



## PEE DEE ELEMENTARY

6555 Hwy. 134  
Conway, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	730 Students	
<b>Principal</b>	Cheryl Banks	843-397-2579
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	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

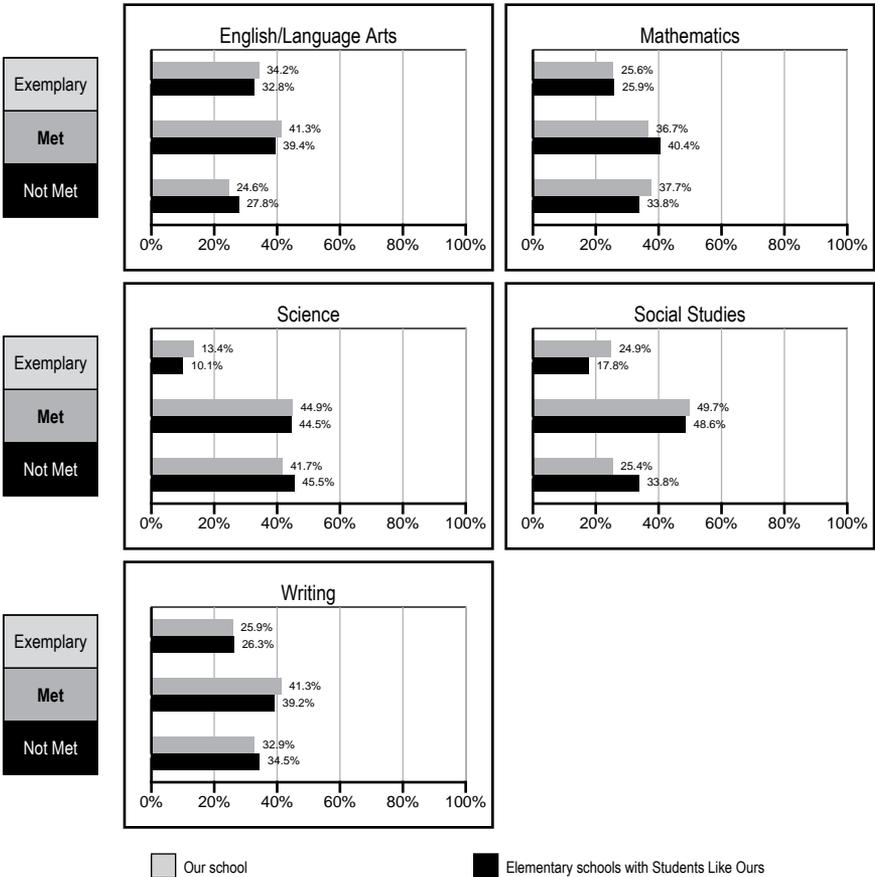
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	10	95	22	3

\* Ratings are calculated with data available by 03/09/2011.

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=730)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 91.8%	100.0%	100.0%
Retention rate	1.1%	Down from 1.8%	1.6%	1.2%
Attendance rate	94.8%	Down from 95.4%	95.7%	96.1%
Eligible for gifted and talented	10.2%	Up from 7.1%	7.8%	11.7%
With disabilities other than speech	12.7%	Up from 9.7%	8.9%	8.0%
Older than usual for grade	0.4%	No Change	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 1.0%	0.0%	0.0%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	42.6%	Up from 36.0%	60.0%	60.5%
Continuing contract teachers	89.4%	Up from 74.0%	84.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.3%	0.0%	0.0%
Teachers returning from previous year	84.0%	Down from 85.3%	86.0%	87.0%
Teacher attendance rate	93.5%	Down from 94.8%	95.0%	95.4%
Average teacher salary*	\$46,356	Up 1.5%	\$46,509	\$47,288
Professional development days/teacher	17.0 days	Down from 17.3 days	11.3 days	10.5 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 20.8 to 1	19.1 to 1	19.2 to 1
Prime instructional time	87.4%	Up from 86.9%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,982	Up 11.1%	\$7,756	\$7,548
Percent of expenditures for instruction**	65.3%	Up from 64.0%	68.3%	68.7%
Percent of expenditures for teacher salaries**	60.1%	Up from 44.2%	64.6%	65.1%

