

Cherryvale Elementary

1420 Furman Drive
Sumter, SC 29154

Grades	PK-5 Elementary School	
Enrollment	501 Students	
Principal	Jeannie Pressley	803-494-8200
Superintendent	Dr. J. Frank Baker	803-469-6900
Board Chair	Mr. Larry Addison	803-499-1181

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Average**	**Average**
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	Good
2005	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 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.

http://ed.sc.gov
http://www.eoc.sc.gov

Cherryvale Elementary	06/01/10-4302008

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

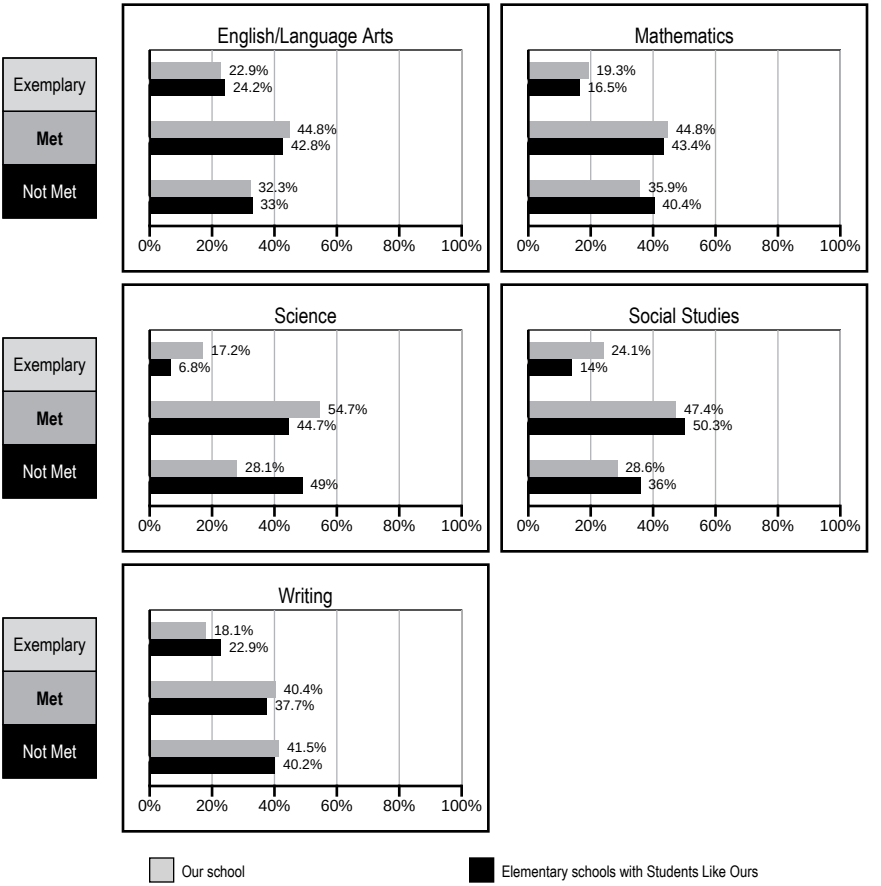
Percent of students tested in 2008-09 whose 2007-08 test scores were located	94.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	4	94	60	21

* 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=501)				
First graders who attended full-day kindergarten	100.0%	Up from 97.7%	100.0%	100.0%
Retention rate	4.8%	Down from 6.1%	2.5%	1.9%
Attendance rate	95.4%	Down from 95.8%	96.0%	96.3%
Eligible for gifted and talented	5.2%	Up from 3.4%	4.1%	10.0%
With disabilities other than speech	18.6%	Up from 16.5%	8.1%	7.7%
Older than usual for grade	5.2%	Up from 4.6%	1.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	67.6%	Up from 55.6%	56.7%	59.4%
Continuing contract teachers	67.6%	Up from 66.7%	73.4%	80.0%
Teachers with emergency or provisional certificates	3.3%	Down from 3.4%	0.0%	0.0%
Teachers returning from previous year	78.9%	Down from 79.2%	83.1%	85.9%
Teacher attendance rate	95.6%	Up from 94.9%	95.1%	95.1%
Average teacher salary*	$41,392	Up 4.4%	$45,550	$47,149
Professional development days/teacher	7.4 days	Down from 18.9 days	11.0 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Down from 21.0 to 1	17.3 to 1	18.8 to 1
Prime instructional time	90.4%	Up from 89.6%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 75.5%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	$6,942	Down 1.6%	$8,480	$7,458
Percent of expenditures for instruction**	65.9%	Down from 68.5%	68.5%	68.8%
Percent of expenditures for teacher salaries**	45.9%	Down from 62.9%	62.1%	63.2%

* 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

Cherryvale Elementary School is committed to improving student achievement by holding high expectations for all students. Our curriculum continues to be standards-driven, with the staff receiving continuous opportunities for staff development training in Best Practices. This year, we focused on increasing our math skills, strengthening our literacy program, and implementing a Response to Intervention program. Teachers were provided the opportunity to participate in a literacy study group and various math workshops. Teachers also received training that involved utilization of Project Read, Calendar Math, and Teaching American History.

Many of our students take advantage of our afterschool program and morning study groups. During this time, teachers provide enrichment activities to reinforce and challenge student learning. Content is based on the needs of the students. Benchmark tests, MAP scores, and PACT results aid us in determining the individual and/or class areas of weakness.

Parents have been actively involved in school activities such as Family Reading Night, Write Night, Science Night, and Winter Wonderland Festival. Parents are also offered training and materials for working with their child through our Parent Resource Center. Topics covered include reading, math, science, and social studies. The media center is available for parents to search websites and print materials that can be used if no computer is available in the home.

To ensure that we continue to provide the best for our students, our site-based planning team reviews our school plan each year and makes recommendations for modifications. The plan is shared with our Title I committee, School Improvement Council, parents, and community members to receive suggestions from them as well.

Our students come to school at many different academic levels and have various social and emotional needs. We are proud to have a staff that works so diligently to address the needs of each individual student. We are looking forward to another year of "Learning with Love and Laughter."

Jeannie Pressley, Principal
Ruth Murray, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	70	47
Percent satisfied with learning environment	91.7%	73.9%	80.0%
Percent satisfied with social and physical environment	87.5%	69.6%	77.8%
Percent satisfied with school-home relations	52.2%	79.7%	73.3%

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

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School Adequate Yearly Progress	YES

This school met 21 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	CSI-DELAY

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	5.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%*	Yes

* Or greater than last year

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Cherryvale Elementary										06/01/10-4302008
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 = 58.8% (Met or Exemplary)										
All Students	245	100	30.7	44.7	24.7	80.5	81.4	82.8	Yes	Yes
Gender										
Male	131	100	32.8	40.5	26.7	79.3	77.6	79.3	N/A	N/A
Female	114	100	28.3	49.5	22.2	81.8	85.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	55	100	12.5	39.6	47.9	93.8	87.7	89.5	Yes	Yes
African American	180	100	36.3	47.5	16.3	76.3	76.8	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	96.8	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	83.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	82.5	I/S	I/S
Disability Status										
Disabled	60	100	41.8	32.7	25.5	69.1	52.5	52	Yes	Yes
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	2	I/S	I/S	I/S	I/S	I/S	74.3	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	212	100	31.4	47.3	21.3	78.7	78.4	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	245	100	33.5	46	20.5	76.3	76.1	78.9	Yes	Yes
Gender										
Male	131	100	32.8	51.7	15.5	77.6	73.7	77	N/A	N/A
Female	114	100	34.3	39.4	26.3	74.7	78.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	55	100	18.8	35.4	45.8	87.5	83.5	87.2	Yes	Yes
African American	180	100	39.4	47.5	13.1	71.9	70.4	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	90.3	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	85.9	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	68.8	79.5	I/S	I/S
Disability Status										
Disabled	60	100	47.3	32.7	20	56.4	38.4	45.5	SWD	Yes
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	2	I/S	I/S	I/S	I/S	I/S	74.3	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	212	100	36.2	46.3	17.6	74.5	71.9	70.2	Yes	Yes

***** Adjusted to account for natural variation in performance.

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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	163	100	27.3	53.8	18.9	72.7	62.8	67.5
Gender								
Male	92	100	27.7	51.8	20.5	72.3	63.5	67
Female	71	100	26.7	56.7	16.7	73.3	62.1	68
Racial/Ethnic Group								
White	40	100	18.2	39.4	42.4	81.8	75.7	79.5
African American	114	100	30.8	57.7	11.5	69.2	52.8	50.3
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	85	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	79.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	54.5	71.2
Disability Status								
Disabled	41	100	37.8	37.8	24.3	62.2	33.8	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	1	I/S	I/S	I/S	I/S	I/S	69.6	59.6
Socio-Economic Status								
Subsized meals	136	100	31.7	51.7	16.7	68.3	57.4	55.1
Social Studies								
All Students	169	100	26.2	49.7	24.2	73.8	68.5	72.3
Gender								
Male	86	100	25.3	52	22.7	74.7	67.5	71.5
Female	83	100	27	47.3	25.7	73	69.5	73.2
Racial/Ethnic Group								
White	40	100	11.1	44.4	44.4	88.9	74.4	80.7
African American	120	100	33	52.8	14.2	67	63.6	60
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	100	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	82.1	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	39	100	45.7	37.1	17.1	54.3	39.5	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	2	I/S	I/S	I/S	I/S	I/S	73.9	67.9
Socio-Economic Status								
Subsized meals	147	100	29.8	48.1	22.1	70.2	64.3	62.1

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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	241	89.6	41.5	40.4	18.1	58.5	63.2	70.2	95.4	96
Gender										
Male	129	85.3	48	37	15	52	55.3	63.2	95.5	95.8
Female	112	94.6	34.4	44.1	21.5	65.6	71.6	77.5	95.3	96.1
Racial/Ethnic Group										
White	54	88.9	26.2	42.9	31	73.8	68.8	79.1	94.9	95.3
African American	178	89.9	47.2	38.9	13.9	52.8	58.6	57.6	95.6	96.5
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	79.4	86.2	95.1	97.1
Hispanic	8	I/S	I/S	I/S	I/S	I/S	77.2	62.6	94.1	95.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	56.3	68.7	N/A	95.7
Disability Status										
Disabled	61	60.7	74.3	20	5.7	25.7	21.1	26.1	93.9	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	99.9
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	68.4	61.2	95	95.9
Socio-Economic Status										
Subsized meals	209	89.5	42.6	42.6	14.8	57.4	58.3	58.9	95.2	95.7

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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	83	100	37.1	41.4	21.4	62.9
	4	84	100	27	41.9	31.1	73
	5	78	100	28.2	50.7	21.1	71.8
	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
Mathematics							
2009	3	83	100	30	48.6	21.4	70
	4	84	100	33.8	43.2	23	66.2
	5	78	100	36.6	46.5	16.9	63.4
	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	40	100	18.2	48.5	33.3	81.8
	4	84	100	28.4	54.1	17.6	71.6
	5	39	100	33.3	58.3	8.3	66.7
	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
Social Studies							
2009	3	44	100	36.8	55.3	7.9	63.2
	4	84	100	14.9	56.8	28.4	85.1
	5	41	100	37.8	29.7	32.4	62.2
	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	82	96.3	49.3	34.3	16.4	50.7
	4	83	91.6	37.1	41.4	21.4	62.9
	5	76	80.3	37.5	46.4	16.1	62.5
	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

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