



Cedar Grove Elementary

107 Melvin Lane
Williamston, South

Grades	PK-5 Elementary School	
Enrollment	626 Students	
Principal	Eunice Williams	864-847-3500
Superintendent	Dr. Wayne Fowler	864-847-7344
Board Chair	Mr. Fred Alexander	864-947-9346

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	At-Risk
2007	Good	At-Risk
2006	Excellent	Excellent
2005	Excellent	Excellent

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 2008-09 whose 2007-08 test scores were located

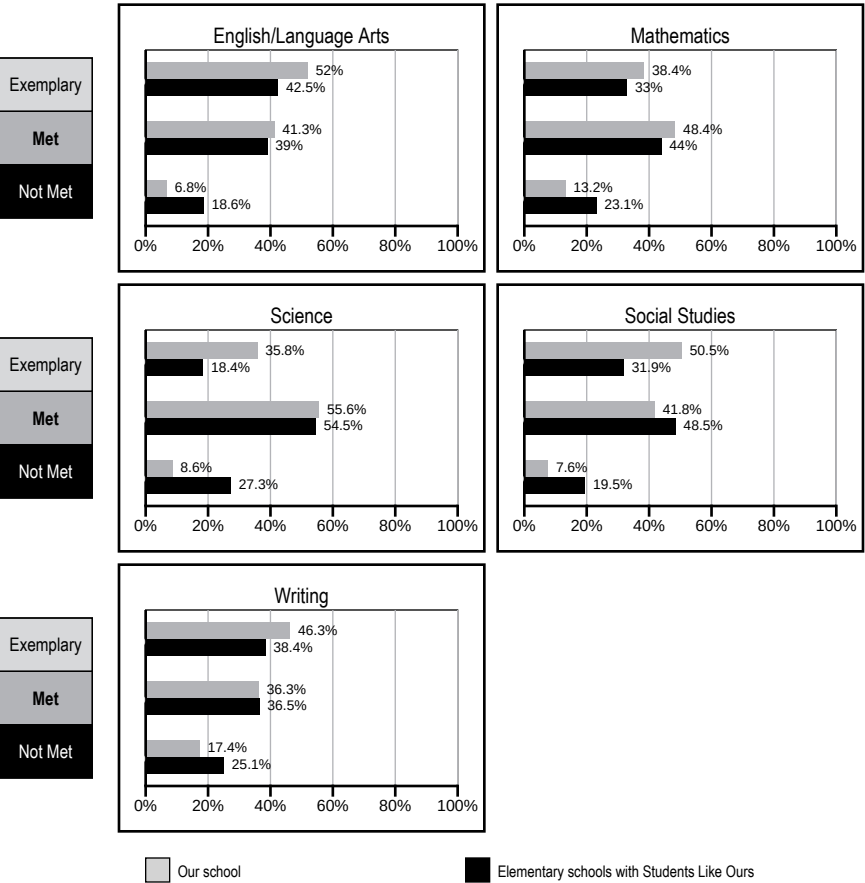
97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	29	48	0	0

* 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=626)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.7%	Down from 3.4%	2.0%	1.9%
Attendance rate	96.1%	Up from 95.9%	96.3%	96.3%
Eligible for gifted and talented	10.2%	Up from 9.3%	13.4%	10.0%
With disabilities other than speech	7.1%	No Change	7.6%	7.7%
Older than usual for grade	0.6%	Down from 1.2%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	44.4%	Up from 41.2%	60.0%	59.4%
Continuing contract teachers	86.1%	Up from 85.3%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.7%	Down from 93.4%	87.7%	85.9%
Teacher attendance rate	94.1%	Up from 92.8%	95.3%	95.1%
Average teacher salary*	\$46,272	Up 1.4%	\$47,204	\$47,149
Professional development days/teacher	5.7 days	Down from 9.2 days	10.9 days	11.1 days
School				
Principal's years at school	26.0	Up from 24.0	5.0	4.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 21.3 to 1	19.3 to 1	18.8 to 1
Prime instructional time	89.9%	Up from 87.6%	90.6%	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	Below Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,794	Up 2.6%	\$6,859	\$7,458
Percent of expenditures for instruction**	70.2%	Up from 69.8%	69.1%	68.8%
Percent of expenditures for teacher salaries**	64.1%	Down from 64.6%	63.4%	63.2%

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

** Prior year audited financial data are reported.

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 has consistently maintained high standards for all students. Cedar Grove Elementary School continues to be a high achieving, student-centered school. Improving student success is our number one priority. Each year the faculty faces numerous challenges in accomplishing this goal. This past year, there was a transitional rate of 33% of the students moving in and out of the school throughout the year. Regardless of when the student arrives at Cedar Grove, faculty and staff work hard to ensure that each and every child is ready for PASS. We are proud of our students, faculty, and staff for their hard work and continuous effort throughout the school year.

Among our accomplishments are the following: test scores have been in the top 5% for the last 22 years; 35% of 5th graders were inducted into the Beta Club; parent conferences were held with 100% attendance; a new school-wide behavior program is being implemented; students had several after-school opportunities this year which included Art Club, Recycling Club, Chorus and Student Council; PTA raised over \$13,000 for the purchase of playground equipment; two Family Nights were held this year and provided learning opportunities for parents and students; our school raised \$4,200 through Box Tops for Education; and numerous volunteers spent countless hours serving our school.

