



Pee Dee Elementary

6555 Hwy. 134
Conway, South Carolina

Grades	PK-5 Elementary School	
Enrollment	724 Students	
Principal	Cheryl Banks	843-397-2579
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	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 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

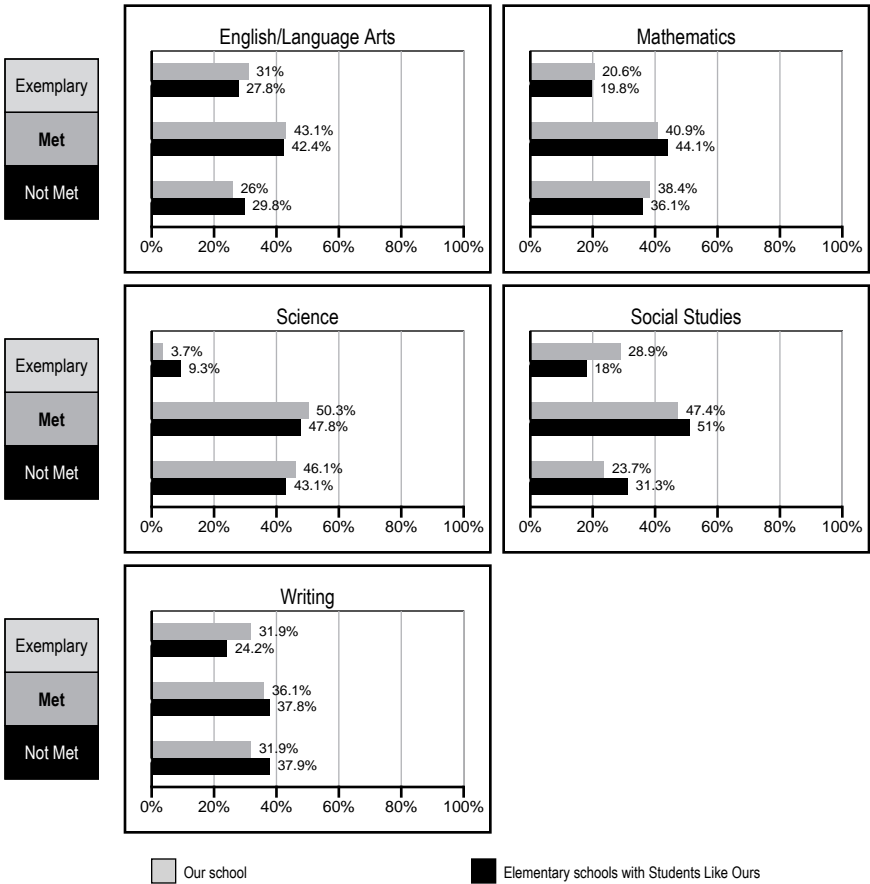
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	85	29	2

* Ratings are calculated with data available by 03/16/2010.

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 a 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=724)				
First graders who attended full-day kindergarten	91.8%	Down from 93.8%	100.0%	100.0%
Retention rate	1.8%	Down from 2.8%	2.5%	1.9%
Attendance rate	95.4%	Up from 95.3%	96.0%	96.3%
Eligible for gifted and talented	7.1%	Down from 8.2%	6.3%	10.0%
With disabilities other than speech	9.7%	Up from 8.7%	9.0%	7.7%
Older than usual for grade	0.4%	No Change	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.3%	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	36.0%	Up from 27.5%	57.0%	59.4%
Continuing contract teachers	74.0%	Up from 70.6%	76.5%	80.0%
Teachers with emergency or provisional certificates	2.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	85.3%	Down from 87.1%	84.5%	85.9%
Teacher attendance rate	94.8%	Up from 94.7%	95.0%	95.1%
Average teacher salary*	\$45,669	Up 6.0%	\$46,012	\$47,149
Professional development days/teacher	17.3 days	Down from 21.8 days	11.7 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 14.2 to 1	18.2 to 1	18.8 to 1
Prime instructional time	86.9%	Up from 86.8%	90.0%	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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,085	Up 6.2%	\$7,711	\$7,458
Percent of expenditures for instruction**	64.0%	Down from 69.5%	68.0%	68.8%
Percent of expenditures for teacher salaries**	44.2%	Down from 64.2%	62.3%	63.2%

* 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

Pee Dee Elementary focused efforts upon improving student engagement for learning. Technology, Positive Behavior Intervention Support (PBIS), and differentiated instruction captured the Staff's energy and dedication. SMART Boards were added in child development, kindergarten, and most special education classrooms. Every classroom had a laptop and projector, and teachers designed their own web sites. Our students enjoyed earning honey money this year for demonstrating ready, responsible, and respectful behavior. Classroom and individual student incentives were given throughout the year. Monthly analysis of discipline information, staff discussions, and work with a PBIS leadership team helped reduce discipline referrals by 8%. Support was given through individual and group counseling sessions, classroom guidance, and health services. Differentiated instruction helped to meet student needs and promote deeper and sustained learning. We worked with a reading consultant and a math consultant. District learning specialists helped support our action steps. Reading workstations were added providing collaborative opportunities for students in reading comprehension, vocabulary, phonics, phonemic awareness, and fluency with Imagine It!, a phonics program in grades K-3. Math games, use of manipulatives, and supplementing for basic fact mastery were evident in our classrooms. A record number of teachers applied for National Board Certification. Parents attended evening school events designed to promote at-home learning activities. Volunteers doubled this year. PTO supported efforts within the school including a morning computer tutorial lab, providing needed classroom materials, and promoting family involvement. School Improvement Council helped prioritize next steps for our school. Our contribution to March of Dimes was close to \$9000. Essay and art contest winners achieved a new record this year. Students in upper grades set goals, and a record number reached and exceeded their yearly growth targets. Our challenge was to show significant improvement, and PDE best captures the group effort and dedication of everyone to make our noteworthy improvement! Cheryl Banks, Principal; Homer Schofield, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	81	26
Percent satisfied with learning environment	84.4%	86.4%	92.3%
Percent satisfied with social and physical environment	88.9%	87.5%	84.0%
Percent satisfied with school-home relations	77.8%	85.2%	92.3%

