



Pee Dee Elementary

6555 Hwy. 134
Conway, South Carolina

Grades	PK-5 Elementary School	
Enrollment	739 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 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk
2004	Good	At-Risk

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

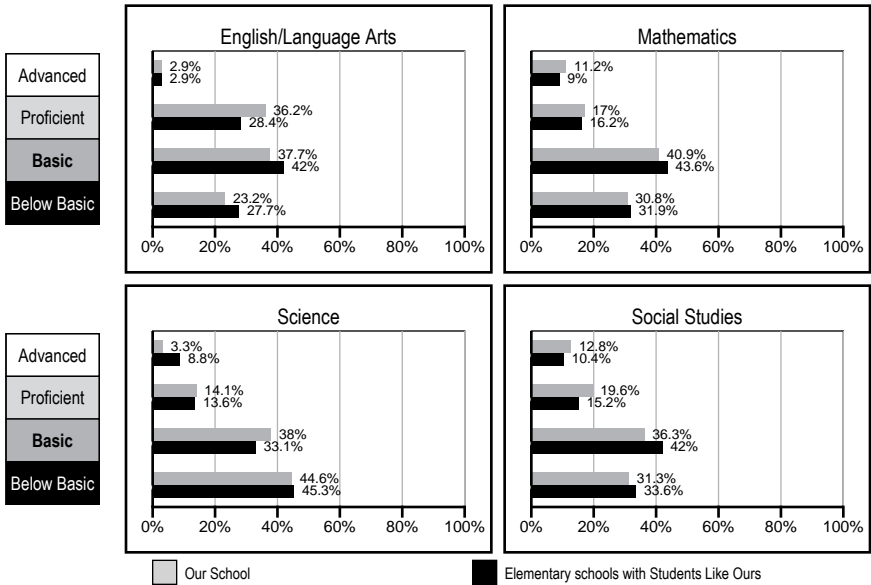
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	17	63	13

* 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
Students (n=739)				
First graders who attended full-day kindergarten	93.8%	Down from 100.0%	100.0%	100.0%
Retention rate	2.8%	Up from 2.5%	2.8%	2.3%
Attendance rate	95.3%	Down from 95.6%	96.0%	96.3%
Eligible for gifted and talented	8.2%	Down from 11.1%	6.5%	10.4%
With disabilities other than speech	8.7%	Down from 9.2%	9.0%	7.5%
Older than usual for grade	0.4%	Down from 0.8%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Down from 0.5%	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	27.5%	Down from 28.9%	54.1%	56.7%
Continuing contract teachers	70.6%	Down from 77.8%	74.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 2.7%	0.0%	0.0%
Teachers returning from previous year	87.1%	Up from 85.1%	85.5%	86.4%
Teacher attendance rate	94.7%	Down from 95.4%	94.9%	94.9%
Average teacher salary	\$43,093	Up 2.4%	\$44,371	\$45,345
Professional development days/teacher	21.8 days	Up from 18.8 days	13.1 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	14.2 to 1	Down from 16.3 to 1	18.0 to 1	18.5 to 1
Prime instructional time	86.8%	Down from 88.6%	89.1%	89.8%
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*	\$7,616	Up 30.6%	\$7,428	\$7,052
Percent of expenditures for instruction*	69.5%	Down from 72.1%	69.1%	69.1%
Percent of expenditures for teacher salaries*	64.2%	Down from 68.2%	64.0%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Once upon a time, you would have heard discussion about "old" Pee Dee and "new" Pee Dee. Now we are just BIG Pee Dee Elementary as we added over 100 students and have become the largest elementary school in the Conway area. How proud we were to share the legacy of the past 50 years and the 5 historical areas that came together to make Pee Dee Elementary have that bit of honey! Our School Improvement Council was very active and met regularly to support all school initiatives. Family dinners, movies and popcorn, fall festival, donuts, muffins, and goodies were but a few of the opportunities to welcome families. Volunteers doubled. Lottery funds made the addition of a tutorial teacher working with grades 3-5 a reality along with the full operation of our second computer lab. Title I funds allowed our school to benefit from having Reading Recovery teachers, a primary curriculum specialist, a technology aide, and the family school coordinator and more opportunities to support parenting events. Tutoring took place before, during, and after the school day. PTA supported us with a new amplifier system and additional playground equipment.

