



## Watkins-Nance Elementary

2525 Barhamville Rd.  
Columbia, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	426 Students	
<b>Principal</b>	Dr. Evelyn Cohens	803-733-4321
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Vince Ford	803-231-7556

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>Average</b>
2008	Below Average	Good
2007	Below Average	Below Average
2006	Below Average	Good
2005	Below Average	Below Average

## 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

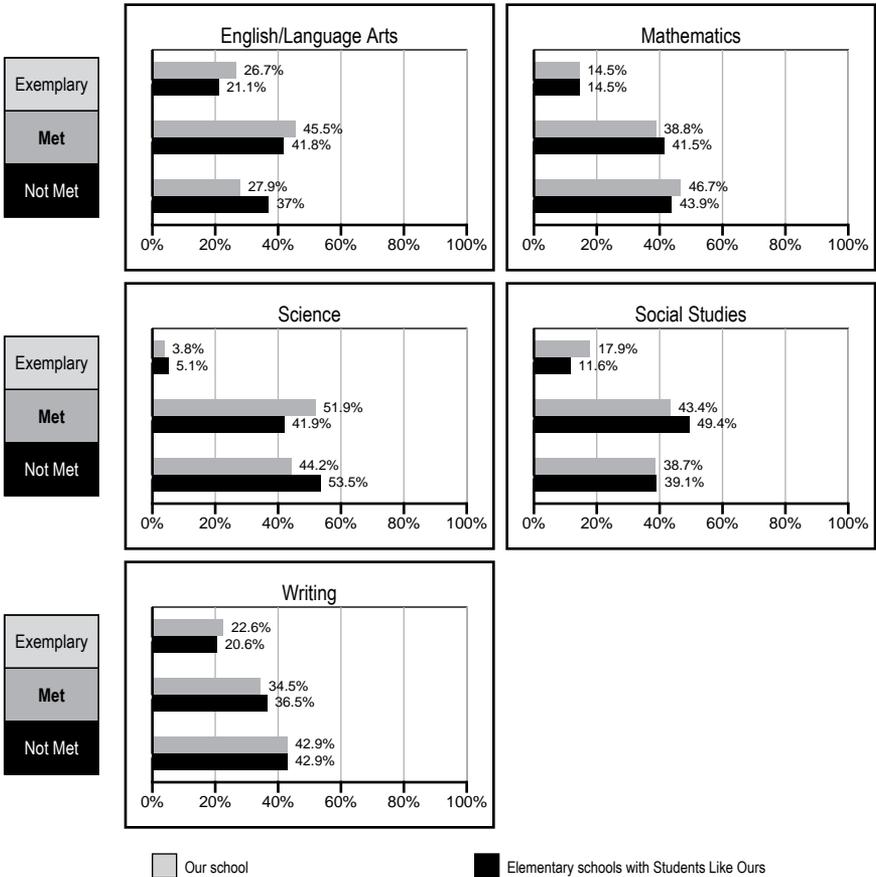
98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	2	48	49	28

\* 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
<b>Students (n=426)</b>				
First graders who attended full-day kindergarten	98.3%	Down from 100.0%	100.0%	100.0%
Retention rate	4.2%	Up from 4.1%	2.5%	1.9%
Attendance rate	95.9%	Down from 96.2%	96.1%	96.3%
Eligible for gifted and talented	3.8%	Down from 4.5%	2.8%	10.0%
With disabilities other than speech	8.8%	Down from 10.2%	7.4%	7.7%
Older than usual for grade	2.8%	Up from 1.2%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.9%	Up from 0.7%	0.0%	0.0%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	68.4%	Down from 68.6%	57.0%	59.4%
Continuing contract teachers	57.9%	Up from 51.4%	70.6%	80.0%
Teachers with emergency or provisional certificates	3.0%	Down from 12.9%	0.0%	0.0%
Teachers returning from previous year	80.3%	Up from 76.5%	81.2%	85.9%
Teacher attendance rate	95.2%	Up from 93.3%	95.2%	95.1%
Average teacher salary*	\$48,547	Up 1.4%	\$45,550	\$47,149
Professional development days/teacher	18.9 days	Up from 13.1 days	11.0 days	11.1 days
<b>School</b>				
Principal's years at school	7.0	No Change	2.0	4.0
Student-teacher ratio in core subjects	15.7 to 1	No Change	16.4 to 1	18.8 to 1
Prime instructional time	88.7%	Up from 87.6%	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	Good	Excellent
Dollars spent per pupil**	\$8,923	Up 9.7%	\$8,730	\$7,458
Percent of expenditures for instruction**	77.2%	Down from 82.7%	68.2%	68.8%
Percent of expenditures for teacher salaries**	71.9%	Down from 75.7%	61.8%	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**

Watkins-Nance Elementary remains committed to improving student achievement. As a result, the school made great progress during the 2008-09 school year.

As always, emphasis was placed on core subjects such as English/language arts (ELA) and math. These areas were addressed in exciting ways by newly adopted programs such as SIPPS in ELA and GroundWorks in math. These programs supplemented ongoing efforts with instructional programs such as Soar to Success, Accelerated Reader, and classes in our SuccessMaker computer labs.

To ensure student success, our school has continued to provide special activities such as extended-school-day programs. These included our Wednesday Academy, Early Bird, and after-school programs. Staff members were assisted in their efforts by retired teachers who provided tutoring during the regular school day, enabling students who needed academic help to receive it in a small-group environment. City Year helped with academics and character education for all students. Lunch Buddies and mentors from St. John Baptist Church, BellSouth, and Omega Psi Phi Fraternity helped motivate students to achieve behavioral and academic success.

Our staff development activities focused on improving student performance on the Palmetto Assessment of State Standards (PASS), student motivation, character education, and teachers' accurate assessment of student achievement. Other activities included providing appropriate instruction based on state standards and benchmark results and designing weekly tests to measure specific skills required to do well on state tests. Effective grade-level planning for instruction as well as weekly grade-level and district assessment testing were conducted to strengthen students' test-taking skills.

Students were recognized for academic achievement at year-end award ceremonies. Our Honor Student program, Student Council activities, Career Fair, and Science Fair enhanced students' academic and character growth.

Watkins-Nance employed many parent/community outreach programs. These included "Books and Breakfast" and "Books and Bites" parent workshops, parent-teacher conference incentives, and parent-student academic sessions.

In spite of our successes, we still have some barriers that inhibit progress. These include having about 50 percent of our students enter school without preschool experience, limited parent participation, and limited reinforcement of academic skills at home. However, we are gaining in these areas and are proud of our progress.

The state honored our gains on last year's state standardized testing by naming Watkins-Nance Elementary a Palmetto Silver Award winner. Our school has received this award twice in the past three school terms. This most recent honor has vindicated our efforts to improve student achievement, but we know that we can do more. Next year promises to be even better!

Ms. Doris McCowns, SIC Chairperson  
Dr. Evelyn Cohens, Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	30	59	36
Percent satisfied with learning environment	96.6%	89.5%	67.6%
Percent satisfied with social and physical environment	93.3%	88.1%	80.0%
Percent satisfied with school-home relations	62.1%	96.6%	69.4%

\* 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

NI-DELAY

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	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.7%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

\* Or greater than last year

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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
<b>English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)</b>										
All Students	179	100	27.9	45.5	26.7	84.2	78.6	82.8	Yes	Yes
<b>Gender</b>										
Male	77	100	35.8	40.3	23.9	80.6	74.4	79.3	N/A	N/A
Female	102	100	22.4	49	28.6	86.7	82.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	5	I/S	I/S	I/S	I/S	I/S	93.7	89.5	I/S	I/S
African American	174	100	28.6	44.1	27.3	83.9	74.6	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.1	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	27	100	37	44.4	18.5	66.7	51.2	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.9	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	166	100	27.7	46.5	25.8	83.9	74.1	75.5	Yes	Yes
<b>Mathematics - State Performance Objective = 57.8% (Met or Exemplary)</b>										
All Students	179	100	46.7	38.8	14.5	63	70.3	78.9	Yes	Yes
<b>Gender</b>										
Male	77	100	52.2	35.8	11.9	58.2	67.8	77	N/A	N/A
Female	102	100	42.9	40.8	16.3	66.3	72.7	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	5	I/S	I/S	I/S	I/S	I/S	89.9	87.2	I/S	I/S
African American	174	100	45.3	39.8	14.9	64.6	64.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.5	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	27	100	81.5	11.1	7.4	25.9	36.5	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	166	100	47.1	40	12.9	62.6	64	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

## 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
<b>Science</b>								
All Students	114	100	44.2	51.9	3.8	55.8	58.1	67.5
<b>Gender</b>								
Male	48	100	39	58.5	2.4	61	57	67
Female	66	100	47.6	47.6	4.8	52.4	59.1	68
<b>Racial/Ethnic Group</b>								
White	1	I/S	I/S	I/S	I/S	I/S	85.9	79.5
African American	113	100	43.7	52.4	3.9	56.3	50.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	13	100	N/AV	N/AV	N/AV	23.1	27.5	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	53.2	59.6
<b>Socio-Economic Status</b>								
Subsided meals	109	100	43.6	52.5	4	56.4	49.1	55.1
<b>Social Studies</b>								
All Students	114	100	38.7	43.4	17.9	61.3	65.2	72.3
<b>Gender</b>								
Male	47	100	42.9	40.5	16.7	57.1	63.1	71.5
Female	67	100	35.9	45.3	18.8	64.1	67.2	73.2
<b>Racial/Ethnic Group</b>								
White	4	I/S	I/S	I/S	I/S	I/S	87.9	80.7
African American	110	100	38.8	43.7	17.5	61.2	59.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	18	100	44.4	44.4	11.1	55.6	36.4	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	67.9
<b>Socio-Economic Status</b>								
Subsided meals	104	100	40.2	44.3	15.5	59.8	58	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
<b>Writing</b>										
All Students	177	98.9	42.2	34.9	22.9	57.8	63.9	70.2	95.9	95.9
<b>Gender</b>										
Male	77	97.4	50	29.4	20.6	50	55.8	63.2	95.8	95.7
Female	100	100	36.7	38.8	24.5	63.3	71.9	77.5	96	96.2
<b>Racial/Ethnic Group</b>										
White	5	I/S	I/S	I/S	I/S	I/S	86.2	79.1	92.4	96
African American	172	98.8	41.4	35.2	23.5	58.6	58	57.6	95.9	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.9	86.2	N/A	96.4
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.8	62.6	90	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	N/A	94
<b>Disability Status</b>										
Disabled	28	100	71.4	21.4	7.1	28.6	22.3	26.1	94.8	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.2	61.2	N/A	96.2
<b>Socio-Economic Status</b>										
Subsided meals	164	98.8	41.8	36.6	21.6	58.2	56.7	58.9	95.9	95.7

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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	72	100	35.4	30.8	33.8	64.6
	4	49	100	24.4	55.6	20	75.6
	5	58	100	21.8	54.5	23.6	78.2
	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>Mathematics</b>							
<b>2009</b>	3	72	100	56.9	30.8	12.3	43.1
	4	49	100	33.3	53.3	13.3	66.7
	5	58	100	45.5	36.4	18.2	54.5
	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>Science</b>							
<b>2009</b>	3	36	100	56.3	37.5	6.3	43.8
	4	49	100	40	57.8	2.2	60
	5	29	100	37	59.3	3.7	63
	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>Social Studies</b>							
<b>2009</b>	3	36	100	57.6	33.3	9.1	42.4
	4	49	100	31.1	44.4	24.4	68.9
	5	29	100	28.6	53.6	17.9	71.4
	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>Writing</b>							
<b>2009</b>	3	70	97.1	44.6	26.2	29.2	55.4
	4	49	100	33.3	53.3	13.3	66.7
	5	58	100	46.4	30.4	23.2	53.6
	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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