

Alma Elementary

213 Alma Street
Gaffney, SC 29340

Grades	PK-5 Elementary School	
Enrollment	235 Students	
Principal	Kimberly F. Camp	864-489-4742
Superintendent	Dr. William B. James	864-902-3500
Board Chair	Mr. Billy Blackwell	864-902-3542

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	Average
2005	Below Average	Good
2004	Average	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

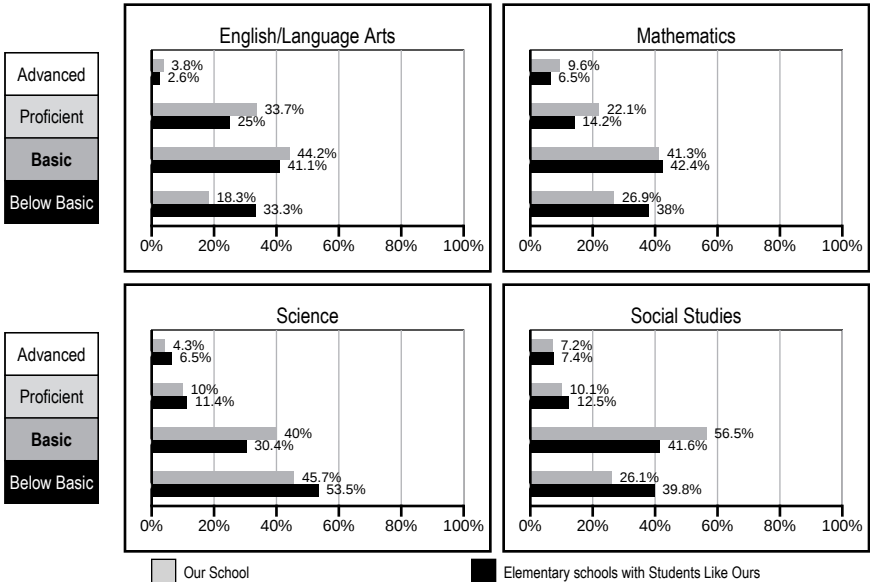
98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	11	56	59

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=235)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.1%	Up from 2.9%	3.0%	2.3%
Attendance rate	98.3%	Up from 98.1%	96.0%	96.3%
Eligible for gifted and talented	7.8%	Up from 5.7%	4.3%	10.4%
With disabilities other than speech	5.2%	Down from 5.3%	8.0%	7.5%
Older than usual for grade	1.1%	Up from 0.6%	1.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=21)				
Teachers with advanced degrees	28.6%	Down from 31.6%	54.0%	56.7%
Continuing contract teachers	52.4%	Down from 68.4%	70.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	79.9%	Up from 75.3%	83.7%	86.4%
Teacher attendance rate	95.5%	Up from 94.1%	94.9%	94.9%
Average teacher salary	\$38,134	Up 1.8%	\$44,075	\$45,345
Professional development days/teacher	21.1 days	Up from 19.5 days	13.4 days	12.6 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 18.2 to 1	16.9 to 1	18.5 to 1
Prime instructional time	90.9%	Up from 89.8%	89.1%	89.8%
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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$8,436	Down 6.5%	\$7,832	\$7,052
Percent of expenditures for instruction*	55.5%	Down from 57.0%	69.1%	69.1%
Percent of expenditures for teacher salaries*	50.3%	Down from 52.5%	62.5%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Welcome to Alma Elementary, where we all “reach for the stars.” The 2007-2008 school year was very successful and productive. Our students and teachers worked diligently. By using the South Carolina academic standards and district curriculum, we created a school-wide long-range plan that resulted in innovative and motivating lessons. High expectations were held across all grade levels.

We have great parental participation. Parents participated in our Open House, Parent-Teacher Conferences, Fall Festival, Title One Parenting Sessions, Awards Days, Musical Programs, Field Day, etc. Parents have been supportive in several community service projects like Relay for Life and March of Dimes. Parents and community members were instrumental in our successful 100 Readers in January.

We are fortunate to have received a 21st Century Learning Community Grant to provide an after-school program to assist in meeting the academic, social, emotional, and physical needs. Our teachers and staff are committed to students as evidenced by their willingness to work in the after-school or morning programs.

We completed the fourth year of our five-year, South Carolina Reading First grant. Our teachers have received extensive staff development in comprehensive reading and assessment in a bi-monthly study group provided by the literacy coach. An abundance of appropriate literacy materials have been purchased for the classrooms, literacy, and media centers. While teachers base their lessons on the needs of their children, our reading interventionists help students one-on-one and in small groups. Our literacy goal is to ensure all children read successfully by the end of the third grade. We applied for and received the Literacy Spot Award sponsored by the State Department of Education and Reading Recovery. This award recognizes outstanding emergent literacy programs in South Carolina.

Technology use continues to increase in our instructional program. All classes are equipped with Activboards. Each class has a document camera, LCD projector, and wireless laptop computer for instructional purposes. Each fifth-grader has a personal digital assistant (PDA) to use for word processing, voice recording, and more. Many students have experienced virtual field trips with the Tanberg Video Conferencing System. We have “traveled” on a polar express ride, and a teleconference has been planned with our third grade to “visit” a school in Texas. As a Red Carpet School, we believe in creating a family-friendly school. To tighten security and to have a record of our visitors, we have installed a new computer program with photo capabilities for all visitors to sign in and out.

