



CHERRYDALE ELEMENTARY

302 Perry Road
Greenville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	445 Students	
Principal	Scarlet H. Black	864-355-3300
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk

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

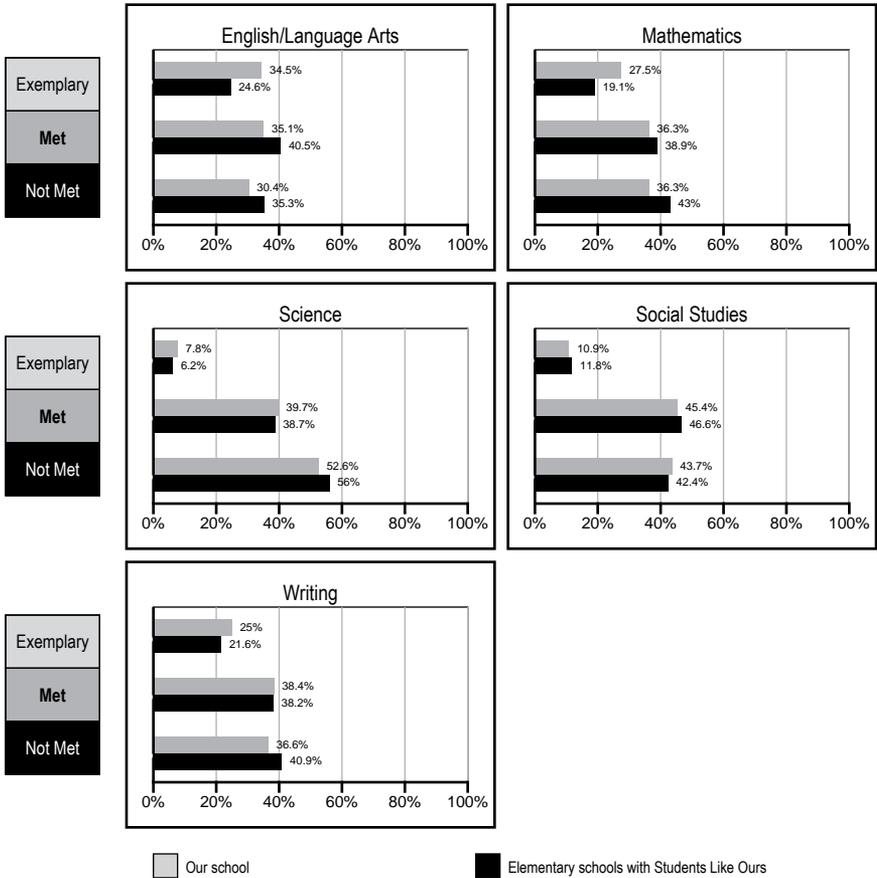
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 99.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	70	54	23

* Ratings are calculated with data available by 03/09/2011.

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=445)				
First graders who attended full-day kindergarten	94.7%	Down from 96.2%	100.0%	100.0%
Retention rate	1.0%	Up from 0.9%	1.5%	1.2%
Attendance rate	96.6%	Down from 97.0%	95.9%	96.1%
Eligible for gifted and talented	3.7%	Down from 4.0%	4.3%	11.7%
With disabilities other than speech	8.0%	Down from 8.8%	8.4%	8.0%
Older than usual for grade	0.3%	Up from 0.0%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	44.7%	Up from 38.5%	60.0%	60.5%
Continuing contract teachers	73.7%	Up from 66.7%	78.6%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.9%	Up from 79.5%	83.0%	87.0%
Teacher attendance rate	99.1%	Up from 97.5%	95.4%	95.4%
Average teacher salary*	\$42,188	Up 0.3%	\$45,439	\$47,288
Professional development days/teacher	12.3 days	Up from 5.7 days	10.6 days	10.5 days
School				
Principal's years at school	9.0	Up from 7.0	3.0	4.0
Student-teacher ratio in core subjects	12.3 to 1	Up from 11.5 to 1	17.1 to 1	19.2 to 1
Prime instructional time	95.5%	Up from 94.3%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,108	Down 8.9%	\$8,744	\$7,548
Percent of expenditures for instruction**	67.7%	Down from 71.5%	68.2%	68.7%
Percent of expenditures for teacher salaries**	66.1%	Up from 61.7%	62.4%	65.1%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2009-10 school year was a very successful year at Cherydale Elementary School. For the first time in the school's history, Cherrydale Elementary met all of its twenty-five standards as defined by "No Child Left Behind" without any of the "safe harbor" indexes. In addition, the school earned a State Report Card of "average" across the board for absolute and improvement ratings. Cherrydale Elementary continues to set the pace for improving student achievement by implementing "cutting edge" instructional programs and ensuring that quality personnel are delivering outstanding instructional strategies. In addition, the school continues to approach the "whole child" and plans for numerous extracurricular activities to engage its students into the total school program. Cherrydale Elementary fosters a "state-of-the-arts" facility and involves the community in numerous parent-related activities. Cherrydale's students have some of the highest attendance rates in the district. The staff also maintains high attendance records. These attendance goals certainly speaks to the strength of the school's program and the love all stakeholders have for the school. The future is bright and getting brighter each year. At Cherrydale Elementary, we believe in our program, in our students, and in our community.

Scarlet H. Black, Principal
 Jennifer Hill, SIC President
 Tawio Barksdale & Maria Burgos, Co-PTA Presidents

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	55	53
Percent satisfied with learning environment	96.6%	94.4%	92.2%
Percent satisfied with social and physical environment	96.6%	92.7%	88.2%
Percent satisfied with school-home relations	79.3%	92.7%	80.8%

* 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

YES

This school met 25 out of 25 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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	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	197	100	30.4	35.1	34.5	80.7	84.7	83.5	Yes	Yes
Gender										
Male	101	100	41.6	31.5	27	68.5	81.3	80.1	N/A	N/A
Female	96	100	18.3	39	42.7	93.9	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	61	100	26	22	52	80	90	89.6	Yes	Yes
African American	86	100	27.6	42.1	30.3	86.8	73.4	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	47	100	41.9	39.5	18.6	69.8	78.4	79.6	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	89.7	85.1	I/S	I/S
Disability Status										
Disabled	27	100	86.4	9.1	4.5	22.7	53.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	48	100	40	35.6	24.4	71.1	78.7	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	189	100	30.9	35.8	33.3	80.6	76.1	76.9	Yes	Yes

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

All Students	197	99.5	36.3	36.3	27.5	78.9	82	80.4	Yes	Yes
Gender										
Male	101	99	39.3	34.8	25.8	76.4	80.5	78.4	N/A	N/A
Female	96	100	32.9	37.8	29.3	81.7	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	61	98.4	26	30	44	80	87.7	87.8	Yes	Yes
African American	86	100	38.2	40.8	21.1	76.3	68.4	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	47	100	46.5	34.9	18.6	81.4	78.3	78.3	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	79.5	83.2	I/S	I/S
Disability Status										
Disabled	27	100	N/A	N/A	N/A	22.7	46.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	48	100	44.4	33.3	22.2	82.2	79.2	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	189	99.5	35.8	36.4	27.9	78.8	72.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	135	97.8	52.2	40	7.8	47.8	70.6	67.3
Gender								
Male	68	97.1	59.3	35.6	5.1	40.7	70.1	66.9
Female	67	98.5	44.6	44.6	10.7	55.4	71.1	67.7
Racial/Ethnic Group								
White	41	92.7	35.5	48.4	16.1	64.5	80.2	79.6
African American	58	100	54.9	43.1	2	45.1	50.4	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	35	100	65.6	25	9.4	34.4	60.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
Disability Status								
Disabled	18	100	N/A	N/A	N/A	6.7	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	34	100	63.6	27.3	9.1	36.4	60.6	58.6
Socio-Economic Status								
Subsidized meals	129	97.7	53.2	39.6	7.2	46.8	57.1	55.4
Social Studies								
All Students	134	100	43.7	45.4	10.9	56.3	73.2	70.9
Gender								
Male	72	100	46.2	40	13.8	53.8	72.8	70.1
Female	62	100	40.7	51.9	7.4	59.3	73.7	71.7
Racial/Ethnic Group								
White	44	100	30.6	50	19.4	69.4	79.8	79.2
African American	58	100	50.9	41.5	7.5	49.1	57.9	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	29	100	50	42.9	7.1	50	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
Disability Status								
Disabled	17	100	N/A	N/A	N/A	14.3	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	30	100	43.3	46.7	10	56.7	69	68
Socio-Economic Status								
Subsidized meals	130	100	43.1	45.7	11.2	56.9	61.6	60.8

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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	194	100	36.6	38.4	25	63.4	74	72.1	96.6	96.2
Gender										
Male	99	100	44.9	36	19.1	55.1	67.2	65.2	96.7	96.2
Female	95	100	27.7	41	31.3	72.3	81.1	79.2	96.5	96.3
Racial/Ethnic Group										
White	60	100	26	42	32	74	81.6	80.8	95.6	96.1
African American	82	100	37.7	35.1	27.3	62.3	58.6	59.7	96.4	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.8	87	99.2	97.5
Hispanic	49	100	48.8	39.5	11.6	51.2	63.1	64.6	97.8	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.7	73.4	99.9	94.8
Disability Status										
Disabled	26	100	90.9	4.5	4.5	9.1	29.5	27.7	95.5	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	49	100	46.7	40	13.3	53.3	62.9	63.7	97.9	97
Socio-Economic Status										
Subsidized meals	186	100	37.3	38	24.7	62.7	61.1	61.9	96.6	95.6

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	78	100	30.3	31.8	37.9	69.7
	4	60	100	41.7	35.4	22.9	58.3
	5	74	100	29.5	45.9	24.6	70.5
	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
2010	3	65	100	19	39.7	41.4	81
	4	72	100	32.8	34.4	32.8	67.2
	5	60	100	40.8	30.6	28.6	59.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	78	100	40.9	36.4	22.7	59.1
	4	60	100	33.3	50	16.7	66.7
	5	74	100	39.3	36.1	24.6	60.7
	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
2010	3	65	98.5	39.7	34.5	25.9	60.3
	4	72	100	28.1	42.2	29.7	71.9
	5	60	100	42.9	30.6	26.5	57.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	41	100	37.8	51.4	10.8	62.2
	4	60	100	52.1	45.8	2.1	47.9
	5	36	100	50	40	10	50
	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
2010	3	32	96.9	63	29.6	7.4	37
	4	72	100	46.9	45.3	7.8	53.1
	5	31	93.6	54.2	37.5	8.3	45.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	37	100	34.5	44.8	20.7	65.5
	4	60	100	33.3	60.4	6.3	66.7
	5	38	100	45.2	48.4	6.5	54.8
	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
2010	3	33	100	48.4	35.5	16.1	51.6
	4	72	100	37.5	51.6	10.9	62.5
	5	29	100	54.2	41.7	4.2	45.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	75	100	44.8	17.9	37.3	55.2
	4	59	100	43.1	33.3	23.5	56.9
	5	74	100	31.7	41.3	27	68.3
	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
2010	3	64	100	32.8	46.6	20.7	67.2
	4	71	100	40.6	32.8	26.6	59.4
	5	59	100	36	36	28	64
	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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