



## Plainview Elementary

16002 Highway 102

Patrick, SC 29584

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	198 Students	
<b>Principal</b>	Dennis L. McDaniel	843-498-6633
<b>Superintendent</b>	Dr. John E. Williams	843-623-2175
<b>Board Chair</b>	Chad Vick	843-623-6768

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Average</b>
2007	Average	Below Average
2006	Average	Average
2005	Good	At-Risk
2004	Good	Below Average

## 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**

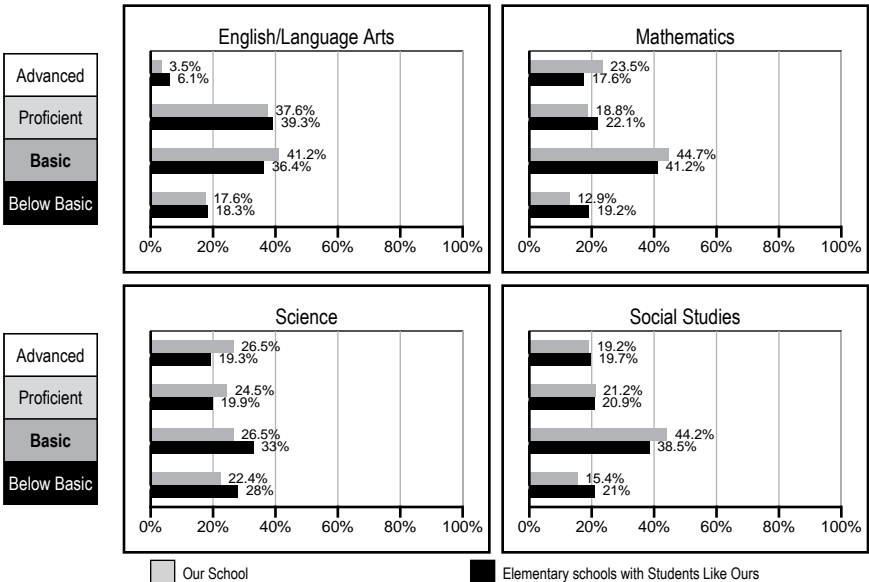
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93.9%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	13	61	8	1

\* 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
<b>Students (n=198)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Down from 4.2%	2.6%	2.3%
Attendance rate	95.3%	Down from 95.9%	96.3%	96.3%
Eligible for gifted and talented	15.6%	Up from 14.8%	10.6%	10.4%
With disabilities other than speech	8.4%	Down from 10.4%	8.7%	7.5%
Older than usual for grade	0.7%	Down from 2.3%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=15)</b>				
Teachers with advanced degrees	53.3%	Up from 42.9%	57.9%	56.7%
Continuing contract teachers	73.3%	Up from 71.4%	80.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.6%	Up from 89.3%	87.8%	86.4%
Teacher attendance rate	96.1%	Down from 96.3%	94.9%	94.9%
Average teacher salary	\$42,511	Down 1.1%	\$45,332	\$45,345
Professional development days/teacher	13.6 days	Down from 17.0 days	12.6 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 16.4 to 1	18.5 to 1	18.5 to 1
Prime instructional time	89.2%	Down from 90.1%	89.8%	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*	\$7,169	Up 7.3%	\$6,864	\$7,052
Percent of expenditures for instruction*	67.3%	Down from 69.5%	68.9%	69.1%
Percent of expenditures for teacher salaries*	64.9%	Down from 67.1%	65.0%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Plainview Elementary is one of the finest schools in Chesterfield County, in the Pee Dee region, and in the state of South Carolina. Serving students in grades pre-Kindergarten to Sixth, Plainview provides a quality education that prepares all students who attend for future success. This has certainly been evident in this year, as we have celebrated the 50th anniversary of the school.

Some of the school's academic accomplishments during the 2007-2008 school year that prove this fact are: achievement of SACS accreditation for the 24th consecutive year; meeting Adequate Yearly Progress (AYP) goals, as defined by the state of South Carolina (being one of only four schools in the district to do so); effective use of the newly re-furbished CCC lab to greatly enhance academic improvement with technology; and each sixth grade student received a laptop computer as part of a state grant initiative. We also had District winners of art and poetry contests, the Lieutenant Governor's Writing Award, and a delegate to the South Carolina Young Writer's Conference. State test scores were also among the highest in the district and area.

Plainview students and teachers have participated in many worthwhile causes and initiatives. The newly re-organized SIC led the effort to redefine the mission and vision statements for the school. The annual Halloween Carnival, which raises money for the PTO, topped more than \$13,000. The BETA Club participated in the state convention, as well as several other worthwhile activities such as singing in nursing homes and taking up collections to help the needy. The school also raised approximately \$2500 for Pennies for Patients, which benefits the fight against leukemia.

Most assuredly, the accomplishments that really matter for this school happen every day in each classroom as dedicated teachers reach out and touch the lives of their students, providing them the necessary knowledge to continue to grow toward greater success. It truly is "the little school with the big heart."

