

THORNWELL SCHOOL FOR THE ARTS

437 West Carolina Avenue
Hartsville, SC 29550

Grades	1-5 Elementary School	
Enrollment	284 Students	
Principal	Julie Mahn	843-857-3090
Superintendent	Dr. Rainey Knight	843-398-5200
Board Chair	Connell Delaine	843-332-2852

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Below Average	Average
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	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 2009-10 whose 2008-09 test scores were located

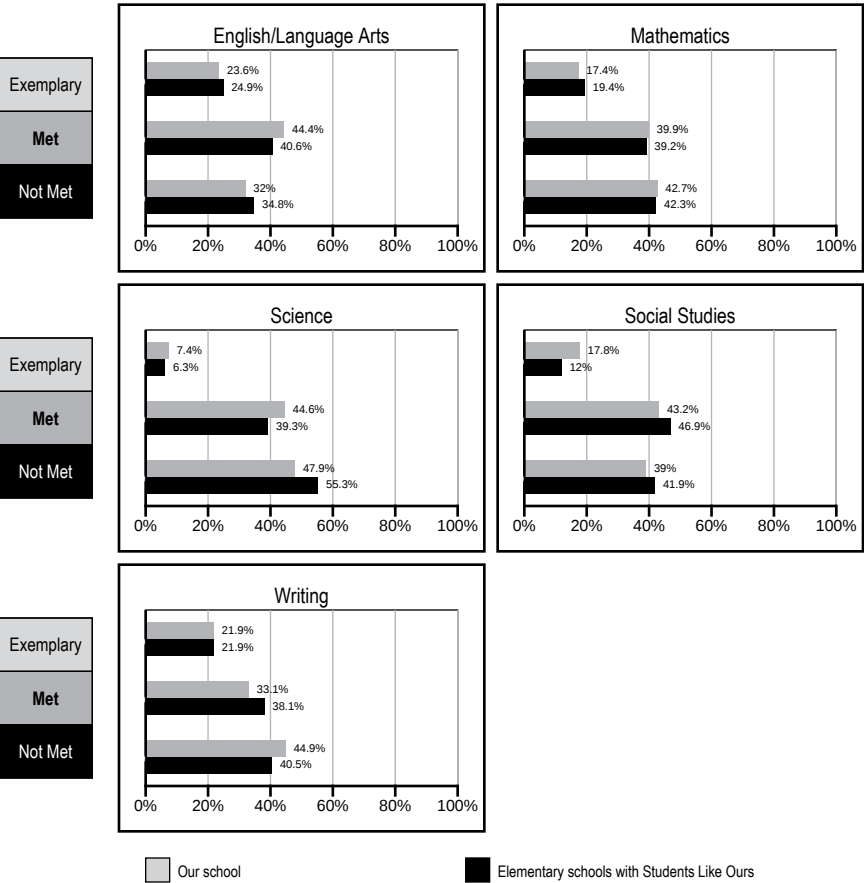
98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	80	57	23

* Ratings are calculated with data available by 03/09/2011.

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=284)				
First graders who attended full-day kindergarten	88.2%	Down from 100.0%	100.0%	100.0%
Retention rate	2.4%	Down from 4.2%	1.5%	1.2%
Attendance rate	95.9%	Up from 95.7%	95.9%	96.1%
Eligible for gifted and talented	21.7%	Up from 6.2%	4.4%	11.7%
With disabilities other than speech	9.5%	Up from 7.4%	8.4%	8.0%
Older than usual for grade	0.7%	Down from 1.4%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	48.0%	Up from 43.5%	60.0%	60.5%
Continuing contract teachers	68.0%	Up from 60.9%	78.8%	84.6%
Teachers with emergency or provisional certificates	5.0%	Down from 5.6%	0.0%	0.0%
Teachers returning from previous year	78.5%	Up from 73.5%	83.5%	87.0%
Teacher attendance rate	95.0%	Down from 96.7%	95.4%	95.4%
Average teacher salary*	\$44,923	Up 2.8%	\$45,504	\$47,288
Professional development days/teacher	13.7 days	Down from 15.0 days	10.6 days	10.5 days
School				
Principal's years at school	1.0	Down from 8.0	3.0	4.0
Student-teacher ratio in core subjects	18.7 to 1	Down from 19.5 to 1	17.1 to 1	19.2 to 1
Prime instructional time	89.0%	Down from 90.1%	90.4%	90.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.8%	Down from 99.8%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,221	Up 2.1%	\$8,757	\$7,548
Percent of expenditures for instruction**	62.8%	Down from 68.8%	68.1%	68.7%
Percent of expenditures for teacher salaries**	57.5%	Down from 62.2%	62.5%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The 2009-2010 school year at Thornwell School for the Arts provided an opportunity to "Set the Stage for Excellence." Visitors were awed by the enthusiasm of the staff and the focused excitement of the students. With a carefully developed schedule that guided students through the daily rigor, children experienced hands-on learning and enriching arts exposure.

A Title 1 elementary school located in the center of the town of Hartsville, South Carolina, students in first through fifth grade make up the diverse population. Fifteen homeroom teachers, 3 from each of the grade levels were divided among the 300 students. A Magnet Arts Program was also offered each year to students in grades three through five who apply.

With a new principal, the focus for the year was on building relationships. Activities were planned during the summer to meet and greet staff, and they continued throughout the year with the students, parents, and community members. Many positive programs were put in place to praise students for hard work and making the right choices.

The Magnet students performed "Alice in Wonderland" to several sold-out shows, while the strings students presented a winter and spring concert. Several dance teams also performed for the school.

Teachers embraced the District's Balanced Literacy Model as they taught students reading and comprehension skills. The teachers also participated in a best practice professional development throughout the year to assist in teaching effective writing skills. Interventions through small group instruction were used to assist in the areas of reading and math. The Compass Learning Lab was used to provide extra time and extra help in reading and math.

Without a doubt, Thornwell School for the Arts is "Setting the Stage for Excellence" for all of the students today and in years to come. We welcome you with open arms to be on this stage and to assist us in making our students dreams come true.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	57	48
Percent satisfied with learning environment	96.4%	93.0%	89.1%
Percent satisfied with social and physical environment	96.4%	93.0%	87.2%
Percent satisfied with school-home relations	81.5%	94.6%	85.1%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

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

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	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

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

All Students	195	100	32	44.4	23.6	83.1	79.8	83.5	Yes	Yes
Gender										
Male	96	100	38.8	41.2	20	78.8	76.4	80.1	N/A	N/A
Female	99	100	25.8	47.3	26.9	87.1	83.3	87	N/A	N/A
Racial/Ethnic Group										
White	36	100	18.2	39.4	42.4	90.9	87.6	89.6	I/S	I/S
African American	153	100	36.7	43.9	19.4	80.6	74	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.3	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	78.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	28	100	73.1	19.2	7.7	50	50.5	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	78.8	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	172	100	35.3	43.6	21.2	80.8	75.1	76.9	Yes	Yes

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

All Students	195	100	42.7	39.9	17.4	76.4	77.1	80.4	Yes	Yes
Gender										
Male	96	100	45.9	41.2	12.9	70.6	75.2	78.4	N/A	N/A
Female	99	100	39.8	38.7	21.5	81.7	79	82.5	N/A	N/A
Racial/Ethnic Group										
White	36	100	21.2	39.4	39.4	81.8	85.8	87.8	I/S	I/S
African American	153	100	48.2	40.3	11.5	74.8	70.6	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.3	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	77.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	28	100	N/A	N/A	N/A	34.6	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	77.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	172	100	45.5	41	13.5	75	72	72.8	Yes	Yes

* 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

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	132	100	47.9	44.6	7.4	52.1	64.5	67.3
Gender								
Male	64	100	50	44.6	5.4	50	63.5	66.9
Female	68	100	46.2	44.6	9.2	53.8	65.6	67.7
Racial/Ethnic Group								
White	26	100	26.1	60.9	13	73.9	79.2	79.6
African American	103	100	54.7	41.1	4.2	45.3	53.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	81.8	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	18	100	N/A	N/A	N/A	18.8	31.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	66	58.6
Socio-Economic Status								
Subsidized meals	114	100	50	45.2	4.8	50	56.5	55.4

Social Studies								
All Students	130	100	39	43.2	17.8	61	69.5	70.9
Gender								
Male	66	100	44.8	41.4	13.8	55.2	68.6	70.1
Female	64	100	33.3	45	21.7	66.7	70.5	71.7
Racial/Ethnic Group								
White	28	100	34.6	38.5	26.9	65.4	79.7	79.2
African American	98	100	40.9	45.5	13.6	59.1	62.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	68.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	17	100	58.8	23.5	17.6	41.2	38.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	67.5	68
Socio-Economic Status								
Subsidized meals	115	100	39.4	45.2	15.4	60.6	63.5	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	195	99.5	45.2	32.8	22	54.8	65.2	72.1	95.9	95.5
Gender										
Male	95	99	57.1	31	11.9	42.9	58.3	65.2	95.5	95.2
Female	100	100	34.4	34.4	31.2	65.6	72.4	79.2	96.2	95.8
Racial/Ethnic Group										
White	35	100	24.2	42.4	33.3	75.8	76.2	80.8	94.6	94.9
African American	154	99.4	50	31.2	18.8	50	57.1	59.7	96.1	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	87	N/A	96.7
Hispanic	6	I/S	I/S	I/S	I/S	I/S	61.6	64.6	97.8	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	94.7
Disability Status										
Disabled	26	100	87.5	8.3	4.2	12.5	20.5	27.7	95.9	94.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	98.1
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	61.8	63.7	98	97.1
Socio-Economic Status										
Subsidized meals	165	99.4	48.7	31.2	20.1	51.3	58.3	61.9	95.8	95.2

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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
2010	3	58	100	22.6	43.4	34	77.4
	4	67	100	41	37.7	21.3	59
	5	70	100	31.3	51.6	17.2	68.8
	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
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
2010	3	58	100	47.2	37.7	15.1	52.8
	4	67	100	37.7	41	21.3	62.3
	5	70	100	43.8	40.6	15.6	56.3
	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
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
2010	3	29	100	66.7	29.6	3.7	33.3
	4	67	100	44.3	45.9	9.8	55.7
	5	36	100	39.4	54.5	6.1	60.6
	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

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
2010	3	29	100	15.4	57.7	26.9	84.6
	4	67	100	47.5	36.1	16.4	52.5
	5	34	100	41.9	45.2	12.9	58.1
	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
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
2010	3	59	100	39.6	39.6	20.8	60.4
	4	66	100	54.1	19.7	26.2	45.9
	5	70	98.6	41.3	39.7	19	58.7
	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

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample