



Joanna-Woodson Elementary

510 South Ellis Street
Joanna, South Carolina

Grades	PK-5 Elementary School	
Enrollment	278 Students	
Principal	George E. Marshall	864-697-6480
Superintendent	Dr. David O'Shields, Interim	864-833-0800
Board Chair	Linda Darby	864-833-5773

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Good
2008	Average	Average
2007	Good	Below Average
2006	Good	Good
2005	Average	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 2008-09 whose 2007-08 test scores were located

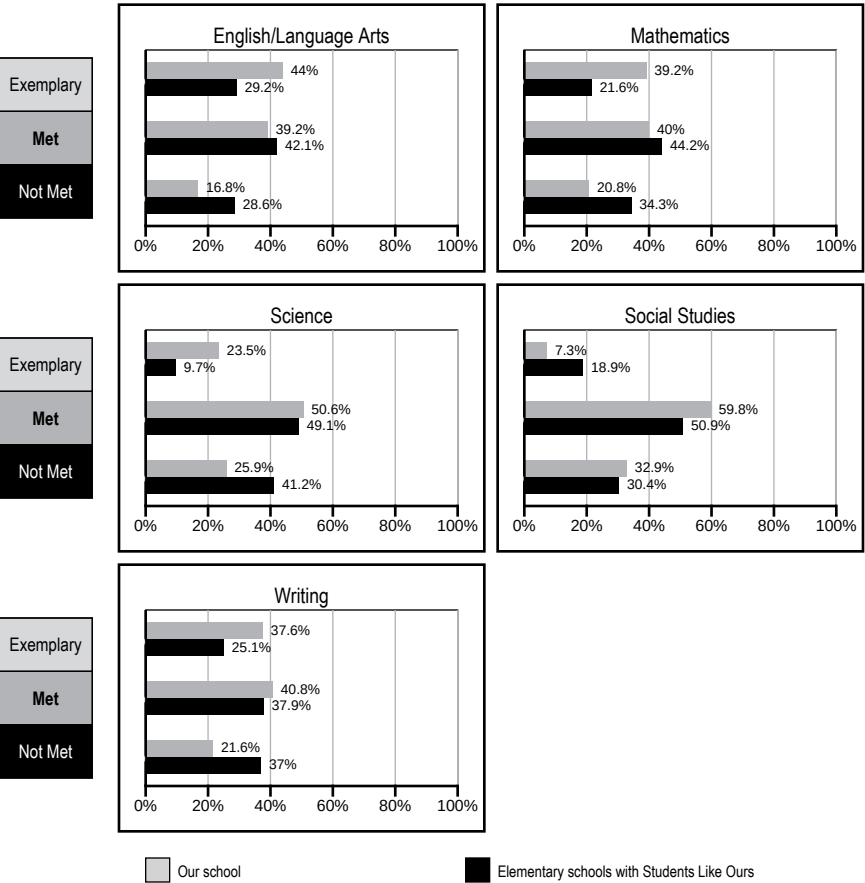
98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	6	89	20	1

* Ratings are calculated with data available by 06/01/2010.

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=278)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.3%	Down from 6.4%	2.5%	1.9%
Attendance rate	95.5%	Down from 96.1%	96.0%	96.3%
Eligible for gifted and talented	2.9%	Down from 3.5%	7.1%	10.0%
With disabilities other than speech	13.4%	Up from 10.5%	9.3%	7.7%
Older than usual for grade	2.6%	Up from 2.1%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	50.0%	Down from 52.6%	57.1%	59.4%
Continuing contract teachers	100.0%	Up from 94.7%	80.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.0%	Up from 80.3%	85.5%	85.9%
Teacher attendance rate	96.0%	Down from 97.4%	94.9%	95.1%
Average teacher salary*	\$48,358	Up 3.2%	\$46,457	\$47,149
Professional development days/teacher	11.0 days	Up from 8.8 days	12.0 days	11.1 days
School				
Principal's years at school	7.0	Up from 0.0	4.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 21.1 to 1	18.5 to 1	18.8 to 1
Prime instructional time	90.7%	Down from 92.9%	89.9%	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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,766	Up 4.6%	\$7,663	\$7,458
Percent of expenditures for instruction**	53.7%	Down from 56.0%	68.5%	68.8%
Percent of expenditures for teacher salaries**	48.9%	Down from 54.4%	62.0%	63.2%

* 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

The 2008-2009 school year proved to be a wonderful and rewarding year for our Joanna-Woodson School family. We celebrated a very successful year raising the bar for our student achievement. Our students were provided with a highly qualified staff, as well as offered a variety of opportunities to increase academic achievement. Throughout the year we have assessed student progress through data and made changes in our instruction in order to meet the needs of each student. We have been able to administer MAP testing which helps us to monitor student achievement throughout the year.

For the fifth consecutive year we met all of our standards for "Adequate Yearly Progress." JWES has been recognized by the South Carolina Education Oversight Committee with the Palmetto Silver Award for continued improvement in closing the achievement gap among students of different ethnic, racial, or economic groups.

Students and staff participated in exemplary service-learning projects such as raising over \$2100 for the Relay for Life effort. We also provided can goods for our local food bank and provided twenty-one Thanksgiving meals to families in the community. Our guidance counselor met monthly with families to discuss organizations that help families in need.

Our SIC and PTO continues to be an integral part of our school success by providing additional resources to enhance instruction. This year with the help of the PTO, we have purchased new computers for every classroom.

Joanna-Woodson Elementary is proud of its reputation as an excellent school. Our staff, students, parents, and community will continue to work to ensure every student's success.

Sandy Leopard
SIC Chairman

Melodie Edwards
Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	41	30
Percent satisfied with learning environment	100.0%	78.0%	96.6%
Percent satisfied with social and physical environment	100.0%	85.4%	93.3%
Percent satisfied with school-home relations	100.0%	90.2%	89.7%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%*	Yes

* Or greater than last year

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	131	100	16.8	39.2	44	93.6	80.2	82.8	Yes	Yes
Gender										
Male	72	100	19.1	41.2	39.7	89.7	74.5	79.3	N/A	N/A
Female	59	100	14	36.8	49.1	98.2	86	86.5	N/A	N/A
Racial/Ethnic Group										
White	100	100	14.7	38.9	46.3	94.7	87.5	89.5	Yes	Yes
African American	27	100	23.1	42.3	34.6	88.5	69.6	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	73.9	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	27	100	46.2	30.8	23.1	69.2	52.1	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	93	100	20.7	36.8	42.5	90.8	74.7	75.5	Yes	Yes

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

All Students	131	100	20.8	40	39.2	87.2	77.2	78.9	Yes	Yes
Gender										
Male	72	100	20.6	38.2	41.2	86.8	73.6	77	N/A	N/A
Female	59	100	21.1	42.1	36.8	87.7	80.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	100	100	15.8	41.1	43.2	89.5	84.9	87.2	Yes	Yes
African American	27	100	38.5	34.6	26.9	76.9	65.5	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.1	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	27	100	57.7	30.8	11.5	57.7	45.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	93	100	26.4	43.7	29.9	83.9	71.2	70.2	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
Science								
All Students	85	100	25.9	50.6	23.5	74.1	62.5	67.5
Gender								
Male	47	100	26.7	48.9	24.4	73.3	60.7	67
Female	38	100	25	52.8	22.2	75	64.5	68
Racial/Ethnic Group								
White	67	100	23.4	51.6	25	76.6	74.1	79.5
African American	15	100	42.9	35.7	21.4	57.1	43.5	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	75.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	17	100	68.8	18.8	12.5	31.3	27.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	81	59.6
Socio-Economic Status								
Subsided meals	58	100	37	42.6	20.4	63	53.5	55.1

Social Studies

All Students	86	100	32.9	59.8	7.3	67.1	63.7	72.3
Gender								
Male	49	100	30.4	60.9	8.7	69.6	62.5	71.5
Female	37	100	36.1	58.3	5.6	63.9	65	73.2
Racial/Ethnic Group								
White	62	100	27.6	63.8	8.6	72.4	72.4	80.7
African American	23	100	43.5	52.2	4.3	56.5	51.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	53.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	16	100	N/AV	N/AV	N/AV	37.5	38.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	67.9
Socio-Economic Status								
Subsided meals	63	100	35.6	59.3	5.1	64.4	55.3	62.1

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
Writing										
All Students	131	100	21.6	40.8	37.6	78.4	65.8	70.2	95.5	95.3
Gender										
Male	73	100	29.4	42.6	27.9	70.6	59.4	63.2	95.5	95
Female	58	100	12.3	38.6	49.1	87.7	72.4	77.5	95.6	95.6
Racial/Ethnic Group										
White	100	100	22.1	40	37.9	77.9	73.6	79.1	95.3	94.9
African American	27	100	23.1	46.2	30.8	76.9	53.7	57.6	96.3	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	97.9
Hispanic	4	I/S	I/S	I/S	I/S	I/S	71.1	62.6	95.5	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	N/A
Disability Status										
Disabled	27	100	65.4	23.1	11.5	34.6	23.4	26.1	95.2	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	65.8	61.2	88.9	96.7
Socio-Economic Status										
Subsidized meals	92	100	25.6	40.7	33.7	74.4	57.8	58.9	95.1	94.9

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
English/Language Arts							
2009	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
Mathematics							
2009	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
Science							
2009	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
Social Studies							
2009	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
Writing							
2009	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

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