

## PEE DEE ELEMENTARY

6555 Hwy. 134  
Conway, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	729 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 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Good</b>
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Below 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 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

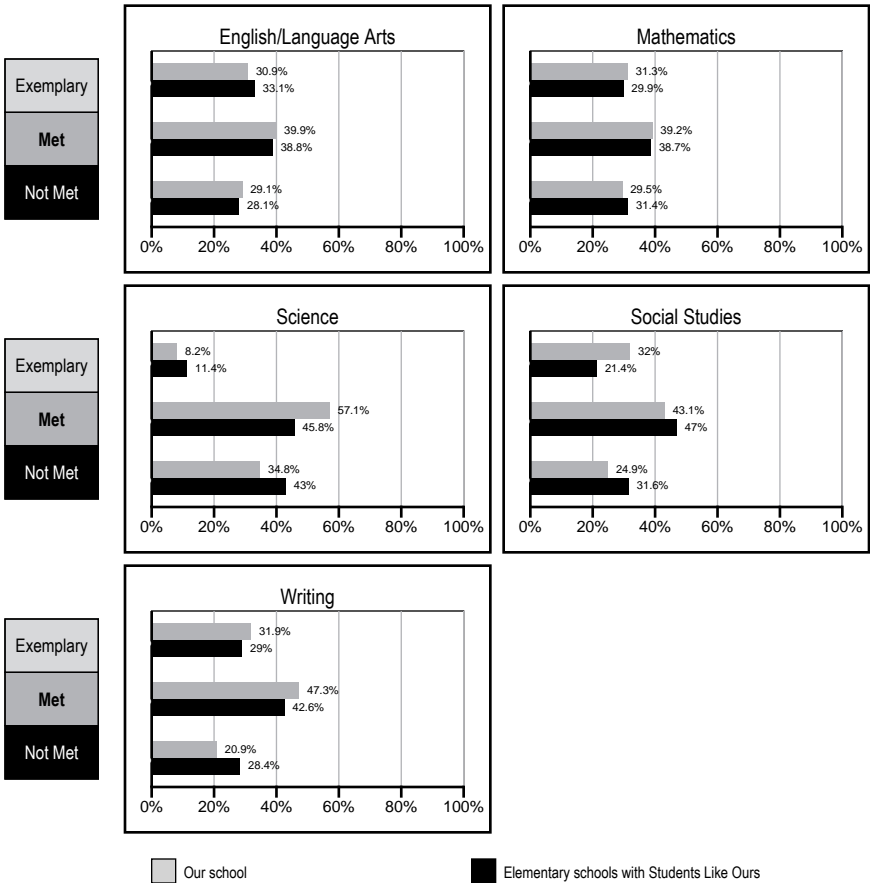
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
6	12	98	14	4

\* 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=729)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.4%	Up from 1.1%	1.5%	1.1%
Attendance rate	94.1%	Down from 94.8%	95.9%	96.2%
Served by gifted and talented program	14.9%	Up from 10.2%	9.2%	13.4%
With disabilities other than speech	6.6%	Down from 12.7%	4.5%	4.1%
Older than usual for grade	0.3%	Down from 0.4%	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 0.5%	0.0%	0.0%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	46.8%	Up from 42.6%	60.0%	62.5%
Continuing contract teachers	83.0%	Down from 89.4%	87.5%	88.2%
Teachers returning from previous year	81.3%	Down from 84.0%	86.9%	87.8%
Teacher attendance rate	93.5%	No Change	95.1%	95.2%
Average teacher salary*	\$48,133	Up 3.8%	\$45,982	\$46,773
Professional development days/teacher	19.6 days	Up from 17.0 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	No Change	19.5 to 1	19.9 to 1
Prime instructional time	84.0%	Down from 87.4%	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%	Up from 97.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,009	Up 0.3%	\$7,489	\$7,447
Percent of expenditures for instruction**	66.2%	Up from 65.3%	67.3%	68.4%
Percent of expenditures for teacher salaries**	59.0%	Down from 60.1%	64.2%	65.8%

\* 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 earned Exemplar recognition from the state department for our efforts in being a Positive Behavior Interventions and Supports (PBIS) school. The students will tell you that safety is a number one priority and learning follows. Our Bullying Prevention Committee continued to put supports into place including conflict resolution work with "bully busters". Students at Pee Dee Elementary do the 3 R's : Recognize, Refuse and Report helping to make safety everyone's number one.