Our teachers participated in a TeachFirst initiative that established our work as professional learning communities. Vocabulary growth and fluency were two main strategies addressed in these teacher-led groups focusing on fitting instruction to the needs of our students. Student progress and growth was followed closely this year through the use of the Measures of Academic Progress (MAP) test given to students in grades kindergarten through fifth. Our kindergarten, child development, and special education paraprofessionals supported small group instruction for our students. First grade teachers participated in graduate work sponsored through a foundation grant with Coastal Carolina University. Professional development included regional conferences in Charleston and Texas. Our curriculum specialists met with teachers regularly to analyze student data and to share instructional ideas. Science instruction was done daily and utilized hands-on, experiment-oriented kits for key standards. Social Studies content was presented daily and often flowed into reading units. Several of our teachers participated in a Civil Rights tour through the summer.

Our teachers and students added to a long list of accomplishments, such as participating in Jump Rope for Heart and March of Dimes, and came in 2nd in the state with over \$19,000 in donations. Our chorus performed at Carowinds, earning a superior rating this year. In art, 15 students won various awards in the Junior Duck Stamp Contest. Fifth graders enjoyed ballroom dancing (a beginning to a tradition). Our primary students enjoyed a visit from Lester Laminack, an author who encouraged us all to find writing ideas in everyday events. Preschool story time welcomed some pre-Pee Dee folks. Second graders wowed us with their "This is America!" performance. Honey Money promoted "bee" ready, responsible and respectful behavior in our classrooms, in the halls, and anywhere on campus. Treasure Tower coins were given out weekly to help highlight good behavior. The year was indeed memorable!

Cheryl Banks, Principal
Homer Schofield, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	92	37
Percent satisfied with learning environment	86.0%	86.8%	83.3%
Percent satisfied with social and physical environment	93.0%	88.0%	83.8%
Percent satisfied with school-home relations	65.1%	81.5%	80.6%

* 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 16 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

Newly Identified

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	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	3.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	94.0%	Yes

* Or greater than last year

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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	301	100	23.2	37.7	36.2	2.9	50.7	57.2	48.2	Yes	Yes
Gender											
Male	154	100	29.6	38.7	31.7	0	41.5	50.3	41.7	N/A	N/A
Female	147	100	16.4	36.6	41	6	60.4	64.4	55	N/A	N/A
Racial/Ethnic Group											
White	194	100	16.7	35	43.9	4.4	57.8	65.4	60	Yes	Yes
African American	88	100	35.4	45.1	19.5	0	35.4	34.7	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	17	100	38.5	23.1	38.5	0	46.2	43.1	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
Disability Status											
Disabled	51	100	45.8	39.6	14.6	0	22.9	21.7	16	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	15	100	36.4	27.3	36.4	0	45.5	39.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	241	100	26.7	38.9	32.1	2.3	44.8	44.9	34	Yes	Yes

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

All Students	301	100	30.8	40.9	17	11.2	35.9	56.4	45.8	No	Yes
Gender											
Male	154	100	28.9	40.1	15.5	15.5	42.3	55.9	45.6	N/A	N/A
Female	147	100	32.8	41.8	18.7	6.7	29.1	57	45.9	N/A	N/A
Racial/Ethnic Group											
White	194	100	23.3	43.3	17.8	15.6	41.7	65.2	59	Yes	Yes
African American	88	100	47.6	35.4	14.6	2.4	22	31.6	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	17	100	30.8	38.5	23.1	7.7	46.2	42.6	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	48.5	46.2	I/S	I/S
Disability Status											
Disabled	51	100	68.8	25	2.1	4.2	8.3	20.8	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	15	100	36.4	27.3	27.3	9.1	45.5	41	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	241	100	37.1	38.5	16.7	7.7	31.2	43.9	31.4	No	Yes

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

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*	School Attendance Rate	District Attendance Rate
Science											
All Students	200	100	44.6	38	14.1	3.3	17.4	41.4	35.7	95.3	96.3
Gender											
Male	103	100	39.4	39.4	17	4.3	21.3	43.8	37.4	95.4	96.2
Female	97	100	50	36.7	11.1	2.2	13.3	39	33.8	95.3	96.4
Racial/Ethnic Group											
White	132	100	35.7	42.1	18.3	4	22.2	50.4	49.2	95.1	96.1
African American	51	100	67.4	26.1	6.5	0	6.5	16.7	17	95.7	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	94.7	97.4
Hispanic	15	100	54.5	36.4	0	9.1	9.1	26.2	24.9	96.4	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	90.9	95.5
Disability Status											
Disabled	33	100	64.5	29	3.2	3.2	6.5	15.2	14	95.4	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	13	100	55.6	33.3	0	11.1	11.1	22.7	24.4	96.9	97
Socio-Economic Status											
Subsided meals	161	100	48.3	35.4	14.3	2	16.3	28.8	21.1	95.2	96
Social Studies											
All Students	193	100	31.3	36.3	19.6	12.8	32.4	41.6	34	95.3	96.3
Gender											
Male	102	100	32	33	20.6	14.4	35.1	45.3	36.6	95.4	96.2
Female	91	100	30.5	40.2	18.3	11	29.3	37.8	31.3	95.3	96.4
Racial/Ethnic Group											
White	122	100	22.8	39.5	21.9	15.8	37.7	48.6	44.5	95.1	96.1
African American	61	100	51.7	29.3	15.5	3.4	19	20.7	19.1	95.7	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	94.7	97.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	33.9	27.5	96.4	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	90.9	95.5
Disability Status											
Disabled	32	100	64.5	29	3.2	3.2	6.5	17.1	14.4	95.4	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	30.8	27.3	96.9	97
Socio-Economic Status											
Subsided meals	151	100	37.9	35	15.7	11.4	27.1	29.8	21	95.2	96

* 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*
English/Language Arts								
2007	3	86	98.8	8.5	42.3	43.7	5.6	49.3
	4	101	100	24.4	45.3	30.2	0	30.2
	5	88	100	18.7	46.7	32	2.7	34.7
	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
2008	3	107	100	11.3	41.2	41.2	6.2	47.4
	4	92	100	18.4	31	49.4	1.1	50.6
	5	102	100	40.2	40.2	18.5	1.1	19.6
	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
Mathematics								
2007	3	86	100	20.8	62.5	12.5	4.2	16.7
	4	101	100	32.6	37.2	15.1	15.1	30.2
	5	88	100	12	46.7	13.3	28	41.3
	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
2008	3	107	100	40.2	49.5	5.2	5.2	10.3
	4	92	100	17.2	33.3	27.6	21.8	49.4
	5	102	100	33.7	39.1	19.6	7.6	27.2
	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
Science								
2007	3	42	100	58.3	22.2	16.7	2.8	19.4
	4	101	99	61.6	31.4	5.8	1.2	7
	5	43	97.7	32.4	24.3	27	16.2	43.2
	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
2008	3	53	100	37.5	41.7	18.8	2.1	20.8
	4	92	100	37.9	44.8	12.6	4.6	17.2
	5	55	100	63.3	22.4	12.2	2	14.3
	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
Social Studies								
2007	3	44	100	30.6	52.8	16.7	0	16.7
	4	101	99	60.5	34.9	3.5	1.2	4.7
	5	45	100	44.7	36.8	13.2	5.3	18.4
	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
2008	3	54	100	36.7	38.8	18.4	6.1	24.5
	4	92	100	16.1	35.6	25.3	23	48.3
	5	47	100	55.8	34.9	9.3	0	9.3
	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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