



MOUNTAIN VIEW ELEMENTARY

6350 Mountain View Road
Taylors, Sc 29687

Grades	PK-5 Elementary School	
Enrollment	826 Students	
Principal	Tommy Hughes	864-355-6800
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	Good	Good
2010	Good	Good
2009	Average	Average
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

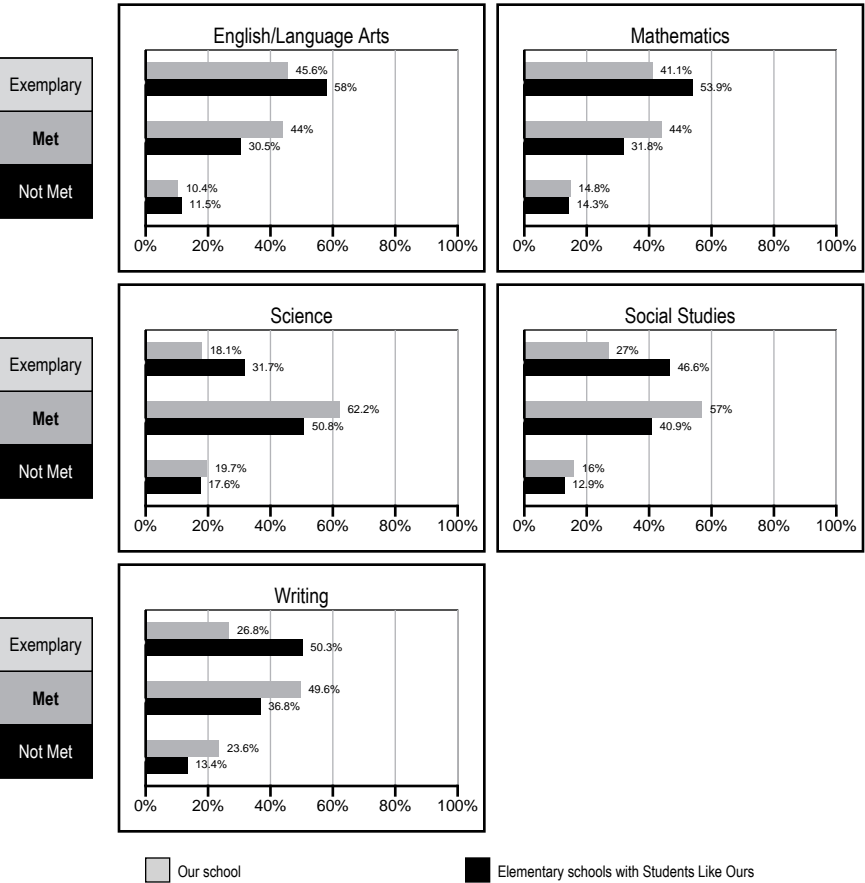
95.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
30	3	0	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=826)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Down from 2.2%	0.8%	1.1%
Attendance rate	96.4%	Up from 96.0%	96.5%	96.2%
Served by gifted and talented program	20.3%	Up from 16.8%	22.8%	13.4%
With disabilities other than speech	8.7%	Down from 11.6%	3.1%	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=45)				
Teachers with advanced degrees	71.1%	Up from 70.6%	66.2%	62.5%
Continuing contract teachers	100.0%	Up from 98.0%	90.3%	88.2%
Teachers returning from previous year	92.7%	Down from 93.7%	89.4%	87.8%
Teacher attendance rate	93.2%	Down from 97.7%	95.6%	95.2%
Average teacher salary*	\$48,067	Up 2.5%	\$47,850	\$46,773
Professional development days/teacher	10.4 days	No Change	9.6 days	10.5 days
School				
Principal's years at school	16.0	Up from 15.0	4.3	4.0
Student-teacher ratio in core subjects	23.8 to 1	Up from 20.3 to 1	21.4 to 1	19.9 to 1
Prime instructional time	91.1%	Down from 93.3%	91.7%	90.4%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,997	Up 0.2%	\$7,096	\$7,447
Percent of expenditures for instruction**	68.8%	Down from 72.7%	69.8%	68.4%
Percent of expenditures for teacher salaries**	67.8%	Down from 68.9%	68.4%	65.8%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The mission of Mountain View Elementary in cooperation with the community is to provide a safe, positive environment where children build skills, knowledge and character needed for lifelong learning. Mountain View Elementary is a warm, community centered school steeped in rich tradition. We are the only school in the Greenville County to have received the Red Carpet Award three times. This award honors schools that provide warm, friendly environments where people not only are welcomed but also are made to feel part of the school family.

At Mountain View our focus is on the whole child. It is important for us to meet the needs of children on many levels. Not only are we concerned with the academic needs of the children, but we also address other issues such as safety and wellness. Mountain View has received the Safe Schools award for the last five years. This award requires various safety lessons to be taught to students, families, and faculty. We encourage all community members to be a part of our school family by volunteering and being present for events in our building.

Mountain View is a learning community. We work in cooperation with area universities to train per-services teachers. Our faculty members participate in many worthwhile professional development opportunities, such as the pursuit of advanced degrees, technology training, and integration of the arts. Ten teachers are currently National Board certified. Mountain View teachers have received the numerous grants and achievement awards and have presented at state and national conferences. Our principal received the Greenville County Principal of the Year award.

Every classroom at Mountain View is outfitted with computers and a Promethean Board. Our school offers many opportunities for professional development in the use and integration of technology in the classroom. Technology is also used as major means of communication both in the school and throughout the community.