Technology advancements continued with short arm projector installation, digital white boards in every room, additional personal response clickers and document cameras. Students, staff and community enjoyed the student-led Live Hive news each morning. Digital announcements were in view on our flat screen TVs throughout the building. Our Cyber Café remained fully operational as students continued to grow in their use of technology as a tool for learning.

Our reading core program, Imagine It!, was added to third grade and will soon be in all grades. Teachers and paraprofessionals poured a tremendous amount of labor into differentiating work to meet students' needs in all academic areas. Science and Social Studies notebooks enhanced learning as written reflection became a daily part of understanding standards. Mathematic work received extra planning, consultation and review as we found new ways to strengthen our instruction. Several models of math support began in January and yielded successful results. Many students benefitted from individual schedules to meet their academic needs.

Parental involvement was at an all time high at Pee Dee Elementary! During Goodies for Grandparents, Pastries for Parents, Thanksgiving Feast, Veteran's Day Program plus more we were filled and overflowing. New this year were our Family Math Nights. What a great time we had playing math games that connected to the classroom and sending the supplies home for the parents to continue to play! Once again, our volunteers, members of our community (Good News Club) and parents helped us out and made a difference. Preschool story hour and our library circulation increased. Our School Improvement Council and our PTO provided many hours of dedicated service. Buzzpower, our 21st Century Community Learning Center, continued this year. Students were tutored throughout the week and had opportunities for a variety of enrichment activities after school.

We are growing! We are moving upward! We are being more intentional and strategic than ever with learning opportunities! We've had the strongest year ever in our hive! Thank you to all.

Cheryl Banks, Principal and 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	40	84	73
Percent satisfied with learning environment	97.5%	83.3%	87.1%
Percent satisfied with social and physical environment	97.5%	82.1%	87.5%
Percent satisfied with school-home relations	87.5%	86.9%	81.9%

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

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No Child Left Behind

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

RP

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	4.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.0%	0.0%	No
Student attendance rate	94.1%	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 = 79.4% (Met or Exemplary)**

