



CHERRYVALE ELEMENTARY

1420 Furman Drive
Sumter, SC 29154

Grades	PK-5 Elementary School	
Enrollment	528 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 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

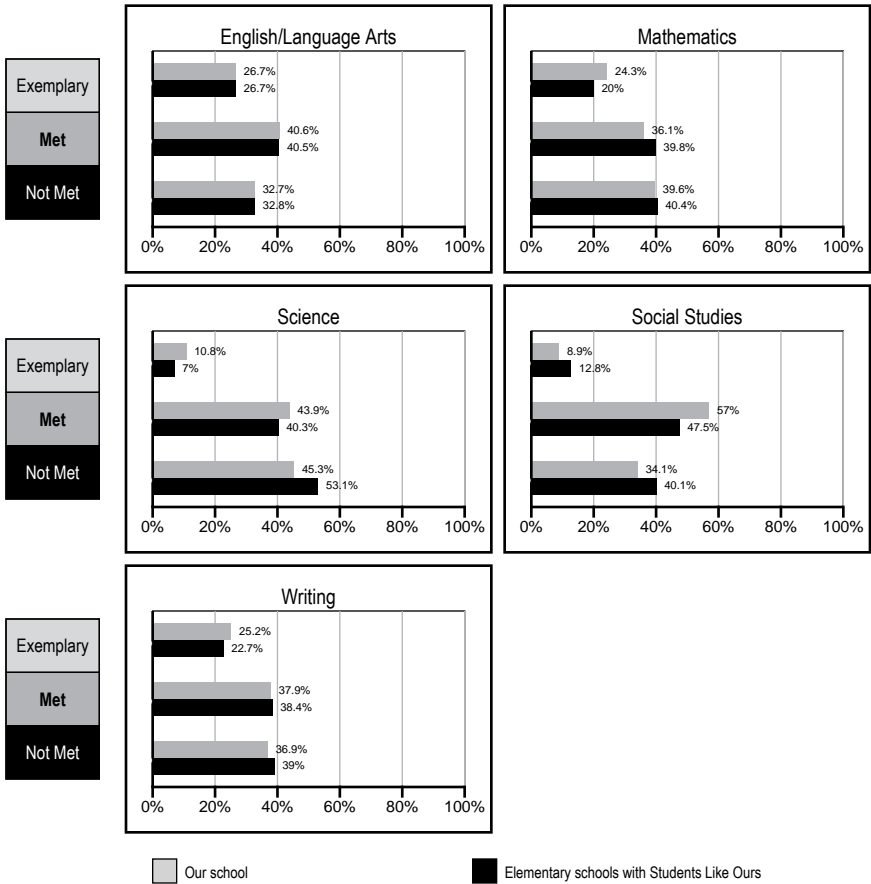
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	102	47	20

* 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=528)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.3%	Down from 4.8%	1.5%	1.2%
Attendance rate	96.2%	Up from 95.4%	95.8%	96.1%
Eligible for gifted and talented	6.0%	Up from 5.2%	5.0%	11.7%
With disabilities other than speech	17.4%	Down from 18.6%	8.5%	8.0%
Older than usual for grade	2.6%	Down from 5.2%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	77.1%	Up from 67.6%	58.1%	60.5%
Continuing contract teachers	80.0%	Up from 67.6%	80.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 3.3%	0.0%	0.0%
Teachers returning from previous year	80.6%	Up from 78.9%	84.7%	87.0%
Teacher attendance rate	96.0%	Up from 95.6%	95.3%	95.4%
Average teacher salary*	\$44,433	Up 7.3%	\$45,431	\$47,288
Professional development days/teacher	12.6 days	Up from 7.4 days	10.7 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	14.0 to 1	Down from 18.0 to 1	17.7 to 1	19.2 to 1
Prime instructional time	91.0%	Up from 90.4%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	76.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,820	Up 12.6%	\$8,361	\$7,548
Percent of expenditures for instruction**	68.3%	Up from 65.9%	68.2%	68.7%
Percent of expenditures for teacher salaries**	64.3%	Up from 45.9%	63.0%	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

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 and strengthening our literacy program. Teachers were provided the opportunity to participate in a variety of literacy and 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 PASS 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	34	65	50
Percent satisfied with learning environment	97.1%	87.3%	93.8%
Percent satisfied with social and physical environment	97.0%	82.5%	87.5%
Percent satisfied with school-home relations	54.8%	84.4%	86.0%

* 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 20 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

