



PLAINVIEW ELEMENTARY

16002 Highway 102
Patrick, SC 29584

Grades	PK-6 Elementary School	
Enrollment	193 Students	
Principal	Beth S. Melton	843-498-6633
Superintendent	Dr. John E. Williams	843-623-2175
Board Chair	Chad L. Vick	(843)623-6768

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Excellent*
2010	Average	Average
2009	Average	Average
2008	Average	Average
2007	Average	Below Average

* The School's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

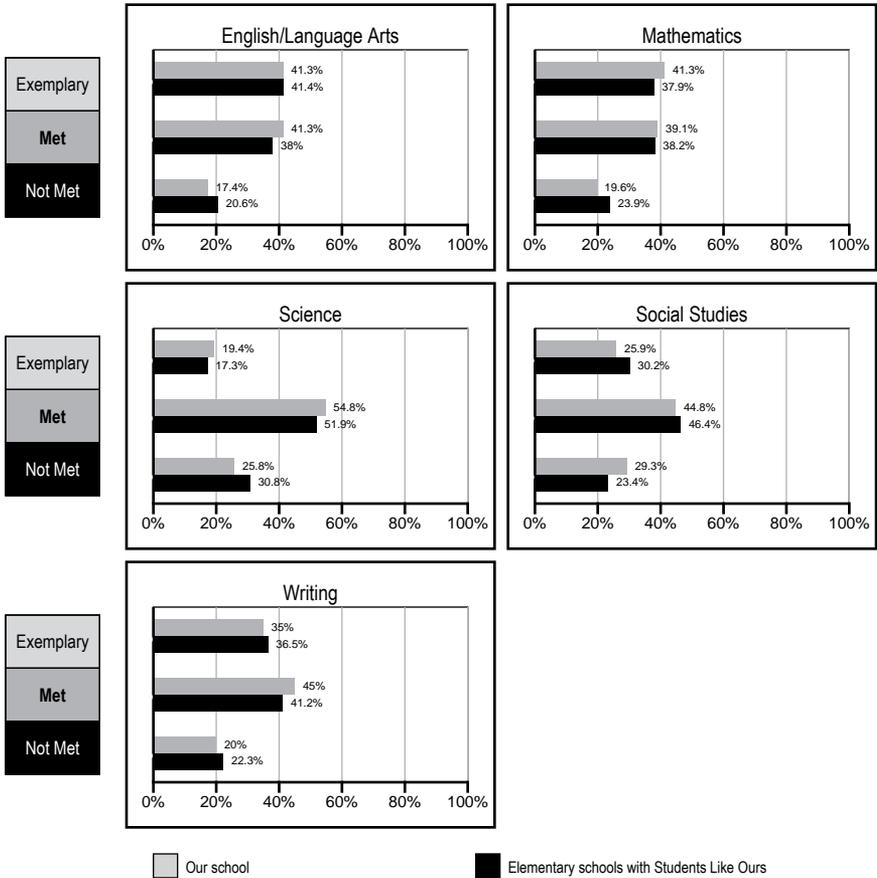
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	34	60	1	0

* 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
Students (n=193)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Down from 2.6%	1.3%	1.1%
Attendance rate	94.9%	Up from 94.6%	96.1%	96.2%
Served by gifted and talented program	12.5%	Down from 19.0%	14.4%	13.4%
With disabilities other than speech	6.8%	Down from 8.0%	4.8%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=11)				
Teachers with advanced degrees	54.5%	No Change	61.4%	62.5%
Continuing contract teachers	100.0%	Up from 90.9%	90.0%	88.2%
Teachers returning from previous year	94.4%	Up from 91.1%	88.4%	87.8%
Teacher attendance rate	92.3%	Down from 96.7%	95.2%	95.2%
Average teacher salary*	\$42,393	Up 4.3%	\$46,521	\$46,773
Professional development days/teacher	10.3 days	Up from 8.9 days	10.3 days	10.5 days
School				
Principal's years at school	1.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 17.3 to 1	20.1 to 1	19.9 to 1
Prime instructional time	86.0%	Down from 88.8%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Down from 100.0%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,204	Down 3.1%	\$7,153	\$7,447
Percent of expenditures for instruction**	63.7%	Down from 64.5%	68.1%	68.4%
Percent of expenditures for teacher salaries**	62.9%	Up from 62.5%	65.4%	65.8%

* 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

Plainview Elementary services students in grades pre-kindergarten to sixth, and has provided a quality education for more than 50 years that prepares all students who attend for future success to this community. One of the school's greatest accomplishments is having met Annual Yearly Progress (AYP) goals, as defined by the state of SC since its origination in 2003.

Plainview utilized MAP and Dominion Assessments data to improve classroom instruction and student achievement. Through data analysis, teachers assess students' strengths and weaknesses to plan for individual student needs. Compass Learning, the computer lab instructional program, was used to provide students with individual instruction at their own level. Teachers assigned various activities within the computer lab for students that enabled them to assess student mastery of classroom instruction. This program is also used in classroom instruction to remediate and enrich state standards.

PASS performance for Plainview students for 2010 showed great progress for this effort. In math, 81.2% of the students performed at the level required by state mandates as meeting state standards. Of the 81.2% students that met criteria, 50% exceeded this criterion with an exemplary score. The ELA performance of scores recorded by PASS was increased as well with 83.3% of the students tested meeting the state mandated standard. As in math, 50% of the students that met the criterion score for ELA did so at the exemplary level.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	13	20	18
Percent satisfied with learning environment	100.0%	80.0%	100.0%
Percent satisfied with social and physical environment	100.0%	100.0%	94.4%
Percent satisfied with school-home relations	100.0%	95.0%	83.3%

* 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 YES

This school met 13 out of 13 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

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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.9%	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 = 79.4% (Met or Exemplary)

All Students	96	100	17.4	41.3	41.3	88	79.1	82.4	Yes	Yes
Gender										
Male	53	100	17	45.3	37.7	86.8	74.8	78.7	N/A	N/A
Female	43	100	17.9	35.9	46.2	89.7	83.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	88	100	16.7	39.3	44	88.1	85.9	88.9	Yes	Yes
African American	3	I/S	I/S	I/S	I/S	I/S	69.7	72.9	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.4	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.9	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	43.3	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	78.1	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	68	100	20.3	46.9	32.8	84.4	74.6	75.4	Yes	Yes

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

All Students	96	100	19.6	39.1	41.3	90.2	79.8	81.9	Yes	Yes
Gender										
Male	53	100	20.8	39.6	39.6	90.6	76.6	79.9	N/A	N/A
Female	43	100	17.9	38.5	43.6	89.7	83.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	88	100	17.9	36.9	45.2	91.7	87.1	88.9	Yes	Yes
African American	3	I/S	I/S	I/S	I/S	I/S	69.4	71.4	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	79.9	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	68	100	25	39.1	35.9	87.5	75.3	74.9	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
Science								
All Students	64	100	25.8	54.8	19.4	74.2	60.6	68.6
Gender								
Male	40	100	30	42.5	27.5	70	61.2	68.3
Female	24	100	18.2	77.3	4.5	81.8	60.1	68.9
Racial/Ethnic Group								
White	59	100	22.8	56.1	21.1	77.2	73.9	80.7
African American	N/A	N/AV	I/S	I/S	I/S	I/S	43	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	85.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	54.2	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	32.5	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	57.7	60.7
Socio-Economic Status								
Subsidized meals	45	100	27.9	62.8	9.3	72.1	53.2	57.3
Social Studies								
All Students	61	100	29.3	44.8	25.9	70.7	64.8	72.5
Gender								
Male	29	100	24.1	55.2	20.7	75.9	64.3	72
Female	32	100	34.5	34.5	31	65.5	65.3	73.1
Racial/Ethnic Group								
White	53	100	24	50	26	76	72.7	81
African American	3	I/S	I/S	I/S	I/S	I/S	54	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	61.5	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	37.4	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.2	69.7
Socio-Economic Status								
Subsidized meals	46	100	32.6	51.2	16.3	67.4	58.5	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
Writing										
All Students	21	100	20	45	35	80	67	73.2	94.9	95.6
Gender										
Male	10	I/S	I/S	I/S	I/S	I/S	61.3	67.2	95	95.6
Female	11	100	I/S	I/S	I/S	I/S	72.7	79.4	94.8	95.6
Racial/Ethnic Group										
White	18	100	17.6	41.2	41.2	82.4	76.4	81.5	94.8	95.1
African American	3	I/S	I/S	I/S	I/S	I/S	54.3	61.3	94.4	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	98.1
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	62.5	66.7	96.6	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	97.6	93.5
Disability Status										
Disabled	2	I/S	I/S	I/S	I/S	I/S	18.4	26	95.7	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	57.1	65.7	N/A	97
Socio-Economic Status										
Subsidized meals	16	100	26.7	60	13.3	73.3	60.4	63.2	94.5	95.3

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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							
2010	3	25	100	25	25	50	75
	4	20	100	30	40	30	70
	5	19	100	10.5	57.9	31.6	89.5
	6	13	100	23.1	53.8	23.1	76.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	25	100	13	39.1	47.8	87
	4	29	100	21.4	39.3	39.3	78.6
	5	21	100	25	40	35	75
	6	21	100	9.5	47.6	42.9	90.5
	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							
2010	3	25	100	16.7	37.5	45.8	83.3
	4	20	100	25	40	35	75
	5	19	100	10.5	47.4	42.1	89.5
	6	13	100	15.4	61.5	23.1	84.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	25	100	13	43.5	43.5	87
	4	29	100	14.3	35.7	50	85.7
	5	21	100	30	45	25	70
	6	21	100	23.8	33.3	42.9	76.2
	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							
2010	3	13	100	30.8	23.1	46.2	69.2
	4	20	100	25	65	10	75
	5	9	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	13	100	30.8	53.8	15.4	69.2
	4	29	100	28.6	57.1	14.3	71.4
	5	11	100	I/S	I/S	I/S	I/S
	6	11	100	18.2	63.6	18.2	81.8
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	12	100	36.4	27.3	36.4	63.6
	4	20	100	25	55	20	75
	5	10	I/S	I/S	I/S	I/S	I/S
	6	7	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	12	100	I/S	I/S	I/S	I/S
	4	29	100	28.6	46.4	25	71.4
	5	10	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	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							
2010	3	25	100	20	60	20	80
	4	21	95.2	40	35	25	60
	5	19	100	36.8	42.1	21.1	63.2
	6	14	100	14.3	57.1	28.6	85.7
	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
2011	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	21	100	20	45	35	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

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