



## JOHN P THOMAS ELEMENTARY

6001 Weston Avenue  
Columbia, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	422 Students	
<b>Principal</b>	Evelyn Moore	803-735-3430
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Vince Ford	803-231-7556

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Below Average</b>
2009	Below Average	Below Average
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk

## 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

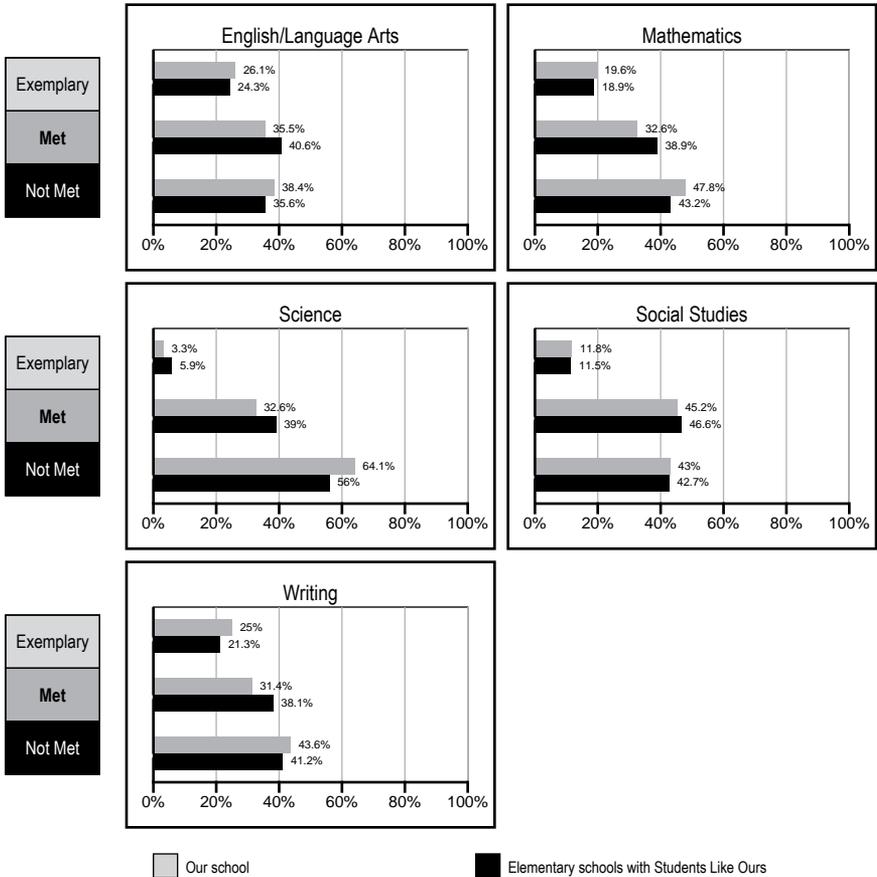
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	3	64	50	21

\* 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
<b>Students (n=422)</b>				
First graders who attended full-day kindergarten	93.9%	Up from 87.0%	100.0%	100.0%
Retention rate	2.0%	Down from 3.9%	1.5%	1.2%
Attendance rate	95.8%	Down from 96.4%	95.9%	96.1%
Eligible for gifted and talented	5.2%	Up from 2.4%	4.1%	11.7%
With disabilities other than speech	10.3%	Up from 8.5%	8.4%	8.0%
Older than usual for grade	1.8%	Up from 0.4%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=39)</b>				
Teachers with advanced degrees	66.7%	Up from 65.0%	58.6%	60.5%
Continuing contract teachers	74.4%	Up from 65.0%	78.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.6%	Up from 84.3%	82.5%	87.0%
Teacher attendance rate	95.2%	Down from 95.9%	95.4%	95.4%
Average teacher salary*	\$52,509	Up 1.2%	\$45,243	\$47,288
Professional development days/teacher	11.1 days	Up from 9.6 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	6.5	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	14.6 to 1	Up from 11.7 to 1	17.0 to 1	19.2 to 1
Prime instructional time	90.0%	Down from 90.9%	90.6%	90.8%
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**	\$10,291	Up 7.0%	\$8,827	\$7,548
Percent of expenditures for instruction**	82.7%	Up from 82.0%	68.1%	68.7%
Percent of expenditures for teacher salaries**	76.4%	Down from 78.2%	62.4%	65.1%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

John P. Thomas Elementary serves students from pre-kindergarten to fifth grade. There are two self-contained classes for students in kindergarten to fifth grade, one class with two half-day sessions for preschool students with special needs, and a resource classroom.

