



Plain Elementary

506 Neely Ferry Road
Simpsonville, SC 29680

Grades	K-5 Elementary School	
Enrollment	939 Students	
Principal	Deborah A. Mihalic	864-355-7701
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Good
2008	Average	Below Average
2007	Average	Below Average
2006	Average	At-Risk
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

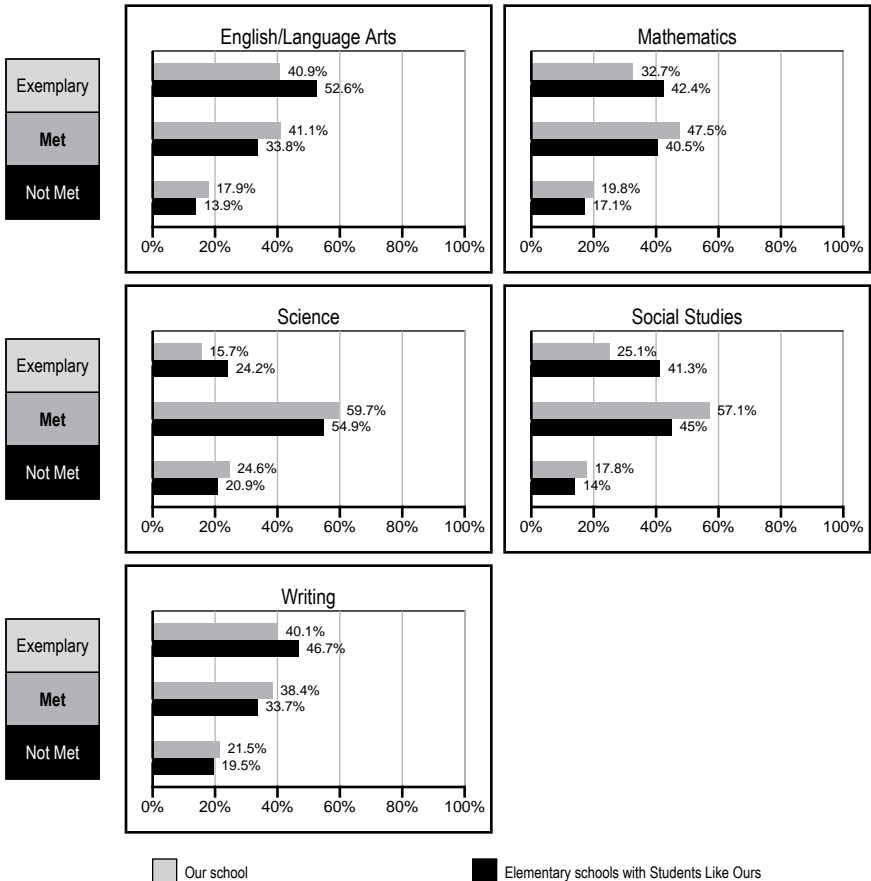
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	11	5	0	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=939)				
First graders who attended full-day kindergarten	94.3%	Down from 98.0%	100.0%	100.0%
Retention rate	1.5%	Up from 0.8%	1.7%	1.9%
Attendance rate	96.5%	Down from 97.0%	96.7%	96.3%
Eligible for gifted and talented	18.1%	Up from 17.6%	18.0%	10.0%
With disabilities other than speech	10.2%	Up from 9.8%	6.7%	7.7%
Older than usual for grade	0.0%	Down from 0.2%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=58)				
Teachers with advanced degrees	53.4%	Up from 49.1%	60.3%	59.4%
Continuing contract teachers	93.1%	Up from 89.5%	82.0%	80.0%
Teachers with emergency or provisional certificates	1.7%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	91.3%	Down from 94.0%	86.9%	85.9%
Teacher attendance rate	95.2%	Up from 94.8%	95.6%	95.1%
Average teacher salary*	\$48,653	Up 1.5%	\$48,542	\$47,149
Professional development days/teacher	10.4 days	Down from 13.3 days	10.9 days	11.1 days
School				
Principal's years at school	1.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 21.0 to 1	20.3 to 1	18.8 to 1
Prime instructional time	91.3%	Up from 90.1%	91.5%	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 99.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,558	Up 0.8%	\$6,632	\$7,458
Percent of expenditures for instruction**	72.9%	Down from 74.0%	70.6%	68.8%
Percent of expenditures for teacher salaries**	69.1%	Up from 68.8%	66.1%	63.2%

* 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 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. Our 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 Baldrige model, a data-driven process for growth. School-wide data reflects solid growth in these academic areas. A morning math program was initiated to provide support for struggling math students. To ensure a safer environment, we restructured dismissal procedures and improved the condition of the playground. 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, 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 purchasing five additional interactive boards so all classrooms would be equipped with these learning tools.

Parental and community involvement is integral to our success. The PTA and School Improvement Council are involved in decision-making programs, initiatives, and expenditures. Over 30,000 volunteer hours were logged this year, with parents and community members serving as mentors, tutors, guest speakers, and classroom supporters. 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.

Debbie Mihalic, Principal
Tim Arnold, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	63	155	119
Percent satisfied with learning environment	100.0%	89.0%	93.2%
Percent satisfied with social and physical environment	98.4%	91.5%	94.9%
Percent satisfied with school-home relations	100.0%	92.9%	97.5%

* 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 21 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	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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

All Students	492	99.8	17.9	41.1	40.9	90.3	84	82.8	Yes	Yes
Gender										
Male	255	100	20.2	42	37.9	87.2	80.8	79.3	N/A	N/A
Female	237	99.6	15.6	40.3	44.2	93.5	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	352	100	10.8	42.1	47.1	93.9	89.5	89.5	Yes	Yes
African American	96	100	42.4	40.2	17.4	78.3	72.7	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	32	96.9	13.3	43.3	43.3	90	74.8	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
Disability Status										
Disabled	91	100	50	36.4	13.6	70.5	52.5	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	33	97	32.3	38.7	29	80.6	74.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	169	99.4	28.8	41.7	29.4	84.7	74.4	75.5	Yes	Yes

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

All Students	492	100	19.8	47.5	32.7	87.3	80.9	78.9	Yes	Yes
Gender										
Male	255	100	24.3	43.2	32.5	83.5	79.6	77	N/A	N/A
Female	237	100	15.2	51.9	32.9	91.3	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	352	100	13.7	47.1	39.2	92.1	87	87.2	Yes	Yes
African American	96	100	39.1	47.8	13	70.7	66.3	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	32	100	23.3	53.3	23.3	83.3	75.3	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
Disability Status										
Disabled	91	100	39.8	46.6	13.6	69.3	48.1	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	33	100	32.3	58.1	9.7	83.9	76.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	169	100	28.8	49.1	22.1	81.6	70.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	328	99.4	24.6	59.7	15.7	75.4	71.3	67.5
Gender								
Male	174	98.9	28.2	54.6	17.2	71.8	70.8	67
Female	154	100	20.7	65.3	14	79.3	71.8	68
Racial/Ethnic Group								
White	232	99.6	17	62.9	20.1	83	79.5	79.5
African American	68	100	46.9	46.9	6.3	53.1	53	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	20	100	N/AV	N/AV	N/AV	72.2	61.1	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.4	71.2
Disability Status								
Disabled	63	100	47.5	45.9	6.6	52.5	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	20	100	N/AV	N/AV	N/AV	61.1	60.4	59.6
Socio-Economic Status								
Subsided meals	111	100	36.2	56.2	7.6	63.8	57.5	55.1
Social Studies								
All Students	326	99.7	17.8	57.1	25.1	82.2	75.7	72.3
Gender								
Male	165	100	17.2	52.9	29.9	82.8	75.1	71.5
Female	161	99.4	18.4	61.4	20.3	81.6	76.3	73.2
Racial/Ethnic Group								
White	233	100	13.3	56.2	30.5	86.7	81.7	80.7
African American	62	100	35	56.7	8.3	65	61.5	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	21	100	15	70	15	85	69	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	78	72.2
Disability Status								
Disabled	64	98.4	32.8	57.4	9.8	67.2	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	24	100	26.1	65.2	8.7	73.9	69	67.9
Socio-Economic Status								
Subsided meals	119	100	26.1	57.4	16.5	73.9	63.9	62.1

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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	School Attendance Rate	District Attendance Rate
Writing										
All Students	494	99.4	21	38.7	40.3	79	72.9	70.2	96.5	96.5
Gender										
Male	253	99.2	28.6	38.2	33.2	71.4	66.4	63.2	96.5	96.4
Female	241	99.6	13.2	39.1	47.7	86.8	79.7	77.5	96.5	96.5
Racial/Ethnic Group										
White	354	99.2	15.2	41.2	43.6	84.8	80.5	79.1	96.4	96.3
African American	97	100	39.4	36.2	24.5	60.6	57.1	57.6	97	96.5
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	87.3	86.2	93.7	97.6
Hispanic	31	100	23.3	23.3	53.3	76.7	61.3	62.6	96.5	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.8	68.7	96.1	95.2
Disability Status										
Disabled	88	100	55.2	32.2	12.6	44.8	28.4	26.1	95.9	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	31	100	36.7	30	33.3	63.3	60.5	61.2	96.6	97.2
Socio-Economic Status										
Subsided meals	169	100	30.1	36.7	33.1	69.9	58.8	58.9	96	95.8

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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							
2009	3	167	99.4	19.6	30.7	49.7	80.4
	4	162	100	21.4	50	28.6	78.6
	5	163	100	12.7	43.3	43.9	87.3
	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
Mathematics							
2009	3	167	100	27.6	43.6	28.8	72.4
	4	162	100	13	51.9	35.1	87
	5	163	100	18.5	47.1	34.4	81.5
	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
Science							
2009	3	83	100	30	51.3	18.8	70
	4	162	100	22.7	68.2	9.1	77.3
	5	83	97.6	22.8	51.9	25.3	77.2
	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
Social Studies							
2009	3	84	100	20.5	56.6	22.9	79.5
	4	162	100	11.7	65.6	22.7	88.3
	5	80	98.8	26.9	41	32.1	73.1
	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
Writing							
2009	3	166	98.8	21.7	37.9	40.4	78.3
	4	164	99.4	21.2	46.8	32.1	78.8
	5	164	100	20.1	31.4	48.4	79.9
	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

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