



Thornwell School for the Arts

437 West Carolina Avenue
Hartsville, SC 29550

Grades	1-5 Elementary School	
Enrollment	291 Students	
Principal	Julie Mahn	843-857-3090
Superintendent	Dr. Rainey H. Knight	843-398-5200
Board Chair	Connell Delaine	843-332-2852

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Below Average	Below Average
2005	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 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 2008-09 whose 2007-08 test scores were located

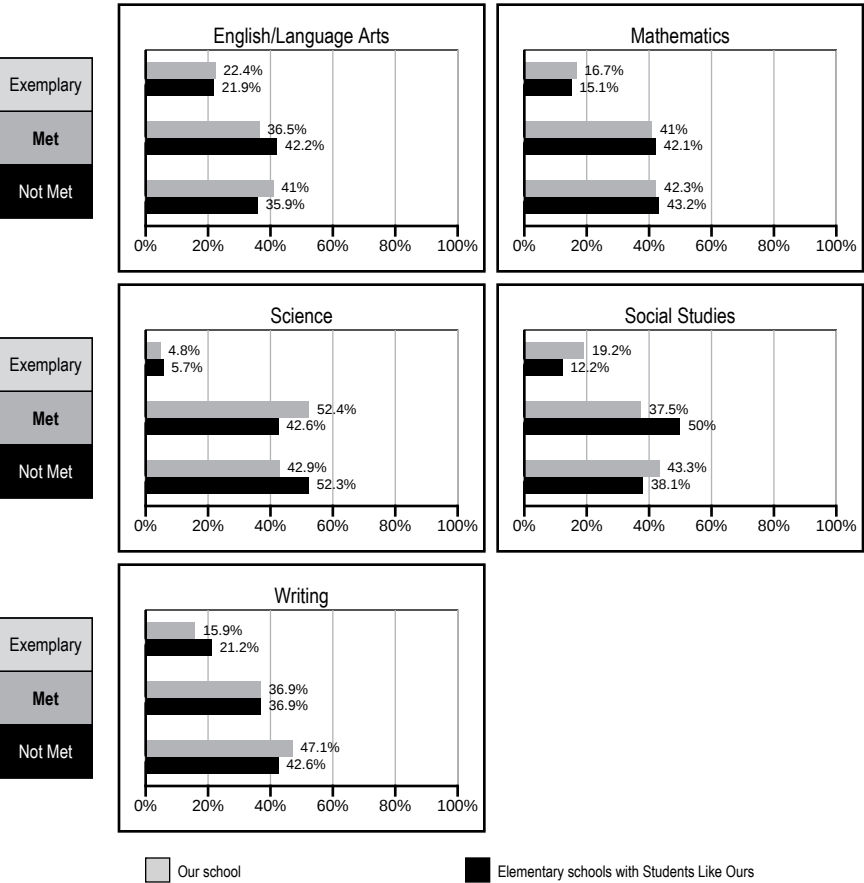
95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	66	62	32

* Ratings are calculated with data available by 06/01/2010.

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=291)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.2%	Up from 3.6%	2.5%	1.9%
Attendance rate	95.7%	Down from 96.2%	96.0%	96.3%
Eligible for gifted and talented	6.2%	Down from 7.4%	3.2%	10.0%
With disabilities other than speech	7.4%	Up from 7.3%	7.5%	7.7%
Older than usual for grade	1.4%	Down from 2.1%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	43.5%	Up from 40.7%	57.1%	59.4%
Continuing contract teachers	60.9%	Up from 51.9%	71.4%	80.0%
Teachers with emergency or provisional certificates	5.6%	Down from 10.0%	0.0%	0.0%
Teachers returning from previous year	73.5%	Down from 76.5%	81.7%	85.9%
Teacher attendance rate	96.7%	Up from 96.2%	95.2%	95.1%
Average teacher salary*	\$43,682	Down 5.6%	\$45,725	\$47,149
Professional development days/teacher	15.0 days	Down from 21.6 days	10.7 days	11.1 days
School				
Principal's years at school	8.0	Up from 7.0	3.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 18.5 to 1	16.7 to 1	18.8 to 1
Prime instructional time	90.1%	Up from 88.5%	90.1%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Up from 97.2%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$9,032	Up 2.2%	\$8,667	\$7,458
Percent of expenditures for instruction**	68.8%	Down from 69.1%	68.2%	68.8%
Percent of expenditures for teacher salaries**	62.2%	Down from 62.3%	61.9%	63.2%

* 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

During the 2008-2009 school year, emphasis was placed on small group instruction. Creating a profile on each child, teachers were able to design academic plans based on individual learner needs and interests. Ongoing progress monitoring in the form of data collection from Map assessments, district benchmarks tests, and Dominie reading provided staff with information to drive instructional practices.

Professional development on teacher directed reading also reinforced best practices for classroom initiatives. With support from the Reading First Literacy Coach, an MSU math coach, the Title I Coordinating Teacher, and a master science teacher, a wealth of resources were provided to both teachers and learners. From a daily schedule attuned to academic pursuits, children received a curriculum balanced between content areas with a strong correlation to the SC State Standards.

