	100	3.7	44.4	51.9	96.3	76.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	101	99	20.9	42.9	36.3	86.8	79.5	75.5	Yes	Yes

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

All Students	390	99.7	12.3	38.3	49.5	91.5	81.6	78.9	Yes	Yes
Gender										
Male	182	99.5	13.1	35.2	51.7	92.6	80.6	77	N/A	N/A
Female	208	100	11.6	41.1	47.4	90.5	82.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	283	99.7	7.1	39	53.9	96.3	87.6	87.2	Yes	Yes
African American	83	100	31.6	39.5	28.9	73.7	71.7	66.7	Yes	Yes
Asian/Pacific Islander	13	100	N/AV	N/AV	N/AV	100	93.8	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	79.5	I/S	I/S
Disability Status										
Disabled	28	100	50	42.3	7.7	65.4	45.4	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	31	100	11.1	25.9	63	96.3	78.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	101	99	30.8	33	36.3	80.2	74.1	70.2	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
Science								
All Students	255	100	20.8	53.3	25.8	79.2	68.5	67.5
Gender								
Male	117	100	19.3	50.9	29.8	80.7	69.4	67
Female	138	100	22.2	55.6	22.2	77.8	67.6	68
Racial/Ethnic Group								
White	180	100	15.8	53.8	30.4	84.2	78.5	79.5
African American	59	100	40	50.9	9.1	60	52.3	50.3
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	92.5	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	61.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.2	71.2
Disability Status								
Disabled	18	100	64.7	23.5	11.8	35.3	34.9	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	23	100	14.3	57.1	28.6	85.7	61.3	59.6
Socio-Economic Status								
Subsided meals	65	100	36.2	48.3	15.5	63.8	56.9	55.1

Social Studies

All Students	258	100	13.9	42.6	43.4	86.1	69	72.3
Gender								
Male	119	100	15.5	31	53.4	84.5	69.3	71.5
Female	139	100	12.5	53.1	34.4	87.5	68.8	73.2
Racial/Ethnic Group								
White	187	100	10.1	42.5	47.5	89.9	76.5	80.7
African American	54	100	30	48	22	70	56.7	60
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	88.5	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	62.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	72.2
Disability Status								
Disabled	20	100	31.6	52.6	15.8	68.4	40.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	22	100	15.8	26.3	57.9	84.2	63.8	67.9
Socio-Economic Status								
Subsided meals	69	100	22.2	49.2	28.6	77.8	59	62.1

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
Writing										
All Students	390	97.7	15.3	34.3	50.4	84.7	71.8	70.2	96.9	95.9
Gender										
Male	185	97.3	19.8	37.8	42.4	80.2	65.9	63.2	96.8	95.7
Female	205	98.1	11.2	31	57.8	88.8	78.1	77.5	96.9	96
Racial/Ethnic Group										
White	284	98.6	11.7	34.2	54.1	88.3	78.3	79.1	96.9	95.8
African American	82	93.9	26.4	38.9	34.7	73.6	61.4	57.6	96.5	95.9
Asian/Pacific Islander	13	100	27.3	9.1	63.6	72.7	84	86.2	98.8	97.7
Hispanic	8	I/S	I/S	I/S	I/S	I/S	65.9	62.6	96.4	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60.9	68.7	91.8	96
Disability Status										
Disabled	30	76.7	70	15	15	30	23	26.1	96.8	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	95
English Proficiency										
Limited English Proficient	31	100	25.9	22.2	51.9	74.1	64.9	61.2	97.7	96.4
Socio-Economic Status										
Subsidized meals	93	94.6	29.6	27.2	43.2	70.4	61.4	58.9	96	95.2

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
English/Language Arts							
2009	3	123	100	9.6	26.3	64	90.4
	4	124	99.2	12.1	34.5	53.4	87.9
	5	143	100	7.4	44.1	48.5	92.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	123	100	18.4	28.9	52.6	81.6
	4	124	99.2	11.2	42.2	46.6	88.8
	5	143	100	8.1	42.6	49.3	91.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	60	100	19.6	44.6	35.7	80.4
	4	123	100	25	56.9	18.1	75
	5	72	100	14.7	54.4	30.9	85.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	64	100	15	31.7	53.3	85
	4	123	100	14.7	50	35.3	85.3
	5	71	100	11.8	39.7	48.5	88.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	122	94.3	13.9	18.5	67.6	86.1
	4	123	99.2	20.7	43.1	36.2	79.3
	5	145	99.3	11.9	39.3	48.9	88.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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