



Nursery Road Elementary

6706 Nursery Road
Columbia, SC 29212

Grades	PK-5 Elementary School	
Enrollment	621 Students	
Principal	Christina S. Melton	803-732-8475
Superintendent	Dr. Herbert Berg	803-476-8000
Board Chair	Paula Hite	803-749-1387

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Good	Below Average
2006	Good	Average
2005	Good	Below Average
2004	Good	At-Risk

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

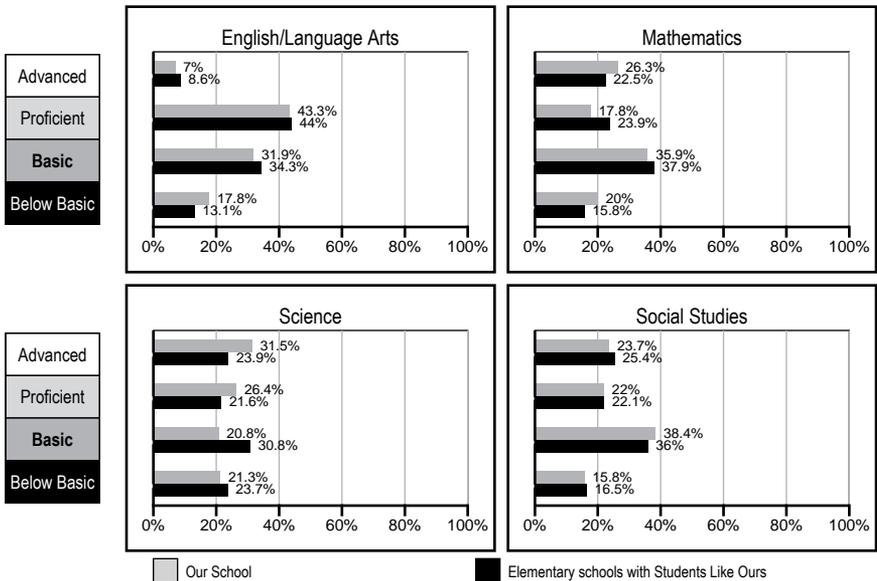
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	27	44	1	0

* 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
Students (n=621)				
First graders who attended full-day kindergarten	98.0%	Up from 95.6%	100.0%	100.0%
Retention rate	1.4%	No Change	1.6%	2.3%
Attendance rate	96.0%	No Change	96.7%	96.3%
Eligible for gifted and talented	19.5%	Down from 20.8%	18.4%	10.4%
With disabilities other than speech	10.7%	Up from 10.1%	6.4%	7.5%
Older than usual for grade	0.4%	Up from 0.2%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=62)				
Teachers with advanced degrees	56.5%	Up from 54.2%	60.7%	56.7%
Continuing contract teachers	77.4%	Down from 84.7%	79.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.6%	Up from 88.0%	87.0%	86.4%
Teacher attendance rate	95.4%	Down from 95.8%	94.9%	94.9%
Average teacher salary	\$50,095	Up 3.7%	\$47,069	\$45,345
Professional development days/teacher	8.2 days	Up from 7.2 days	12.1 days	12.6 days
School				
Principal's years at school	1.0	Down from 21.0	3.0	4.0
Student-teacher ratio in core subjects	15.2 to 1	Down from 17.1 to 1	20.2 to 1	18.5 to 1
Prime instructional time	89.9%	Down from 90.2%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$9,227	Up 10.9%	\$6,689	\$7,052
Percent of expenditures for instruction*	65.4%	Down from 67.1%	70.6%	69.1%
Percent of expenditures for teacher salaries*	63.8%	Down from 65.7%	66.8%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

"A team with heart, that's what sets us apart" was the mantra of Nursery Road Elementary School during the 2007-2008 school year. The Nursery Road Elementary School team consists of many players: faculty, staff, families, the community—but most importantly—our Champion students.

Throughout the school year, a concentrated focus on purpose and vision permeated the conversations of all stakeholders. The School Improvement Council created and implemented two surveys to gauge the perceptive data of families at Nursery Road. The Parent Teacher Association boasted a banner year of connecting community resources with school programs and led successful fundraising initiatives to support various goals and programs of the school. An active SIC and PTA continue to gain support and stretch into new arenas.

Professional learning teams were implemented to promote vertical and horizontal conversations regarding instructional practices and to evaluate program effectiveness. Extended planning periods once per month for each grade level allowed teachers an opportunity to analyze data through focused conversations regarding strategies and research. The use of SMART goals allowed teams to monitor their progress to ensure that student achievement was being improved. In addition to professional learning teams, the faculty of Nursery Road received extensive training throughout the year in the areas of technology and assessment tools, such as Dominie and MAP (Measures of Academic Progress). Progress monitoring training continued for our special education teachers with the ongoing support of a consultant.

Nursery Road Elementary added 41 SMARTBoards and 50 laptops as technology resources. Flexible scheduling of two computer labs promoted a natural integration of available software and internet activities.

Our Nursery Road Champions continue to excel and serve. Participation in various events at the school, local, and state levels offered opportunities for our students to highlight their skills and talents. Our Champions participated in events, such as Special Olympics, Pennies for Pasta, and various art and writing competitions. PreGame, a before-school program, offered our fourth and fifth-grade students an opportunity to select clubs of their interest in order to support their academic, social, and physical growth. Each quarter, our Champions celebrated their accomplishments through the implementation of pinning ceremonies sponsored by our PTA. Students received pins for academics, attendance, behavior, and service.

As we anticipate the 2008–2009 school year, our focus will remain on professional learning and application of knowledge. In addition to professional engagement through inquiry, a continuation of data analysis and collaboration will drive our efforts in order for us to pursue the mission of NRES: to Nurture, Respect, Experience, and Succeed for all Champions—students, staff, families, and our community.