In addition to the core content areas, students benefitted from fine arts experiences, including art, music, technology, strings, theatre, and physical education. A full-time guidance counselor and media specialist also had weekly interactions with students to enhance character education and independent reading and research. Grade level planning and vertical teaming guaranteed a comprehensive curriculum.

As a Title I school-wide school, additional personnel and programs are available to address barriers to learning that are often a result of economic factors. A Parent Paraprofessional has played an important role in building relationships between home and school.

Thornwell serves grades 1-5 and an arts magnet is available to children in grades 3-5. A gifted/talented program is also in place for social studies enrichment. With an active PTO and SIC, dialogues continue for ongoing school improvement.

P.J. Casey, Principal
Cathy McQueen, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	53	49
Percent satisfied with learning environment	90.0%	96.2%	83.7%
Percent satisfied with social and physical environment	85.7%	86.8%	78.7%
Percent satisfied with school-home relations	71.4%	80.8%	83.7%

* 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	YES
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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	
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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. 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	3.3%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

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

All Students	167	99.4	41	36.5	22.4	79.5	76.8	82.8	Yes	Yes
Gender										
Male	76	98.7	41.5	38.5	20	78.5	74.1	79.3	N/A	N/A
Female	91	100	40.7	35.2	24.2	80.2	79.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	33	100	16.7	20	63.3	96.7	86.7	89.5	I/S	I/S
African American	129	99.2	47.1	42.1	10.7	75.2	70.1	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	92.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	70.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	18	100	66.7	22.2	11.1	61.1	48.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	71.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	145	99.3	43	37.8	19.3	77	71.8	75.5	Yes	Yes

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

All Students	167	99.4	42.3	41	16.7	67.3	74.6	78.9	Yes	Yes
Gender										
Male	76	98.7	43.1	41.5	15.4	67.7	74	77	N/A	N/A
Female	91	100	41.8	40.7	17.6	67	75.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	33	100	16.7	43.3	40	93.3	84.6	87.2	I/S	I/S
African American	129	99.2	49.6	42.1	8.3	60.3	67.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	81	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	18	100	N/AV	N/AV	N/AV	33.3	44.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	82.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	145	99.3	45.2	39.3	15.6	65.2	69.1	70.2	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	111	99.1	42.3	52.9	4.8	57.7	61.7	67.5
Gender								
Male	48	100	35.7	59.5	4.8	64.3	62	67
Female	63	98.4	46.8	48.4	4.8	53.2	61.4	68
Racial/Ethnic Group								
White	23	100	18.2	68.2	13.6	81.8	78.5	79.5
African American	85	98.8	49.4	48.1	2.5	50.6	50.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	65.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	15	100	N/AV	N/AV	N/AV	40	36.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	59	59.6
Socio-Economic Status								
Subsided meals	99	99	42.4	53.3	4.3	57.6	53.4	55.1

Social Studies								
All Students	110	100	43.3	37.5	19.2	56.7	67.2	72.3
Gender								
Male	47	100	48.8	29.3	22	51.2	67.1	71.5
Female	63	100	39.7	42.9	17.5	60.3	67.4	73.2
Racial/Ethnic Group								
White	19	100	11.8	35.3	52.9	88.2	78.8	80.7
African American	87	100	51.8	39.8	8.4	48.2	59.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	75.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	44.3	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	74.2	67.9
Socio-Economic Status								
Subsided meals	94	100	44.9	38.2	16.9	55.1	61.2	62.1

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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	167	100	47.1	36.9	15.9	52.9	60	70.2	95.7	95.8
Gender										
Male	76	100	54.5	36.4	9.1	45.5	52.8	63.2	95.4	95.5
Female	91	100	41.8	37.4	20.9	58.2	67.5	77.5	95.9	96
Racial/Ethnic Group										
White	33	100	20	43.3	36.7	80	72.3	79.1	95.2	95.3
African American	129	100	54.9	35.2	9.8	45.1	51.3	57.6	95.7	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	86.2	92.8	97
Hispanic	5	I/S	I/S	I/S	I/S	I/S	60.3	62.6	97.5	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	90.8
Disability Status										
Disabled	17	100	N/AV	N/AV	N/AV	29.4	19.1	26.1	95.6	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	59.6	61.2	97	97.2
Socio-Economic Status										
Subsidized meals	145	100	52.9	34.6	12.5	47.1	52.6	58.9	95.6	95.5

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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							
2009	3	53	98.1	46.9	24.5	28.6	53.1
	4	55	100	43.4	39.6	17	56.6
	5	59	100	33.3	44.4	22.2	66.7
	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
Mathematics							
2009	3	53	98.1	57.1	26.5	16.3	42.9
	4	55	100	41.5	41.5	17	58.5
	5	59	100	29.6	53.7	16.7	70.4
	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							
2009	3	27	100	48	44	8	52
	4	55	100	45.3	52.8	1.9	54.7
	5	29	96.6	30.8	61.5	7.7	69.2
	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
Social Studies							
2009	3	25	100	58.3	20.8	20.8	41.7
	4	55	100	34	49.1	17	66
	5	30	100	48.1	29.6	22.2	51.9
	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
Writing							
2009	3	53	100	46	30	24	54
	4	55	100	52.8	39.6	7.5	47.2
	5	59	100	42.6	40.7	16.7	57.4
	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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