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

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School Adequate Yearly Progress

NO

This school met 18 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

NI

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	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.9%	0.0%	No
Student attendance rate	95.4%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	319	100	26	43.1	31	83.3	86.5	82.8	Yes	Yes
Gender										
Male	162	100	25.4	45.1	29.6	84.5	83.4	79.3	N/A	N/A
Female	157	100	26.6	41	32.4	82	89.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	220	100	20.1	41.2	38.7	90.2	91	89.5	Yes	Yes
African American	80	100	40	50	10	67.1	74.8	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87	92.3	I/S	I/S
Hispanic	17	100	40	33.3	26.7	66.7	78.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	82.5	I/S	I/S
Disability Status										
Disabled	64	100	54.4	33.3	12.3	56.1	63.1	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	33.3	33.3	33.3	73.3	74.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	250	100	29.5	44.7	25.8	79.7	81.6	75.5	Yes	Yes

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

All Students	319	100	38.4	40.9	20.6	70.8	83.7	78.9	Yes	Yes
Gender										
Male	162	100	38.7	40.1	21.1	73.2	81.9	77	N/A	N/A
Female	157	100	38.1	41.7	20.1	68.3	85.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	220	100	29.4	45.4	25.3	78.4	89.2	87.2	Yes	Yes
African American	80	100	61.4	31.4	7.1	50	68	66.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	17	100	53.3	33.3	13.3	66.7	78.1	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.9	79.5	I/S	I/S
Disability Status										
Disabled	64	100	64.9	26.3	8.8	42.1	53.2	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	46.7	33.3	20	73.3	76	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	250	100	45.2	40.6	14.3	65.4	77.3	70.2	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
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Science

All Students	214	100	46.1	50.3	3.7	53.9	73.1	67.5
Gender								
Male	111	100	40.8	53.1	6.1	59.2	72.2	67
Female	103	100	51.6	47.3	1.1	48.4	73.9	68
Racial/Ethnic Group								
White	146	100	37.1	59.1	3.8	62.9	80.8	79.5
African American	55	100	64.6	33.3	2.1	35.4	51.8	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.1	84.3
Hispanic	11	100	I/S	I/S	I/S	I/S	60.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.9	71.2
Disability Status								
Disabled	43	100	N/AV	N/AV	N/AV	24.4	40.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	57.3	59.6
Socio-Economic Status								
Subsided meals	168	100	49.7	47.7	2.7	50.3	64.3	55.1

Social Studies

All Students	213	100	23.7	47.4	28.9	76.3	76.4	72.3
Gender								
Male	102	100	24.2	36.3	39.6	75.8	75.6	71.5
Female	111	100	23.2	57.6	19.2	76.8	77.3	73.2
Racial/Ethnic Group								
White	146	100	16.9	47.7	35.4	83.1	82.4	80.7
African American	56	100	38	48	14	62	59.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.7	88.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.5	72.2
Disability Status								
Disabled	45	100	43.6	38.5	17.9	56.4	47.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	68.3	67.9
Socio-Economic Status								
Subsided meals	171	100	28.2	48.3	23.5	71.8	68.7	62.1

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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	314	99	31.4	36.4	32.2	68.6	76.3	70.2	95.4	96
Gender										
Male	157	100	36.1	38.2	25.7	63.9	69.4	63.2	95.3	96
Female	157	98.1	26.6	34.5	38.8	73.4	83.3	77.5	95.4	96.1
Racial/Ethnic Group										
White	215	99.5	22.4	39.3	38.3	77.6	82.4	79.1	95	95.7
African American	81	97.5	55.7	28.6	15.7	44.3	59.4	57.6	96.1	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	83.1	86.2	92.4	97.2
Hispanic	16	100	40	40	20	60	67.7	62.6	96.2	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.3	68.7	97.2	95.4
Disability Status										
Disabled	58	100	62.7	29.4	7.8	37.3	34.2	26.1	95.1	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.6
English Proficiency										
Limited English Proficient	17	100	37.5	37.5	25	62.5	64.6	61.2	95.8	97.1
Socio-Economic Status										
Subsided meals	248	98.8	36.4	36.8	26.8	63.6	68.2	58.9	95.2	95.7

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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	123	100	23.6	40.6	35.8	76.4
	4	108	100	33	38	29	67
	5	88	100	20	53.3	26.7	80
	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	123	100	46.2	34	19.8	53.8
	4	108	100	31	43	26	69
	5	88	100	37.3	48	14.7	62.7
	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
Science							
2009	3	62	100	59.6	36.5	3.8	40.4
	4	108	100	40	56	4	60
	5	44	100	43.6	53.8	2.6	56.4
	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
Social Studies							
2009	3	61	100	22.2	46.3	31.5	77.8
	4	108	100	22	47	31	78
	5	44	100	30.6	50	19.4	69.4
	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
Writing							
2009	3	120	99.2	29	26.2	44.9	71
	4	106	98.1	31.3	38.4	30.3	68.7
	5	88	100	35.1	48.1	16.9	64.9
	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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