



CHEROKEE TRAIL ELEMENTARY

6219 Hwy. 184 East
Donalds, South Carolina

Grades	PK-7 Middle School	
Enrollment	449 Students	
Principal	Chester R. King	864-379-8500
Superintendent	Dr. Ivan Randolph	864-366-5427
Board Chair	Dr. Bill Crenshaw	864-379-8411



THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good
2010	Good	Good
2009	Good	Good
2008	Average	Below Average
2007	Average	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

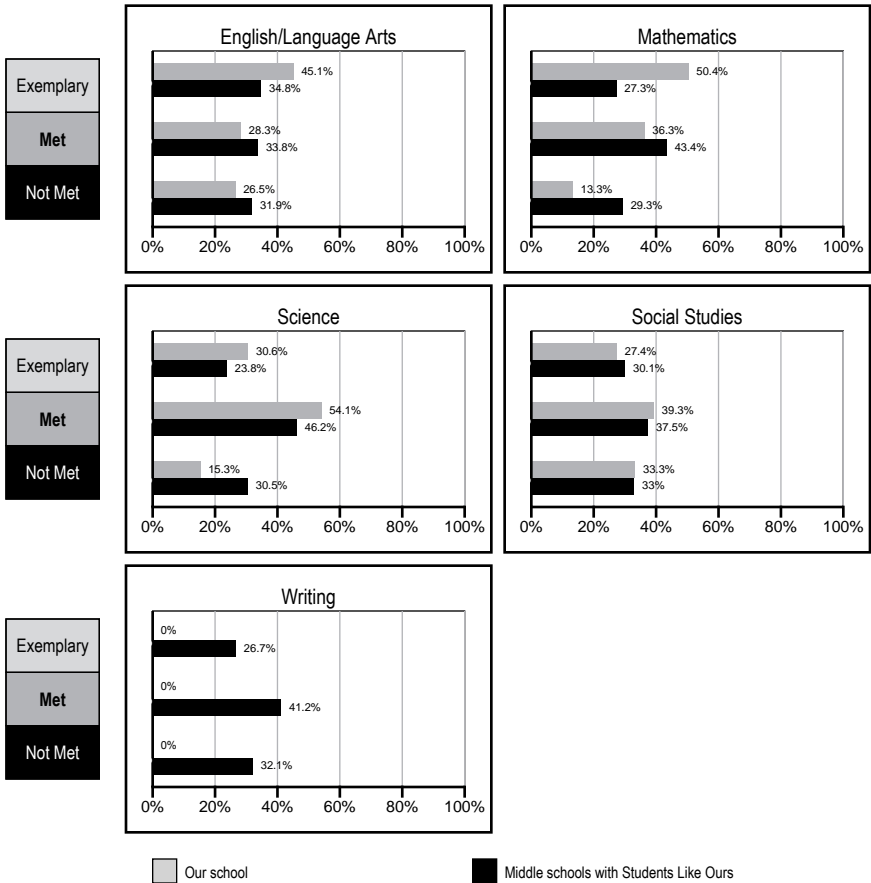
96%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	12	43	3	0

* Ratings are calculated with data available by 11/09/2011.

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	96.8%
English 1	N/A	96.7%
Biology 1/Applied Biology 2	N/A	86.3%
Physical Science	N/A	99.5%
US History and the Constitution	N/A	N/A
All Subjects	N/A	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=449)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	24.8%	24.5%
Retention rate	1.6%	Up from 0.7%	0.9%	0.7%
Attendance rate	95.5%	Up from 95.2%	95.7%	95.9%
Served by gifted and talented program	16.4%	Down from 23.5%	18.7%	17.8%
With disabilities other than speech	8.3%	Down from 11.6%	10.1%	9.2%
Older than usual for grade	0.2%	Down from 0.5%	2.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 0.5%	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	72.4%	Up from 70.4%	60.8%	60.0%
Continuing contract teachers	96.6%	Down from 100.0%	88.5%	82.6%
Teachers returning from previous year	96.4%	Up from 93.7%	86.3%	85.6%
Teacher attendance rate	94.7%	Down from 96.9%	95.1%	95.3%
Average teacher salary*	\$50,846	Up 0.4%	\$46,203	\$46,300
Professional development days/teacher	2.7 days	Down from 5.1 days	9.7 days	9.9 days
School				
Principal's years at school	20.0	Up from 19.0	4.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 21.3 to 1	21.5 to 1	21.5 to 1
Prime instructional time	89.5%	Down from 91.9%	89.7%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.8%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$6,686	Up 0.2%	\$7,461	\$7,634
Percent of expenditures for instruction**	78.7%	Up from 77.5%	64.1%	64.0%
Percent of expenditures for teacher salaries**	76.1%	Up from 73.2%	61.7%	61.2%

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

** 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

The 2010-2011 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 Gold Award for Academic Performance from the State Department of Education. Cherokee Trail Elementary was honored for closing the achievement gap. 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 2010-2011 academic year. Fifteen students participated in the Duke Talent Identification Program. 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. The Terrific Kids Program, sponsored by the Due West Lions Club, was established this year at Cherokee Trail Elementary.

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 the needy families at the school. The Junior Beta Club also collected additional food for the United Ministries Abbeville Food Bank, school supplies for the Reach Rwanda fund, and money for the American Red Cross Hurricane/Tsunami Relief Fund. These projects were successful because of the willingness of our students to give to those in need.

Katrina Collins was honored to be chosen as Teacher of the Year by the faculty at Cherokee Trail Elementary. Angie Ferguson and Melanie Watson 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

	Teachers	Students*	Parents*
Number of surveys returned	29	84	28
Percent satisfied with learning environment	93.1%	90.5%	88.9%
Percent satisfied with social and physical environment	96.6%	91.7%	96.4%
Percent satisfied with school-home relations	92.9%	91.6%	92.9%

* Only students at the highest middle 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

NO

This school met 19 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. 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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	15.9%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	284	99.7	18.5	32.6	48.9	90	87.1	82.4	Yes	Yes
Gender										
Male	148	99.3	23.2	28.2	48.6	86.6	84.3	78.7	N/A	N/A
Female	136	100	13.3	37.5	49.2	93.8	90.2	86.2	N/A	N/A
Racial/Ethnic Group										
White	228	99.6	16.5	31.2	52.3	90.4	92.1	88.9	Yes	Yes
African American	53	100	28	40	32	88	79.6	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	63.2	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	51	98	52.2	23.9	23.9	60.9	57.8	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	N/AV	N/AV	N/AV	100	77.1	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	179	99.4	22.4	36.4	41.2	87.3	83	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	284	99.7	13.3	33.7	53	92.2	90.6	81.9	Yes	Yes
Gender										
Male	148	99.3	15.5	29.6	54.9	91.5	88.5	79.9	N/A	N/A
Female	136	100	10.9	38.3	50.8	93	92.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	228	99.6	11.9	30.3	57.8	93.6	93.5	88.9	Yes	Yes
African American	53	100	20	50	30	86	85.9	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	78.9	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	51	98	47.8	28.3	23.9	67.4	64.3	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	N/AV	N/AV	N/AV	100	88.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	179	99.4	17.6	36.4	46.1	89.1	87.4	74.9	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	201	99.5	17.4	55.3	27.4	82.6	77.6	68.6
Gender								
Male	107	99.1	14.7	51	34.3	85.3	77.4	68.3
Female	94	100	20.5	60.2	19.3	79.5	77.7	68.9
Racial/Ethnic Group								
White	166	99.4	15.2	55.1	29.7	84.8	85.7	80.7
African American	33	100	29	58.1	12.9	71	64.4	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	1	I/S	N/A	N/A	N/A	N/A	42.9	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	41	97.6	33.3	58.3	8.3	66.7	47.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	54.5	60.7
Socio-Economic Status								
Subsidized meals	121	99.2	20.9	59.1	20	79.1	70.6	57.3
Social Studies								
All Students	200	99.5	23.3	42.3	34.4	76.7	80.6	72.5
Gender								
Male	106	99.1	21.6	41.2	37.3	78.4	81.3	72
Female	94	100	25.3	43.7	31	74.7	79.9	73.1
Racial/Ethnic Group								
White	156	99.4	22.1	38.9	38.9	77.9	85.5	81
African American	42	100	28.2	56.4	15.4	71.8	72.4	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	1	I/S	N/A	N/A	N/A	N/A	84.6	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	38	97.4	45.7	42.9	11.4	54.3	51.2	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	81.8	69.7
Socio-Economic Status								
Subsidized meals	129	99.2	26.3	47.5	26.3	73.7	75.6	62.9

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 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	56	100	7.3	43.6	49.1	92.7	76.5	73.2	95.5	96.3
Gender										
Male	24	100	13	52.2	34.8	87	71.1	67.2	95.3	96.3
Female	32	100	3.1	37.5	59.4	96.9	82.2	79.4	95.6	96.3
Racial/Ethnic Group										
White	47	100	6.5	47.8	45.7	93.5	83.8	81.5	95.2	96
African American	9	I/S	I/S	I/S	I/S	I/S	65.9	61.3	96.5	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	97	98.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	87.2	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	97.8	98.3
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	34.5	26	94.2	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	75	65.7	96	96.7
Socio-Economic Status										
Subsidized meals	30	100	10.3	44.8	44.8	89.7	70.7	63.2	94.9	96

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							
2010	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
2011	3	50	100	4.1	22.4	73.5	95.9
	4	57	98.3	25	44.2	30.8	75
	5	56	100	9.1	40	50.9	90.9
	6	62	100	27.6	31	41.4	72.4
	7	59	100	25	25	50	75
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	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
2011	3	50	100	16.3	30.6	53.1	83.7
	4	57	98.3	15.4	44.2	40.4	84.6
	5	56	100	9.1	20	70.9	90.9
	6	62	100	12.1	39.7	48.3	87.9
	7	59	100	14.3	33.9	51.8	85.7
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	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
2011	3	24	100	29.2	37.5	33.3	70.8
	4	57	98.3	17.3	65.4	17.3	82.7
	5	29	100	14.3	57.1	28.6	85.7
	6	32	100	10	70	20	90
	7	59	100	17.9	44.6	37.5	82.1
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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
Social Studies							
2010	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
2011	3	26	100	N/AV	N/AV	N/AV	100
	4	57	98.3	21.2	44.2	34.6	78.8
	5	27	100	18.5	29.6	51.9	81.5
	6	31	100	17.2	58.6	24.1	82.8
	7	59	100	41.1	28.6	30.4	58.9
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	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
2011	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	56	100	7.3	43.6	49.1	92.7
	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

Abbreviations for Missing Data

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