



SC Annual School Report Card Summary

Thornwell School for the Arts
Darlington

Grades: 1-5

Enrollment: 291

Principal: Julie Mahn

Superintendent: Dr. Rainey H. Knight

Board Chair: Connell Delaine

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	Below Average	Average	TBD	TBD	Met	N/A
2008	Below Average	At-Risk	N/A	N/A	Not Met	N/A
2007	Average	At-Risk	N/A	N/A	Met	N/A

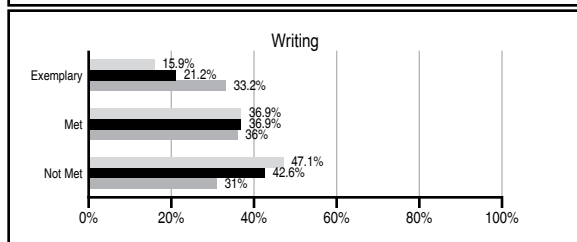
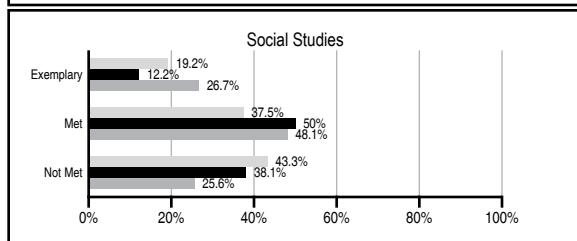
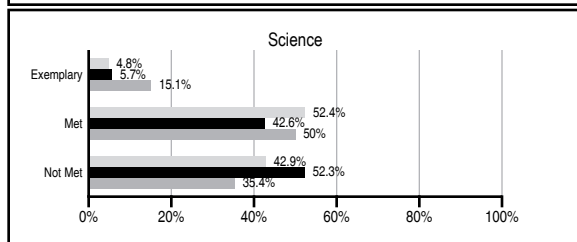
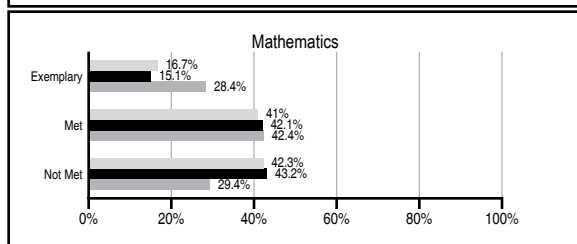
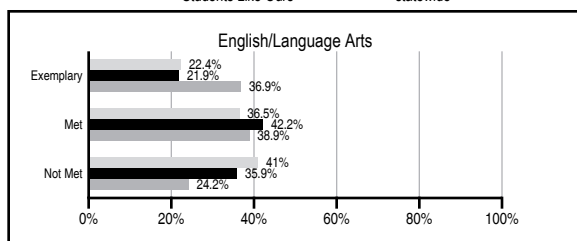
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	3	66	62	32

* Ratings are calculated with data available by 06/01/2010. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

READING – GRADE 4 (2007)			
South Carolina	41	33	20
Nation	34	34	24
% Below Basic % Basic, Proficient, and Advanced			
	Below Basic	Basic	Proficient

MATH – GRADE 4 (2007)			
South Carolina	20	44	31
Nation	19	43	33
% Below Basic % Basic, Proficient, and Advanced			
	Below Basic	Basic	Proficient

SCIENCE – GRADE 4 (2005)			
South Carolina	36	39	23
Nation	34	39	25
% Below Basic % Basic, Proficient, and Advanced			
	Below Basic	Basic	Proficient

SC PERFORMANCE GOAL

2010 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.

2020 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Thornwell School for the Arts [Darlington]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=291)				
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
Classes not taught by highly qualified teachers	0.0%	Down from 4.4%	0.0%	0.0%
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%
% of AYP objectives met	100.0%	Up from 53.8%	100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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

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