



Pomaria/Garmany Elementary

7288 US Hwy. 176
Pomaria, SC 29126

Grades	PK-5 Elementary School	
Enrollment	405 Students	
Principal	Beth Brooks	803-321-2651
Superintendent	Mr. Bennie Bennett	803-321-2600
Board Chair	Mr. Don Saylor	803-276-9765

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	Good
2007	Average	Below Average
2006	Average	Below Average
2005	Good	Good

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

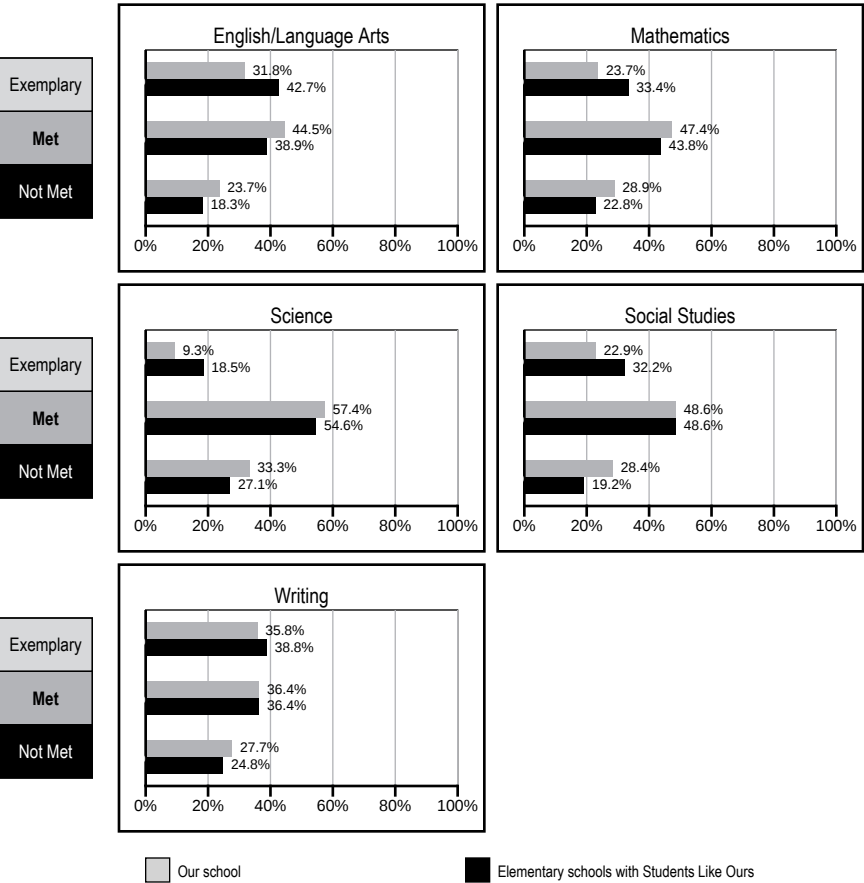
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 99.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	30	47	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=405)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.6%	Up from 2.1%	2.0%	1.9%
Attendance rate	96.2%	Down from 96.4%	96.3%	96.3%
Eligible for gifted and talented	16.0%	Down from 18.2%	14.0%	10.0%
With disabilities other than speech	6.6%	Up from 6.1%	7.5%	7.7%
Older than usual for grade	0.0%	Down from 0.3%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.5%	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	63.3%	Down from 70.0%	60.0%	59.4%
Continuing contract teachers	93.3%	Up from 80.0%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.1%	Up from 89.7%	87.7%	85.9%
Teacher attendance rate	92.6%	Down from 94.4%	95.3%	95.1%
Average teacher salary*	\$46,204	Up 3.3%	\$47,232	\$47,149
Professional development days/teacher	5.5 days	Down from 8.6 days	10.9 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 19.3 to 1	19.1 to 1	18.8 to 1
Prime instructional time	87.2%	Down from 90.5%	90.6%	90.4%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.5%	Up from 65.5%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,342	Up 7.5%	\$6,860	\$7,458
Percent of expenditures for instruction**	73.1%	Down from 74.6%	69.2%	68.8%
Percent of expenditures for teacher salaries**	69.5%	Down from 70.0%	63.3%	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

Pomaria-Garmany Elementary School is located in the rural community of Pomaria in Newberry County. Our school serves a diverse population of 416 students, which includes pre-kindergarten through fifth grade. Sixty percent are Caucasian, twenty-one percent are African American, and nineteen percent are Hispanic. Pomaria-Garmany is an Advanced ED accredited institution, School of Promise and a Palmetto Silver Award winner in the area of academics and achievement. Nine of our faculty members are National Board Certified teachers, and three others began the application process during the 2008-2009 school year and four are continuing the process. The school counselor also received the SC Heart Award. The faculty participated in many professional development activities this year including Working on the Work trainings. First Steps continued to fund a summer program for ten kindergarten students to increase their readiness level for kindergarten. These awards and other activities demonstrate a hardworking and dedicated faculty and staff. Students at Pomaria-Garmany Elementary made many accomplishments this year. On a school level, students were recognized at the end of year awards ceremony. Students were rewarded with trophies, pendants, and certificates. Parents and members of the community were invited to come out and support student achievement. There was also a school wide winner of the State Superintendent of Education Essay Award. One student was a Regional Winner in the MESAS contest. Another student was also recognized for his achievement in art at the SC Economic Education luncheon. Four students were recipients of the Duke TIP Talent Search Award. Students, under the guidance of our school media specialist, produced the daily morning news show. Third grade students also served as library helpers. They assisted the media specialist in shelving books after school. The fourth grade students maintained the PGE postal system and delivered mail to students, faculty, and staff. Fifth grade students also are selected to serve as our morning STAR Patrol. STAR Patrol assisted in school morning duties and modeled character skills for younger students. Students at Pomaria-Garmany experienced learning outside the classroom through guest speakers and field trips. Parents and community members actively supported our school. Our PTO and School Improvement council were very supportive in making school decisions. Parent volunteers, community members, churches, and civic organizations were also very supportive in providing for the needs of our students. Pomaria-Garmany Elementary School is a learning community where parents, teachers, and community members work together to ensure that students are successful.

Beth S. Brooks, Principal
Brent Connelly, School Improvement Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	62	39
Percent satisfied with learning environment	83.3%	85.5%	73.0%
Percent satisfied with social and physical environment	86.7%	81.7%	78.9%
Percent satisfied with school-home relations	96.7%	88.5%	81.1%

* 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
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This school met 15 out of 15 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	
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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	0.0%	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	96.2%	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 = 58.8% (Met or Exemplary)

All Students	185	100	23.7	44.5	31.8	86.7	77.5	82.8	Yes	Yes
Gender										
Male	92	100	27.6	41.4	31	81.6	72.1	79.3	N/A	N/A
Female	93	100	19.8	47.7	32.6	91.9	83.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	107	100	8.6	47.6	43.8	97.1	86.4	89.5	Yes	Yes
African American	45	100	43.2	48.6	8.1	75.7	68	73.7	I/S	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	33	100	51.6	29	19.4	64.5	70.7	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	21	100	42.1	47.4	10.5	73.7	45.1	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	33	100	51.6	29	19.4	64.5	68.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	99	100	40.4	46.1	13.5	77.5	70.8	75.5	Yes	Yes

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

All Students	185	100	28.9	47.4	23.7	82.7	73.8	78.9	Yes	Yes
Gender										
Male	92	100	31	43.7	25.3	81.6	71.6	77	N/A	N/A
Female	93	100	26.7	51.2	22.1	83.7	76.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	107	100	17.1	47.6	35.2	92.4	84.1	87.2	Yes	Yes
African American	45	100	56.8	40.5	2.7	59.5	60.6	66.7	I/S	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	33	100	35.5	54.8	9.7	77.4	75.6	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	21	100	52.6	36.8	10.5	84.2	40.8	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	33	100	35.5	54.8	9.7	77.4	73.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	99	100	44.9	44.9	10.1	70.8	65.3	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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	118	100	33.3	57.4	9.3	66.7	60.1	67.5
Gender								
Male	64	100	30.5	57.6	11.9	69.5	59.9	67
Female	54	100	36.7	57.1	6.1	63.3	60.4	68
Racial/Ethnic Group								
White	70	100	22.1	63.2	14.7	77.9	73.3	79.5
African American	28	100	N/AV	N/AV	N/AV	40.9	43.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	20	100	N/AV	N/AV	N/AV	55.6	55.8	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	N/AV	N/AV	N/AV	27.3	26	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	20	100	N/AV	N/AV	N/AV	55.6	54.5	59.6
Socio-Economic Status								
Subsided meals	61	100	N/AV	N/AV	N/AV	48.1	48.4	55.1

Social Studies

All Students	118	100	28.4	48.6	22.9	71.6	63.6	72.3
Gender								
Male	58	100	31.5	40.7	27.8	68.5	59.3	71.5
Female	60	100	25.5	56.4	18.2	74.5	68.2	73.2
Racial/Ethnic Group								
White	64	100	17.5	49.2	33.3	82.5	74	80.7
African American	31	100	52	40	8	48	50.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	23	100	33.3	57.1	9.5	66.7	65.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	13	100	36.4	45.5	18.2	63.6	33.7	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	23	100	33.3	57.1	9.5	66.7	62.6	67.9
Socio-Economic Status								
Subsided meals	66	100	41.4	46.6	12.1	58.6	54.3	62.1

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	181	99.5	27.7	36.4	35.8	72.3	62.6	70.2	96.2	95.8
Gender										
Male	90	100	34.5	32.2	33.3	65.5	52.4	63.2	95.8	95.6
Female	91	98.9	20.9	40.7	38.4	79.1	73.6	77.5	96.5	96
Racial/Ethnic Group										
White	107	100	16.2	35.2	48.6	83.8	73.8	79.1	96.2	95.7
African American	42	97.6	48.6	35.1	16.2	51.4	48.8	57.6	96.2	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	97
Hispanic	32	100	41.9	41.9	16.1	58.1	61.8	62.6	95.9	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	94.7
Disability Status										
Disabled	22	100	70	20	10	30	20.1	26.1	95.1	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.6
English Proficiency										
Limited English Proficient	32	100	41.9	41.9	16.1	58.1	59.7	61.2	95.9	95.9
Socio-Economic Status										
Subsidized meals	95	99	44.9	37.1	18	55.1	52	58.9	95.4	95.3

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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	68	100	25	46.9	28.1	75
	4	51	100	27.3	43.2	29.5	72.7
	5	66	100	20	43.1	36.9	80
	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	68	100	46.9	39.1	14.1	53.1
	4	51	100	20.5	47.7	31.8	79.5
	5	66	100	16.9	55.4	27.7	83.1
	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							
2009	3	34	100	N/AV	N/AV	N/AV	50
	4	51	100	18.2	70.5	11.4	81.8
	5	33	100	37.5	46.9	15.6	62.5
	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
Social Studies							
2009	3	34	100	50	34.4	15.6	50
	4	51	100	13.6	54.5	31.8	86.4
	5	33	100	27.3	54.5	18.2	72.7
	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
Writing							
2009	3	67	100	31.3	31.3	37.5	68.8
	4	48	97.9	27.3	31.8	40.9	72.7
	5	66	100	24.6	44.6	30.8	75.4
	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

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