



## Cedar Grove Elementary

107 Melvin Lane  
Williamston, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	611 Students	
<b>Principal</b>	Brenda Ellison	864-847-3500
<b>Superintendent</b>	Dr. Wayne Fowler	864-847-7344
<b>Board Chair</b>	Mr. Fred Alexander	864-947-9346

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>At-Risk</b>
2007	Good	At-Risk
2006	Excellent	Excellent
2005	Excellent	Excellent
2004	Excellent	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

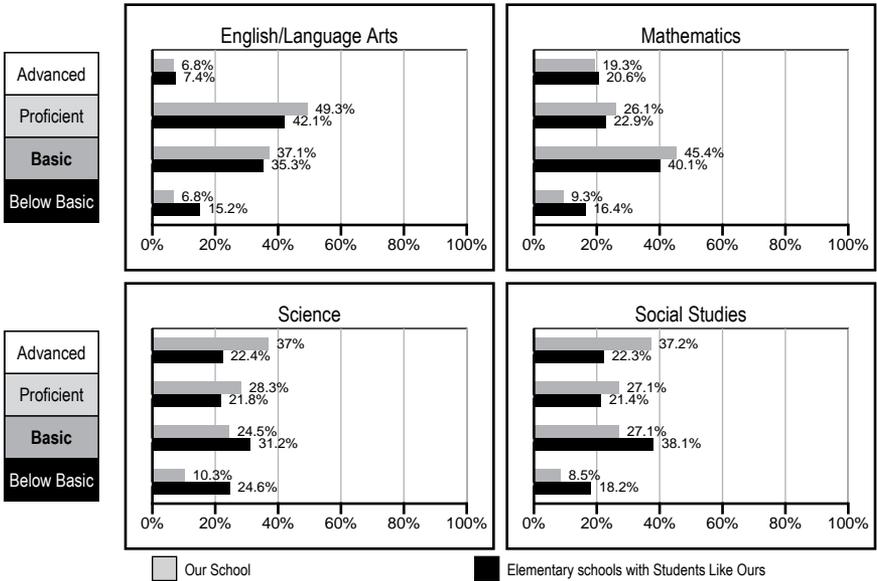
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.9%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
1	28	57	4	0

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=611)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.4%	Down from 4.3%	2.1%	2.3%
Attendance rate	95.9%	Down from 96.0%	96.4%	96.3%
Eligible for gifted and talented	9.3%	Down from 15.7%	13.5%	10.4%
With disabilities other than speech	7.1%	Up from 6.6%	7.1%	7.5%
Older than usual for grade	1.2%	Up from 0.9%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	No Change	0.0%	0.0%
<b>Teachers (n=34)</b>				
Teachers with advanced degrees	41.2%	Down from 45.5%	55.6%	56.7%
Continuing contract teachers	85.3%	Up from 84.8%	78.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.4%	Down from 96.6%	88.6%	86.4%
Teacher attendance rate	92.8%	Down from 94.6%	94.9%	94.9%
Average teacher salary	\$45,626	Up 3.7%	\$45,998	\$45,345
Professional development days/teacher	9.2 days	Down from 11.6 days	12.1 days	12.6 days
<b>School</b>				
Principal's years at school	24.0	Up from 23.0	5.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 20.6 to 1	19.1 to 1	18.5 to 1
Prime instructional time	87.6%	Down from 89.0%	90.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.6%	100.0%	100.0%
Character development program	Below Average	Down from Average	Excellent	Excellent
Dollars spent per pupil*	\$5,649	Up 10.0%	\$6,399	\$7,052
Percent of expenditures for instruction*	69.8%	Up from 69.2%	69.7%	69.1%
Percent of expenditures for teacher salaries*	64.6%	Down from 65.3%	65.4%	64.2%

\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

The mission of Cedar Grove Elementary School, in partnership with students, parents and the community, is to create a positive learning environment by providing a quality educational foundation that will prepare our students to function successfully in today's society. Cedar Grove continues to strive for excellence!

The 2007-2008 school year proved to be another productive year: Our fourth grade students excelled at the Michelin Invention Convention; third through fifth grade students were offered 12 additional hours of free after-school tutoring; twelve first and second graders received after-school tutoring; Cedar Grove hosted a Strong Communities Financial Planning Night with nearly 300 in attendance; we were recognized by the Educational Oversight Committee for five consecutive years for closing the achievement gap among students of differing economic, racial, and ethnic groups; individual parent conferences were held with 100% of parents in attendance; PTA raised over \$11,000 for the purchase of equipment and supplies; students participated in a Traveling Artwork Show that took place in local businesses; Student Council members participated in the Alzheimer's Walk-A-Thon and the Pennies for Patients Campaign; all fourth and fifth grade students created science fair projects; and SmartBoards were added to all but seven classrooms.

We celebrated another successful year thanks to the help of the Parent Teacher Association, School Improvement Council, parents, students, faculty, and staff. The continuous support from these groups allows Cedar Grove to grow each year. We would like to thank each and every one of you. We hope that many more of you will be involved in the future.

Brenda S. Ellison, Principal  
Stephanie Summerlin, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	68	63
Percent satisfied with learning environment	91.9%	92.6%	88.9%
Percent satisfied with social and physical environment	97.3%	97.1%	90.5%
Percent satisfied with school-home relations	91.9%	92.6%	87.1%

\* 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 17 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. Sanction: Implement the restructuring plan.
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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	299	100	6.8	37.1	49.3	6.8	68.6	63.1	48.2	Yes	Yes
<b>Gender</b>											
Male	158	100	10.2	46.3	38.8	4.8	57.8	57.1	41.7	N/A	N/A
Female	141	100	3	27.1	60.9	9	80.5	69.7	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	271	100	5.1	37.6	49.8	7.5	70.2	64.9	60	Yes	Yes
African American	13	100	20	50	30	0	50	47.2	31.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	81.6	70.4	I/S	I/S
Hispanic	12	100	33.3	16.7	50	0	50	47.9	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
<b>Disability Status</b>											
Disabled	47	100	31	42.9	21.4	4.8	33.3	24.8	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	11	100	27.3	27.3	45.5	0	45.5	41.7	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	146	100	13.8	42.3	40.8	3.1	56.2	46.5	34	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	299	100	9.3	45.4	26.1	19.3	62.1	59.8	45.8	Yes	Yes
<b>Gender</b>											
Male	158	100	10.9	47.6	25.9	15.6	57.1	60	45.6	N/A	N/A
Female	141	100	7.5	42.9	26.3	23.3	67.7	59.4	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	271	100	7.8	45.1	27.5	19.6	62	62	59	Yes	Yes
African American	13	100	10	70	20	0	60	37.1	26.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8	71.3	I/S	I/S
Hispanic	12	100	41.7	41.7	0	16.7	58.3	45.3	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	41.7	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	47	100	38.1	45.2	7.1	9.5	31	24.5	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	11	100	36.4	54.5	0	9.1	54.5	39.7	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	146	100	13.8	49.2	23.8	13.1	56.2	44.2	31.4	Yes	Yes

\* Adj - 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

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	198	100	10.3	24.5	28.3	37	65.2	57.2	35.7	95.9	96.1
<b>Gender</b>											
Male	109	100	11.9	26.7	27.7	33.7	61.4	60.1	37.4	95.8	96.1
Female	89	100	8.4	21.7	28.9	41	69.9	53.9	33.8	96	96.1
<b>Racial/Ethnic Group</b>											
White	180	100	8.3	24.9	29	37.9	66.9	59.8	49.2	95.9	96
African American	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	31.9	17	97
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.8	58	99.9
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46	24.9	95.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	90.2	94.9
<b>Disability Status</b>											
Disabled	29	100	44	28	16	12	28	23.7	14	95.4	95.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A
<b>English Proficiency</b>											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38	24.4	95.9
<b>Socio-Economic Status</b>											
Subsidized meals	98	100	17.2	34.5	19.5	28.7	48.3	38.2	21.1	95.2	95.2
<b>Social Studies</b>											
All Students	200	100	8.5	27.1	27.1	37.2	64.4	50.7	34	95.9	96.1
<b>Gender</b>											
Male	104	100	10.3	27.8	24.7	37.1	61.9	53.7	36.6	95.8	96.1
Female	96	100	6.6	26.4	29.7	37.4	67	47.3	31.3	96	96.1
<b>Racial/Ethnic Group</b>											
White	178	100	8.4	27.5	26.3	37.7	64.1	51.8	44.5	95.9	96
African American	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	39.5	19.1	97
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80	58.9	99.9
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	I/S	39.3	27.5	95.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	90.2	94.9
<b>Disability Status</b>											
Disabled	31	100	42.9	21.4	21.4	14.3	35.7	24.9	14.4	95.4	95.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A
<b>English Proficiency</b>											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	44.7	27.3	95.9
<b>Socio-Economic Status</b>											
Subsidized meals	100	100	14.4	24.4	30	31.1	61.1	37.5	21	95.2	95.2

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	88	100	3.6	21.7	62.7	12	74.7
	4	89	100	4.8	31.3	54.2	9.6	63.9
	5	90	100	9.3	38.4	52.3	0	52.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	102	100	8.3	28.1	50	13.5	63.5
	4	99	100	4.3	30.4	59.8	5.4	65.2
	5	98	100	7.6	53.3	38	1.1	39.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	88	100	4.8	41	32.5	21.7	54.2
	4	89	100	6	42.2	30.1	21.7	51.8
	5	90	100	14	40.7	26.7	18.6	45.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	102	100	11.5	39.6	28.1	20.8	49
	4	99	100	7.6	43.5	26.1	22.8	48.9
	5	98	100	8.7	53.3	23.9	14.1	38
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	47	100	11.6	34.9	32.6	20.9	53.5
	4	89	100	8.4	26.5	32.5	32.5	65.1
	5	45	100	18.2	31.8	13.6	36.4	50
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	50	100	8.5	8.5	38.3	44.7	83
	4	99	100	7.6	27.2	29.3	35.9	65.2
	5	49	100	17.8	35.6	15.6	31.1	46.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	41	100	2.5	20	52.5	25	77.5
	4	89	100	8.4	13.3	28.9	49.4	78.3
	5	45	100	19	28.6	19	33.3	52.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	52	100	4.1	34.7	30.6	30.6	61.2
	4	99	100	5.4	19.6	29.3	45.7	75
	5	49	100	19.1	34	19.1	27.7	46.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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