

## CHERRYVALE ELEMENTARY

1420 Furman Drive  
Sumter, SC 29154

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	489 Students	
<b>Principal</b>	Jeannie Pressley	803-494-8200
<b>Superintendent</b>	Randolph D. Bynum, Sr.	803-469-6900
<b>Board Chair</b>	Mr. Larry Addison	803-499-1181

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Below Average
2009	Average	Average
2008	Below Average	Below Average
2007	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 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

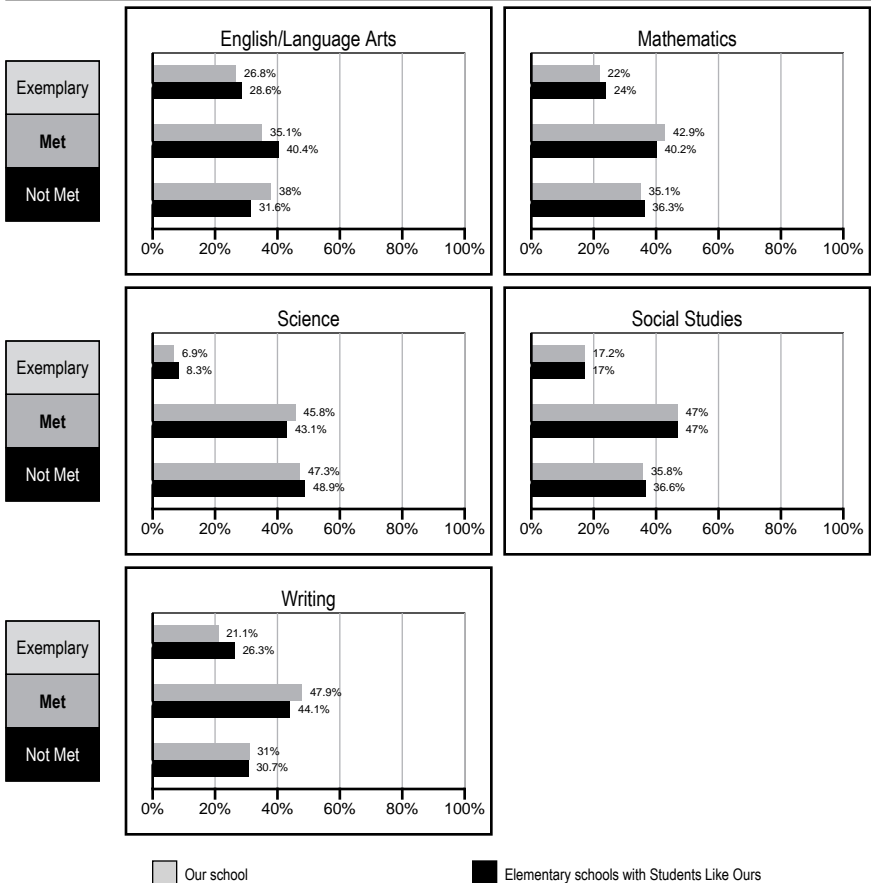
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	7	108	43	14

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

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
<b>Students (n=489)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Down from 3.3%	1.5%	1.1%
Attendance rate	97.6%	Up from 96.2%	95.9%	96.2%
Served by gifted and talented program	9.1%	Up from 6.0%	6.4%	13.4%
With disabilities other than speech	5.0%	Down from 17.4%	4.5%	4.1%
Older than usual for grade	1.0%	Down from 2.6%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=34)</b>				
Teachers with advanced degrees	76.5%	Down from 77.1%	60.9%	62.5%
Continuing contract teachers	91.2%	Up from 80.0%	83.3%	88.2%
Teachers returning from previous year	85.4%	Up from 80.6%	85.5%	87.8%
Teacher attendance rate	95.6%	Down from 96.0%	95.1%	95.2%
Average teacher salary*	\$44,736	Up 0.7%	\$45,377	\$46,773
Professional development days/teacher	11.2 days	Down from 12.6 days	10.2 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 14.0 to 1	18.2 to 1	19.9 to 1
Prime instructional time	92.9%	Up from 91.0%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	68.8%	Down from 76.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,395	Down 5.4%	\$8,016	\$7,447
Percent of expenditures for instruction**	68.3%	No Change	67.9%	68.4%
Percent of expenditures for teacher salaries**	65.6%	Up from 64.3%	64.6%	65.8%

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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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 after-school programs 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, Math Day, 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 recommendation for modifications. The plan is shared with our Title I /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

Anita Tobiere, School Improvement Council Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	90	67
Percent satisfied with learning environment	91.7%	81.1%	82.1%
Percent satisfied with social and physical environment	91.9%	83.3%	81.0%
Percent satisfied with school-home relations	60.0%	82.0%	82.8%

\* 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

NO

This school met 15 out of 19 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

RP

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	4.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.6%	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 = 79.4% (Met or Exemplary)**

All Students	241	100	36.7	34.4	28.8	80.5	79.4	82.4	Yes	Yes
<b>Gender</b>										
Male	107	100	41.9	29	29	78.5	75.3	78.7	N/A	N/A
Female	134	100	32.8	38.5	28.7	82	83.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	54	100	12.2	32.7	55.1	95.9	85.3	88.9	Yes	Yes
African American	177	100	42.8	36.5	20.8	76.1	74.8	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	97.4	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	82.7	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.1	83	I/S	I/S
<b>Disability Status</b>										
Disabled	43	100	48.6	20	31.4	60	42.5	48.1	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	80.4	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	215	100	39.7	34	26.3	78.4	76.7	75.4	Yes	Yes

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

All Students	241	100	34.4	43.3	22.3	77.7	80.8	81.9	No	Yes
<b>Gender</b>										
Male	107	100	36.6	40.9	22.6	73.1	78	79.9	N/A	N/A
Female	134	100	32.8	45.1	22.1	81.1	83.6	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	54	100	8.2	42.9	49	98	86.3	88.9	Yes	Yes
African American	177	100	42.8	42.8	14.5	71.7	76.5	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	81.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	43	100	57.1	31.4	11.4	57.1	43.7	47.3	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	78.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	215	100	37.6	42.3	20.1	75.3	78.2	74.9	No	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
<b>Science</b>								
All Students	156	100	45.3	44.6	10.1	54.7	65.3	68.6
<b>Gender</b>								
Male	66	100	37.5	57.1	5.4	62.5	67.3	68.3
Female	90	100	50.6	36.1	13.3	49.4	63.1	68.9
<b>Racial/Ethnic Group</b>								
White	36	100	18.8	59.4	21.9	81.3	74.9	80.7
African American	111	100	52.5	41.6	5.9	47.5	58.4	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.8	85.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	68.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78.6	70.8
<b>Disability Status</b>								
Disabled	26	100	50	25	25	50	31.9	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	50	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	140	100	49.6	40.9	9.4	50.4	60.4	57.3
<b>Social Studies</b>								
All Students	156	100	35	47.1	17.9	65	68.4	72.5
<b>Gender</b>								
Male	72	100	33.3	42.9	23.8	66.7	68.3	72
Female	84	100	36.4	50.6	13	63.6	68.6	73.1
<b>Racial/Ethnic Group</b>								
White	34	100	6.3	46.9	46.9	93.8	74.4	81
African American	116	100	42.3	48.1	9.6	57.7	64	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.2	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	64.4	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81	73.5
<b>Disability Status</b>								
Disabled	30	100	60	28	12	40	36.8	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	46.7	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	137	100	36.3	50	13.7	63.7	64.4	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
<b>Writing</b>										
All Students	81	92.6	29	49.3	21.7	71	67.2	73.2	97.6	96.1
<b>Gender</b>										
Male	37	86.5	30	50	20	70	63	67.2	97.5	96
Female	44	97.7	28.2	48.7	23.1	71.8	71.7	79.4	97.7	96.3
<b>Racial/Ethnic Group</b>										
White	17	94.1	18.8	37.5	43.8	81.3	71.8	81.5	97.5	95.5
African American	64	92.2	32.1	52.8	15.1	67.9	62.7	61.3	97.7	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	87	96.7	96.8
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	66.7	97.6	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60	72.2	N/A	94.5
<b>Disability Status</b>										
Disabled	16	75	54.5	36.4	9.1	45.5	17.1	26	97.1	95.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	65.7	97.4	97.1
<b>Socio-Economic Status</b>										
Subsidized meals	73	91.8	32.3	48.4	19.4	67.7	62.9	63.2	97.6	95.9

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	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
<b>2011</b>	3	87	100	30.3	30.3	39.5	69.7
	4	72	100	35.4	33.8	30.8	64.6
	5	82	100	44.6	39.2	16.2	55.4
	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
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	3	87	100	39.5	31.6	28.9	60.5
	4	72	100	15.4	56.9	27.7	84.6
	5	82	100	45.9	43.2	10.8	54.1
	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
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	3	43	100	55.3	36.8	7.9	44.7
	4	72	100	29.2	55.4	15.4	70.8
	5	41	100	63.9	33.3	2.8	36.1
	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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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	3	44	100	44.7	39.5	15.8	55.3
	4	71	100	29.7	54.7	15.6	70.3
	5	41	100	34.2	42.1	23.7	65.8
	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
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	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	81	92.6	29	49.3	21.7	71
	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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