



## Joanna-Woodson Elementary

510 South Ellis Street  
Joanna, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	282 Students	
<b>Principal</b>	Melodie C. Edwards	864-697-6480
<b>Superintendent</b>	Dr. Wayne Brazell	864-833-0800
<b>Board Chair</b>	Linda Darby	864-833-5773

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Average*</b>
2007	Good	Below Average
2006	Good	Good
2005	Average	Good
2004	Good	Good

\* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

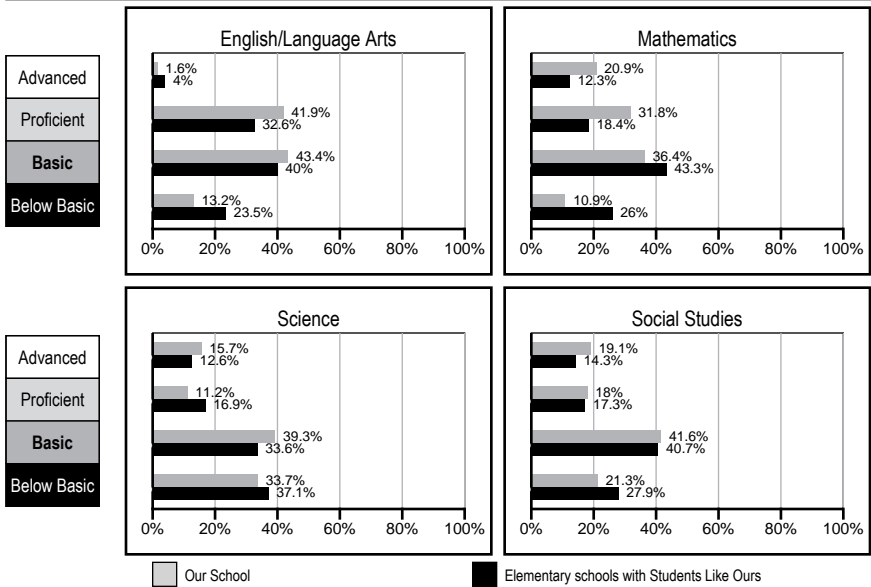
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.7%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	2	35	44	1

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=282)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	6.4%	Up from 4.9%	2.8%	2.3%
Attendance rate	96.1%	Down from 96.4%	96.0%	96.3%
Eligible for gifted and talented	3.5%	Down from 5.2%	6.5%	10.4%
With disabilities other than speech	10.5%	Up from 5.2%	8.9%	7.5%
Older than usual for grade	2.1%	Up from 1.8%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=19)</b>				
Teachers with advanced degrees	52.6%	Down from 60.0%	54.0%	56.7%
Continuing contract teachers	94.7%	Down from 95.0%	75.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.3%	Down from 84.1%	85.9%	86.4%
Teacher attendance rate	97.4%	Down from 97.9%	94.8%	94.9%
Average teacher salary	\$46,868	Up 7.9%	\$44,459	\$45,345
Professional development days/teacher	8.8 days	Down from 10.4 days	13.0 days	12.6 days
<b>School</b>				
Principal's years at school	0.0	Down from 5.0	3.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 19.1 to 1	18.0 to 1	18.5 to 1
Prime instructional time	92.9%	Down from 93.3%	89.0%	89.8%
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	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,384	Up 5.5%	\$7,368	\$7,052
Percent of expenditures for instruction*	56.0%	Down from 56.1%	69.2%	69.1%
Percent of expenditures for teacher salaries*	54.4%	Up from 52.8%	64.1%	64.2%

\* 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**

Joanna-Woodson Elementary School celebrated another successful school year during which our high quality staff provided students a variety of opportunities to increase in academic achievement.

This was our first year to participate in the Teacher Advancement Program (TAP). Our teachers participated in staff development, which focused on problem solving using model drawing in math and Question-Answer Relationships in ELA.

Our PACT scores for 2007 reflected growth for our school. We met 15 out of 15 objectives to make Adequate Yearly Progress. Joanna-Woodson also received an award from the South Carolina Oversight Committee for our accomplishments in closing the achievement gap through the exemplary 2007 PACT performance of historically underachieving students.

We have upgraded technology in the building and look forward to having SMART BOARDS in every classroom for the 2007-2008 school year.

Each year we celebrate our successes, but also look for ways to improve. With the continued dedication of teachers, staff, parents, students, and community we feel confident in our ability to maximize the learning of all students who are a part of the Joanna-Woodson family.

Melodie Edwards, Principal  
Mary Bagwell, SIC

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	22	42	29
Percent satisfied with learning environment	100.0%	90.5%	89.7%
Percent satisfied with social and physical environment	100.0%	88.1%	93.1%
Percent satisfied with school-home relations	100.0%	82.9%	86.2%

\* 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

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. Sanction: Implement the restructuring plan.
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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	140	100	13.2	43.4	41.9	1.6	58.1	40.9	48.2	Yes	Yes
<b>Gender</b>											
Male	75	100	17.9	44.8	35.8	1.5	53.7	36.7	41.7	N/A	N/A
Female	65	100	8.1	41.9	48.4	1.6	62.9	45.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	99	100	12.1	45.1	40.7	2.2	57.1	50.6	60	Yes	Yes
African American	38	100	17.1	40	42.9	0	60	27.9	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	34.2	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
<b>Disability Status</b>											
Disabled	30	100	42.3	42.3	15.4	0	26.9	12.2	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	107	100	16.7	41.7	39.6	2.1	55.2	30.9	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	140	100	10.9	36.4	31.8	20.9	65.1	40.9	45.8	Yes	Yes
<b>Gender</b>											
Male	75	100	13.4	38.8	22.4	25.4	62.7	42.1	45.6	N/A	N/A
Female	65	100	8.1	33.9	41.9	16.1	67.7	39.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	99	100	12.1	31.9	31.9	24.2	69.2	52.3	59	Yes	Yes
African American	38	100	8.6	51.4	31.4	8.6	51.4	24.5	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	50	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	30	100	42.3	46.2	7.7	3.8	23.1	11	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	107	100	12.5	42.7	27.1	17.7	57.3	30.6	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	97	97.9	32.2	40.2	11.5	16.1	27.6	27.5	35.7	96.1	95.6
<b>Gender</b>											
Male	53	98.1	34.8	32.6	13	19.6	32.6	30.1	37.4	96	95.3
Female	44	97.7	29.3	48.8	9.8	12.2	22	24.8	33.8	96.1	95.8
<b>Racial/Ethnic Group</b>											
White	70	97.1	25.8	45.2	6.5	22.6	29	35.9	49.2	96	95.3
African American	24	100	50	27.3	22.7	0	22.7	14.1	17	96.4	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	95
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	42.3	24.9	94.6	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	96.1
<b>Disability Status</b>											
Disabled	23	100	55	35	5	5	10	8.6	14	96	94.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.9	24.4	N/A	97.6
<b>Socio-Economic Status</b>											
Subsided meals	74	97.3	39.1	37.5	12.5	10.9	23.4	18.9	21.1	95.6	95.1
<b>Social Studies</b>											
All Students	97	99	20.5	42	18.2	19.3	37.5	22	34	96.1	95.6
<b>Gender</b>											
Male	50	100	22.2	31.1	20	26.7	46.7	25.7	36.6	96	95.3
Female	47	97.9	18.6	53.5	16.3	11.6	27.9	18.4	31.3	96.1	95.8
<b>Racial/Ethnic Group</b>											
White	68	98.5	16.4	41	18	24.6	42.6	28.5	44.5	96	95.3
African American	27	100	32	44	16	8	24	12.9	19.1	96.4	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	95
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	26.9	27.5	94.6	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	96.1
<b>Disability Status</b>											
Disabled	18	100	43.8	25	18.8	12.5	31.3	9.4	14.4	96	94.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.7	27.3	N/A	97.6
<b>Socio-Economic Status</b>											
Subsided meals	76	98.7	23.9	47.8	13.4	14.9	28.4	14.4	21	95.6	95.1

\* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	52	100	4.2	33.3	58.3	4.2	62.5
	4	38	100	5.7	48.6	37.1	8.6	45.7
	5	44	100	12.2	46.3	41.5	0	41.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	43	100	14.6	36.6	43.9	4.9	48.8
	4	54	100	10.2	40.8	49	0	49
	5	43	100	15.4	53.8	30.8	0	30.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	52	100	20.8	50	18.8	10.4	29.2
	4	38	100	14.3	40	17.1	28.6	45.7
	5	44	100	4.9	63.4	24.4	7.3	31.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	43	100	14.6	36.6	24.4	24.4	48.8
	4	54	100	8.2	36.7	30.6	24.5	55.1
	5	43	100	10.3	35.9	41	12.8	53.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	25	100	22.7	45.5	22.7	9.1	31.8
	4	38	100	31.4	34.3	22.9	11.4	34.3
	5	22	100	45	30	25	0	25
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	22	95.5	31.6	52.6	15.8	0	15.8
	4	54	98.2	29.2	39.6	10.4	20.8	31.3
	5	21	100	40	30	10	20	30
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	27	100	0	50	19.2	30.8	50
	4	38	100	8.6	34.3	14.3	42.9	57.1
	5	22	100	19	33.3	14.3	33.3	47.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	21	100	19	42.9	28.6	9.5	38.1
	4	54	98.2	22.9	41.7	14.6	20.8	35.4
	5	22	100	15.8	42.1	15.8	26.3	42.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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