JOHN P THOMAS ELEMENTARY

6001 Weston Avenue
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	429 Students	
Principal	Selina Latimore	803-735-3430
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

JOHN P THOMAS ELEMENTARY	11/09/11-4001062

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

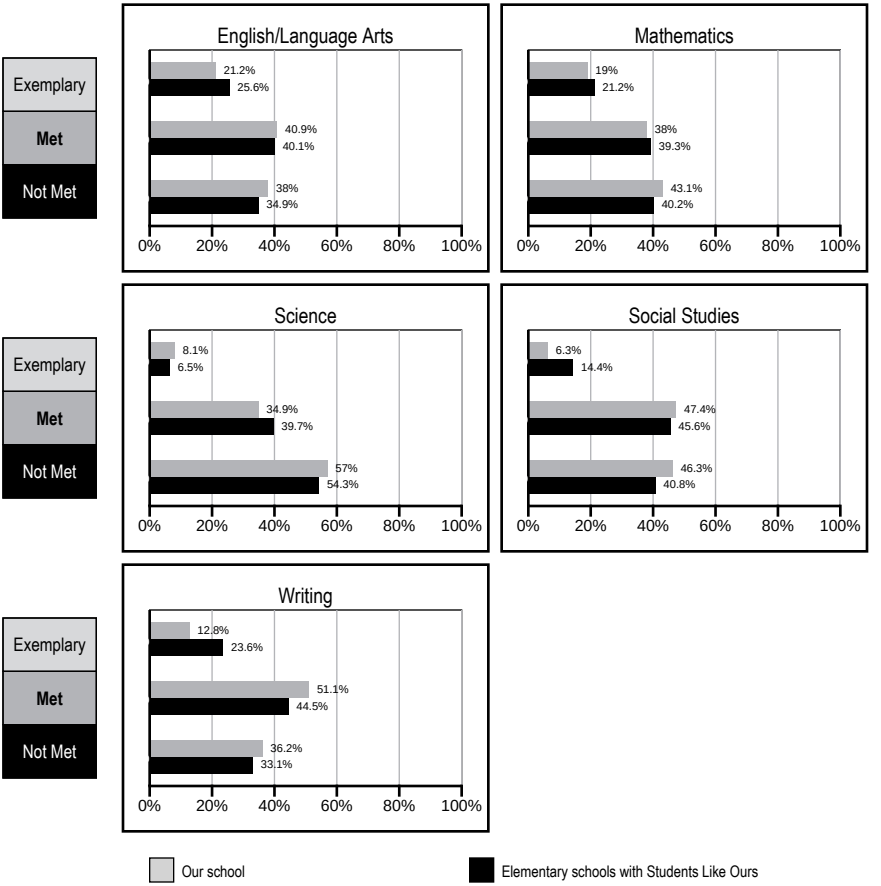
Percent of students tested in 2010-11 whose 2009-10 test scores were located	96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	72	48	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=429)				
First graders who attended full-day kindergarten	95.9%	Up from 93.9%	100.0%	100.0%
Retention rate	1.6%	Down from 2.0%	1.5%	1.1%
Attendance rate	96.0%	Up from 95.8%	96.0%	96.2%
Served by gifted and talented program	6.4%	Up from 5.2%	5.1%	13.4%
With disabilities other than speech	4.2%	Down from 10.3%	4.3%	4.1%
Older than usual for grade	0.0%	Down from 1.8%	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=35)				
Teachers with advanced degrees	68.6%	Up from 66.7%	61.9%	62.5%
Continuing contract teachers	77.1%	Up from 74.4%	81.8%	88.2%
Teachers returning from previous year	85.5%	Up from 84.6%	84.3%	87.8%
Teacher attendance rate	93.4%	Down from 95.2%	95.2%	95.2%
Average teacher salary*	$51,383	Down 2.1%	$45,188	$46,773
Professional development days/teacher	8.4 days	Down from 11.1 days	10.6 days	10.5 days
School				
Principal's years at school	7.5	Up from 6.5	3.0	4.0
Student-teacher ratio in core subjects	15.4 to 1	Up from 14.6 to 1	17.5 to 1	19.9 to 1
Prime instructional time	89.0%	Down from 90.0%	90.1%	90.4%
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**	$9,974	Down 3.1%	$8,694	$7,447
Percent of expenditures for instruction**	80.1%	Down from 82.7%	67.8%	68.4%
Percent of expenditures for teacher salaries**	76.6%	Up from 76.4%	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

John P. Thomas Elementary serves approximately 450 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 continue to show an increase in the number of students scoring MET and EXEMPLARY in math, ELA and social studies, but the increase in test scores for science is still a challenge. We attribute the slight increase in science scores to the extra time students get each week from the certified teacher in the science lab. This teacher assists the regular classroom 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. Teachers worked throughout the year developing strategies to assist them in teaching ELA and math. During the 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 utilizing the district's frameworks for planning and instruction.

Students are challenged with researched-based best practices such as Accelerated Reader, Accelerated Math, 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. 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 with an author who provided each student with an autographed copy of his book. Our PE teacher had another successful year with the fishing grant. In addition, twenty of our students qualified to participate at the state level in the archery competition. Our school was awarded a Fresh Fruit and Vegetable Grant for a second year where students learned about the importance of eating healthy snacks. Students were introduced to and had opportunities to eat different fresh fruits and vegetables they were not familiar with. Teachers found various ways to incorporate the study of the foods in the curriculum. Each month, students participate in a grade level writing assignment where an exemplary piece is chosen for the Principal's Writing Wall of Fame. There are eleven teachers on staff who have attained National Board Certification.

Our partnerships with parents and the community continue to increase and grow stronger. We continue our partnerships with the VFW Post 4262, Palmetto GBA, Francis Burns United Methodist Church, 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	46	14
Percent satisfied with learning environment	75.7%	87.0%	76.9%
Percent satisfied with social and physical environment	81.1%	71.7%	71.4%
Percent satisfied with school-home relations	54.1%	87.0%	92.3%

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

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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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%**	Yes

* Or greater than last year

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JOHN P THOMAS ELEMENTARY										11/09/11-4001062
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 = 79.4% (Met or Exemplary)										
All Students	166	94.6	33.6	43.8	22.7	82	78.3	82.4	Yes	Yes
Gender										
Male	79	91.1	39.7	39.7	20.7	74.1	74.3	78.7	N/A	N/A
Female	87	97.7	28.6	47.1	24.3	88.6	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	92.8	88.9	I/S	I/S
African American	158	94.9	33.1	44.4	22.6	83.1	74.2	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.4	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	83.9	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.4	83	I/S	I/S
Disability Status										
Disabled	28	67.9	47.1	41.2	11.8	64.7	45.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	159	94.3	33.1	44.1	22.8	82.7	73.5	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	166	99.4	42.6	38.2	19.1	67.6	75.1	81.9	Yes	Yes
Gender										
Male	79	98.7	45.3	37.5	17.2	64.1	73.5	79.9	N/A	N/A
Female	87	100	40.3	38.9	20.8	70.8	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	92.1	88.9	I/S	I/S
African American	158	100	42.4	38.6	18.9	68.2	70.3	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	94.6	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	82.1	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	84.4	I/S	I/S
Disability Status										
Disabled	28	96.4	N/AV	N/AV	N/AV	40	40.4	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	159	99.4	42.2	38.5	19.3	68.1	69.8	74.9	Yes	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	109	100	57	34.9	8.1	43	58.7	68.6
Gender								
Male	56	100	54.5	38.6	6.8	45.5	58.2	68.3
Female	53	100	59.5	31	9.5	40.5	59.2	68.9
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	87.8	80.7
African American	103	100	56.6	34.9	8.4	43.4	51	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.1	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	63.2	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	75	70.8
Disability Status								
Disabled	16	100	N/AV	N/AV	N/AV	35.7	29.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	54.3	60.7
Socio-Economic Status								
Subsidized meals	105	100	57	34.9	8.1	43	50.1	57.3
Social Studies								
All Students	113	99.1	45.7	47.9	6.4	54.3	64.7	72.5
Gender								
Male	55	98.2	42.2	44.4	13.3	57.8	63.6	72
Female	58	100	N/AV	N/AV	N/AV	51	65.8	73.1
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	88.4	81
African American	109	100	45.7	48.9	5.4	54.3	58.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	71	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	73.7	73.5
Disability Status								
Disabled	20	95	N/AV	N/AV	N/AV	27.8	33.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	65.7	69.7
Socio-Economic Status								
Subsidized meals	109	99.1	45.2	48.4	6.5	54.8	56.8	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	51	100	36.2	51.1	12.8	63.8	66.5	73.2	96	96.1
Gender										
Male	22	100	50	40	10	50	62	67.2	95.9	95.9
Female	29	100	25.9	59.3	14.8	74.1	71.2	79.4	96.2	96.3
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	87.8	81.5	90.3	96.2
African American	49	100	37.8	48.9	13.3	62.2	60.7	61.3	96.1	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	87	97	96.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	74.8	66.7	94.5	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	91.1	94.5
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	23.7	26	95.6	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.2	65.7	97.4	95.9
Socio-Economic Status										
Subsidized meals	47	100	37.8	51.1	11.1	62.2	59.1	63.2	96	95.9

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JOHN P THOMAS ELEMENTARY 11/09/11-4001062

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	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
2011	3	55	83.6	29.7	24.3	45.9	70.3
	4	56	100	31.8	50	18.2	68.2
	5	55	100	38.3	53.2	8.5	61.7
	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							
2010	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
2011	3	55	98.2	46.7	31.1	22.2	53.3
	4	56	100	50	29.5	20.5	50
	5	55	100	31.9	53.2	14.9	68.1
	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	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
2011	3	26	100	65	10	25	35
	4	56	100	45.5	50	4.5	54.5
	5	27	100	N/AV	N/AV	N/AV	27.3
	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	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
2011	3	29	96.6	44	48	8	56
	4	56	100	38.6	54.5	6.8	61.4
	5	28	100	60	36	4	40
	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	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
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	51	100	36.2	51.1	12.8	63.8
	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

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