PLAIN ELEMENTARY

506 Neely Ferry Road
Simpsonville, SC 29680

Grades	K-5 Elementary School	
Enrollment	944 Students	
Principal	Deborah A. Mihalic	864-355-7701
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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	96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
33	14	3	2	0

* Ratings are calculated with data available by 11/09/2011.

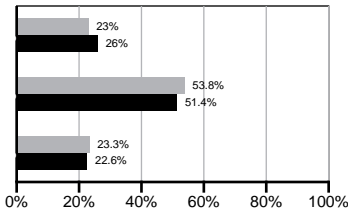## Palmetto Assessment of State Standards (PASS)

English/Language Arts
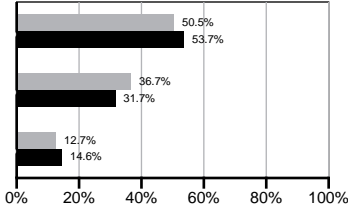
	Our school	Elementary schools with Students Like Ours
Exemplary	50.5%	53.7%
Met	36.7%	31.7%
Not Met	12.7%	14.6%

Mathematics

	Our school	Elementary schools with Students Like Ours
Exemplary	47.8%	48.5%
Met	35.9%	34.2%
Not Met	16.3%	17.3%

Science

	Our school	Elementary schools with Students Like Ours
Exemplary	23%	26%
Met	53.8%	51.4%
Not Met	23.3%	22.6%

Social Studies

	Our school	Elementary schools with Students Like Ours
Exemplary	36.5%	41.7%
Met	46.1%	42.8%
Not Met	17.4%	15.9%
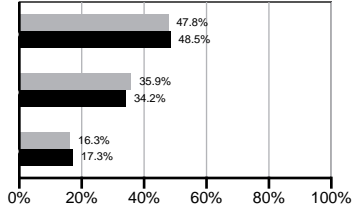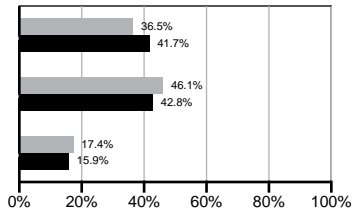
Writing

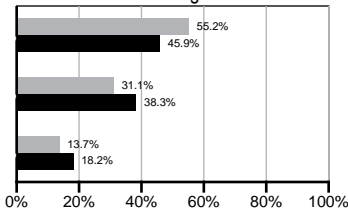|	Our school	Elementary schools with Students Like Ours
Exemplary	55.2%	45.9%
Met	31.1%	38.3%
Not Met	13.7%	18.2%

Our school

Elementary schools with Students Like Ours

* 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=944)				
First graders who attended full-day kindergarten	97.8%	Down from 100.0%	100.0%	100.0%
Retention rate	1.6%	Up from 1.5%	0.8%	1.1%
Attendance rate	96.4%	Up from 96.2%	96.5%	96.2%
Served by gifted and talented program	23.6%	Up from 19.7%	22.1%	13.4%
With disabilities other than speech	5.2%	Down from 10.7%	3.9%	4.1%
Older than usual for grade	0.1%	Up from 0.0%	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=48)				
Teachers with advanced degrees	56.3%	Up from 56.1%	64.1%	62.5%
Continuing contract teachers	93.8%	Down from 94.7%	89.5%	88.2%
Teachers returning from previous year	87.9%	Down from 89.0%	87.9%	87.8%
Teacher attendance rate	95.4%	Down from 97.2%	95.5%	95.2%
Average teacher salary*	$49,963	Down 0.0%	$48,243	$46,773
Professional development days/teacher	8.2 days	Up from 5.4 days	9.4 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	23.1 to 1	Up from 20.6 to 1	20.8 to 1	19.9 to 1
Prime instructional time	91.9%	Down from 93.2%	91.3%	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 99.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$5,612	Down 3.8%	$7,118	$7,447
Percent of expenditures for instruction**	71.7%	Down from 74.3%	68.7%	68.4%
Percent of expenditures for teacher salaries**	70.9%	Down from 71.8%	67.4%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The mission of Plain Elementary is to prepare students to become lifelong learners and responsible, productive citizens. All children engage in a rigorous, standards based instructional program in a climate that fosters tolerance and diversity. The many accomplishments this year reflect our motivation to remain positively committed to excellence.

Our staff, School Improvement Council (SIC), PTA, community members, and students developed a vision to guide us toward our school goals. Students and teachers set individual performance goals in reading and mathematics as we continued implementation of the Baldridge model, a data driven process for growth and continuous improvement. School-wide data reflects solid growth in all academic areas. Grade level teachers worked collaboratively to create common assessments based on essential learning standards and analyzed the results for the purpose of increased student achievement. A morning enrichment program was established to provide support for struggling math and reading students. To ensure a safer environment, we continued to enhance dismissal procedures and improved the condition of the playground. We also conducted a school-wide Lap-a-thon to continue raising funds for the purpose of resurfacing our track. As a result, we were recognized with a Safe Schools Award by Upstate Safe Kids. Home-school communication was enhanced through weekly phone messages from the principal or PTA members, updated teacher websites, weekly progress reports and updates sent electronically to parents, articles in the local newspaper, and publication of a monthly school newsletter. With assistance from PTA, our fine arts team provided students with artist in residencies in music, art, and physical education. We continued to integrate technology by ensuring that all classrooms were equipped with interactive white boards to actively engaged children in learning.

Parental and community involvement is integral to our success. The PTA and School Improvement Council (SIC) are involved in decision making programs, initiatives, and expenditures. Over 60,000 volunteer hours were logged this year with parents and community members serving as mentors, tutors, guest speakers, and classroom support. Business partners and community members adopted classes to assist with classroom needs.

We are proud of our accomplishments and will continue to make decisions that are in the best interest of all children. We are "Positively Committed to Excellence!"

Debbie Mihalic, Principal
Michelle Yates, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	168	120
Percent satisfied with learning environment	100.0%	94.0%	93.2%
Percent satisfied with social and physical environment	100.0%	92.7%	91.6%
Percent satisfied with school-home relations	100.0%	89.1%	93.2%

*   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 20 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

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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	493	100	12.7	36.6	50.7	91.5	84.1	82.4	Yes	Yes
Gender										
Male	237	100	17.5	38.4	44.1	88.6	80.8	78.7	N/A	N/A
Female	256	100	8.2	34.8	57	94.3	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	355	100	8.8	35.2	56	94.4	89.7	88.9	Yes	Yes
African American	98	100	25	42.7	32.3	81.3	72.2	72.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	34	100	20	40	40	90	79.2	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
Disability Status										
Disabled	80	100	38.5	38.5	23.1	67.9	48.6	48.1	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	14.3	52.4	33.3	95.2	79.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	203	100	21.6	41.1	37.4	85.3	75.7	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	493	100	16.3	35.9	47.8	90.1	84.4	81.9	Yes	Yes
Gender										
Male	237	100	18.3	35.8	45.9	87.8	82.9	79.9	N/A	N/A
Female	256	100	14.3	36.1	49.6	92.2	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	355	100	12	33.1	54.8	92.7	89.4	88.9	Yes	Yes
African American	98	100	31.3	43.8	25	81.3	72	71.4	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	34	100	20	43.3	36.7	86.7	82.7	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
Disability Status										
Disabled	80	100	44.9	30.8	24.4	60.3	47.1	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	19	52.4	28.6	85.7	83.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	203	100	25.8	42.1	32.1	82.6	76.5	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
Science								
All Students	321	99.7	23.2	53.9	22.9	76.8	71.6	68.6
Gender								
Male	151	99.3	27.1	51.4	21.5	72.9	71.4	68.3
Female	170	100	19.8	56.2	24.1	80.2	71.9	68.9
Racial/Ethnic Group								
White	236	100	17	55.8	27.2	83	81	80.7
African American	63	98.4	43.5	45.2	11.3	56.5	52.3	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	17	100	N/AV	N/AV	N/AV	60	61.4	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.8	70.8
Disability Status								
Disabled	48	100	48.9	44.7	6.4	51.1	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	15	100	N/AV	N/AV	N/AV	66.7	61.8	60.7
Socio-Economic Status								
Subsidized meals	132	99.2	26.8	65	8.1	73.2	58.4	57.3
Social Studies								
All Students	317	100	17.1	46.1	36.8	82.9	76.1	72.5
Gender								
Male	149	100	19.2	41.1	39.7	80.8	75.9	72
Female	168	100	15.2	50.6	34.2	84.8	76.2	73.1
Racial/Ethnic Group								
White	223	100	13.5	44.7	41.9	86.5	82.8	81
African American	65	100	30.2	50.8	19	69.8	61.5	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	27	100	16.7	45.8	37.5	83.3	69.6	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75.5	73.5
Disability Status								
Disabled	48	100	36.2	44.7	19.1	63.8	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	18	100	7.1	42.9	50	92.9	70.5	69.7
Socio-Economic Status								
Subsidized meals	135	100	27.8	48.4	23.8	72.2	65.2	62.9