At Alma Elementary, education is a team effort among students, parents, staff, and the community. You are encouraged to visit our year-round 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 “think, inspire, imagine, and celebrate.”

Kim F. Camp, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	33	18
Percent satisfied with learning environment	100.0%	100.0%	88.9%
Percent satisfied with social and physical environment	100.0%	90.9%	88.9%
Percent satisfied with school-home relations	87.0%	97.0%	100.0%

* 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

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 13 out of 13 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. Sanction: Implement the restructuring plan.
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%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	98.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	113	100	18.3	44.2	33.7	3.8	51	43.2	48.2	Yes	Yes
Gender											
Male	55	100	22	46	30	2	44	36.1	41.7	N/A	N/A
Female	58	100	14.8	42.6	37	5.6	57.4	50.4	55	N/A	N/A
Racial/Ethnic Group											
White	77	100	22.9	41.4	31.4	4.3	48.6	50.3	60	Yes	Yes
African American	31	100	6.9	48.3	41.4	3.4	58.6	27.6	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.7	70.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	18.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	12	100	63.6	18.2	18.2	0	27.3	13.6	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	21.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	100	100	20.9	41.8	35.2	2.2	49.5	31.3	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	113	100	26.9	41.3	22.1	9.6	50	43.8	45.8	Yes	Yes
Gender											
Male	55	100	24	40	24	12	58	43.1	45.6	N/A	N/A
Female	58	100	29.6	42.6	20.4	7.4	42.6	44.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	77	100	28.6	37.1	25.7	8.6	51.4	51.6	59	Yes	Yes
African American	31	100	24.1	44.8	17.2	13.8	44.8	25.3	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76.5	71.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	26.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	12	100	81.8	9.1	9.1	0	18.2	17.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	30.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	100	100	29.7	40.7	22	7.7	46.2	31.9	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	------------------------	--------------------------

Science

All Students	77	100	45.7	40	10	4.3	14.3	26.4	35.7	98.3	96.2
Gender											
Male	36	100	36.4	51.5	3	9.1	12.1	27.3	37.4	98.2	96.2
Female	41	100	54.1	29.7	16.2	0	16.2	25.5	33.8	98.4	96.3
Racial/Ethnic Group											
White	52	100	44.7	44.7	6.4	4.3	10.6	33.3	49.2	98	96
African American	23	100	42.9	33.3	19	4.8	23.8	10.6	17	98.5	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	97
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	11	24.9	99.5	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.3
Disability Status											
Disabled	11	100	81.8	18.2	0	0	0	12	14	97.5	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	10.1	24.4	99.5	97.4
Socio-Economic Status											
Subsided meals	68	100	49.2	37.7	9.8	3.3	13.1	17	21.1	98.1	95.8

Social Studies

All Students	78	100	26.1	56.5	10.1	7.2	17.4	20.5	34	98.3	96.2
Gender											
Male	39	100	26.5	52.9	11.8	8.8	20.6	21.9	36.6	98.2	96.2
Female	39	100	25.7	60	8.6	5.7	14.3	19	31.3	98.4	96.3
Racial/Ethnic Group											
White	55	100	27.1	58.3	6.3	8.3	14.6	24.9	44.5	98	96
African American	20	100	11.1	61.1	22.2	5.6	27.8	9.8	19.1	98.5	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.9	58.9	N/A	97
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	10	27.5	99.5	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.3
Disability Status											
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	10.2	14.4	97.5	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	12.4	27.3	99.5	97.4
Socio-Economic Status											
Subsided meals	72	100	27	58.7	9.5	4.8	14.3	12.7	21	98.1	95.8

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	40	100	5.6	47.2	44.4	2.8	47.2
	4	37	100	20.6	61.8	17.6	0	17.6
	5	28	100	33.3	54.2	12.5	0	12.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	36	100	28.6	20	42.9	8.6	51.4
	4	42	100	14.3	37.1	45.7	2.9	48.6
	5	35	100	11.8	76.5	11.8	0	11.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	40	100	13.9	63.9	19.4	2.8	22.2
	4	37	100	35.3	47.1	11.8	5.9	17.6
	5	28	100	29.2	58.3	4.2	8.3	12.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	36	100	37.1	22.9	31.4	8.6	40
	4	42	100	22.9	45.7	17.1	14.3	31.4
	5	35	100	20.6	55.9	17.6	5.9	23.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	20	100	36.8	47.4	15.8	0	15.8
	4	37	100	73.5	20.6	2.9	2.9	5.9
	5	14	100	38.5	38.5	15.4	7.7	23.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	17	100	52.9	29.4	11.8	5.9	17.6
	4	42	100	45.7	45.7	8.6	0	8.6
	5	18	100	38.9	38.9	11.1	11.1	22.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	20	100	11.8	64.7	17.6	5.9	23.5
	4	37	100	44.1	50	2.9	2.9	5.9
	5	14	100	72.7	27.3	0	0	0
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	19	100	5.6	66.7	16.7	11.1	27.8
	4	42	100	28.6	60	8.6	2.9	11.4
	5	17	100	43.8	37.5	6.3	12.5	18.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample