



## CEDAR GROVE ELEMENTARY

107 Melvin Lane  
Williamston, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	637 Students	
<b>Principal</b>	Eunice Williams	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 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	At-Risk
2007	Good	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

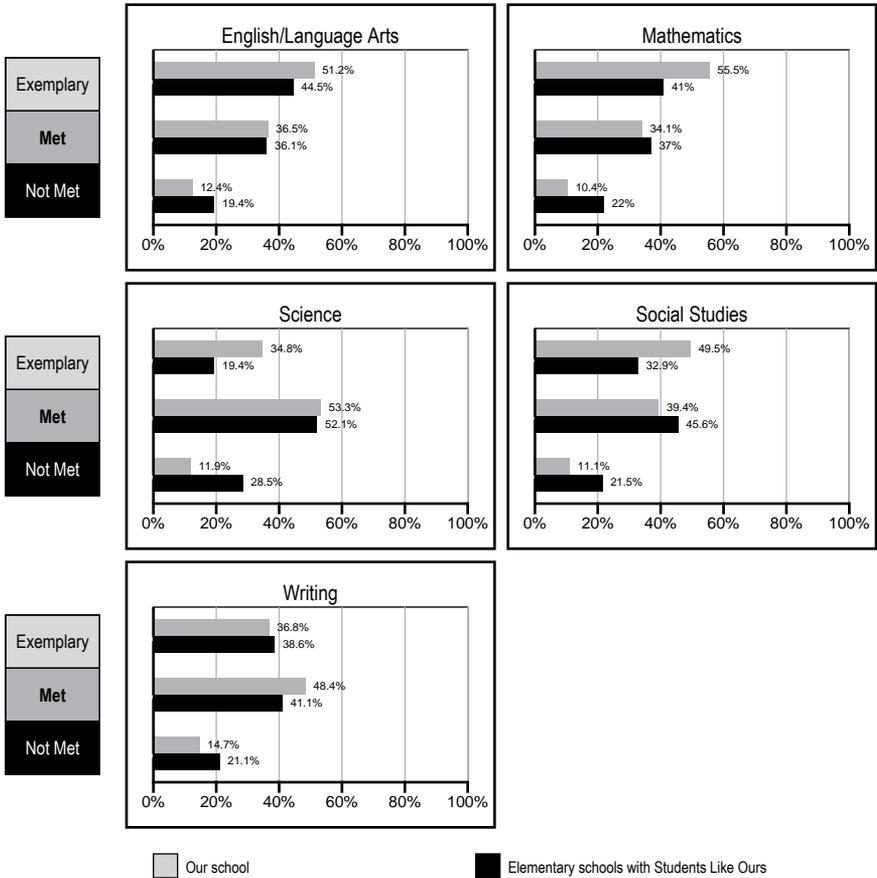
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
27	41	38	0	0

\* 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=637)</b>				
First graders who attended full-day kindergarten	97.0%	Down from 100.0%	100.0%	100.0%
Retention rate	1.5%	Down from 1.8%	1.1%	1.1%
Attendance rate	95.7%	Up from 95.4%	96.1%	96.2%
Served by gifted and talented program	17.9%	Up from 9.8%	16.0%	13.4%
With disabilities other than speech	3.2%	Down from 5.3%	4.5%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	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=37)</b>				
Teachers with advanced degrees	45.9%	Up from 41.7%	60.8%	62.5%
Continuing contract teachers	91.9%	Up from 86.1%	90.3%	88.2%
Teachers returning from previous year	91.0%	Up from 90.7%	88.5%	87.8%
Teacher attendance rate	95.4%	Up from 95.3%	95.2%	95.2%
Average teacher salary*	\$45,946	Down 0.8%	\$46,522	\$46,773
Professional development days/teacher	7.0 days	Up from 6.4 days	10.7 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.5	4.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 20.5 to 1	20.5 to 1	19.9 to 1
Prime instructional time	90.8%	Up from 90.5%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,926	Up 0.2%	\$6,841	\$7,447
Percent of expenditures for instruction**	69.0%	Down from 71.3%	68.4%	68.4%
Percent of expenditures for teacher salaries**	64.7%	Down from 67.1%	65.8%	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

## REPORT OF PRINCIPAL AND SCHOOL PARENT COUNCIL

Cedar Grove Elementary – Respectful, Responsible, and Productive

The mission of Cedar Grove Elementary School, in partnership with students, teachers and parents, is to develop a community of excellence that strives to be respectful, responsible, and productive every day. Cedar Grove consistently maintains high standards for all students. Cedar Grove continues to be a high-achieving, student-centered, family-friendly environment. While improving student success is the number one priority, there are always challenges to face, such as student transition rates. Regardless of when a student arrives at Cedar Grove, the faculty and staff work diligently to ensure that each child experiences success. We continue to be very proud of our students, faculty, and staff for their hard work and ongoing effort throughout the school year. In 2010-2011, we continued our quest for student success with the theme of "Crazy about Books"! Along the way, our school achieved a number of substantial accomplishments to add to our growing list: State test scores continue to be in the top 5% in the state and in our district; 45% of our 5th grade students were inducted into the BETA Club; parent conferences were held with 100% attendance; our school once again collected the largest number of cans for our district food drive, and was named district winner; our school collected the largest number of phone books in the county for our county recycling program; our school became a Relay for Life School collecting over \$5000 for cancer research; our school's character ed. and behavior program continues to be a great success and each nine weeks we recognized children who received red rulers for great behavior; students had several afterschool opportunities, including art club, chorus, tutoring for PASS, strings, GoalPOST after-school programming and student council; several after-school and evening events were provided for parents and children and the community, including weekly family reading nights, greet the teacher night, book fair night, events specifically for moms, dads, and grandparents, an annual math night, choral concerts, and several PTA nights, Spring Fling, and BETA night. The school's Parent Council met quarterly to provide parents with another opportunity to have a voice in school decision-making and to provide additional opportunities for volunteerism. This year, the council was also very involved in school and district AdvancEd accreditation. This year Cedar Grove earned a Palmetto Gold Award for Student Achievement and was awarded state recognition for being one of the top three Title I schools in the state for student achievement – a Title I Distinguished school nominee. This year, 100% of our students celebrated character and academic accomplishments during PEP (Pupils Excelling in Performance) Rallies each nine weeks with parents, teachers, and other school supporters. Our faculty, staff, parents and community share in the success and responsibility for helping our students succeed. Clemson University tutors and other volunteers are on board to support our student success. We treasure the increasing number of parents who volunteer and participate in activities throughout the year. We greatly appreciate the support of our community and business partners, as they are key players in meeting the diverse needs of our students. The pride from this year's accomplishments inspires us to continue doing our best to ensure success for our students.

Dr. Eunice C. Williams, Principal

Mr. Michael Brandt, Parent Council/SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	97	61
Percent satisfied with learning environment	100.0%	84.5%	95.1%
Percent satisfied with social and physical environment	100.0%	87.6%	100.0%
Percent satisfied with school-home relations	97.4%	91.8%	96.7%

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

## Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 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

<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	0.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%**	Yes

\* Or greater than last year

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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
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	317	100	12.4	36.5	51.2	92.3	90.7	82.4	Yes	Yes
<b>Gender</b>										
Male	150	100	13	39.9	47.1	92	88.7	78.7	N/A	N/A
Female	167	100	11.8	33.5	54.7	92.5	92.8	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	273	100	11.6	34	54.4	91.9	91.8	88.9	Yes	Yes
African American	14	100	38.5	46.2	15.4	84.6	80.9	72.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.5	93	I/S	I/S
Hispanic	27	100	8	60	32	100	87	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	82.8	83	I/S	I/S
<b>Disability Status</b>										
Disabled	39	100	50	26.5	23.5	61.8	63.2	48.1	I/S	I/S
<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	23	100	9.5	61.9	28.6	100	86.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	180	100	15.3	39.3	45.4	92	85.6	75.4	Yes	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	317	100	10.4	34.1	55.5	93.3	90.8	81.9	Yes	Yes
<b>Gender</b>										
Male	150	100	10.1	34.8	55.1	93.5	90.3	79.9	N/A	N/A
Female	167	100	10.6	33.5	55.9	93.2	91.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	273	100	8.5	33.2	58.3	94.2	91.6	88.9	Yes	Yes
African American	14	100	38.5	30.8	30.8	84.6	84.2	71.4	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.5	94.6	I/S	I/S
Hispanic	27	100	16	44	40	88	88.9	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	86.2	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	39	100	44.1	32.4	23.5	61.8	60.5	47.3	I/S	I/S
<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	23	100	19	47.6	33.3	85.7	87.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	180	100	15.3	38	46.6	90.2	85.3	74.9	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
<b>Science</b>								
All Students	223	100	11.9	53.3	34.8	88.1	85.1	68.6
<b>Gender</b>								
Male	111	100	8.7	50.5	40.8	91.3	84.9	68.3
Female	112	100	15	56.1	29	85	85.3	68.9
<b>Racial/Ethnic Group</b>								
White	194	100	11.4	51.6	37	88.6	86.5	80.7
African American	9	I/S	I/S	I/S	I/S	I/S	73.9	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.3	85.3
Hispanic	19	100	17.6	64.7	17.6	82.4	77.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	70.8
<b>Disability Status</b>								
Disabled	28	100	29.2	50	20.8	70.8	53.8	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	16	100	21.4	71.4	7.1	78.6	75.8	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	129	100	12	55.6	32.5	88	76.7	57.3
<b>Social Studies</b>								
All Students	221	99.6	10.6	39.6	49.8	89.4	84.9	72.5
<b>Gender</b>								
Male	101	100	10.8	31.2	58.1	89.2	85.4	72
Female	120	99.2	10.5	46.5	43	89.5	84.3	73.1
<b>Racial/Ethnic Group</b>								
White	191	100	9.9	37.4	52.7	90.1	86.2	81
African American	10	I/S	I/S	I/S	I/S	I/S	75.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	82.8	89
Hispanic	18	100	6.3	68.8	25	93.8	79.9	69.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	71.4	73.5
<b>Disability Status</b>								
Disabled	24	95.8	35	45	20	65	55.2	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	16	100	7.1	71.4	21.4	92.9	80.2	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	121	99.2	13.1	44.9	42.1	86.9	77.8	62.9

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
<b>Writing</b>										
All Students	100	100	14.7	48.4	36.8	85.3	82.5	73.2	95.7	96.1
<b>Gender</b>										
Male	48	100	25.6	39.5	34.9	74.4	77.2	67.2	96.2	96.2
Female	52	100	5.8	55.8	38.5	94.2	88.2	79.4	95.4	96
<b>Racial/Ethnic Group</b>										
White	83	100	12.7	49.4	38	87.3	84.2	81.5	95.7	96
African American	5	I/S	I/S	I/S	I/S	I/S	71.4	61.3	96	96.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	87	98.9	98.1
Hispanic	10	I/S	I/S	I/S	I/S	I/S	76.1	66.7	96.1	96.5
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	60	72.2	95	95.3
<b>Disability Status</b>										
Disabled	10	I/S	I/S	I/S	I/S	I/S	36.2	26	95.3	95.1
<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	8	I/S	I/S	I/S	I/S	I/S	80.4	65.7	96.4	96.9
<b>Socio-Economic Status</b>										
Subsidized meals	53	100	22.9	47.9	29.2	77.1	73	63.2	95.4	95.4

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	125	100	11	33.9	55.1	89
	4	97	100	6.7	36.7	56.7	93.3
	5	107	99.1	15.6	39.6	44.8	84.4
	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	89	100	16.5	20	63.5	83.5
	4	127	100	10.9	39.5	49.6	89.1
	5	101	100	10.5	47.4	42.1	89.5
	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
<b>Mathematics</b>							
<b>2010</b>	3	125	100	11.9	29.7	58.5	88.1
	4	97	100	14.4	58.9	26.7	85.6
	5	107	99.1	25	42.7	32.3	75
	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	89	100	17.6	18.8	63.5	82.4
	4	127	100	6.7	43.7	49.6	93.3
	5	101	100	8.4	35.8	55.8	91.6
	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	62	98.4	5.3	31.6	63.2	94.7
	4	97	100	8.9	61.1	30	91.1
	5	54	100	23.4	46.8	29.8	76.6
	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	46	100	8.9	35.6	55.6	91.1
	4	127	100	10.9	59.7	29.4	89.1
	5	50	100	17.4	54.3	28.3	82.6
	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

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>Social Studies</b>							
<b>2010</b>	3	62	100	16.9	40.7	42.4	83.1
	4	97	100	6.7	35.6	57.8	93.3
	5	52	100	18.4	51	30.6	81.6
	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	15	37.5	47.5	85
	4	127	99.2	8.5	39	52.5	91.5
	5	51	100	12.2	42.9	44.9	87.8
	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	124	99.2	24.8	42.7	32.5	75.2
	4	96	100	8.9	42.2	48.9	91.1
	5	101	100	18.8	44.8	36.5	81.3
	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
<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	100	100	14.7	48.4	36.8	85.3
	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

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