Tommy Hughes, Principal
Mrs. Julie Paquette, SIC Committee Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	121	87
Percent satisfied with learning environment	97.4%	95.9%	95.3%
Percent satisfied with social and physical environment	100.0%	96.6%	96.6%
Percent satisfied with school-home relations	97.4%	97.5%	95.3%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 15 out of 17 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

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	392	100	10.4	44	45.6	93.2	84.1	82.4	Yes	Yes
Gender										
Male	195	100	14.6	43.2	42.2	91.1	80.8	78.7	N/A	N/A
Female	197	100	6.3	44.8	49	95.3	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	359	100	9.7	43.6	46.7	93.7	89.7	88.9	Yes	Yes
African American	12	100	8.3	58.3	33.3	91.7	72.2	72.9	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	15	100	33.3	46.7	20	80	79.2	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
Disability Status										
Disabled	66	100	43.1	43.1	13.8	66.2	48.6	48.1	No	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	9	I/S	I/S	I/S	I/S	I/S	79.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	146	100	17.4	56.5	26.1	89.9	75.7	75.4	Yes	Yes

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

All Students	392	100	14.8	44	41.1	90.1	84.4	81.9	Yes	Yes
Gender										
Male	195	100	13	41.7	45.3	90.1	82.9	79.9	N/A	N/A
Female	197	100	16.7	46.4	37	90.1	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	359	100	14.8	43.6	41.6	90	89.4	88.9	Yes	Yes
African American	12	100	25	41.7	33.3	83.3	72	71.4	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	15	100	6.7	66.7	26.7	93.3	82.7	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
Disability Status										
Disabled	66	100	50.8	41.5	7.7	55.4	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	9	I/S	I/S	I/S	I/S	I/S	83.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	146	100	19.6	52.9	27.5	84.8	76.5	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	264	100	19.7	62.2	18.1	80.3	71.6	68.6
Gender								
Male	135	100	15.8	61.7	22.6	84.2	71.4	68.3
Female	129	100	23.8	62.7	13.5	76.2	71.9	68.9
Racial/Ethnic Group								
White	244	100	18.8	62.8	18.4	81.2	81	80.7
African American	8	I/S	I/S	I/S	I/S	I/S	52.3	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	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	42	100	51.2	43.9	4.9	48.8	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	4	I/S	I/S	I/S	I/S	I/S	61.8	60.7
Socio-Economic Status								
Subsidized meals	94	100	32.6	62.9	4.5	67.4	58.4	57.3

Social Studies

All Students	262	100	16	57	27	84	76.1	72.5
Gender								
Male	129	100	13.4	55.9	30.7	86.6	75.9	72
Female	133	100	18.6	58.1	23.3	81.4	76.2	73.1
Racial/Ethnic Group								
White	239	100	15	56.2	28.8	85	82.8	81
African American	8	I/S	I/S	I/S	I/S	I/S	61.5	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	12	100	25	66.7	8.3	75	69.6	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	75.5	73.5
Disability Status								
Disabled	47	100	30.4	63	6.5	69.6	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	7	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	99	100	28	61.3	10.8	72	65.2	62.9

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	130	100	23.6	49.6	26.8	76.4	76	73.2	96.4	96.4
Gender										
Male	68	100	23.9	55.2	20.9	76.1	70.2	67.2	96.5	96.3
Female	62	100	23.3	43.3	33.3	76.7	82.1	79.4	96.4	96.4
Racial/Ethnic Group										
White	120	100	23.1	51.3	25.6	76.9	83.1	81.5	96.3	96.2
African American	6	I/S	I/S	I/S	I/S	I/S	62.2	61.3	97.8	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.3	87	95.7	97.6
Hispanic	2	I/S	I/S	I/S	I/S	I/S	64.3	66.7	98.1	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.1	72.2	95.8	95.8
Disability Status										
Disabled	17	100	N/AV	N/AV	N/AV	11.8	26.5	26	95.9	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	1	I/S	I/S	I/S	I/S	I/S	65.3	65.7	98.8	97.2
Socio-Economic Status										
Subsidized meals	53	100	38	46	16	62	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	126	100	7.4	30.3	62.3	92.6
	4	135	100	13.3	43	43.8	86.7
	5	143	100	15.2	52.2	32.6	84.8
	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	126	100	10.3	34.1	55.6	89.7
	4	134	100	11.5	51.9	36.6	88.5
	5	132	100	9.4	45.7	44.9	90.6
	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
Mathematics							
2010	3	126	100	13.9	44.3	41.8	86.1
	4	135	100	18	35.2	46.9	82
	5	143	100	23.2	43.5	33.3	76.8
	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	126	100	17.5	36.5	46	82.5
	4	134	100	8.4	42.7	48.9	91.6
	5	132	100	18.9	52.8	28.3	81.1
	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	64	100	22.6	56.5	21	77.4
	4	135	100	18.8	64.1	17.2	81.3
	5	73	98.6	24.3	60	15.7	75.7
	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	65	100	23.1	60	16.9	76.9
	4	134	100	19.8	64.1	16	80.2
	5	65	100	15.9	60.3	23.8	84.1
	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

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
Social Studies							
2010	3	62	100	13.3	61.7	25	86.7
	4	135	100	11.7	59.4	28.9	88.3
	5	70	98.6	13.6	66.7	19.7	86.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	61	100	16.4	60.7	23	83.6
	4	134	100	15.3	58	26.7	84.7
	5	67	100	17.2	51.6	31.3	82.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	124	100	13.9	32	54.1	86.1
	4	137	100	21.7	38	40.3	78.3
	5	142	99.3	18.8	49.3	31.9	81.2
	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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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	130	100	23.6	49.6	26.8	76.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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