Dr. Eunice C. Williams, Principal
Mr. Jeff Boozer, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	97	55
Percent satisfied with learning environment	97.0%	94.7%	94.5%
Percent satisfied with social and physical environment	97.0%	96.8%	96.4%
Percent satisfied with school-home relations	93.9%	93.7%	79.6%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 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	
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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	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

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	293	100	6.8	41.3	52	96.8	92.2	82.8	Yes	Yes
Gender										
Male	146	100	9.3	41.4	49.3	94.3	90.9	79.3	N/A	N/A
Female	147	100	4.3	41.1	54.6	99.3	93.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	260	100	4.8	41.6	53.6	98	93.1	89.5	Yes	Yes
African American	13	100	7.7	53.8	38.5	100	85.4	73.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.5	92.3	I/S	I/S
Hispanic	17	100	37.5	31.3	31.3	75	85.2	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	93.3	82.5	I/S	I/S
Disability Status										
Disabled	46	100	24.4	44.4	31.1	82.2	72	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	35.7	42.9	21.4	78.6	84.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	150	100	9.3	45	45.7	95	86.5	75.5	Yes	Yes

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

All Students	293	100	13.2	48.4	38.4	90.4	88.8	78.9	Yes	Yes
Gender										
Male	146	100	17.1	47.9	35	87.9	88.6	77	N/A	N/A
Female	147	100	9.2	48.9	41.8	92.9	89.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	260	100	12.8	47.6	39.6	91.2	89.8	87.2	Yes	Yes
African American	13	100	N/AV	N/AV	N/AV	100	79.6	66.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.9	93	I/S	I/S
Hispanic	17	100	31.3	50	18.8	68.8	85.2	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	73.3	79.5	I/S	I/S
Disability Status										
Disabled	46	100	46.7	33.3	20	57.8	59.7	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	21.4	64.3	14.3	78.6	85.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	150	100	17.1	52.9	30	86.4	81.1	70.2	Yes	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
Science								
All Students	192	100	8.6	55.6	35.8	91.4	84.7	67.5
Gender								
Male	106	100	10.7	53.4	35.9	89.3	84.9	67
Female	86	100	6	58.3	35.7	94	84.4	68
Racial/Ethnic Group								
White	177	100	6.4	56.6	37	93.6	86.6	79.5
African American	2	I/S	I/S	I/S	I/S	I/S	63.6	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.7	84.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	79.4	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	36	100	33.3	50	16.7	66.7	56.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	79.5	59.6
Socio-Economic Status								
Subsided meals	90	100	12.8	54.7	32.6	87.2	74.5	55.1

Social Studies

All Students	192	100	7.6	41.8	50.5	92.4	85.9	72.3
Gender								
Male	88	100	7.1	40.5	52.4	92.9	86.2	71.5
Female	104	100	8	43	49	92	85.7	73.2
Racial/Ethnic Group								
White	167	100	5.6	41.3	53.1	94.4	86.8	80.7
African American	12	100	8.3	66.7	25	91.7	78.7	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.6	88.5
Hispanic	12	100	36.4	27.3	36.4	63.6	78.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	30	100	27.6	48.3	24.1	72.4	59.8	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	78	67.9
Socio-Economic Status								
Subsided meals	107	100	11.9	42.6	45.5	88.1	77.1	62.1

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
Writing										
All Students	292	100	17.4	36.3	46.3	82.6	80.5	70.2	96.1	96.3
Gender										
Male	146	100	26.4	36.4	37.1	73.6	75.3	63.2	96.1	96.3
Female	146	100	8.5	36.2	55.3	91.5	86.1	77.5	96	96.3
Racial/Ethnic Group										
White	260	100	15.6	36.8	47.6	84.4	82.1	79.1	96	96.2
African American	13	100	15.4	61.5	23.1	84.6	67.7	57.6	96	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.9	86.2	97.6	97.2
Hispanic	16	100	50	12.5	37.5	50	72.2	62.6	96.7	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	53.3	68.7	89	94.3
Disability Status										
Disabled	42	100	41.5	34.1	24.4	58.5	36.6	26.1	94.9	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	42.9	21.4	35.7	57.1	74.5	61.2	96.6	97.1
Socio-Economic Status										
Subsidized meals	148	100	23	35.3	41.7	77	68.8	58.9	95.4	95.5

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	98	100	8.4	27.4	64.2	91.6
	4	91	100	7.8	42.2	50	92.2
	5	104	100	4.2	54.2	41.7	95.8
	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	98	100	11.6	46.3	42.1	88.4
	4	91	100	14.4	36.7	48.9	85.6
	5	104	100	13.5	61.5	25	86.5
	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
Science							
2009	3	49	100	10.4	64.6	25	89.6
	4	91	100	10	47.8	42.2	90
	5	52	100	4.1	61.2	34.7	95.9
	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
Social Studies							
2009	3	49	100	8.5	44.7	46.8	91.5
	4	91	100	7.8	31.1	61.1	92.2
	5	52	100	6.4	59.6	34	93.6
	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
Writing							
2009	3	97	100	16.8	29.5	53.7	83.2
	4	91	100	21.1	35.6	43.3	78.9
	5	104	100	14.6	43.8	41.7	85.4
	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

Abbreviations for Missing Data

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N/AV–Not Available

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I/S–Insufficient Sample