Ren Wu, School Improvement Council Chair
Christina S. Melton, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	103	42
Percent satisfied with learning environment	94.4%	88.0%	87.8%
Percent satisfied with social and physical environment	96.3%	84.0%	85.4%
Percent satisfied with school-home relations	96.2%	91.1%	95.1%

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

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School Adequate Yearly Progress

NO

This school met 19 out of 21 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

Continuing School Improvement

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	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	2.0%	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	1.5%	0.0%	No
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

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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	305	100	17	30.1	41.5	11.4	66.1	62.4	48.2	Yes	Yes
Gender											
Male	173	100	20	30.3	37.6	12.1	62.4	55.3	41.7	N/A	N/A
Female	132	100	12.9	29.8	46.8	10.5	71	69.9	55	N/A	N/A
Racial/Ethnic Group											
White	172	100	9.9	22.8	53.2	14	77.2	71.8	60	Yes	Yes
African American	120	100	28	43	21.5	7.5	48.6	41.1	31.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	75.4	70.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	45.5	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	59	100	30.4	17.9	25	26.8	57.1	26.6	16	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.8	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	45.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	116	100	28.8	43.3	25	2.9	49	38.6	34	Yes	Yes

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

All Students	305	100	18.7	34.6	19	27.7	59.2	64.1	45.8	Yes	Yes
Gender											
Male	173	100	17.6	33.3	19.4	29.7	61.2	64.6	45.6	N/A	N/A
Female	132	100	20.2	36.3	18.5	25	56.5	63.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	172	100	8.2	31.6	22.8	37.4	74.9	74.8	59	Yes	Yes
African American	120	100	35.5	40.2	13.1	11.2	34.6	39	26.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	79.7	71.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	53	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	59	100	23.2	30.4	19.6	26.8	55.4	32.4	17.1	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61.9	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	59.2	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	116	100	34.6	44.2	11.5	9.6	32.7	39.2	31.4	No	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
Science											
All Students	202	99.5	20.4	19.4	26.2	34	60.2	51	35.7	96	96.7
Gender											
Male	114	100	19.1	20	25.5	35.5	60.9	53.6	37.4	95.9	96.6
Female	88	98.9	22.2	18.5	27.2	32.1	59.3	48.4	33.8	96.1	96.8
Racial/Ethnic Group											
White	115	100	11.4	13.2	29.8	45.6	75.4	61.5	49.2	96.3	96.7
African American	80	98.8	36.6	29.6	18.3	15.5	33.8	26.2	17	95.6	96.5
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	69.6	58	96.4	97.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	43.2	24.9	95.7	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	97
Disability Status											
Disabled	42	97.6	25.6	17.9	25.6	30.8	56.4	28.6	14	95.3	95.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.1	21.9	N/A	98.8
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	45.1	24.4	93.2	96.8
Socio-Economic Status											
Subsided meals	76	98.7	41.8	28.4	20.9	9	29.9	26.9	21.1	95.2	95.7
Social Studies											
All Students	197	100	14.8	36.5	23.3	25.4	48.7	51.9	34	96	96.7
Gender											
Male	117	100	10.7	35.7	27.7	25.9	53.6	55.7	36.6	95.9	96.6
Female	80	100	20.8	37.7	16.9	24.7	41.6	47.9	31.3	96.1	96.8
Racial/Ethnic Group											
White	110	100	5.5	34.5	29.1	30.9	60	60.1	44.5	96.3	96.7
African American	78	100	29.6	39.4	15.5	15.5	31	31.5	19.1	95.6	96.5
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	70.2	58.9	96.4	97.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	51.7	27.5	95.7	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	97
Disability Status											
Disabled	35	100	21.2	24.2	24.2	30.3	54.5	30.5	14.4	95.3	95.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.7	22.6	N/A	98.8
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	44.6	27.3	93.2	96.8
Socio-Economic Status											
Subsided meals	76	100	31.4	41.4	12.9	14.3	27.1	28.8	21	95.2	95.7

* 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*
English/Language Arts								
2007	3	101	100	8.4	17.9	60	13.7	73.7
	4	115	100	16.2	31.5	40.5	11.7	52.3
	5	112	100	15	42.1	34.6	8.4	43
	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	N/AV
2008	3	101	100	10.8	29	44.1	16.1	60.2
	4	93	100	17.6	29.7	47.3	5.5	52.7
	5	111	100	21.9	31.4	34.3	12.4	46.7
	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
Mathematics								
2007	3	101	100	10.5	50.5	23.2	15.8	38.9
	4	115	100	18	24.3	23.4	34.2	57.7
	5	112	100	10.3	30.8	26.2	32.7	58.9
	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
2008	3	101	100	20.4	33.3	23.7	22.6	46.2
	4	93	100	18.7	38.5	17.6	25.3	42.9
	5	111	100	17.1	32.4	16.2	34.3	50.5
	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
Science								
2007	3	55	100	15.9	27.3	36.4	20.5	56.8
	4	115	100	24	25	25	26	51
	5	59	100	30.6	34.7	14.3	20.4	34.7
	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
2008	3	53	98.1	20.8	14.6	35.4	29.2	64.6
	4	93	100	22	17.6	28.6	31.9	60.4
	5	56	100	17.3	26.9	13.5	42.3	55.8
	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
Social Studies								
2007	3	53	100	13.6	22.7	29.5	34.1	63.6
	4	115	100	20.2	36.5	18.3	25	43.3
	5	59	100	26.9	38.5	26.9	7.7	34.6
	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
2008	3	49	100	6.7	44.4	20	28.9	48.9
	4	93	100	13.2	38.5	25.3	23.1	48.4
	5	55	100	24.5	26.4	22.6	26.4	49.1
	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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