



POMARIA/GARMANY ELEMENTARY

7288 US Hwy. 176
Pomaria, SC 29126

Grades	PK-5 Elementary School	
Enrollment	385 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	Average	Average
2008	Average	Good
2007	Average	Below Average
2006	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 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 2009-10 whose 2008-09 test scores were located

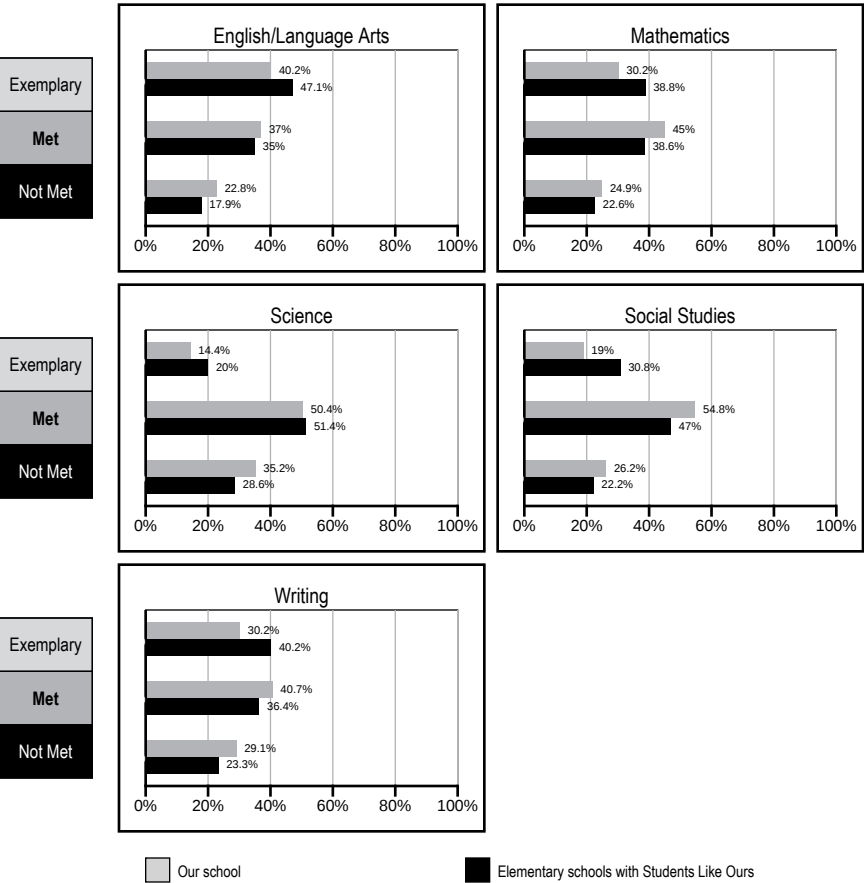
96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
19	37	29	0	0

* Ratings are calculated with data available by 03/09/2011.

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=385)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.8%	Down from 3.6%	1.2%	1.2%
Attendance rate	96.3%	Up from 96.2%	96.2%	96.1%
Eligible for gifted and talented	15.0%	Down from 16.0%	15.8%	11.7%
With disabilities other than speech	4.8%	Down from 6.6%	8.1%	8.0%
Older than usual for grade	0.3%	Up from 0.0%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	57.1%	Down from 63.3%	61.1%	60.5%
Continuing contract teachers	89.3%	Down from 93.3%	88.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.1%	No Change	89.0%	87.0%
Teacher attendance rate	95.1%	Up from 92.6%	95.5%	95.4%
Average teacher salary*	\$46,102	Down 0.2%	\$48,045	\$47,288
Professional development days/teacher	4.3 days	Down from 5.5 days	10.4 days	10.5 days
School				
Principal's years at school	5.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 19.8 to 1	20.5 to 1	19.2 to 1
Prime instructional time	90.3%	Up from 87.2%	90.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.6%	Up from 91.5%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,958	Down 5.2%	\$7,004	\$7,548
Percent of expenditures for instruction**	71.5%	Down from 73.1%	69.1%	68.7%
Percent of expenditures for teacher salaries**	68.6%	Down from 69.5%	66.0%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Pomaria-Garmany Elementary School is located in the rural community of Pomaria in Newberry County. We began the 2009-2010 school year in a new facility. Our school serves a diverse population of 408 students, which includes pre-kindergarten through fifth grade. Fifty-four percent are Caucasian, twenty-five percent are African American, and twenty-one percent are Hispanic.

Pomaria-Garmany is an Advanced ED accredited institution. Thirteen faculty members at Pomaria-Garmany Elementary School are National Board Certified teachers, and three are continuing the process. The faculty participated in many professional development activities this year including Working on the Work and PBIS (Positive Intervention Systems) 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 plaques, medals, and certificates. Parents and members of the community were invited to come out and support student achievement. PGES also recognized three fifth-grade students as winners of the State Superintendent of Education Essay Contest and twelve, fourth, and fifth-grade students as recipients of the Duke TIP Talent Search Award.

Students at Pomaria-Garmany experienced learning outside the classroom through guest speakers, field trips, and school-based service learning opportunities. Third-grade students served as Library Helpers, assisting the media specialist in shelving books after school. Fourth-grade students continued to maintain the PGE postal system and delivered mail to students, faculty, and staff. Fifth-grade students, under the guidance of our school media specialist, produced a daily morning news show. Fifth-grade students also were selected to serve as our morning STAR Patrol. STAR Patrol assisted in school morning duties and modeled character skills for younger students.

