



## NURSERY ROAD ELEMENTARY

6706 Nursery Road  
Columbia, SC 29212

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	520 Students	
<b>Principal</b>	Dr. Christina S. Melton	803-476-4300
<b>Superintendent</b>	Stephen W. Hefner, Ed. D.	803-476-8000
<b>Board Chair</b>	Robert Gantt	803-781-5408

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Good
2008	Average	At-Risk
2007	Good	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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

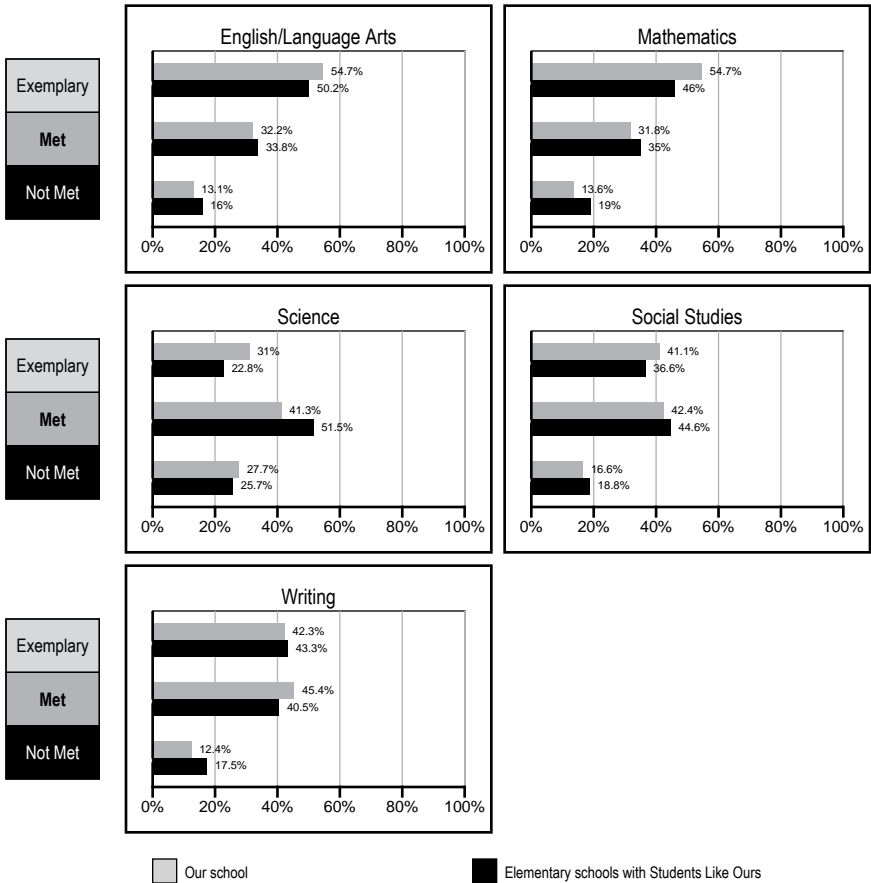
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
29	31	8	0	0

\* Ratings are calculated with data available by 11/09/2011.

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

Exempt	"Exempt" 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=520)</b>				
First graders who attended full-day kindergarten	97.5%	Up from 96.9%	100.0%	100.0%
Retention rate	0.6%	Up from 0.4%	0.9%	1.1%
Attendance rate	95.9%	Down from 99.6%	96.3%	96.2%
Served by gifted and talented program	22.1%	Up from 21.0%	20.1%	13.4%
With disabilities other than speech	4.9%	Down from 15.5%	3.2%	4.1%
Older than usual for grade	0.6%	Up from 0.2%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	61.4%	Up from 59.6%	65.7%	62.5%
Continuing contract teachers	90.9%	Down from 91.5%	89.9%	88.2%
Teachers returning from previous year	82.7%	Down from 83.3%	90.0%	87.8%
Teacher attendance rate	95.0%	Up from 94.1%	94.9%	95.2%
Average teacher salary*	\$49,051	Up 2.5%	\$48,231	\$46,773
Professional development days/teacher	10.8 days	Up from 10.7 days	10.9 days	10.5 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.5	4.0
Student-teacher ratio in core subjects	17.4 to 1	Down from 18.1 to 1	20.7 to 1	19.9 to 1
Prime instructional time	90.1%	Down from 92.9%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	90.2%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$11,364	Down 4.2%	\$6,881	\$7,447
Percent of expenditures for instruction**	64.8%	Down from 66.3%	69.5%	68.4%
Percent of expenditures for teacher salaries**	63.8%	Down from 64.7%	67.0%	65.8%

\* 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 mission of NRES is to motivate, empower, and support students to accomplish individual goals within challenging curricula and to develop successful citizens in a diverse community. Our efforts to strive toward accomplishing this mission were apparent throughout the 2010 – 2011 school year. We are proud to announce that we met Adequate Yearly Progress, all 21 objectives for the second consecutive year! We received the Palmetto Gold Award for the second year to celebrate our academic efforts. We also celebrated a double Excellent rating for both our absolute and growth ratings for the 2010 year.

Our 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, service learning projects, and various art and writing competitions. Our Pre-Game program for 4th and 5th grade students continues to gain momentum. We were able to add new choices this year increasing our total number of students involved to over 180 students. PreGame opportunities include Goal-Oriented Leadership Development (GOLD), Math Team, ballroom dancing, and learning to play the dulcimer (a musical instrument). Each quarter our Champions celebrated their accomplishments during pinning ceremonies sponsored by our PTO. Students received pins for academics, attendance, behavior, and service. We continued our monthly "Heart Act to Follow" initiative designed to honor our Champions for their "habits of heart". This program is sponsored by our faithful partners from Fellowship Bible Church.

Technology continues to be an emphasis at NRES. More LeapFrog Schoolhouse literacy products were added to reach more students in our special education classes, kindergarten, first, second, and third grades. Senteo, wireless voting devices, continue to be integrated into all grades. We increased the number of Airliners (wireless slates) to maximize the use of our SMART boards. We continued training and implementation of Compass Odyssey, a web-based, standards-driven software, including our third year of summer Compass in order to continue to challenge our Champions.

Professionally our staff has continued to work through professional learning teams. Goals were established by each group to measure improvements of student achievement. These groups have allowed teachers to work with other grade levels and to work with teachers of other specialties. Vertical and horizontal articulation of instruction and standards has been the focus of all professional development at Nursery Road.

As we anticipate the 2011 – 2012 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 continue to live our vision of being "Green and Growing!"

Dr. Christina Melton, Principal  
 Mr. Timothy Parker, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	94	49
Percent satisfied with learning environment	98.0%	90.1%	97.8%
Percent satisfied with social and physical environment	98.0%	84.8%	100.0%
Percent satisfied with school-home relations	98.0%	90.3%	95.9%

\* 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

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

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	5.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	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 = 79.4% (Met or Exemplary)**

All Students	280	100	14.1	30.5	55.3	92	89.6	82.4	Yes	Yes
<b>Gender</b>										
Male	154	100	16.3	32.6	51.1	91.5	86.7	78.7	N/A	N/A
Female	126	100	11.6	28.1	60.3	92.6	92.5	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	152	100	6.2	26.2	67.6	95.2	93.8	88.9	Yes	Yes
African American	111	100	24	37.5	38.5	87.5	80.2	72.9	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	94	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	85.4	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.5	83	I/S	I/S
<b>Disability Status</b>										
Disabled	69	100	33.8	24.6	41.5	75.4	60.2	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	86.4	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	123	100	22	33	45	88.1	79.6	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	280	100	14.5	30.9	54.6	91.2	90.6	81.9	Yes	Yes
<b>Gender</b>										
Male	154	100	16.3	28.4	55.3	90.1	88.7	79.9	N/A	N/A
Female	126	100	12.4	33.9	53.7	92.6	92.4	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	152	100	11	22.1	66.9	93.1	95	88.9	Yes	Yes
African American	111	100	19.2	42.3	38.5	89.4	80.8	71.4	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	96.6	94.6	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	85.8	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.5	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	69	100	30.8	29.2	40	76.9	63	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	88.4	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	123	100	20.2	41.3	38.5	89	80.7	74.9	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	184	100	27.7	37.6	34.7	72.3	81.2	68.6
<b>Gender</b>								
Male	101	100	28.7	30.9	40.4	71.3	80.2	68.3
Female	83	100	26.6	45.6	27.8	73.4	82.2	68.9
<b>Racial/Ethnic Group</b>								
White	96	100	15.6	41.1	43.3	84.4	89.5	80.7
African American	77	100	41.1	32.9	26	58.9	62.7	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.7	85.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	76.2	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	72.2	70.8
<b>Disability Status</b>								
Disabled	46	100	41.9	9.3	48.8	58.1	49.9	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	73.6	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	85	100	38.5	37.2	24.4	61.5	65.8	57.3
<b>Social Studies</b>								
All Students	180	100	17.6	40.6	41.8	82.4	85.5	72.5
<b>Gender</b>								
Male	104	100	25	24	51	75	84.1	72
Female	76	100	8.1	62.2	29.7	91.9	86.8	73.1
<b>Racial/Ethnic Group</b>								
White	99	100	8.3	39.6	52.1	91.7	91.7	81
African American	72	100	30.3	42.4	27.3	69.7	71.3	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.3	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	81.3	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92.6	73.5
<b>Disability Status</b>								
Disabled	45	100	35.7	33.3	31	64.3	56.7	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	83.8	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	82	100	27.4	41.1	31.5	72.6	70.8	62.9

