



Pomaria/Garmany Elementary

7288 US Hwy. 176
Pomaria, SC 29126

Grades	K-5 Elementary School	
Enrollment	381 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 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

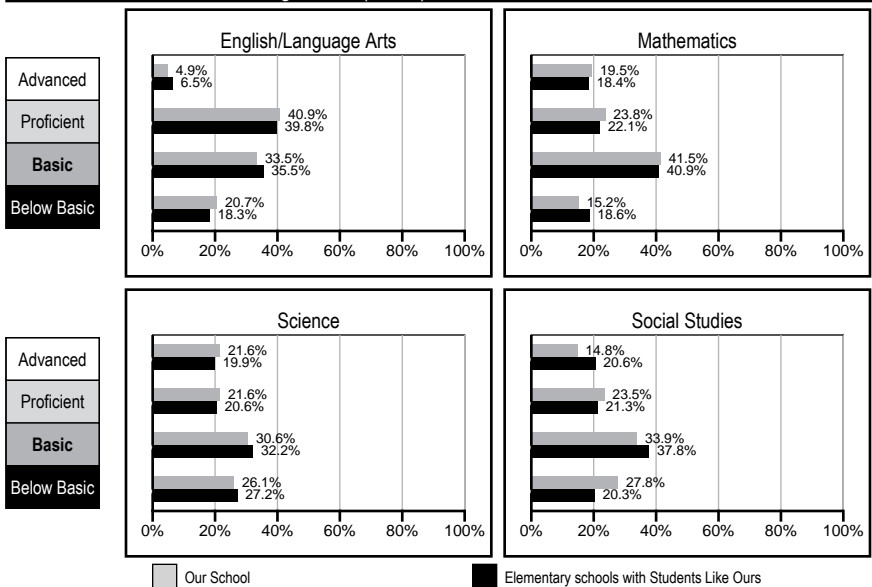
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	15	60	5	1

* 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

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=381)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Down from 6.4%	2.2%	2.3%
Attendance rate	96.4%	Down from 96.5%	96.4%	96.3%
Eligible for gifted and talented	18.2%	Up from 15.1%	12.3%	10.4%
With disabilities other than speech	6.1%	Down from 6.3%	7.8%	7.5%
Older than usual for grade	0.3%	Down from 0.6%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.0%	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	70.0%	Up from 62.5%	56.0%	56.7%
Continuing contract teachers	80.0%	Down from 87.5%	78.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.7%	Up from 89.6%	88.0%	86.4%
Teacher attendance rate	94.4%	Down from 95.6%	95.2%	94.9%
Average teacher salary	\$44,736	Up 7.4%	\$45,236	\$45,345
Professional development days/teacher	8.6 days	Down from 12.4 days	12.0 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 17.5 to 1	18.9 to 1	18.5 to 1
Prime instructional time	90.5%	Up from 89.4%	90.5%	89.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	65.5%	Up from 64.6%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,828	Up 14.4%	\$6,445	\$7,052
Percent of expenditures for instruction*	74.6%	Up from 74.3%	69.7%	69.1%
Percent of expenditures for teacher salaries*	70.0%	Up from 68.8%	65.2%	64.2%

* 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 407 students, which includes pre-kindergarten through fifth grade. Fifty-five percent are Caucasian, twenty-one percent are African American, and twenty-two percent are Hispanic. Fifty-seven percent of our students qualify to participate in the free and reduced lunch program. Our school received Title I funding for the 2007-2008 school year.

Pomaria-Garmany is a SACS accredited institution, School of Promise, and Red Carpet School. Eight of our faculty members are National Board Certified teachers, and seven others began the application process during the 2007-2008 school year. The faculty participated in many professional development activities this year, including a Literacy Institute, IGPRO, and On Course Lesson Plans. We also participated in a book study focusing on making the transition easier for ELL (English Language Learners) students. 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. Our pre-kindergarten program was continued through our Title I grant. 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.

A fifth-grade student received a Citizenship Award and was recognized at the State House. There was also a school-wide winner of the Lieutenant Governor's Essay Award and a runner-up in the MESAS Science competition. Several students were recipients of the Duke TIP Talent Search Award. Two students were runners-up in the S.C. Reel Contest. Weekly recognition for writing ability and character skills is a part of our news show. Students, under the guidance of our school media specialist, produce the daily morning news show. Third-grade students also serve as library helpers. They assist the media specialist in shelving books after school. The fourth-grade students maintain the PGE postal system and deliver mail to students, faculty, and staff. Fifth-grade students also are selected to serve as our morning STAR Patrol. STAR Patrol assist in school morning duties and model character skills for younger students. Students at Pomaria-Garmany experience learning outside the classroom through guest speakers and field trips.

Parents and community members actively support our school. Our PTO and School Improvement council are very active in making school decisions. The local community (parent volunteers, community members, churches, and civic organizations) is also very supportive in providing for the needs of our students. Pomaria-Garmany Elementary School is a learning partnership where parents, teachers, and community members work together to ensure that students are successful.