This year, Pomaria-Garmany Elementary School became a PBIS school. PBIS stands for Positive Behavior Intervention Support. We are focusing on the positive behaviors. No child wants to misbehave and we are looking to make long-term, durable lifestyle changes for the students as we focus on positive behaviors and correct behaviors that do not meet school expectations. A caring community and the need to belong are essential to make PBIS work. As a team, PGE has worked to create interventions and strategies to meet specific needs of students. Students were rewarded for positive behaviors using Tiger Bucks. These bucks were cashed in once a month for an entertaining activity of the students' choice. 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
Jed Ruff, School Improvement Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	52	22
Percent satisfied with learning environment	95.7%	86.3%	81.0%
Percent satisfied with social and physical environment	90.9%	94.2%	86.4%
Percent satisfied with school-home relations	91.3%	90.4%	81.0%

* 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

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 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	
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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%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	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	197	99.5	22.3	37.2	40.4	88.3	78.9	83.5	Yes	Yes
Gender										
Male	100	100	26.9	34.4	38.7	86	75.6	80.1	N/A	N/A
Female	97	99	17.9	40	42.1	90.5	82.3	87	N/A	N/A
Racial/Ethnic Group										
White	112	99.1	8.3	38.5	53.2	98.2	88.4	89.6	Yes	Yes
African American	51	100	38.3	46.8	14.9	80.9	67	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	33	100	48.4	19.4	32.3	64.5	77.7	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	22	100	61.9	28.6	9.5	61.9	46.7	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	31	100	50	20	30	63.3	75	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	109	100	35.3	34.3	30.4	79.4	72	76.9	Yes	Yes

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

All Students	197	99.5	24.5	45.2	30.3	84.6	76.4	80.4	Yes	Yes
Gender										
Male	100	100	25.8	41.9	32.3	82.8	73.4	78.4	N/A	N/A
Female	97	99	23.2	48.4	28.4	86.3	79.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	112	99.1	10.1	43.1	46.8	94.5	86	87.8	Yes	Yes
African American	51	100	46.8	46.8	6.4	74.5	64	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	33	100	41.9	51.6	6.5	64.5	76.7	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	22	100	57.1	33.3	9.5	57.1	42.5	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	31	100	43.3	50	6.7	63.3	75.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	109	100	37.3	49	13.7	75.5	68.7	72.8	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	131	100	34.7	50.8	14.5	65.3	60	67.3
Gender								
Male	71	100	33.8	47.7	18.5	66.2	60.2	66.9
Female	60	100	35.6	54.2	10.2	64.4	59.7	67.7
Racial/Ethnic Group								
White	74	100	22.2	54.2	23.6	77.8	74.7	79.6
African American	37	100	48.5	48.5	3	51.5	42.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	19	100	N/A	N/A	N/A	38.9	54.7	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	17	100	N/A	N/A	N/A	31.3	31	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	19	100	N/A	N/A	N/A	38.9	52.5	58.6
Socio-Economic Status								
Subsidized meals	71	100	52.3	44.6	3.1	47.7	48.3	55.4

Social Studies								
All Students	130	100	26.2	54.8	19	73.8	66.5	70.9
Gender								
Male	58	100	25.9	46.3	27.8	74.1	64.6	70.1
Female	72	100	26.4	61.1	12.5	73.6	68.5	71.7
Racial/Ethnic Group								
White	73	100	16.4	56.2	27.4	83.6	78.8	79.2
African American	32	100	46.7	43.3	10	53.3	49.9	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	24	100	31.8	63.6	4.5	68.2	70.7	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	34.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	22	100	33.3	61.9	4.8	66.7	68.9	68
Socio-Economic Status								
Subsidized meals	70	100	37.9	53	9.1	62.1	56.9	60.8

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	197	99.5	28.7	41	30.3	71.3	64.5	72.1	96.3	95.7
Gender										
Male	100	100	33.3	39.8	26.9	66.7	55.6	65.2	96.1	95.6
Female	97	99	24.2	42.1	33.7	75.8	73.6	79.2	96.5	95.9
Racial/Ethnic Group										
White	113	99.1	12.7	43.6	43.6	87.3	76.6	80.8	96.5	95.8
African American	51	100	44.7	46.8	8.5	55.3	49.7	59.7	96	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	96.3
Hispanic	33	100	61.3	22.6	16.1	38.7	60.3	64.6	95.9	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	99.7	98.8
Disability Status										
Disabled	21	100	70	25	5	30	22.3	27.7	96.4	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	97.2	97.2
English Proficiency										
Limited English Proficient	31	100	63.3	23.3	13.3	36.7	57.7	63.7	96	96.2
Socio-Economic Status										
Subsidized meals	109	100	44.1	42.2	13.7	55.9	54	61.9	95.6	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
2010	3	78	98.7	25.3	18.7	56	74.7
	4	65	100	19.4	58.1	22.6	80.6
	5	54	100	21.6	39.2	39.2	78.4
	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
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
2010	3	78	98.7	26.7	38.7	34.7	73.3
	4	65	100	24.2	51.6	24.2	75.8
	5	54	100	21.6	47.1	31.4	78.4
	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
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
2010	3	39	100	51.4	29.7	18.9	48.6
	4	65	100	27.4	56.5	16.1	72.6
	5	27	100	28	68	4	72
	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

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							
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
2010	3	38	100	28.9	60.5	10.5	71.1
	4	65	100	24.2	51.6	24.2	75.8
	5	27	100	26.9	53.8	19.2	73.1
	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
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
2010	3	78	98.7	32	33.3	34.7	68
	4	65	100	25.8	50	24.2	74.2
	5	54	100	27.5	41.2	31.4	72.5
	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

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