

Plainview Elementary

16002 Highway 102

Patrick, SC 29584

Grades	PK-6 Elementary School	
Enrollment	184 Students	
Principal	Kim Gaskins	843-498-6633
Superintendent	Dr. John E. Williams	843-623-2175
Board Chair	Chad Vick	(843)623-6768

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Average
2007	Average	Below Average
2006	Average	Average
2005	Good	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 GOAL

By 2010, SC'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.

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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

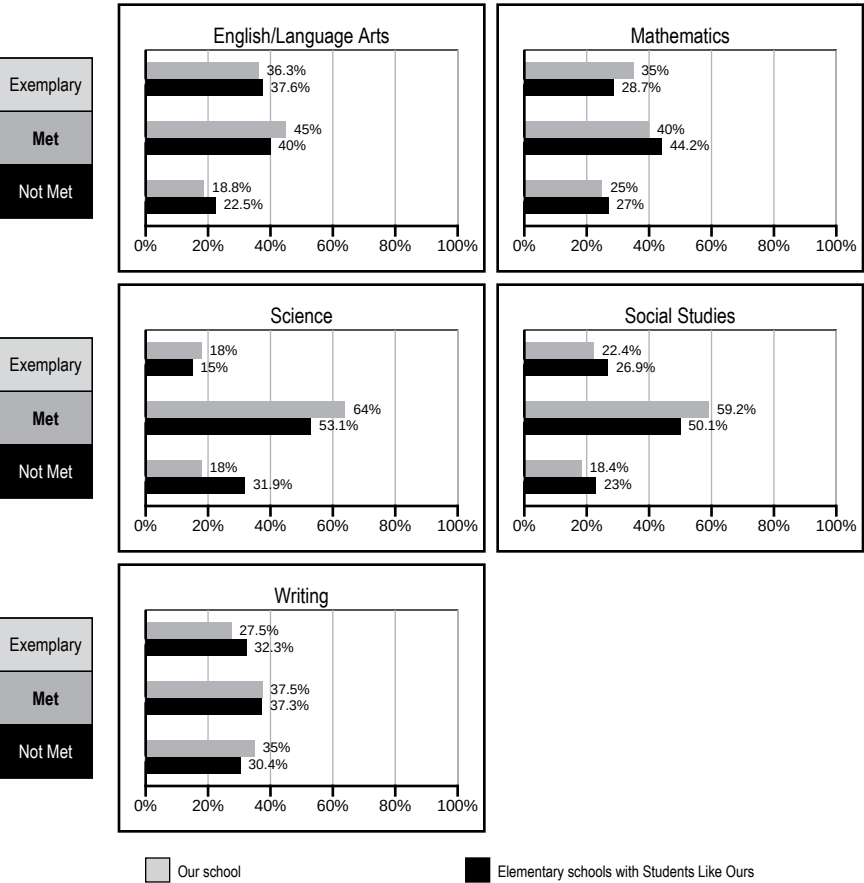
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	26	77	3	0

* Ratings are calculated with data available by 06/01/2010.

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=184)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	No Change	2.1%	1.9%
Attendance rate	94.6%	Down from 95.3%	96.3%	96.3%
Eligible for gifted and talented	18.1%	Up from 15.6%	10.4%	10.0%
With disabilities other than speech	8.9%	Up from 8.4%	9.4%	7.7%
Older than usual for grade	0.0%	Down from 0.7%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.0%	0.0%	0.0%
Teachers (n=13)				
Teachers with advanced degrees	53.8%	Up from 53.3%	59.1%	59.4%
Continuing contract teachers	76.9%	Up from 73.3%	83.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	96.7%	Up from 93.6%	87.4%	85.9%
Teacher attendance rate	97.0%	Up from 96.1%	95.2%	95.1%
Average teacher salary*	\$41,687	Down 2.0%	\$47,189	\$47,149
Professional development days/teacher	11.2 days	Down from 13.6 days	11.8 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	9.4 to 1	Down from 19.8 to 1	19.1 to 1	18.8 to 1
Prime instructional time	88.6%	Down from 89.2%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 100.0%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,981	Down 2.7%	\$7,217	\$7,458
Percent of expenditures for instruction**	65.1%	Down from 67.3%	67.9%	68.8%
Percent of expenditures for teacher salaries**	62.8%	Down from 64.9%	62.6%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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 through Sixth, Plainview provides a quality education that prepares all students for future success. This has certainly been evident this year as we have worked to "encourage and celebrate success and to promote the building of good character in both the school and community."

The following are some of the school's academic accomplishments during the 2008-2009 school year that prove this fact: achieving SACS accreditation for the 25th consecutive year; meeting Adequate Yearly Progress (AYP) goals, as defined by the state of South Carolina; and making effective use of several new technology enhancements, including continued involvement in a state grant funded laptop computer initiative, which provides all sixth-grade students a personal computer for use in class and at home.

Since AYP uses PACT scores as one of its measurement components, it seems especially appropriate to make specific mention of the high achievement, as noted by our scores on those tests (which are accessible on the SDE website).

Outside of academics, Plainview students and teachers have participated in many worthwhile causes and initiatives. The SIC led the effort to identify and develop plans for improving the physical atmosphere of the school. The annual Halloween Carnival, which raises money for the PTO, again topped more than \$13,000, which will be used to benefit the school. 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). And, lastly, the school raised more than \$2,500 for Pennies for Patients, which benefits the fight against leukemia. This total was one of the largest totals for any participating school in the state, and perhaps the largest when comparing school size.

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
Donna Kennedy, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	25	18
Percent satisfied with learning environment	100.0%	88.0%	88.2%
Percent satisfied with social and physical environment	100.0%	92.0%	94.4%
Percent satisfied with school-home relations	78.6%	80.0%	88.9%

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

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 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	1.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.6%	94.0%*	Yes

* Or greater than last year

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
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	83	100	18.8	45	36.3	88.8	80.1	82.8	Yes	Yes
Gender										
Male	41	100	20.5	43.6	35.9	89.7	76.2	79.3	N/A	N/A
Female	42	100	17.1	46.3	36.6	87.8	84.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	80	100	16.9	45.5	37.7	89.6	87.5	89.5	Yes	Yes
African American	3	I/S	I/S	I/S	I/S	I/S	70	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	73.6	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	17	100	37.5	43.8	18.8	75	54	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	48	100	22.2	40	37.8	86.7	74.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	83	100	25	40	35	80	76.6	78.9	Yes	Yes
Gender										
Male	41	100	28.2	41	30.8	79.5	73	77	N/A	N/A
Female	42	100	22	39	39	80.5	80.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	80	100	24.7	40.3	35.1	80.5	85.1	87.2	Yes	Yes
African American	3	I/S	I/S	I/S	I/S	I/S	65.3	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.3	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	67.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	17	100	56.3	18.8	25	50	42.3	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	68.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	48	100	33.3	28.9	37.8	73.3	70.3	70.2	Yes	Yes

* 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

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	51	100	18	64	18	82	62.9	67.5
Gender								
Male	27	100	23.1	46.2	30.8	76.9	60.7	67
Female	24	100	12.5	83.3	4.2	87.5	65.1	68
Racial/Ethnic Group								
White	49	100	16.7	64.6	18.8	83.3	74	79.5
African American	2	I/S	I/S	I/S	I/S	I/S	48.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	48.5	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	12	100	33.3	58.3	8.3	66.7	32.9	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	55.6	59.6
Socio-Economic Status								
Subsided meals	32	100	22.6	58.1	19.4	77.4	53.9	55.1

Social Studies

All Students	52	100	18.4	59.2	22.4	81.6	67.4	72.3
Gender								
Male	28	100	15.4	61.5	23.1	84.6	66	71.5
Female	24	100	21.7	56.5	21.7	78.3	68.8	73.2
Racial/Ethnic Group								
White	50	100	17	59.6	23.4	83	75.8	80.7
African American	2	I/S	I/S	I/S	I/S	I/S	55.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	41.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.9	67.9
Socio-Economic Status								
Subsided meals	28	100	28	48	24	72	59.9	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	83	98.8	35	37.5	27.5	65	64.7	70.2	94.6	95.8
Gender										
Male	41	97.6	38.5	41	20.5	61.5	55.9	63.2	94	95.6
Female	42	100	31.7	34.1	34.1	68.3	73.4	77.5	95.1	95.9
Racial/Ethnic Group										
White	80	98.8	32.5	39	28.6	67.5	72.4	79.1	94.7	95.4
African American	3	I/S	I/S	I/S	I/S	I/S	54.2	57.6	92.3	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.3	86.2	N/A	97.4
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	60.3	62.6	96.3	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	93.2	96.2
Disability Status										
Disabled	15	100	53.3	40	6.7	46.7	21.9	26.1	95.4	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	62	61.2	N/A	96.8
Socio-Economic Status										
Subsidized meals	47	97.9	45.5	31.8	22.7	54.5	57.1	58.9	94	95.5

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	20	100	25	25	50	75
	4	20	100	21.1	36.8	42.1	78.9
	5	17	100	N/AV	N/AV	N/AV	100
	6	26	100	25	50	25	75
	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							
2009	3	20	100	30	15	55	70
	4	20	100	15.8	36.8	47.4	84.2
	5	17	100	29.4	52.9	17.6	70.6
	6	26	100	25	54.2	20.8	75
	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							
2009	3	10	I/S	I/S	I/S	I/S	I/S
	4	20	100	21.1	63.2	15.8	78.9
	5	8	I/S	I/S	I/S	I/S	I/S
	6	13	100	15.4	76.9	7.7	84.6
	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
Social Studies							
2009	3	10	I/S	I/S	I/S	I/S	I/S
	4	20	100	21.1	47.4	31.6	78.9
	5	9	I/S	I/S	I/S	I/S	I/S
	6	13	100	9.1	81.8	9.1	90.9
	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							
2009	3	20	100	45	25	30	55
	4	20	95	36.8	31.6	31.6	63.2
	5	17	100	35.3	35.3	29.4	64.7
	6	26	100	25	54.2	20.8	75
	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

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample