



## JOANNA-WOODSON ELEMENTARY

510 South Ellis Street  
Joanna, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	281 Students	
<b>Principal</b>	George E. Marshall	864-697-6480
<b>Superintendent</b>	Dr. David C. O'Shields	864-833-0800
<b>Board Chair</b>	Linda Darby	864-833-5773

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Good
2008	Average	Average
2007	Good	Below Average
2006	Good	Good

### 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

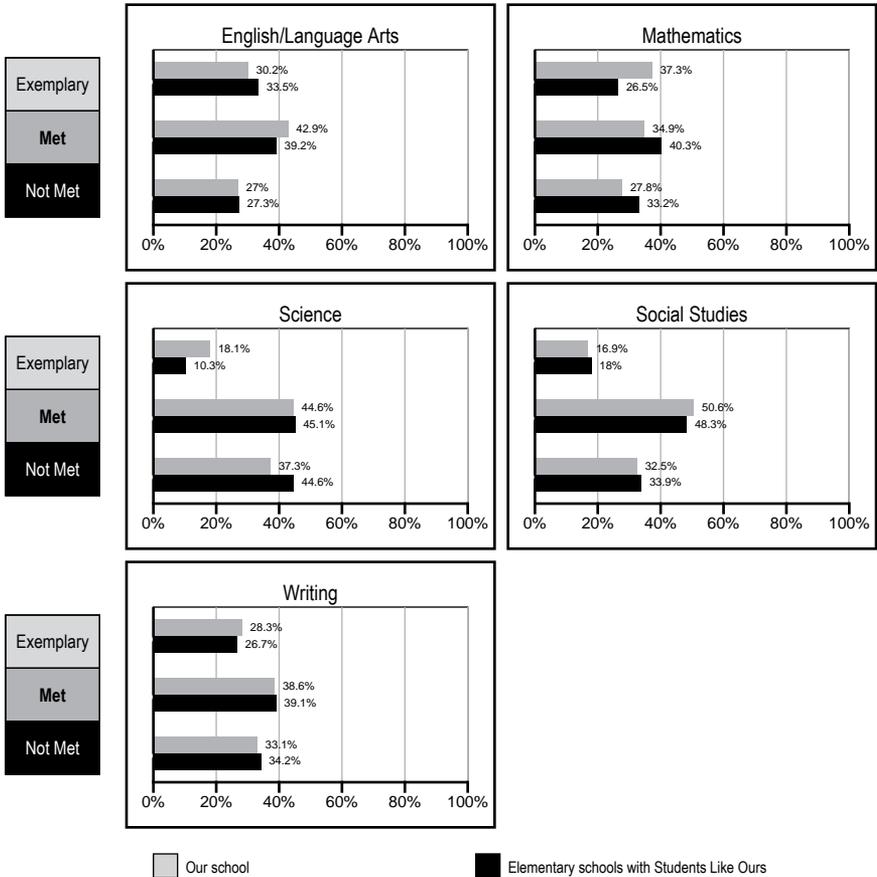
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	8	93	16	2

\* 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=281)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.9%	Down from 4.3%	1.6%	1.2%
Attendance rate	95.1%	Down from 95.5%	95.7%	96.1%
Eligible for gifted and talented	2.9%	No Change	9.1%	11.7%
With disabilities other than speech	13.9%	Up from 13.4%	9.1%	8.0%
Older than usual for grade	1.7%	Down from 2.6%	0.6%	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=18)</b>				
Teachers with advanced degrees	44.4%	Down from 50.0%	58.7%	60.5%
Continuing contract teachers	83.3%	Down from 100.0%	84.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.1%	Down from 84.0%	86.3%	87.0%
Teacher attendance rate	97.3%	Up from 96.0%	95.0%	95.4%
Average teacher salary*	\$46,369	Down 4.1%	\$46,509	\$47,288
Professional development days/teacher	6.0 days	Down from 11.0 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 7.0	4.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 20.5 to 1	19.2 to 1	19.2 to 1
Prime instructional time	91.6%	Up from 90.7%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.2%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$9,367	Up 6.9%	\$7,642	\$7,548
Percent of expenditures for instruction**	55.0%	Up from 53.7%	67.7%	68.7%
Percent of expenditures for teacher salaries**	48.5%	Down from 48.9%	64.5%	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

Joanna-Woodson Elementary School continues to provide a positive and safe environment which promotes high academic standards and expectations for all students. JWES is committed to preparing learners to achieve excellence, embrace change, and forge new traditions.

JWES received the Palmetto Silver Award for academic excellence once again this school year. Our children, teachers, parents, and community worked together and encouraged one another to reach for the stars. The focus has been on comprehension in all subject areas, while developing and implementing strategies associated with non-fiction text. By continuing to be a part of TAP, The System for Teacher and Student Achievement, we have participated in extensive professional development during our cluster times each week, followed up by instructional implementation in the classroom.

JWES has been fortunate to form many community partnerships this school year, such as NORBORD, Royal Foods, and Metal Masters. These partners, our Parent Teacher Organization, churches and civic organizations, along with a grant from the Joanna Foundation, have assisted JWES in purchasing over \$7000 in new library books for our media center to update our collection. Education is truly a community effort, and Joanna-Woodson is a fine example of this.

JWES is a small school with a huge heart for others. Together we collected food for our local food bank, provided meals each month for those less fortunate, and raised over \$4500 for Relay for Life. This goes to show that small acts of kindness can make a world of difference.

We are blessed to have such wonderful support all around us and know that there are people out in the world that truly care about our future, our children. We will continue to work together as we strive for Excellence...One STAR At A Time.

George E. Marshall Jr., Principal  
Sandy Leopard, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	34	31
Percent satisfied with learning environment	94.4%	94.1%	90.0%
Percent satisfied with social and physical environment	100.0%	100.0%	87.1%
Percent satisfied with school-home relations	100.0%	97.1%	93.5%

\* 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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.1%	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	128	100	27	42.9	30.2	84.9	79.9	83.5	Yes	Yes
<b>Gender</b>										
Male	72	100	29.2	44.4	26.4	80.6	75.4	80.1	N/A	N/A
Female	56	100	24.1	40.7	35.2	90.7	84.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	100	100	22.2	43.4	34.3	88.9	85.9	89.6	Yes	Yes
African American	26	100	44	44	12	68	70.3	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	85.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	34	100	55.9	35.3	8.8	50	50.9	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	83.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	98	100	34.4	42.7	22.9	81.3	75.6	76.9	Yes	Yes

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

All Students	128	100	27.8	34.9	37.3	82.5	78.3	80.4	Yes	Yes
<b>Gender</b>										
Male	72	100	34.7	26.4	38.9	77.8	75.5	78.4	N/A	N/A
Female	56	100	18.5	46.3	35.2	88.9	81.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	100	100	22.2	35.4	42.4	88.9	85.2	87.8	Yes	Yes
African American	26	100	48	32	20	56	68.3	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	68.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	34	100	67.6	20.6	11.8	44.1	43.4	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	69.8	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	98	100	33.3	39.6	27.1	79.2	73.8	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	84	100	37.3	44.6	18.1	62.7	60	67.3
<b>Gender</b>								
Male	47	100	38.3	38.3	23.4	61.7	58.3	66.9
Female	37	100	36.1	52.8	11.1	63.9	61.8	67.7
<b>Racial/Ethnic Group</b>								
White	66	100	32.3	46.2	21.5	67.7	69.8	79.6
African American	16	100	56.3	37.5	6.3	43.8	46.1	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	45.5	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
<b>Disability Status</b>								
Disabled	23	100	N/A	N/A	N/A	30.4	32.5	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	44.8	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	63	100	45.2	41.9	12.9	54.8	52	55.4
<b>Social Studies</b>								
All Students	84	100	32.5	50.6	16.9	67.5	66.2	70.9
<b>Gender</b>								
Male	46	100	28.3	54.3	17.4	71.7	68.3	70.1
Female	38	100	37.8	45.9	16.2	62.2	64.2	71.7
<b>Racial/Ethnic Group</b>								
White	65	100	26.2	55.4	18.5	73.8	72.1	79.2
African American	17	100	56.3	31.3	12.5	43.8	56.8	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	68.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	22	100	63.6	31.8	4.5	36.4	39	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	67.7	68
<b>Socio-Economic Status</b>								
Subsidized meals	65	100	39.1	46.9	14.1	60.9	59.7	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	129	100	33.1	38.6	28.3	66.9	68.2	72.1	95.1	96.7
<b>Gender</b>										
Male	73	100	42.5	34.2	23.3	57.5	59.9	65.2	95.4	96.5
Female	56	100	20.4	44.4	35.2	79.6	76.5	79.2	94.7	96.8
<b>Racial/Ethnic Group</b>										
White	101	100	28	40	32	72	74.8	80.8	94.8	96.5
African American	26	100	56	28	16	44	57.2	59.7	95.8	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	96.2	97.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	70.8	64.6	95.6	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	N/A
<b>Disability Status</b>										
Disabled	33	100	72.7	18.2	9.1	27.3	26.6	27.7	94.4	96.2
<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	69.8	63.7	N/A	97.5
<b>Socio-Economic Status</b>										
Subsidized meals	99	100	40.2	41.2	18.6	59.8	61.2	61.9	94.5	96.3

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	48	100	19.1	34	46.8	80.9
	4	40	100	21.1	36.8	42.1	78.9
	5	43	100	10	47.5	42.5	90
	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	49	100	31.3	27.1	41.7	68.8
	4	40	100	30	50	20	70
	5	39	100	18.4	55.3	26.3	81.6
	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
<b>Mathematics</b>							
<b>2009</b>	3	48	100	34	31.9	34	66
	4	40	100	15.8	34.2	50	84.2
	5	43	100	10	55	35	90
	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	49	100	33.3	33.3	33.3	66.7
	4	40	100	27.5	35	37.5	72.5
	5	39	100	21.1	36.8	42.1	78.9
	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>Science</b>							
<b>2009</b>	3	25	100	25	62.5	12.5	75
	4	40	100	31.6	34.2	34.2	68.4
	5	20	100	15.8	68.4	15.8	84.2
	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	25	100	54.2	20.8	25	45.8
	4	40	100	32.5	50	17.5	67.5
	5	19	100	26.3	63.2	10.5	73.7
	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

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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	23	100	N/AV	N/AV	N/AV	47.8
	4	40	100	21.1	68.4	10.5	78.9
	5	23	100	33.3	57.1	9.5	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
<b>2010</b>	3	24	100	25	54.2	20.8	75
	4	40	100	30	52.5	17.5	70
	5	20	100	47.4	42.1	10.5	52.6
	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
<b>Writing</b>							
<b>2009</b>	3	48	100	31.9	29.8	38.3	68.1
	4	40	100	21.1	52.6	26.3	78.9
	5	43	100	10	42.5	47.5	90
	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	50	100	46.9	20.4	32.7	53.1
	4	40	100	25	47.5	27.5	75
	5	39	100	23.7	52.6	23.7	76.3
	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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