ALMA ELEMENTARY

213 Alma Street
Gaffney, SC 29340

Grades	PK-5 Elementary School	
Enrollment	228 Students	
Principal	Kimberly F. Camp	864-489-4742
Superintendent	Dr. Edgar C. Taylor	864-902-3542
Board Chair	Mr. Donnie Smith	(864) 839-3499

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Below Average**	**Below Average**
2010	Below Average	Below Average
2009	Average	Average
2008	Below Average	Below Average
2007	Below 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 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.

http://ed.sc.gov
http://.eoc.sc.gov

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

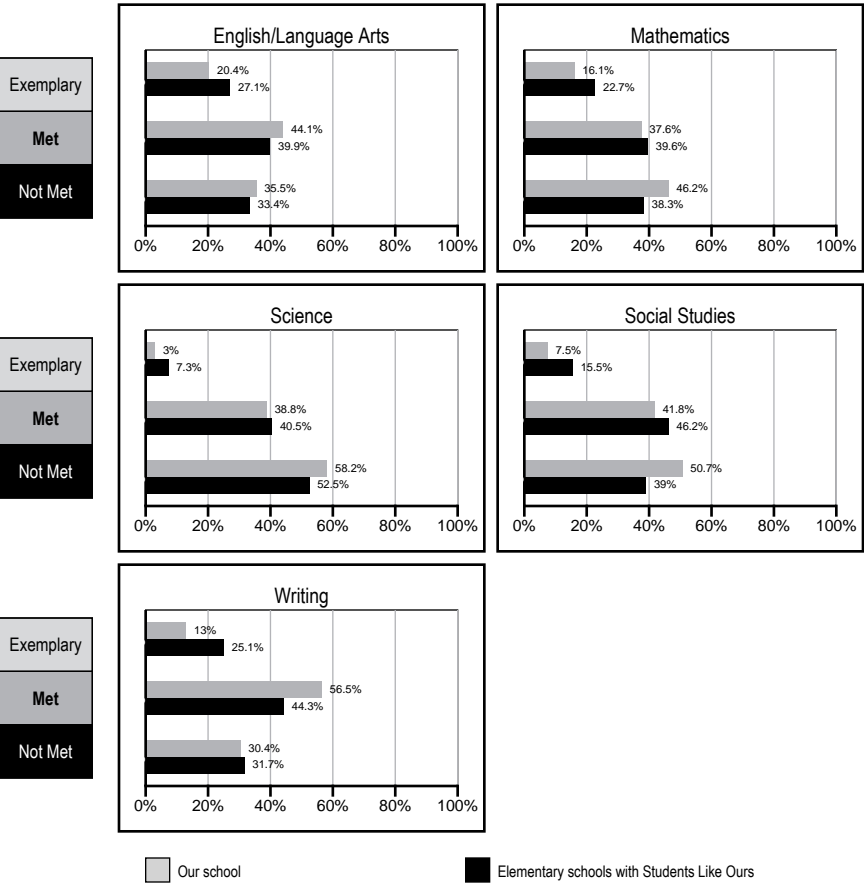Percent of students tested in 2010-11 whose 2009-10 test scores were located | **96.9%**

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	9	99	54	23

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)

English/Language Arts

	Our school	Elementary schools with Students Like Ours
Exemplary	20.4%	27.1%
Met	44.1%	39.9%
Not Met	35.5%	33.4%

Mathematics

	Our school	Elementary schools with Students Like Ours
Exemplary	16.1%	22.7%
Met	37.6%	39.6%
Not Met	46.2%	38.3%

Science

	Our school	Elementary schools with Students Like Ours
Exemplary	3%	7.3%
Met	38.8%	40.5%
Not Met	58.2%	52.5%

Social Studies

	Our school	Elementary schools with Students Like Ours
Exemplary	7.5%	15.5%
Met	41.8%	46.2%
Not Met	50.7%	39%

Writing

	Our school	Elementary schools with Students Like Ours
Exemplary	13%	25.1%
Met	56.5%	44.3%
Not Met	30.4%	31.7%

Our school ☐   Elementary schools with Students Like Ours ■

* 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=228)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.9%	Up from 2.5%	1.5%	1.1%
Attendance rate	97.1%	Up from 96.2%	96.1%	96.2%
Served by gifted and talented program	16.7%	Up from 6.3%	5.7%	13.4%
With disabilities other than speech	4.5%	Down from 5.7%	4.3%	4.1%
Older than usual for grade	0.4%	Up from 0.0%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=16)				
Teachers with advanced degrees	50.0%	Down from 52.9%	61.7%	62.5%
Continuing contract teachers	100.0%	Up from 94.1%	82.8%	88.2%
Teachers returning from previous year	86.6%	Up from 84.9%	84.9%	87.8%
Teacher attendance rate	93.2%	Down from 96.2%	95.1%	95.2%
Average teacher salary*	$40,960	Down 0.8%	$45,027	$46,773
Professional development days/teacher	10.3 days	Up from 6.3 days	10.5 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Down from 19.5 to 1	17.6 to 1	19.9 to 1
Prime instructional time	89.4%	Down from 92.1%	90.1%	90.4%
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	No Change	Excellent	Excellent
Dollars spent per pupil**	$7,896	Up 2.1%	$8,344	$7,447
Percent of expenditures for instruction**	66.6%	Up from 62.3%	67.8%	68.4%
Percent of expenditures for teacher salaries**	62.8%	Up from 55.7%	64.2%	65.8%

*   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

Alma Elementary...where we all "REACH for the STARS!"
Our students and teachers worked diligently to make learning exciting and authentic. By using the SC academic standards,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. Families also enjoyed the healthy treats during these events from our Fresh Fruit and Vegetable grant. Parents supported our community service projects like Relay for Life and March of Dimes.

Alma Elementary was 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.   This program served students in grades 3-5. Students in grades 1-2 were able to attend a Morning Learning Program.

Alma Elementary was named as a Response to Intervention site for the state. This project embraces significant time devoted to actual reading and writing, high-quality instruction, small group and individualized instruction, numerous books matched to reading levels, and an increased instructional focus on changing needs of students. With this on-site professional learning pilot, our school will make "Literacy Matter."
Additionally, Alma Elementary has been selected as a Partner School 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 laptops. Educational sites like Tumble Books and Bookflix can be accessed from home. We will continue to incorporate ipods, netbooks, and flip cameras.

At Alma Elementary, 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. We welcome parents, visitors, and community members. We refer to our school as "our learning home."
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."

Kimberly F. Camp, Principal
Amie Sullivan, Chairperson, School Improvement Council 2010

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	23	17
Percent satisfied with learning environment	100.0%	95.7%	94.1%
Percent satisfied with social and physical environment	94.7%	95.2%	100.0%
Percent satisfied with school-home relations	94.7%	95.7%	94.1%

* 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 | NO

This school met 13 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 |

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	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	94.0%**	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	95	99	34.8	44.6	20.7	70.7	74.4	82.4	No	Yes
Gender										
Male	53	98.1	38.5	32.7	28.8	67.3	69.9	78.7	N/A	N/A
Female	42	100	30	60	10	75	79	86.2	N/A	N/A
Racial/Ethnic Group										
White	53	98.1	34	40	26	74	79.7	88.9	Yes	Yes
African American	40	100	35	50	15	67.5	63.1	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.5	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	59.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	16	93.8	78.6	14.3	7.1	21.4	33.4	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	61.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	87	98.9	36.9	42.9	20.2	67.9	67.3	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	95	99	45.7	38	16.3	69.6	76.7	81.9	Yes	Yes
Gender										
Male	53	98.1	46.2	34.6	19.2	69.2	75.2	79.9	N/A	N/A
Female	42	100	45	42.5	12.5	70	78.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	53	98.1	50	32	18	66	82	88.9	No	Yes
African American	40	100	40	45	15	75	64.1	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.9	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	67.4	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	16	93.8	78.6	14.3	7.1	28.6	39.6	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	69.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	87	98.9	48.8	36.9	14.3	66.7	70.1	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	68	100	58.2	38.8	3	41.8	59.3	68.6
Gender								
Male	36	100	50	44.4	5.6	50	59.7	68.3
Female	32	100	N/AV	N/AV	N/AV	32.3	58.8	68.9
Racial/Ethnic Group								
White	35	100	52.9	44.1	2.9	47.1	68.3	80.7
African American	31	100	61.3	35.5	3.2	38.7	39.5	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	78.9	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	38.1	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	28.2	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	42.4	60.7
Socio-Economic Status								
Subsidized meals	65	100	59.4	37.5	3.1	40.6	50.4	57.3
Social Studies								
All Students	69	97.1	49.2	43.1	7.7	50.8	57.9	72.5
Gender								
Male	35	94.3	45.5	42.4	12.1	54.5	58.2	72
Female	34	100	53.1	43.8	3.1	46.9	57.7	73.1
Racial/Ethnic Group								
White	38	94.7	52.9	35.3	11.8	47.1	63.7	81
African American	30	100	43.3	53.3	3.3	56.7	45.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	74.2	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	40.5	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	13	84.6	I/S	I/S	I/S	I/S	23.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	46.4	69.7
Socio-Economic Status								
Subsidized meals	64	96.9	50	43.3	6.7	50	49.9	62.9

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	24	100	30.4	56.5	13	69.6	65.3	73.2	97.1	96.3
Gender										
Male	14	100	35.7	50	14.3	64.3	58.2	67.2	97	96.2
Female	10	I/S	I/S	I/S	I/S	I/S	72.8	79.4	97.1	96.3
Racial/Ethnic Group										
White	15	100	21.4	57.1	21.4	78.6	72.2	81.5	96.5	96
African American	9	I/S	I/S	I/S	I/S	I/S	50.6	61.3	97.8	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	75	87	N/A	97.8
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	45.3	66.7	99.4	97.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.4
Disability Status										
Disabled	5	I/S	I/S	I/S	I/S	I/S	16.9	26	96.4	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	46.4	65.7	99.4	97.6
Socio-Economic Status										
Subsidized meals	19	100	38.9	50	11.1	61.1	56.2	63.2	97	96

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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							
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
2011	3	29	96.6	25	35.7	39.3	75
	4	42	100	46.3	39	14.6	53.7
	5	24	100	26.1	65.2	8.7	73.9
	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
Mathematics							
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
2011	3	29	96.6	39.3	32.1	28.6	60.7
	4	42	100	53.7	36.6	9.8	46.3
	5	24	100	39.1	47.8	13	60.9
	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
Science							
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
2011	3	14	100	50	42.9	7.1	50
	4	42	100	61	36.6	2.4	39
	5	12	100	N/AV	N/AV	N/AV	41.7
	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

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						
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
2011	3	15	86.7	38.5	38.5	23.1	61.5
	4	42	100	53.7	43.9	2.4	46.3
	5	12	100	45.5	45.5	9.1	54.5
	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
	Writing						
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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	24	100	30.4	56.5	13	69.6
	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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