



Plain Elementary School

506 Neely Ferry Road
Simpsonville, SC 29680

Grades	K-5 Elementary School	
Enrollment	878 Students	
Principal	Debbie Mihalic	864-355-7701
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Chuck Saylor	803-360-3527

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Excellent
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Good	Good
2009	Good	Good

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://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

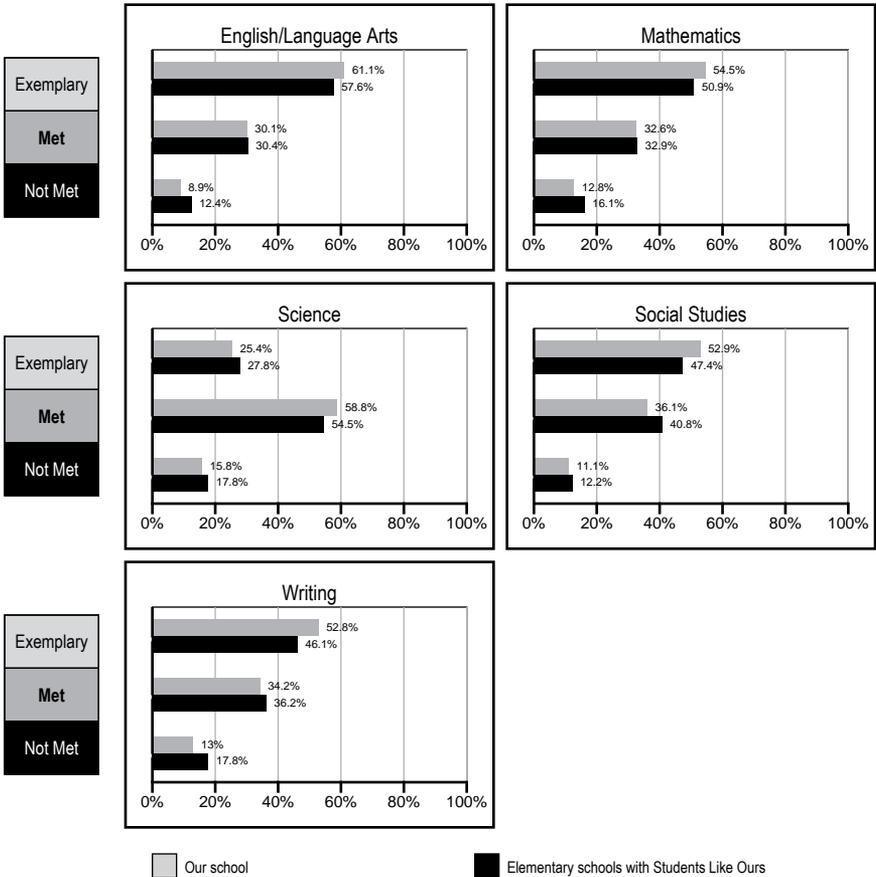
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 99.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
31	8	0	1	0

* Ratings are calculated with data available by 12/14/2013.

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=878)				
First graders who attended full-day kindergarten	100.0%	Up from 97.5%	100.0%	100.0%
Retention rate	1.0%	Down from 3.1%	0.7%	0.9%
Attendance rate	96.9%	Down from 97.1%	96.8%	96.3%
Served by gifted and talented program	14.5%	N/A	13.1%	7.2%
With disabilities	15.5%	N/A	10.1%	12.4%
Older than usual for grade	1.6%	N/A	1.4%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	50.0%	Up from 45.1%	69.4%	62.5%
Continuing contract teachers	94.0%	Up from 86.3%	89.7%	83.3%
Teachers returning from previous year	89.3%	Up from 89.0%	90.1%	88.3%
Teacher attendance rate	94.0%	Down from 96.0%	94.5%	95.0%
Average teacher salary*	\$51,484	Up 6.4%	\$49,852	\$48,193
Professional development days/teacher	8.9 days	Up from 8.8 days	10.8 days	11.0 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 21.7 to 1	21.1 to 1	20.1 to 1
Prime instructional time	90.2%	Down from 92.6%	90.2%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,645	Up 6.4%	\$7,062	\$7,364
Percent of expenditures for instruction**	71.0%	Up from 70.8%	69.0%	68.0%
Percent of expenditures for teacher salaries**	69.0%	Down from 70.5%	67.0%	66.0%

* 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

The mission of Plain Elementary School is to prepare students to become lifelong learners and responsible, productive citizens. All children engage in a rigorous, Common Core Standards based instructional program in a climate that fosters tolerance and diversity. Our many accomplishments this year reflect our school's identity and vision statement: "A School Family – Positively Committed to Excellence!"

Students and teachers set individual academic achievement goals in reading and math as we continued implementation of the Baldrige model, a data driven process for student growth and continuous improvement. All teachers received intensive training for the implementation of Common Core Standards. School-wide data analysis reflects solid growth in all academic areas. Grade level teachers continued to work collaboratively to create common assessments and analyzed their results for the purpose of increased student achievement. A morning enrichment program was available to provide support for students struggling in the areas of math and reading. Our PTA and school community conducted a school-wide Boosterthon to raise money for playground enhancements and technology support. We were recognized with a Safe School Award by Upstate Safe Kids. Our School Improvement Council was integral in working with our local police department to establish a satellite office for our community resource officer. This permits our officer to be on site during school hours. We developed a School-Community Plan to broaden support in order to enhance communications through the use of weekly phone messages to all families from the school administrators, up-dated school and teacher web-sites, weekly progress reports to parents, weekly up-dates sent electronically to parents, articles in the local newspaper, and publication of a monthly school newsletter. We continued to integrate technology by ensuring that all classrooms in grades kindergarten through fifth grade were equipped with Promethean boards to actively engage children in learning. All computers were maintained and include up-dated software.

Parental and community involvement is integral to our success. The Parent Teacher Association and School Improvement Council are involved in decision making opportunities. All groups of stakeholders participated in a self-study as part of our District accreditation process. Accreditation examines the District and our school-wide programs and initiatives for the purpose of school-wide improvement in order to better meet the needs of our students. Over 50,000 volunteer hours were logged this year with parents and community members serving as mentors, tutors, guest speakers, and classroom support resources. TreesGreenville has awarded us with a grant for the past two years and has provided us with a variety of fruit and nut trees that were planted on our campus. We also maintained our Organic Garden which permitted students to plant, harvest, and eat fresh vegetables.

We are proud of our accomplishments and will continue to make decisions that are in the best interests of all children. Our identify statement speaks for itself: "A School Family – Positively Committed to Excellence!"

Debbie Mihalic, Principal

Bill Miller, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	123	90
Percent satisfied with learning environment	100%	93.4%	95.6%
Percent satisfied with social and physical environment	100%	94.3%	95.6%
Percent satisfied with school-home relations	100%	95.9%	96.6%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	92.8
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Plain Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.9%	0.0%	No
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	682.7	673.4	639.7	664.7	100.0	100.0
Male	676.9	672.6	641.3	667.8	100.0	100.0
Female	688.3	674.1	638.4	661.3	100.0	100.0
White	691.4	682.5	648.7	672.8	100.0	100.0
African American	658.7	647.5	614.0	637.0	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	664.9	655.4	620.0	653.2	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	630.1	618.5	594.8	625.7	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	659.6	649.1	621.6	639.1	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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							
2012	3	131	100	10.1	15.5	74.4	89.9
	4	148	100	12.7	34.5	52.8	87.3
	5	152	100	15	44.9	40.1	85
	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
2013	3	157	100	5.9	19	75.2	94.1
	4	140	100	10.6	32.6	56.8	89.4
	5	153	100	10.1	38.5	51.4	89.9
	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
Mathematics							
2012	3	131	100	17.8	26.4	55.8	82.2
	4	148	100	17.6	31.7	50.7	82.4
	5	152	100	12.2	42.2	45.6	87.8
	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
2013	3	157	100	16.3	26.1	57.5	83.7
	4	140	100	8.3	38.6	53	91.7
	5	153	100	12.8	34.5	52.7	87.2
	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							
2012	3	65	100	29.2	33.8	36.9	70.8
	4	148	100	14	66.4	19.6	86
	5	76	98.7	16.2	54.1	29.7	83.8
	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
2013	3	78	100	21.1	52.6	26.3	78.9
	4	140	100	12.1	59.1	28.8	87.9
	5	76	100	16.4	63	20.5	83.6
	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
Social Studies							
2012	3	66	100	23.4	46.9	29.7	76.6
	4	148	100	17.5	41.3	41.3	82.5
	5	76	100	12.5	45.8	41.7	87.5
	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
2013	3	79	100	14.3	46.8	39	85.7
	4	138	100	7.7	36.9	55.4	92.3
	5	77	100	13.3	24	62.7	86.7
	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
Writing							
2012	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	152	99.3	13	44.5	42.5	87
	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
2013	3	157	100	11.1	30.1	58.8	88.9
	4	139	98.6	13.1	38.5	48.5	86.9
	5	153	98.7	15	34.7	50.3	85
	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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