



ALMA ELEMENTARY

213 Alma Street
Gaffney, SC 29340

Grades	PK-5 Elementary School	
Enrollment	240 Students	
Principal	Kimberly F. Camp	864-489-4742
Superintendent	Kim Bagwell	864-902-3500
Board Chair	Mr. Billy Blackwell	864-902-3542

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Below Average
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	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

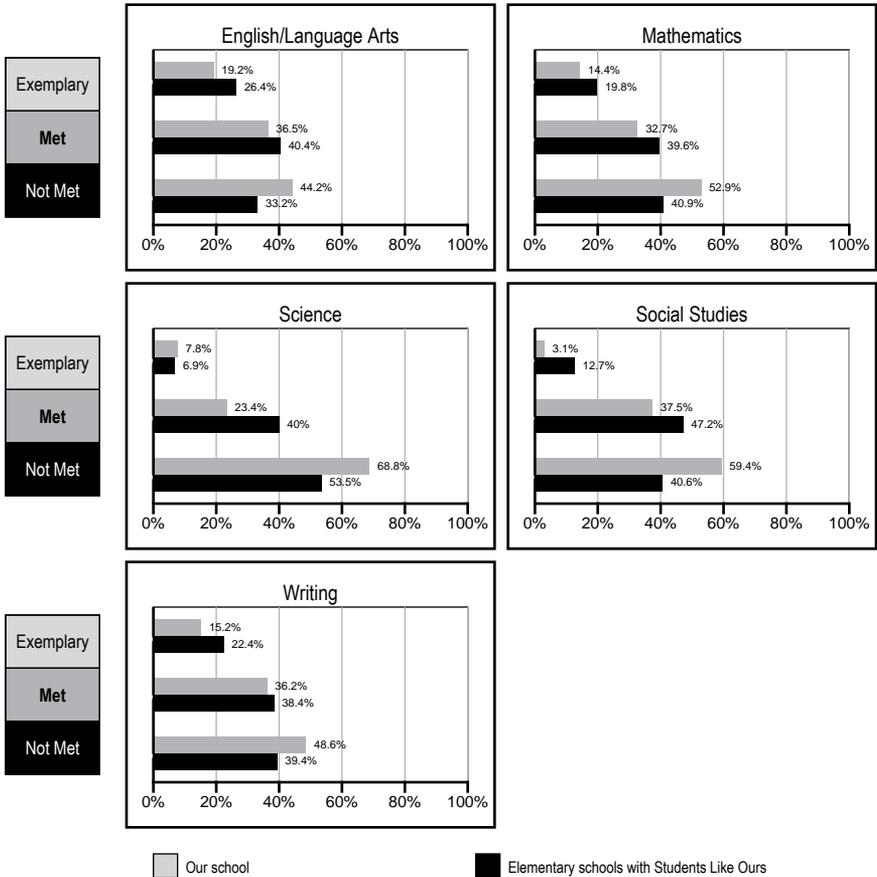
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	101	51	22

* 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=240)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Down from 6.1%	1.5%	1.2%
Attendance rate	96.2%	Down from 98.7%	95.8%	96.1%
Eligible for gifted and talented	6.3%	Down from 7.3%	5.0%	11.7%
With disabilities other than speech	5.7%	Up from 5.4%	8.5%	8.0%
Older than usual for grade	0.0%	No Change	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=17)				
Teachers with advanced degrees	52.9%	Up from 36.8%	58.3%	60.5%
Continuing contract teachers	94.1%	Up from 68.4%	80.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.9%	Up from 81.2%	84.6%	87.0%
Teacher attendance rate	96.2%	Up from 95.9%	95.3%	95.4%
Average teacher salary*	\$41,297	Up 4.2%	\$45,292	\$47,288
Professional development days/teacher	6.3 days	Down from 15.6 days	11.1 days	10.5 days
School				
Principal's years at school	2.0	No Change	3.5	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 18.8 to 1	17.7 to 1	19.2 to 1
Prime instructional time	92.1%	Down from 93.7%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.1%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,731	Up 0.4%	\$8,356	\$7,548
Percent of expenditures for instruction**	62.3%	Up from 60.8%	68.2%	68.7%
Percent of expenditures for teacher salaries**	55.7%	Up from 52.5%	63.0%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Alma Elementary, where we all "REACH for the STARS!"

Our students and teachers worked diligently to make learning exciting and authentic in 2009-2010. By using the South Carolina academic standards and district curriculum, we created a school-wide long range plan resulting in innovative and motivating lessons. Teachers continue to use our wealth of resources in our Literacy Center and Math/Science Curriculum Lab. Parental participation increased. Our parents attended our Back to School Night, Parent-Teacher Conferences, Fall Festival, Title I Parenting Sessions, Awards Days, Talent Show, Field Day, and more. Parents volunteered with our Science Fair, Book Fair, and Student-Mentor Program. Parents supported our community service projects, like Relay for Life and March of Dimes.

Alma Elementary is a Communities in Schools (CIS) grant recipient. This is an after-school program designed to assist in meeting the academic, social, emotional, and physical needs of students. Our teachers and CIS counselors assist in tutoring and enrichment activities. Many guest speakers were invited by the afterschool director. Alma Elementary has been a South Carolina Reading First School for the past six years. With the K-3 reading initiative, our goal is to ensure all children read successfully by the end of the third grade. Teachers receive staff development in reading strategies and assessment. Alma Elementary was visited as a possible Response to Intervention (RTI) site for the state. Alma Elementary has been selected as a Partner School (PS) with Winthrop University. In this partnership, our faculty and staff will host year-long teacher candidate internships, where college students will learn first-hand about student learning, specials needs, and literacy development.

Technology continues to increase. Classrooms are equipped with Activboards, document cameras, LCD projectors, and wireless laptop computers. Fifth graders have personal digital assistants (PDAs) to use for word processing and voice recordings. Educational sites like Tumble Books and Bookflix can be accessed from home. We will incorporate iPods, netbooks, and flip cameras into our instructional program.

Alma Elementary is a Red Carpet School. We believe in creating a family-friendly school environment and providing excellent customer service. To tighten security and to have a record of our visitors, we have a computer program with photo capabilities. At Alma Elementary School, education is a team effort among students, parents, school faculty, and community. You are encouraged to come and visit our school to see first-hand how parent involvement, teacher dedication, and industrious students make a successful school. You are invited to become part of our team to SHINE, as we "think, inspire, imagine, and celebrate."

Kim F. Camp, Principal

Roxanne Wilkins, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	40	28
Percent satisfied with learning environment	90.0%	92.5%	92.6%
Percent satisfied with social and physical environment	95.0%	95.0%	82.1%
Percent satisfied with school-home relations	85.7%	97.5%	85.7%

* 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

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

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	96.2%	94.0%*	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

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

All Students	110	100	44.2	36.5	19.2	76.9	77.6	83.5	Yes	Yes
Gender										
Male	55	100	45.1	35.3	19.6	80.4	73.8	80.1	N/A	N/A
Female	55	100	43.4	37.7	18.9	73.6	81.4	87	N/A	N/A
Racial/Ethnic Group										
White	65	100	45.2	35.5	19.4	79	82.1	89.6	Yes	Yes
African American	40	100	40.5	37.8	21.6	75.7	68.2	74.6	I/S	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	88.5	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	62.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	40.6	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	5	I/S	I/S	I/S	I/S	I/S	63.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	98	100	44.1	37.6	18.3	77.4	71.9	76.9	Yes	Yes

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

All Students	110	100	52.9	32.7	14.4	61.5	77.6	80.4	Yes	Yes
Gender										
Male	55	100	49	33.3	17.6	64.7	76.1	78.4	N/A	N/A
Female	55	100	56.6	32.1	11.3	58.5	79	82.5	N/A	N/A
Racial/Ethnic Group										
White	65	100	48.4	35.5	16.1	64.5	82.3	87.8	Yes	Yes
African American	40	100	56.8	29.7	13.5	59.5	67.2	69.3	I/S	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.3	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	63.5	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	41.9	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	5	I/S	I/S	I/S	I/S	I/S	66.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	98	100	53.8	31.2	15.1	60.2	71.6	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	68	100	68.8	23.4	7.8	31.3	56.1	67.3
Gender								
Male	36	100	69.7	24.2	6.1	30.3	57.5	66.9
Female	32	100	67.7	22.6	9.7	32.3	54.7	67.7
Racial/Ethnic Group								
White	45	100	66.7	23.8	9.5	33.3	65.6	79.6
African American	21	100	70	25	5	30	34.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	77.8	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	38.4	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	28	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	2	I/S	I/S	I/S	I/S	I/S	39.4	58.6
Socio-Economic Status								
Subsidized meals	61	100	70.7	20.7	8.6	29.3	46.7	55.4
Social Studies								
All Students	68	100	59.4	37.5	3.1	40.6	57.8	70.9
Gender								
Male	34	100	58.1	38.7	3.2	41.9	56.6	70.1
Female	34	100	60.6	36.4	3	39.4	59.1	71.7
Racial/Ethnic Group								
White	34	100	60.6	36.4	3	39.4	64.9	79.2
African American	30	100	55.6	40.7	3.7	44.4	42.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	81.3	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	38.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	29.3	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	40.7	68
Socio-Economic Status								
Subsidized meals	57	100	61.1	35.2	3.7	38.9	49.3	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	110	100	48.6	36.2	15.2	51.4	66.6	72.1	96.2	96.1
Gender										
Male	53	100	51	37.3	11.8	49	59.3	65.2	96.1	96.1
Female	57	100	46.3	35.2	18.5	53.7	74	79.2	96.4	96.1
Racial/Ethnic Group										
White	67	100	52.4	34.9	12.7	47.6	72.2	80.8	95.7	95.9
African American	38	100	43.2	37.8	18.9	56.8	56	59.7	97.2	96.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	75.9	87	N/A	97.7
Hispanic	5	I/S	I/S	I/S	I/S	I/S	43.3	64.6	98	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	98
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	21.3	27.7	94.8	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	45.6	63.7	98	97.3
Socio-Economic Status										
Subsidized meals	99	100	50	33	17	50	59.4	61.9	96.3	95.8

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	27	100	34.6	42.3	23.1	65.4
	4	40	100	35.1	43.2	21.6	64.9
	5	36	100	6.3	46.9	46.9	93.8
	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	44	100	41.5	29.3	29.3	58.5
	4	26	100	45.8	45.8	8.3	54.2
	5	40	100	46.2	38.5	15.4	53.8
	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
Mathematics							
2009	3	27	100	42.3	50	7.7	57.7
	4	40	100	45.9	43.2	10.8	54.1
	5	36	100	12.5	46.9	40.6	87.5
	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	44	100	58.5	24.4	17.1	41.5
	4	26	100	33.3	62.5	4.2	66.7
	5	40	100	59	23.1	17.9	41
	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	13	100	N/AV	N/AV	N/AV	46.2
	4	40	100	56.8	40.5	2.7	43.2
	5	17	100	20	66.7	13.3	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	22	100	71.4	14.3	14.3	28.6
	4	26	100	N/A	N/A	N/A	33.3
	5	20	100	68.4	21.1	10.5	31.6
	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

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							
2009	3	14	100	50	42.9	7.1	50
	4	40	100	54.1	37.8	8.1	45.9
	5	19	100	21.1	68.4	10.5	78.9
	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	N/A
2010	3	22	100	50	40	10	50
	4	26	100	N/A	N/A	N/A	33.3
	5	20	100	N/A	N/A	N/A	40
	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	N/A
Writing							
2009	3	28	100	48.1	37	14.8	51.9
	4	41	100	37.8	45.9	16.2	62.2
	5	37	100	12.1	51.5	36.4	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	N/A
2010	3	43	100	56.1	36.6	7.3	43.9
	4	25	100	41.7	41.7	16.7	58.3
	5	42	100	45	32.5	22.5	55
	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	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