CA

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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	236	99.2	30.4	39.6	30	82.9	82.1	83.5	Yes	Yes
Gender										
Male	115	99.1	34.3	41	24.8	79	77.7	80.1	N/A	N/A
Female	121	99.2	26.8	38.4	34.8	86.6	86.8	87	N/A	N/A
Racial/Ethnic Group										
White	54	100	18	30	52	92	86.9	89.6	Yes	Yes
African American	172	98.8	34.2	43	22.8	79.7	78.3	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	96.4	92.7	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	88.9	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	78.6	85.1	I/S	I/S
Disability Status										
Disabled	40	100	52.5	12.5	35	60	51.6	51.7	Yes	Yes
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	4	I/S	I/S	I/S	I/S	I/S	83.8	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	217	99.1	32	40.5	27.5	82	79.9	76.9	Yes	Yes

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

All Students	236	99.2	37.3	37.3	25.3	80.2	77.8	80.4	Yes	Yes
Gender										
Male	115	99.1	41.9	30.5	27.6	78.1	75.4	78.4	N/A	N/A
Female	121	99.2	33	43.8	23.2	82.1	80.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	54	100	16	42	42	92	83.5	87.8	Yes	Yes
African American	172	98.8	43	36.1	20.9	76.6	73.4	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.3	93.5	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	87.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	71.4	83.2	I/S	I/S
Disability Status										
Disabled	40	100	57.5	20	22.5	55	42.6	46.1	No	Yes
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	4	I/S	I/S	I/S	I/S	I/S	86.5	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	217	99.1	39	36	25	79	75	72.8	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	156	98.7	43.5	41.5	15	56.5	63.2	67.3
Gender								
Male	69	98.6	39.7	41.3	19	60.3	63.1	66.9
Female	87	98.9	46.4	41.7	11.9	53.6	63.3	67.7
Racial/Ethnic Group								
White	38	100	22.2	38.9	38.9	77.8	74.2	79.6
African American	113	98.2	50	42.5	7.5	50	54.9	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.5	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	58.3	69.5
Disability Status								
Disabled	25	92	52.2	8.7	39.1	47.8	28.2	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	1	I/S	I/S	I/S	I/S	I/S	55.6	58.6
Socio-Economic Status								
Subsidized meals	141	98.6	47.4	39.1	13.5	52.6	58.4	55.4
Social Studies								
All Students	157	98.7	33.1	56.3	10.6	66.9	67.7	70.9
Gender								
Male	79	97.5	34.7	54.2	11.1	65.3	67.4	70.1
Female	78	100	31.4	58.6	10	68.6	68	71.7
Racial/Ethnic Group								
White	34	97.1	16.1	58.1	25.8	83.9	71.8	79.2
African American	117	100	36.8	57.5	5.7	63.2	63.8	58.4
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	95.2	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	79.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	28	92.9	65.4	19.2	15.4	34.6	34.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	62.5	68
Socio-Economic Status								
Subsidized meals	148	98.7	33.8	56.4	9.8	66.2	64	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	238	92.9	36.1	38.5	25.4	63.9	67.7	72.1	96.2	96.3
Gender										
Male	115	91.3	40.2	39.2	20.6	59.8	60.3	65.2	96.2	96.1
Female	123	94.3	32.4	38	29.6	67.6	75.6	79.2	96.2	96.4
Racial/Ethnic Group										
White	54	94.4	21.3	29.8	48.9	78.7	73.1	80.8	96	95.8
African American	175	92.6	41.3	40.7	18	58.7	62.8	59.7	96.2	96.6
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	96.6	87	97.4	97.2
Hispanic	6	I/S	I/S	I/S	I/S	I/S	85.4	64.6	96.2	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	73.4	N/A	94.9
Disability Status										
Disabled	42	64.3	85.2	3.7	11.1	14.8	24	27.7	95.3	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	99.9
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	73	63.7	98.8	97.1
Socio-Economic Status										
Subsidized meals	218	92.2	38	39.6	22.5	62	64.5	61.9	96.1	96.1

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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
2010	3	77	98.7	21.7	34.8	43.5	78.3
	4	79	100	42.7	42.7	14.7	57.3
	5	80	98.8	26	41.1	32.9	74
	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	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
2010	3	77	98.7	23.2	27.5	49.3	76.8
	4	79	100	42.7	45.3	12	57.3
	5	80	98.8	45.2	38.4	16.4	54.8
	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
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
2010	3	39	97.4	50	33.3	16.7	50
	4	78	100	40.5	50	9.5	59.5
	5	39	97.4	43.2	32.4	24.3	56.8
	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	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
2010	3	38	100	24.2	63.6	12.1	75.8
	4	79	100	33.3	54.7	12	66.7
	5	40	95	41.2	52.9	5.9	58.8
	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	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
2010	3	78	93.6	45.5	25.8	28.8	54.5
	4	83	95.2	39.2	44.6	16.2	60.8
	5	77	89.6	23.1	44.6	32.3	76.9
	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

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