The PASS results showed an increase in the number of students scoring MET and EXEMPLARY in math, ELA, and social studies. While there has been some increase, test scores still lag far behind in science. We attribute what small gains were made in science to the addition of a full time certified teacher who assists teachers with the teaching of the science standards. Greater emphasis has been placed on teaching students strategies to increase higher-order thinking and problem-solving skills. The after-school tutorial program continues to focus on strengthening reading and math skills and allows students additional time in the computer lab.

Research indicates that sustained staff development contributes to more effective instruction and increased student achievement. During the school year, staff development opportunities provided teachers with information to help in planning assessments, analyzing test data, providing for differentiated instruction and intervention, developing strategies for improving writing, organizing books by text levels, and using the district's frameworks for planning and instruction.

Students are challenged with researched-based best practices such as Accelerated Reader, Breakthrough to Literacy, ThinkCentral and the SuccessMaker Computer program. The SuccessMaker Laptop Home Computer program is another support for parents to use with their children at home.

There were several significant accomplishments this year. The entire third grade class was adopted by a faith-based group. Each student in the third grade had a mentor who came in at least once each week to meet with their mentee. In addition, the third graders experienced a day at the golf course learning how math and golf go hand in hand. Our PE teacher had another successful year, earning the only fishing grant that was awarded in the state. In addition, five of our students qualified to participate at the state level in the archery competition. Our school was awarded a Fresh Fruit and Vegetable Grant where students learned about the importance of eating healthy. At least three times per week, students were introduced to and had opportunities to eat different fruits and vegetables. Teachers found various ways to incorporate the study of the foods into the curriculum. Each month, students participated in a grade level writing assignment where an exemplary piece is chosen for the Principal's Writing Wall of Fame. There were several individual and class winners in various art contests and in the district visual literacy contests. There are ten teachers on staff who have attained National Board Certification.

Our partnerships with parents and the community continue to increase and grow stronger. We partner with the VFW Post 4262, Palmetto GBA, Francis Burns United Methodist, the Burns Foundation, Second Calvary Baptist Church, and Bethlehem Baptist Church.

Patricia Briggs, SIC Chairperson

Evelyn H. Moore, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	47	18
Percent satisfied with learning environment	86.5%	80.9%	88.9%
Percent satisfied with social and physical environment	91.7%	85.1%	77.8%
Percent satisfied with school-home relations	45.7%	89.4%	88.2%

\* 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

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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

\* Or greater than last year

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

All Students	151	92.7	38.4	35.5	26.1	74.6	78.2	83.5	Yes	Yes
<b>Gender</b>										
Male	73	89	44.8	28.4	26.9	73.1	74.7	80.1	N/A	N/A
Female	78	96.2	32.4	42.3	25.4	76.1	81.6	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	2	I/S	I/S	I/S	I/S	I/S	93.3	89.6	I/S	I/S
African American	148	92.6	38.2	35.3	26.5	75	74.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	84.2	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	80.8	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
<b>Disability Status</b>										
Disabled	29	62.1	82.1	7.1	10.7	21.4	45.3	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	77.9	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	142	92.3	38.5	35.4	26.2	74.6	73.1	76.9	Yes	Yes

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

All Students	151	100	47.8	32.6	19.6	62.3	72	80.4	Yes	Yes
<b>Gender</b>										
Male	73	100	43.3	34.3	22.4	65.7	70.3	78.4	N/A	N/A
Female	78	100	52.1	31	16.9	59.2	73.8	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	2	I/S	I/S	I/S	I/S	I/S	90.2	87.8	I/S	I/S
African American	148	100	47.1	33.1	19.9	63.2	67	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	88.4	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	77.8	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
<b>Disability Status</b>										
Disabled	29	100	N/A	N/A	N/A	17.9	34.8	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	80	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	142	100	47.7	33.8	18.5	63.1	65.9	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
<b>Science</b>								
All Students	102	96.1	62.5	34.1	3.4	37.5	56.5	67.3
<b>Gender</b>								
Male	50	94	52.4	40.5	7.1	47.6	56.1	66.9
Female	52	98.1	N/A	N/A	N/A	28.3	56.8	67.7
<b>Racial/Ethnic Group</b>								
White	1	I/S	N/A	N/A	N/A	N/A	86.3	79.6
African American	100	96	62.1	34.5	3.4	37.9	48.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	76.2	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	17	76.5	N/A	N/A	N/A	25	23.9	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	62.7	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	95	95.8	62.2	34.1	3.7	37.8	46.5	55.4
<b>Social Studies</b>								
All Students	99	97	41.1	46.7	12.2	58.9	64	70.9
<b>Gender</b>								
Male	45	95.6	43.9	39	17.1	56.1	61.9	70.1
Female	54	98.2	38.8	53.1	8.2	61.2	66.1	71.7
<b>Racial/Ethnic Group</b>								
White	1	I/S	I/S	I/S	I/S	I/S	86.9	79.2
African American	97	96.9	39.8	47.7	12.5	60.2	57.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	82.1	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	21	85.7	N/A	N/A	N/A	27.8	31.7	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	65.2	68
<b>Socio-Economic Status</b>								
Subsidized meals	92	96.7	42.2	48.2	9.6	57.8	56.5	60.8

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
<b>Writing</b>										
All Students	154	100	43.6	31.4	25	56.4	63.4	72.1	95.8	95.9
<b>Gender</b>										
Male	77	100	42.6	35.3	22.1	57.4	56.3	65.2	95.8	95.7
Female	77	100	44.4	27.8	27.8	55.6	70.4	79.2	95.7	96.1
<b>Racial/Ethnic Group</b>										
White	2	I/S	I/S	I/S	I/S	I/S	86.2	80.8	96.1	96
African American	150	100	43.1	32.1	24.8	56.9	57.3	59.7	95.9	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	87	N/A	96.2
Hispanic	1	I/S	I/S	I/S	I/S	I/S	62.9	64.6	77.3	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
<b>Disability Status</b>										
Disabled	29	100	85.7	10.7	3.6	14.3	21.1	27.7	96.3	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	63.7	N/A	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	142	100	43.2	31.1	25.8	56.8	55.2	61.9	95.7	95.7

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
<b>English/Language Arts</b>							
<b>2009</b>	3	58	100	34.6	36.5	28.8	65.4
	4	52	100	37.2	39.5	23.3	62.8
	5	53	100	47.9	41.7	10.4	52.1
	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
<b>2010</b>	3	46	93.5	17.5	30	52.5	82.5
	4	50	84	46.8	38.3	14.9	53.2
	5	55	100	47.1	37.3	15.7	52.9
	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
<b>Mathematics</b>							
<b>2009</b>	3	58	100	53.8	30.8	15.4	46.2
	4	52	100	37.2	46.5	16.3	62.8
	5	53	100	56.3	37.5	6.3	43.8
	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
<b>2010</b>	3	46	100	35	22.5	42.5	65
	4	50	100	44.7	46.8	8.5	55.3
	5	55	100	60.8	27.5	11.8	39.2
	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
<b>Science</b>							
<b>2009</b>	3	29	100	N/AV	N/AV	N/AV	28
	4	52	100	48.8	48.8	2.3	51.2
	5	27	100	N/AV	N/AV	N/AV	12.5
	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
<b>2010</b>	3	25	100	61.9	33.3	4.8	38.1
	4	50	100	59.6	38.3	2.1	40.4
	5	27	85.2	70	25	5	30
	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

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	29	100	40.7	51.9	7.4	59.3
	4	52	100	30.2	62.8	7	69.8
	5	26	100	70.8	25	4.2	29.2
	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
<b>2010</b>	3	21	100	26.3	68.4	5.3	73.7
	4	50	100	42.6	42.6	14.9	57.4
	5	28	89.3	50	37.5	12.5	50
	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
<b>Writing</b>							
<b>2009</b>	3	58	98.3	38.5	26.9	34.6	61.5
	4	53	98.1	36.4	50	13.6	63.6
	5	54	100	53.1	38.8	8.2	46.9
	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
<b>2010</b>	3	47	100	31.7	34.1	34.1	68.3
	4	53	100	43.8	31.3	25	56.3
	5	54	100	52.9	29.4	17.6	47.1
	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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