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	106	93.4	12.4	45.4	42.3	87.6	83.4	73.2	95.9	96.8
<b>Gender</b>										
Male	54	92.6	14.6	52.1	33.3	85.4	77.5	67.2	96.1	96.8
Female	52	94.2	10.2	38.8	51	89.8	89.2	79.4	95.8	96.8
<b>Racial/Ethnic Group</b>										
White	63	95.2	8.5	39	52.5	91.5	88.6	81.5	96.1	96.7
African American	36	94.4	15.2	57.6	27.3	84.8	72.1	61.3	95.8	97
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.8	87	96.4	97.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	70.5	66.7	94.2	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	72.2	94.8	96.4
<b>Disability Status</b>										
Disabled	20	65	38.5	46.2	15.4	61.5	40.5	26	95	96.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	75.8	65.7	95	97.3
<b>Socio-Economic Status</b>										
Subsidized meals	34	91.2	16.7	60	23.3	83.3	71	63.2	95.5	96.1

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>2010</b>	3	84	100	15.2	19	65.8	84.8
	4	98	100	12.5	40.6	46.9	87.5
	5	91	100	8.1	37.2	54.7	91.9
	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>2011</b>	3	88	100	13.9	15.2	70.9	86.1
	4	83	100	14.3	40.3	45.5	85.7
	5	106	100	14.6	35.9	49.5	85.4
	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>Mathematics</b>							
<b>2010</b>	3	84	100	20.3	22.8	57	79.7
	4	98	100	13.5	37.5	49	86.5
	5	91	100	18.6	27.9	53.5	81.4
	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>2011</b>	3	88	100	13.9	16.5	69.6	86.1
	4	83	100	15.6	35.1	49.4	84.4
	5	106	100	14.6	38.8	46.6	85.4
	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>Science</b>							
<b>2010</b>	3	45	97.8	29.3	34.1	36.6	70.7
	4	98	100	15.6	53.1	31.3	84.4
	5	46	100	11.6	41.9	46.5	88.4
	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>2011</b>	3	46	100	18.6	25.6	55.8	81.4
	4	83	100	31.2	42.9	26	68.8
	5	54	100	30.8	40.4	28.8	69.2
	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

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>Social Studies</b>							
<b>2010</b>	3	39	100	16.2	40.5	43.2	83.8
	4	98	100	14.6	50	35.4	85.4
	5	45	100	16.3	51.2	32.6	83.7
	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
<b>2011</b>	3	43	100	10	30	60	90
	4	83	100	27.3	41.6	31.2	72.7
	5	52	100	9.8	47.1	43.1	90.2
	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>Writing</b>							
<b>2010</b>	3	83	89.2	28.2	35.2	36.6	71.8
	4	97	95.9	20.7	41.3	38	79.3
	5	90	88.9	14.5	36.8	48.7	85.5
	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>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	106	93.4	12.4	45.4	42.3	87.6
	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

Abbreviations for Missing Data

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