



John P Thomas Elementary

6001 Weston Avenue
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	407 Students	
Principal	Evelyn Moore	803-735-3430
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	Wendy Brawley	803-231-7556

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	Below Average	At-Risk
2004	Average	Below Average

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

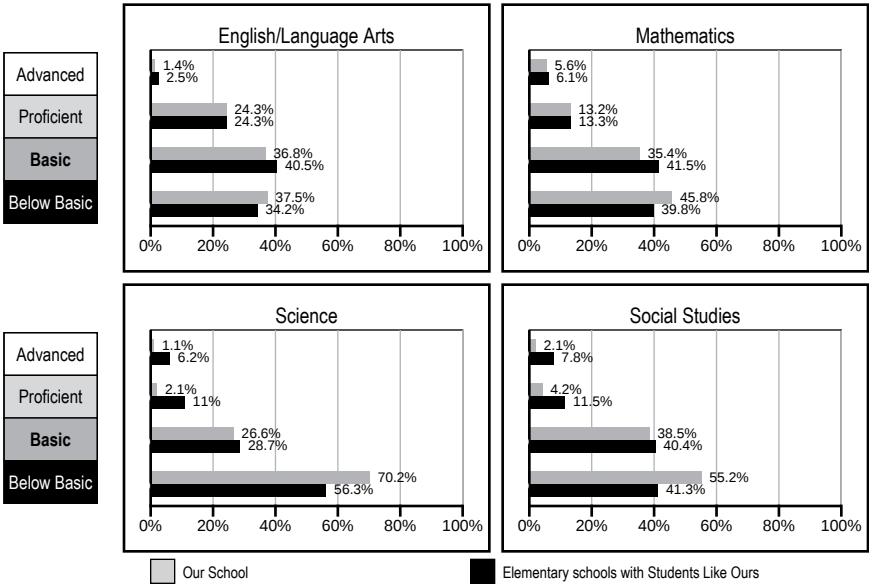
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	42	60

* 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 /S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=407)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.1%	Down from 4.5%	3.2%	2.3%
Attendance rate	97.1%	Up from 95.6%	96.0%	96.3%
Eligible for gifted and talented	3.5%	Down from 3.6%	2.7%	10.4%
With disabilities other than speech	7.8%	Down from 8.0%	7.5%	7.5%
Older than usual for grade	0.7%	Down from 2.9%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	62.2%	Down from 64.9%	53.3%	56.7%
Continuing contract teachers	70.3%	Down from 73.0%	67.4%	77.3%
Teachers with emergency or provisional certificates	3.1%	No Change	0.0%	0.0%
Teachers returning from previous year	85.5%	Down from 86.8%	82.5%	86.4%
Teacher attendance rate	93.5%	Down from 95.0%	94.8%	94.9%
Average teacher salary	\$47,950	Up 2.2%	\$43,674	\$45,345
Professional development days/teacher	10.1 days	Down from 16.5 days	13.3 days	12.6 days
School				
Principal's years at school	4.5	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	12.8 to 1	Down from 12.9 to 1	16.1 to 1	18.5 to 1
Prime instructional time	89.3%	Up from 88.1%	89.2%	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,626	Up 15.9%	\$8,277	\$7,052
Percent of expenditures for instruction*	81.9%	Up from 81.3%	68.4%	69.1%
Percent of expenditures for teacher salaries*	75.6%	Down from 76.4%	60.4%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

John P. Thomas Elementary School serves 410 students from child development (CD) to fifth grade. There are two self-contained classes for students in kindergarten to fifth grade and one class with two half-day sessions for preschool students with special needs.

The teachers continue to challenge our students with research-based best practices such as Accelerated Reader, Accelerated Math, Breakthrough to Literacy, Balanced Literacy, and SuccessMaker. Students and parents receive additional help through the Books and Breakfast program, after-school tutoring in grades 1–5, and the Homework Center. Weekly computer-assisted instruction is given to first and second grade students in reading and math. The science lab is staffed with a full time person. Lowered pupil-teacher ratio in the early grades, common planning times at grade levels, and ongoing, sustained staff development contributed to more effective instruction and increased student achievement. Staff development included sessions in providing various types of assessments; unwrapping the standards; monthly language and literacy discussions; strategies for teaching math, using hands-on materials for instruction; developing literacy centers; and scoring writing assignments using the state writing rubric.

The PACT results reveal a very small increase in the number of students scoring Proficient at all levels and in each subject. Science and social studies had a very low percentage of students scoring Basic and above. Emphasis has been placed on using strategies to increase higher-order thinking and problem-solving strategies in math and science. The after-school tutorial program continues to focus on strengthening reading and math skills. Various parent workshops involved them in math, science and ELA activities designed to help in assisting with homework and to prepare children for PACT. The early childhood department sponsored monthly parent workshops aimed at getting parents involved in their child's education. The PTA and the SIC continue to find ways to increase parental involvement and to help reduce the number of situations that impede student progress. An incentive program is planned to help increase parental involvement.

We are very proud of several significant accomplishments this past year. Fifth- grade students completed a nine-week DARE program. The school's resource officer was named the 2008 South Carolina DARE Officer of the Year. There were several winners in various art contests and district visual literacy contests. In addition, the third annual Family Math, Science, and Field Day activity was held. District office staff, community organizations, local businesses, and state agencies volunteered their services for this event. Students in third, fourth, and fifth grades completed six weeks in a Saturday Academy. Activities focused on increasing performance on PACT. The school has implemented a tone bell choir of only third- graders. Our partnerships with parents and community continue to increase and grow stronger each year. We continue to work with VFW Post 4262, Palmetto GBA, City Year, the Golden Kiwanis Club, and the local churches.

Evelyn Moore, Principal Johnny Bland, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	43	33
Percent satisfied with learning environment	84.8%	75.6%	80.6%
Percent satisfied with social and physical environment	75.8%	90.2%	71.9%
Percent satisfied with school-home relations	44.1%	92.5%	77.4%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 10 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	Restructure
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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. 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	1.5%		1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.2%	0.0%	No
Student attendance rate	97.1%	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

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	164	99.4	37.1	37.1	24.5	1.4	37.8	41.2	48.2	Yes	Yes
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Gender

Male	85	98.8	41.1	39.7	17.8	1.4	28.8	35	41.7	N/A	N/A
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Female	79	100	32.9	34.3	31.4	1.4	47.1	47.5	55	N/A	N/A
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Racial/Ethnic Group

White	2	I/S	I/S	I/S	I/S	I/S	I/S	73	60	I/S	I/S
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African American	159	99.4	37.4	36.7	25.2	0.7	37.4	33.3	31.7	Yes	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
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Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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Disability Status

Disabled	25	96	77.3	9.1	13.6	0	13.6	14.1	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	148	99.3	38	38.8	22.5	0.8	35.7	31.2	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	164	100	45.8	35.4	13.2	5.6	24.3	34.9	45.8	No	Yes
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Gender

Male	85	100	45.9	37.8	10.8	5.4	23	33.8	45.6	N/A	N/A
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Female	79	100	45.7	32.9	15.7	5.7	25.7	35.9	45.9	N/A	N/A
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Racial/Ethnic Group

White	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2	59	I/S	I/S
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African American	159	100	46.4	35.7	12.9	5	23.6	25.8	26.9	No	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
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Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
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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
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Disability Status

Disabled	25	100	78.3	17.4	4.3	0	4.3	12.2	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	148	100	46.2	36.9	13.1	3.8	22.3	24.6	31.4	No	Yes
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* 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
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Science

All Students	108	99.1	69.9	26.9	2.2	1.1	3.2	25.3	35.7	97.1	96.1
Gender											
Male	57	98.3	72.3	23.4	4.3	0	4.3	26	37.4	96.7	95.8
Female	51	100	67.4	30.4	0	2.2	2.2	24.6	33.8	97.4	96.3
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	97.3	96.3
African American	104	99	70	26.7	2.2	1.1	3.3	16.4	17	97.1	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	N/A	96
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	98.1	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	88.2	94.6
Disability Status											
Disabled	16	93.8	78.6	21.4	0	0	0	8.9	14	96.8	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	N/A	96.7
Socio-Economic Status											
Subsided meals	100	99	71.8	25.9	1.2	1.2	2.4	15.1	21.1	97.1	95.8

Social Studies

All Students	109	100	55.2	38.5	4.2	2.1	6.3	27.2	34	97.1	96.1
Gender											
Male	54	100	55.1	36.7	6.1	2	8.2	28.1	36.6	96.7	95.8
Female	55	100	55.3	40.4	2.1	2.1	4.3	26.2	31.3	97.4	96.3
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	60.9	44.5	97.3	96.3
African American	105	100	54.8	39.8	4.3	1.1	5.4	18.2	19.1	97.1	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	N/A	96
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	98.1	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	88.2	94.6
Disability Status											
Disabled	18	100	87.5	6.3	6.3	0	6.3	9.7	14.4	96.8	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	N/A	96.7
Socio-Economic Status											
Subsided meals	96	100	58.8	38.8	1.2	1.2	2.4	16.8	21	97.1	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	67	98.5	33.9	48.2	17.9	0	17.9
	4	58	98.3	36.2	40.4	23.4	0	23.4
	5	62	98.4	50	40	8	2	10
	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	60	100	20	40	36.4	3.6	40
	4	53	98.1	46.7	37.8	15.6	0	15.6
	5	51	100	48.8	32.6	18.6	0	18.6
	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
Mathematics								
2007	3	67	100	52.6	36.8	7	3.5	10.5
	4	58	100	56.3	31.3	4.2	8.3	12.5
	5	62	96.8	40	54	6	0	6
	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	60	100	38.2	45.5	12.7	3.6	16.4
	4	53	100	63	23.9	6.5	6.5	13
	5	51	100	37.2	34.9	20.9	7	27.9
	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
Science								
2007	3	32	96.9	73.1	26.9	0	0	0
	4	58	100	68.8	25	6.3	0	6.3
	5	30	96.7	70.8	25	4.2	0	4.2
	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	30	100	57.7	38.5	3.8	0	3.8
	4	53	100	69.6	28.3	2.2	0	2.2
	5	25	96	85.7	9.5	0	4.8	4.8
	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
Social Studies								
2007	3	35	97.1	61.3	38.7	0	0	0
	4	58	100	54.2	41.7	4.2	0	4.2
	5	32	96.9	61.5	30.8	7.7	0	7.7
	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	30	100	41.4	48.3	3.4	6.9	10.3
	4	53	100	60.9	37	2.2	0	2.2
	5	26	100	61.9	28.6	9.5	0	9.5
	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

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample