

THORNWELL SCHOOL FOR THE ARTS

437 West Carolina Avenue
Hartsville, SC 29550

Grades	1-5 Elementary School	
Enrollment	316 Students	
Principal	Julie J. Mahn	843-857-3090
Superintendent	Dr. Rainey Knight	843-398-5200
Board Chair	Charles Govan	843-332-2288

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Below Average	Average
2008	Below Average	At-Risk
2007	Average	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

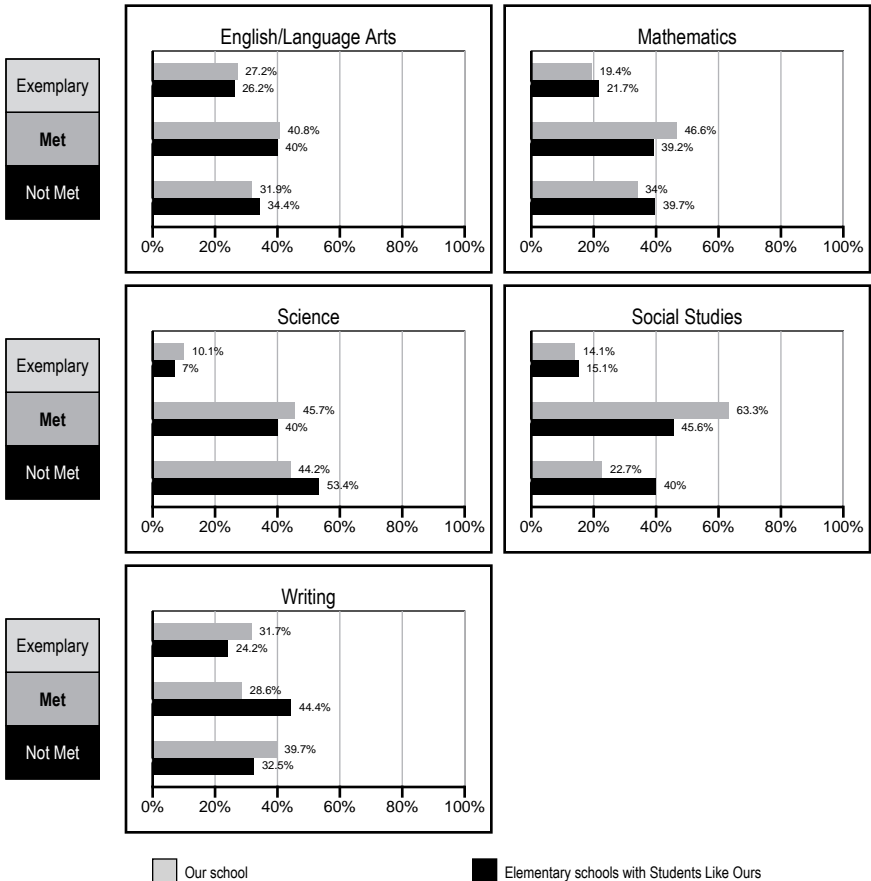
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	7	80	51	23

* Ratings are calculated with data available by 11/09/2011.

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=316)				
First graders who attended full-day kindergarten	100.0%	Up from 88.2%	100.0%	100.0%
Retention rate	1.5%	Down from 2.4%	1.5%	1.1%
Attendance rate	96.3%	Up from 95.9%	96.1%	96.2%
Served by gifted and talented program	24.8%	Up from 21.7%	5.3%	13.4%
With disabilities other than speech	8.0%	Down from 9.5%	4.3%	4.1%
Older than usual for grade	0.3%	Down from 0.7%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	63.6%	Up from 48.0%	61.9%	62.5%
Continuing contract teachers	81.8%	Up from 68.0%	82.1%	88.2%
Teachers returning from previous year	80.3%	Up from 78.5%	84.6%	87.8%
Teacher attendance rate	96.2%	Up from 95.0%	95.3%	95.2%
Average teacher salary*	\$47,222	Up 5.1%	\$45,168	\$46,773
Professional development days/teacher	13.8 days	Up from 13.7 days	10.6 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.3	4.0
Student-teacher ratio in core subjects	22.4 to 1	Up from 18.7 to 1	17.5 to 1	19.9 to 1
Prime instructional time	90.7%	Up from 89.0%	90.4%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.8%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,107	Down 1.2%	\$8,489	\$7,447
Percent of expenditures for instruction**	66.4%	Up from 62.8%	67.7%	68.4%
Percent of expenditures for teacher salaries**	62.9%	Up from 57.5%	64.0%	65.8%

* 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

Thornwell School for the Arts is proud to be a part of the Darlington County School District. A progressive district invested in the arts and committed to the programs at the schools in the district. Thornwell is a unique school nestled in the center of town. With a population of about 330 students in grades 1 – 5, this arts integrated school exposes children to the visual and performing arts.

The Thornwell PTO, business partners, mentors, and staff contribute to the energy and commitment to academic success for all students at Thornwell. During the 2009-2010 school year we reached our goal of achieving Adequate Yearly Progress (AYP). We were recently named an Arts in Basic Curriculum School and also chosen to be a part of the Comer Child Development Model. Our staff has been trained by Dr. Comer and his staff from Yale University and will continue to participate in staff development during the 2011-2012 school year. We also received a Teacher Incentive Fund Grant and will be a part of the Teacher Advancement Program founded by the Milken Education Foundation.

Many exciting activities were held throughout the year for the students and their families at Thornwell School for the Arts. Several musical performances including a winter concert and a Black History Month Program delighted all who attended. The string's students also held a winter and a spring event in which the third through fifth graders amazed the audience with their talent. The magnet students also performed Disney's, The Jungle Book to several of the local elementary schools, district staff, community members and their families. The show was a huge success. The students also participated in a talent show. Perhaps the funniest day of the year, "Fun in the Sun" Day, marked the end of school year and testing.

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	22	63	37
Percent satisfied with learning environment	81.8%	93.5%	85.7%
Percent satisfied with social and physical environment	81.8%	93.4%	80.6%
Percent satisfied with school-home relations	54.5%	92.1%	91.7%

* 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

NO

This school met 9 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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%**	Yes

* Or greater than last year

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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 = 79.4% (Met or Exemplary)

All Students	205	99.5	31.6	41.1	27.4	81.1	77.6	82.4	Yes	Yes
Gender										
Male	103	99	38.3	42.6	19.1	74.5	73.7	78.7	N/A	N/A
Female	102	100	25	39.6	35.4	87.5	81.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	37	100	17.1	40	42.9	94.3	86.6	88.9	I/S	I/S
African American	164	99.4	34.4	41.1	24.5	77.5	70.9	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.7	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	29	100	63	29.6	7.4	48.1	47.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	75.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	186	99.5	33.7	41.9	24.4	79.7	72.5	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	205	99.5	33.7	46.8	19.5	78.4	80.5	81.9	No	Yes
Gender										
Male	103	99	34	48.9	17	78.7	78.6	79.9	N/A	N/A
Female	102	100	33.3	44.8	21.9	78.1	82.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	37	100	17.1	48.6	34.3	88.6	88	88.9	I/S	I/S
African American	164	99.4	38.4	45.7	15.9	75.5	74.8	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	86.3	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	29	100	N/AV	N/AV	N/AV	55.6	51.2	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	86.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	186	99.5	37.2	45.3	17.4	76.2	76.4	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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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	138	99.3	43.8	46.1	10.2	56.3	66.2	68.6
Gender								
Male	74	98.7	46.3	44.8	9	53.7	67.3	68.3
Female	64	100	41	47.5	11.5	59	65	68.9
Racial/Ethnic Group								
White	22	100	4.8	47.6	47.6	95.2	81.3	80.7
African American	114	99.1	52.4	44.8	2.9	47.6	55	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	62.7	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	21	100	57.9	36.8	5.3	42.1	42.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	62.5	60.7
Socio-Economic Status								
Subsidized meals	123	99.2	49.6	42.5	8	50.4	59.3	57.3
Social Studies								
All Students	137	99.3	22	63.8	14.2	78	71	72.5
Gender								
Male	70	98.6	26.6	59.4	14.1	73.4	71.1	72
Female	67	100	17.5	68.3	14.3	82.5	70.9	73.1
Racial/Ethnic Group								
White	22	100	15	65	20	85	80.9	81
African American	111	99.1	24.3	63.1	12.6	75.7	63.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	80	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	84	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	19	100	N/AV	N/AV	N/AV	42.1	42.6	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	84	69.7
Socio-Economic Status								
Subsidized meals	126	99.2	23.9	64.1	12	76.1	65	62.9

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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	67	100	39.7	28.6	31.7	60.3	67.4	73.2	96.3	95.4
Gender										
Male	33	100	50	25	25	50	61.2	67.2	96	95.1
Female	34	100	29	32.3	38.7	71	74	79.4	96.6	95.7
Racial/Ethnic Group										
White	19	100	27.8	27.8	44.4	72.2	78.1	81.5	95.4	94.9
African American	46	100	44.2	30.2	25.6	55.8	59.5	61.3	96.5	95.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	96.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	57.9	66.7	98.3	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	99.3	93.5
Disability Status										
Disabled	5	I/S	I/S	I/S	I/S	I/S	19.7	26	95.5	93.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98.5
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	75	65.7	97.9	96.8
Socio-Economic Status										
Subsidized meals	57	100	41.8	29.1	29.1	58.2	60.7	63.2	96.2	95.1

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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							
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
2011	3	68	100	25.8	33.9	40.3	74.2
	4	70	98.6	32.3	49.2	18.5	67.7
	5	67	100	36.5	39.7	23.8	63.5
	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
Mathematics							
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
2011	3	68	100	35.5	46.8	17.7	64.5
	4	70	98.6	30.8	47.7	21.5	69.2
	5	67	100	34.9	46	19	65.1
	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
Science							
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
2011	3	34	100	59.4	28.1	12.5	40.6
	4	70	98.6	38.5	55.4	6.2	61.5
	5	34	100	38.7	45.2	16.1	61.3
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2011	3	34	100	10	76.7	13.3	90
	4	70	98.6	18.5	64.6	16.9	81.5
	5	33	100	40.6	50	9.4	59.4
	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
Writing							
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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	67	100	39.7	28.6	31.7	60.3
	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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