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

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	58	38
Percent satisfied with learning environment	96.6%	84.5%	86.5%
Percent satisfied with social and physical environment	93.3%	72.4%	78.9%
Percent satisfied with school-home relations	96.7%	89.7%	80.6%

* 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

NO

This school met 14 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. 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	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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

All Students	178	100	20.7	33.5	40.9	4.9	54.9	38.5	48.2	Yes	Yes
Gender											
Male	95	100	21.6	33	42	3.4	54.5	30.2	41.7	N/A	N/A
Female	83	100	19.7	34.2	39.5	6.6	55.3	47.6	55	N/A	N/A
Racial/Ethnic Group											
White	101	100	11.2	28.6	52	8.2	68.4	53.3	60	Yes	Yes
African American	42	100	31.6	50	18.4	0	31.6	21.8	31.7	I/S	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	35	100	39.3	28.6	32.1	0	39.3	32	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	22	100	42.1	47.4	10.5	0	31.6	10.8	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.9	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	32	100	39.3	28.6	32.1	0	39.3	28.8	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	96	100	31.8	42.4	25.9	0	35.3	24.8	34	No	Yes

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

All Students	178	100	15.2	41.5	23.8	19.5	51.8	39.1	45.8	Yes	Yes
Gender											
Male	95	100	17	36.4	21.6	25	55.7	37.5	45.6	N/A	N/A
Female	83	100	13.2	47.4	26.3	13.2	47.4	40.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	101	100	7.1	35.7	28.6	28.6	66.3	55	59	Yes	Yes
African American	42	100	26.3	57.9	13.2	2.6	23.7	21	26.9	I/S	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	35	100	28.6	39.3	21.4	10.7	39.3	33.6	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	22	100	15.8	63.2	5.3	15.8	36.8	13.9	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	32	100	28.6	39.3	21.4	10.7	39.3	32.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	96	100	24.7	49.4	16.5	9.4	35.3	26.2	31.4	Yes	Yes

* Adj - 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

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	122	100	26.1	30.6	21.6	21.6	43.2	30.2	35.7	96.4	95.9
Gender											
Male	67	100	25	28.3	20	26.7	46.7	30.6	37.4	96.3	95.7
Female	55	100	27.5	33.3	23.5	15.7	39.2	29.6	33.8	96.5	96.2
Racial/Ethnic Group											
White	74	100	16.4	24.7	30.1	28.8	58.9	45.2	49.2	96.6	96
African American	29	100	53.8	42.3	0	3.8	3.8	12.9	17	95.9	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	95.5
Hispanic	19	100	25	41.7	16.7	16.7	33.3	26.2	24.9	96.4	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.6
Disability Status											
Disabled	17	100	42.9	28.6	14.3	14.3	28.6	8	14	95.7	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	10	21.9	97.7	96.1
English Proficiency											
Limited English Proficient	16	100	25	41.7	16.7	16.7	33.3	24.8	24.4	96.6	96.1
Socio-Economic Status											
Subsided meals	64	100	44.4	35.2	7.4	13	20.4	17.4	21.1	95.6	95.4
Social Studies											
All Students	123	100	27.8	33.9	23.5	14.8	38.3	24.2	34	96.4	95.9
Gender											
Male	63	100	27.1	25.4	25.4	22	47.5	25.1	36.6	96.3	95.7
Female	60	100	28.6	42.9	21.4	7.1	28.6	23.4	31.3	96.5	96.2
Racial/Ethnic Group											
White	67	100	16.9	38.5	23.1	21.5	44.6	34.3	44.5	96.6	96
African American	28	100	56	24	20	0	20	13.1	19.1	95.9	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	95.5
Hispanic	28	100	28	32	28	12	40	21.1	27.5	96.4	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.6
Disability Status											
Disabled	15	100	28.6	57.1	7.1	7.1	14.3	7.9	14.4	95.7	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	8.3	22.6	97.7	96.1
English Proficiency											
Limited English Proficient	27	100	28	32	28	12	40	18.3	27.3	96.6	96.1
Socio-Economic Status											
Subsided meals	67	100	41.9	30.6	21	6.5	27.4	14.6	21	95.6	95.4

* Adj - 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

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	68	100	12.5	31.3	48.4	7.8	56.3
	4	65	100	34.5	43.6	21.8	0	21.8
	5	57	100	22.6	41.5	28.3	7.5	35.8
	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	49	100	10.9	28.3	50	10.9	60.9
	4	67	100	21	33.9	40.3	4.8	45.2
	5	62	100	28.6	37.5	33.9	0	33.9
	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	68	100	15.6	46.9	23.4	14.1	37.5
	4	65	100	20	40	18.2	21.8	40
	5	57	100	18.9	39.6	20.8	20.8	41.5
	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	49	100	10.9	58.7	15.2	15.2	30.4
	4	67	100	12.9	41.9	19.4	25.8	45.2
	5	62	100	21.4	26.8	35.7	16.1	51.8
	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
Science								
2007	3	34	100	33.3	36.4	21.2	9.1	30.3
	4	65	100	52.7	23.6	16.4	7.3	23.6
	5	30	100	29.6	29.6	22.2	18.5	40.7
	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	24	100	22.7	31.8	36.4	9.1	45.5
	4	67	100	22.6	32.3	19.4	25.8	45.2
	5	31	100	37	25.9	14.8	22.2	37
	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	33	100	22.6	41.9	22.6	12.9	35.5
	4	65	100	50.9	36.4	7.3	5.5	12.7
	5	27	100	34.6	26.9	11.5	26.9	38.5
	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	25	100	33.3	54.2	12.5	0	12.5
	4	67	100	27.4	33.9	21	17.7	38.7
	5	31	100	24.1	17.2	37.9	20.7	58.6
	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

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