All Students	300	97	27.3	41	31.7	83	85.5	82.4	Yes	Yes
<b>Gender</b>										
Male	164	95.7	33.1	42.6	24.3	80.4	82.5	78.7	N/A	N/A
Female	136	98.5	20.3	39	40.7	86.2	88.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	192	97.4	22.9	39.7	37.4	85.5	90.1	88.9	Yes	Yes
African American	79	94.9	34.3	46.3	19.4	74.6	73.6	72.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.2	93	I/S	I/S
Hispanic	24	100	45.5	40.9	13.6	86.4	81.3	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	N/A	N/A	N/A	N/A	86.2	83	I/S	I/S
<b>Disability Status</b>										
Disabled	69	89.9	58.6	29.3	12.1	58.6	55.8	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	20	100	45	35	20	85	80.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	238	96.2	31.1	40.7	28.2	80.9	80.6	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	300	100	29.4	39.4	31.2	81.4	86	81.9	Yes	Yes
<b>Gender</b>										
Male	164	100	34.4	37.7	27.9	77.3	84.1	79.9	N/A	N/A
Female	136	100	23.2	41.6	35.2	86.4	88.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	192	100	23.5	37.7	38.8	85.8	90.8	88.9	Yes	Yes
African American	79	100	47.9	42.3	9.9	67.6	73.1	71.4	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	24	100	22.7	50	27.3	86.4	83.2	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	N/A	N/A	N/A	N/A	87	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	69	100	65.6	25	9.4	54.7	55.6	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	20	100	20	50	30	85	82.9	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	238	100	32.3	41	26.7	79.3	81.4	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	198	100	34.6	57.3	8.1	65.4	74.8	68.6
<b>Gender</b>								
Male	110	100	36.5	59.6	3.8	63.5	74.4	68.3
Female	88	100	32.1	54.3	13.6	67.9	75.2	68.9
<b>Racial/Ethnic Group</b>								
White	124	100	28.6	59.7	11.8	71.4	83	80.7
African American	53	100	46.9	51	2	53.1	53.8	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85	85.3
Hispanic	17	100	N/AV	N/AV	N/AV	60	66.2	61.6
American Indian/Alaskan	2	I/S	N/A	N/A	N/A	N/A	78	70.8
<b>Disability Status</b>								
Disabled	45	100	58.1	37.2	4.7	41.9	41.7	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	13	100	N/AV	N/AV	N/AV	61.5	65.2	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	161	100	37.2	56.1	6.8	62.8	66.8	57.3
<b>Social Studies</b>								
All Students	195	100	25.3	42.9	31.9	74.7	77.8	72.5
<b>Gender</b>								
Male	111	100	26.9	45.2	27.9	73.1	77.5	72
Female	84	100	23.1	39.7	37.2	76.9	78.1	73.1
<b>Racial/Ethnic Group</b>								
White	126	100	18.3	40.8	40.8	81.7	83.7	81
African American	52	100	41.3	45.7	13	58.7	61.1	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.6	89
Hispanic	14	100	28.6	57.1	14.3	71.4	75.4	69.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	77.6	73.5
<b>Disability Status</b>								
Disabled	47	100	55.8	30.2	14	44.2	46	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	14	100	28.6	57.1	14.3	71.4	75.3	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	151	100	28.3	45.7	26.1	71.7	71	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	99	99	20.9	47.3	31.9	79.1	76.6	73.2	94.1	95.8
<b>Gender</b>										
Male	51	98	20.8	54.2	25	79.2	71.3	67.2	93.7	95.8
Female	48	100	20.9	39.5	39.5	79.1	82.2	79.4	94.7	95.8
<b>Racial/Ethnic Group</b>										
White	68	100	12.5	50	37.5	87.5	82.2	81.5	93.7	95.5
African American	21	95.2	50	38.9	11.1	50	61	61.3	95	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88	87	97.6	96.7
Hispanic	9	I/S	I/S	I/S	I/S	I/S	71.7	66.7	94.4	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81	72.2	95.9	94.4
<b>Disability Status</b>										
Disabled	18	94.4	64.3	28.6	7.1	35.7	32.7	26	93.7	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.8
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	69.4	65.7	95.6	96.6
<b>Socio-Economic Status</b>										
Subsidized meals	72	98.6	24.2	48.5	27.3	75.8	69.2	63.2	93.9	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>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>2011</b>	3	108	94.4	28.7	35.1	36.2	71.3
	4	93	97.9	21.8	50.6	27.6	78.2
	5	99	99	31.1	37.8	31.1	68.9
	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>Mathematics</b>							
<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>2011</b>	3	108	100	43	35	22	57
	4	93	100	20.5	38.6	40.9	79.5
	5	99	100	23.1	45.1	31.9	76.9
	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>Science</b>							
<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
<b>2011</b>	3	55	100	45.1	43.1	11.8	54.9
	4	93	100	30.7	65.9	3.4	69.3
	5	50	100	30.4	56.5	13	69.6
	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

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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	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>2011</b>	3	53	100	20.4	42.9	36.7	79.6
	4	93	100	20.5	48.9	30.7	79.5
	5	49	100	40	31.1	28.9	60
	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	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
<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	99	99	20.9	47.3	31.9	79.1
	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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