Dennis L. McDaniel, Principal  
 Sandi Byrd, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	14	22	22
Percent satisfied with learning environment	100.0%	90.9%	81.8%
Percent satisfied with social and physical environment	100.0%	95.5%	90.9%
Percent satisfied with school-home relations	100.0%	90.9%	95.5%

\* 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 9 out of 9 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. Sanction: Implement the restructuring plan.
DELAY	<b>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."</b>
HOLD	<b>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."</b>

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	14.1%	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
<b>English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)</b>											
All Students	87	100	17.6	41.2	37.6	3.5	52.9	42.6	48.2	Yes	Yes
<b>Gender</b>											
Male	43	100	16.7	47.6	33.3	2.4	52.4	35.9	41.7	N/A	N/A
Female	44	100	18.6	34.9	41.9	4.7	53.5	49.6	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	85	100	16.9	41	38.6	3.6	54.2	53.3	60	Yes	Yes
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	28.2	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	86.7	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	27.8	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	15	100	40	40	20	0	20	12.8	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	37	100	22.9	51.4	25.7	0	40	31.9	34	I/S	I/S
<b>Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)</b>											
All Students	87	100	12.9	44.7	18.8	23.5	56.5	41.8	45.8	Yes	Yes
<b>Gender</b>											
Male	43	100	14.3	42.9	14.3	28.6	54.8	39.9	45.6	N/A	N/A
Female	44	100	11.6	46.5	23.3	18.6	58.1	43.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	85	100	12	44.6	19.3	24.1	57.8	54	59	Yes	Yes
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	25.4	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	86.7	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.7	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	15	100	33.3	40	6.7	20	33.3	15.3	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.1	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	37	100	25.7	37.1	11.4	25.7	42.9	31.4	31.4	I/S	I/S

\* 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
<b>Science</b>											
All Students	51	100	22.4	26.5	24.5	26.5	51	31.1	35.7	95.3	95.7
<b>Gender</b>											
Male	26	100	28	28	20	24	44	31.7	37.4	95.3	95.5
Female	25	100	16.7	25	29.2	29.2	58.3	30.6	33.8	95.4	95.9
<b>Racial/Ethnic Group</b>											
White	50	100	20.8	27.1	25	27.1	52.1	42	49.2	95.3	95.4
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	16.7	17	95.8	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	90.9	58	N/A	96.9
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	11.1	24.9	96.1	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.4
<b>Disability Status</b>											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	11.3	14	95	94.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	18.2	24.4	N/A	96.7
<b>Socio-Economic Status</b>											
Subsided meals	19	100	35.3	23.5	17.6	23.5	41.2	22.3	21.1	94.3	95.3
<b>Social Studies</b>											
All Students	53	100	15.4	44.2	21.2	19.2	40.4	30.3	34	95.3	95.7
<b>Gender</b>											
Male	23	100	17.4	39.1	21.7	21.7	43.5	31.7	36.6	95.3	95.5
Female	30	100	13.8	48.3	20.7	17.2	37.9	28.8	31.3	95.4	95.9
<b>Racial/Ethnic Group</b>											
White	52	100	13.7	45.1	21.6	19.6	41.2	39.9	44.5	95.3	95.4
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	17.5	19.1	95.8	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	96.9
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	17.1	27.5	96.1	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.4
<b>Disability Status</b>											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	13.8	14.4	95	94.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.3	N/A	96.7
<b>Socio-Economic Status</b>											
Subsided meals	25	100	20.8	45.8	16.7	16.7	33.3	21.3	21	94.3	95.3

\* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	16	100	7.1	35.7	50	7.1	57.1	
	4	28	100	16	36	48	0	48	
	5	21	100	23.8	42.9	33.3	0	33.3	
	6	21	100	52.4	19	23.8	4.8	28.6	
	7	N/A	N/AV	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	N/AV
<b>2008</b>	3	20	100	10	60	25	5	30	
	4	17	100	6.3	31.3	62.5	0	62.5	
	5	26	100	26.9	34.6	34.6	3.8	38.5	
	6	24	100	21.7	39.1	34.8	4.3	39.1	
	7	N/A	I/S	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	I/S
<b>Mathematics</b>									
<b>2007</b>	3	16	100	14.3	57.1	28.6	0	28.6	
	4	28	100	8	48	32	12	44	
	5	21	100	9.5	52.4	23.8	14.3	38.1	
	6	21	100	42.9	23.8	23.8	9.5	33.3	
	7	N/A	N/AV	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	N/AV
<b>2008</b>	3	20	100	15	50	20	15	35	
	4	17	100	0	43.8	6.3	50	56.3	
	5	26	100	11.5	46.2	30.8	11.5	42.3	
	6	24	100	21.7	39.1	13	26.1	39.1	
	7	N/A	I/S	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	I/S
<b>Science</b>									
<b>2007</b>	3	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	4	28	100	28	28	16	28	44	
	5	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	6	11	100	18.2	54.5	9.1	18.2	27.3	
	7	N/A	N/AV	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	N/AV
<b>2008</b>	3	10	I/S	I/S	I/S	I/S	I/S	I/S	
	4	17	100	6.3	18.8	31.3	43.8	75	
	5	12	100	25	25	16.7	33.3	50	
	6	12	100	27.3	27.3	36.4	9.1	45.5	
	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	
<b>Social Studies</b>									
<b>2007</b>	3	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	4	28	100	20	28	28	24	52	
	5	11	100	18.2	36.4	36.4	9.1	45.5	
	6	10	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	
<b>2008</b>	3	10	I/S	I/S	I/S	I/S	I/S	I/S	
	4	17	100	12.5	56.3	18.8	12.5	31.3	
	5	14	100	21.4	28.6	14.3	35.7	50	
	6	12	100	16.7	50	16.7	16.7	33.3	
	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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