Abbreviations for Missing Data

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PASS Performance By Group

Writing

	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
All Students	191	100	13.7	31.1	55.2	86.3	76	73.2	96.4	96.4
Gender										
Male	94	100	19.1	28.7	52.1	80.9	70.2	67.2	96.3	96.3
Female	97	100	7.9	33.7	58.4	92.1	82.1	79.4	96.5	96.4
Racial/Ethnic Group										
White	139	100	13.2	27.9	58.8	86.8	83.1	81.5	96.3	96.2
African American	38	100	20	40	40	80	62.2	61.3	96.6	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.3	87	96.6	97.6
Hispanic	11	100	I/S	I/S	I/S	I/S	64.3	66.7	97.2	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.1	72.2	99.6	95.8
Disability Status										
Disabled	33	100	61.3	29	9.7	38.7	26.5	26	95.5	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	65.3	65.7	97.2	97.2
Socio-Economic Status										
Subsidized meals	77	100	23.9	38	38	76.1	63.7	63.2	95.9	95.9

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
English/Language Arts							
2010	3	145	100	14.9	23.9	61.2	85.1
	4	177	100	17.2	41.4	41.4	82.8
	5	149	100	15.8	42.5	41.8	84.2
	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
2011	3	159	100	9.8	21.6	68.6	90.2
	4	145	100	16.7	44.2	39.1	83.3
	5	189	100	12.1	43.4	44.5	87.9
	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							
2010	3	145	100	22.4	32.8	44.8	77.6
	4	177	100	22.5	37.9	39.6	77.5
	5	149	100	19.2	43.2	37.7	80.8
	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
2011	3	159	100	18.3	30.7	51	81.7
	4	145	100	16.7	43.5	39.9	83.3
	5	189	100	14.3	34.6	51.1	85.7
	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
Science							
2010	3	74	100	32.4	35.2	32.4	67.6
	4	177	99.4	19.6	58.9	21.4	80.4
	5	73	100	23.6	61.1	15.3	76.4
	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
2011	3	81	98.8	28.9	40.8	30.3	71.1
	4	145	100	22.5	62.3	15.2	77.5
	5	95	100	19.6	52.2	28.3	80.4
	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

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	71	98.6	19	61.9	19	81
	4	177	99.4	19	44	36.9	81
	5	76	98.7	8.1	59.5	32.4	91.9
	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
2011	3	78	100	15.8	51.3	32.9	84.2
	4	145	100	19.6	53.6	26.8	80.4
	5	94	100	14.4	30	55.6	85.6
	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
Writing							
2010	3	147	98	19.9	33.1	47.1	80.1
	4	178	98.9	22.5	28.4	49.1	77.5
	5	150	100	13.6	44.2	42.2	86.4
	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
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	191	100	13.7	31.1	55.2	86.3
	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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