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

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

Abbreviations for Missing Data

**Report of Principal and School Improvement Council**

Pee Dee Elementary focused efforts on utilizing high yield strategies with instruction. With a reduction of 36% in discipline, our work with PBIS brought attention to students making right choices with our "Bee" Responsible, "Bee" Respectful, and "Bee" Ready theme.

Promoting the positive with the individual was extra sweet with weekly trips to the Prize Hive and No Referral Celebrations at interim and report card time. Technology advancements continued with the addition of more SMARTboards, the use of MOBI boards (an interwrite pad), and personal response systems. These tools offered multiple uses. They captured student attention, aided presentation, and helped develop understanding of key concepts and standards.

Work continued with our reading workstations in all grade levels. Reading interventions were available for struggling students. Child development through 2nd grade incorporated a core reading program entitled Imagine It! Everyday Mathematics was enhanced through the use of the program's games, making lessons more interactive than ever. Benevolence continued within the school as donations were made to area families, the March of Dimes, and the American Heart Association. Students earned prizes and honors through their artwork, singing, writing, and technology talents.

Pee Dee Elementary continued to receive support through parental involvement, family reading nights, and preschool story hour. PTO provided family nights and purchased some additional playground equipment for the school along with compiling our yearbook. Retirees from the community bonded with classes and provided many hours of help. Coastal Carolina University supported student learning with mentors and internships from their students. Buzzpower, our 21st Century Community Learning Center, began this year providing tutorial services for students in 2nd through 5th grade. The dedication and hard work of our staff, families, and community partners made this 2009-2010 school year "Bee"utiful!

Cheryl Banks, Principal  
 Vanessa Teems, School Improvement Council Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	28	87	36
Percent satisfied with learning environment	85.7%	90.7%	71.4%
Percent satisfied with social and physical environment	96.3%	81.7%	70.6%
Percent satisfied with school-home relations	78.6%	85.7%	74.3%

\* 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

NO

This school met 19 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

CA

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	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.8%	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 = 58.8% (Met or Exemplary)**

All Students	301	99.7	24.5	41.5	34	87.6	85.4	83.5	Yes	Yes
<b>Gender</b>										
Male	160	99.4	30	41.3	28.7	86.7	82	80.1	N/A	N/A
Female	141	100	18.2	41.7	40.2	88.6	88.8	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	196	99.5	15.8	45.4	38.8	91.8	89.5	89.6	Yes	Yes
African American	85	100	40.5	36.7	22.8	79.7	73.7	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.7	92.7	I/S	I/S
Hispanic	16	100	43.8	25	31.3	75	82.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.5	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	67	100	53.1	34.4	12.5	75	58.2	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	17	100	41.2	23.5	35.3	76.5	80.6	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	249	99.6	28.7	40.4	30.9	84.8	80.5	76.9	Yes	Yes

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

All Students	301	99.7	37.9	36.5	25.5	75.5	84.2	80.4	Yes	Yes
<b>Gender</b>										
Male	160	99.4	38.7	33.3	28	72.7	82.2	78.4	N/A	N/A
Female	141	100	37.1	40.2	22.7	78.8	86.3	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	196	99.5	27.3	40.4	32.2	85.8	89.5	87.8	Yes	Yes
African American	85	100	59.5	31.6	8.9	54.4	69.8	69.3	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.1	93.5	I/S	I/S
Hispanic	16	100	56.3	25	18.8	62.5	78.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	82.7	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	67	100	65.6	31.3	3.1	42.2	53.9	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	17	100	52.9	23.5	23.5	64.7	78.7	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	249	99.6	43	38.3	18.7	72.2	78.5	72.8	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
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**Science**

All Students	199	100	41.5	45.2	13.3	58.5	71.8	67.3
<b>Gender</b>								
Male	101	100	41.2	44.3	14.4	58.8	71.7	66.9
Female	98	100	41.8	46.2	12.1	58.2	71.9	67.7
<b>Racial/Ethnic Group</b>								
White	130	100	28.7	52.5	18.9	71.3	80.4	79.6
African American	55	100	67.3	30.8	1.9	32.7	48.8	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.9	84.4
Hispanic	11	100	N/A	N/A	N/A	27.3	61.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	80	69.5
<b>Disability Status</b>								
Disabled	41	100	72.5	25	2.5	27.5	37.2	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	12	100	N/A	N/A	N/A	33.3	59.1	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	168	100	47.1	41.4	11.5	52.9	63	55.4

**Social Studies**

All Students	203	100	25.4	49.7	24.9	74.6	75.3	70.9
<b>Gender</b>								
Male	108	100	31.4	44.1	24.5	68.6	74.2	70.1
Female	95	100	18.7	56	25.3	81.3	76.5	71.7
<b>Racial/Ethnic Group</b>								
White	135	100	20.2	48.8	31	79.8	80.5	79.2
African American	54	100	34	56	10	66	59.7	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.9	86.8
Hispanic	12	100	41.7	41.7	16.7	58.3	74	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	66	71.2
<b>Disability Status</b>								
Disabled	42	100	50	40	10	50	43.7	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	13	100	38.5	38.5	23.1	61.5	72.8	68
<b>Socio-Economic Status</b>								
Subsidized meals	162	100	27.6	53.3	19.1	72.4	68	60.8

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	301	99.3	32.6	41.4	26	67.4	76.8	72.1	94.8	95.8
<b>Gender</b>										
Male	160	100	39.6	42.9	17.5	60.4	69.9	65.2	94.9	95.7
Female	141	98.6	24.4	39.7	35.9	75.6	83.9	79.2	94.6	95.8
<b>Racial/Ethnic Group</b>										
White	196	100	24.1	42.2	33.7	75.9	83.2	80.8	94	95.5
African American	85	97.7	53.8	34.6	11.5	46.2	59.2	59.7	95.2	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.2	87	98	96.9
Hispanic	16	100	N/AV	N/AV	N/AV	68.8	69.7	64.6	99.1	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70.6	73.4	92.6	94.1
<b>Disability Status</b>										
Disabled	68	98.5	69.2	24.6	6.2	30.8	34.3	27.7	95	95.3
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	17	100	29.4	64.7	5.9	70.6	67.2	63.7	99.7	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	247	99.2	36.8	43.3	19.9	63.2	68.9	61.9	94.7	95.5

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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>2009</b>	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
<b>2010</b>	3	99	100	25	33.7	41.3	75
	4	103	99	19.2	43.4	37.4	80.8
	5	99	100	29.7	47.3	23.1	70.3
	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>Mathematics</b>							
<b>2009</b>	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
<b>2010</b>	3	99	100	47.8	30.4	21.7	52.2
	4	103	99	23.2	43.4	33.3	76.8
	5	99	100	44	35.2	20.9	56
	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>Science</b>							
<b>2009</b>	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
<b>2010</b>	3	46	100	56.8	27.3	15.9	43.2
	4	102	100	27.3	58.6	14.1	72.7
	5	51	100	57.8	33.3	8.9	42.2
	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

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>2009</b>	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
<b>2010</b>	3	53	100	27.1	52.1	20.8	72.9
	4	102	100	20.2	46.5	33.3	79.8
	5	48	100	34.8	54.3	10.9	65.2
	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>Writing</b>							
<b>2009</b>	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
<b>2010</b>	3	100	99	35.5	39.8	24.7	64.5
	4	103	99	26	46	28	74
	5	98	100	37	38	25	63
	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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