



WATKINS-NANCE ELEMENTARY

2525 Barhamville Rd.
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	416 Students	
Principal	Dr. Evelyn Cohens	803-733-4321
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good
2010	Below Average	Good
2009	Below Average	Average
2008	Below Average	Good
2007	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 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

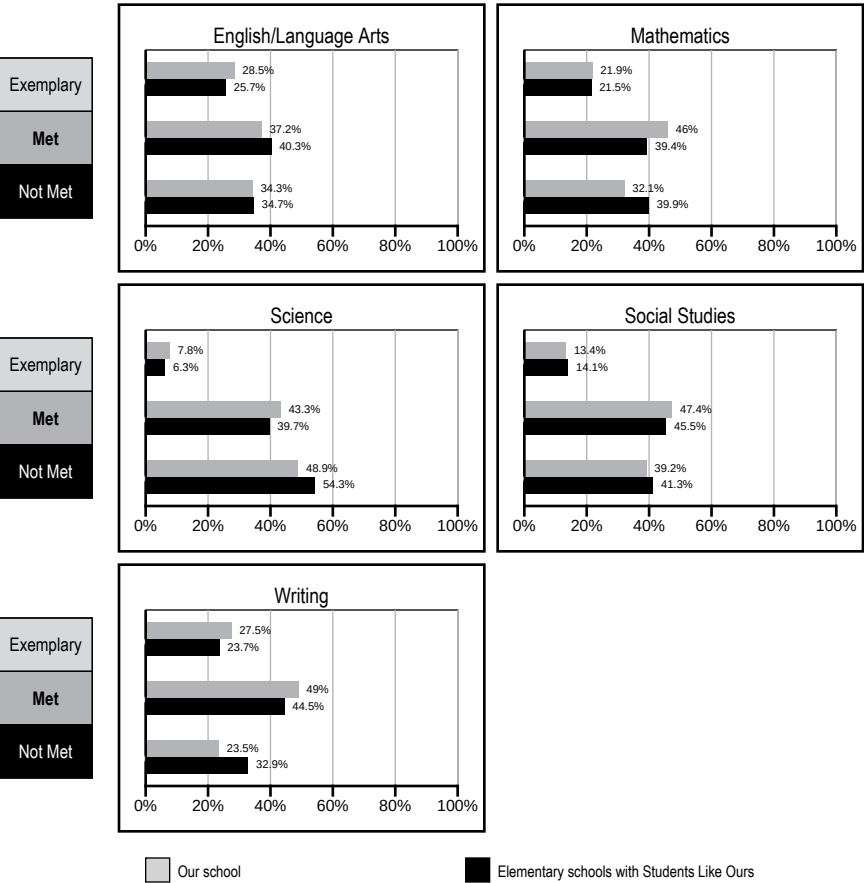
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	65	44	19

* 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

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=416)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Down from 4.3%	1.5%	1.1%
Attendance rate	96.7%	Up from 95.7%	96.0%	96.2%
Served by gifted and talented program	5.1%	Up from 3.4%	5.1%	13.4%
With disabilities other than speech	6.0%	Down from 10.5%	4.4%	4.1%
Older than usual for grade	0.2%	Down from 1.7%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 1.2%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	72.7%	Down from 75.0%	61.7%	62.5%
Continuing contract teachers	84.8%	Up from 66.7%	81.8%	88.2%
Teachers returning from previous year	82.9%	Up from 79.1%	84.4%	87.8%
Teacher attendance rate	93.4%	Down from 96.4%	95.2%	95.2%
Average teacher salary*	\$47,365	Down 4.9%	\$45,155	\$46,773
Professional development days/teacher	11.0 days	Up from 10.7 days	10.8 days	10.5 days
School				
Principal's years at school	10.0	Up from 9.0	3.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 17.2 to 1	17.5 to 1	19.9 to 1
Prime instructional time	89.4%	Down from 91.7%	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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,165	Up 0.2%	\$8,733	\$7,447
Percent of expenditures for instruction**	81.2%	Up from 79.3%	67.3%	68.4%
Percent of expenditures for teacher salaries**	79.2%	Up from 74.5%	63.8%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Watkins-Nance Elementary continued to make great progress during the 2010-11 year. As always, emphasis was placed on core subjects such as English/language arts (ELA) and math. Learning in these areas was supported by ongoing efforts with instructional programs such as Soar to Success, Accelerated Reader, and classes in our SuccessMaker computer labs as well as interventions for students who needed additional assistance in math. Students were able to use educational software even after they left school via our "SuccessMaker at Home" laptop checkout program.

Our school has continued to provide special activities, such as extended school day programs, to ensure student success. These included our Monday Academy, Early Bird, and after school programs. Retired teachers tutored students who needed more academic assistance. Lunch Buddies and mentors from Fort Jackson's DPTMS office, St. John Baptist Church, BellSouth, and Omega Psi Phi Fraternity motivated students to achieve success. Volunteers from the Eau Claire Ministerial Alliance and St. James AME Church also provided much-needed support.

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; 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 was conducted along with weekly grade-level and district benchmark and MAP tests to strengthen student test-taking skills.

Students were recognized for academic achievement at biyearly award ceremonies. Our Honor Student program, Student Association 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. Our KinderAcademy after school program ran concurrently with a Parent Academy program to provide learning opportunities for both children and their parents.

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 school received two Palmetto Silver Awards this year for students' performance on the PASS as well as our efforts to close the achievement gap. We also met many of the goals we set in our School Improvement Plan such as improving student scores in math and increasing the number of students promoted to the next grade. However, we know that we can do more. Next year promises to be even better!

Ms. Melissa Sumpter, SIC Chairperson
Dr. Evelyn Cohens, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	52	38
Percent satisfied with learning environment	97.1%	90.2%	78.4%
Percent satisfied with social and physical environment	91.2%	92.3%	78.9%
Percent satisfied with school-home relations	70.6%	92.3%	77.8%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	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 = 79.4% (Met or Exemplary)

All Students	155	96.1	31.6	39.1	29.3	78.2	78.3	82.4	Yes	Yes
Gender										
Male	82	93.9	36.2	39.1	24.6	73.9	74.3	78.7	N/A	N/A
Female	73	98.6	26.6	39.1	34.4	82.8	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	92.8	88.9	I/S	I/S
African American	154	96.1	31.8	38.6	29.5	78	74.2	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.4	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	83.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	83	I/S	I/S
Disability Status										
Disabled	34	82.4	62.5	25	12.5	45.8	45.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	153	96.1	32.1	38.9	29	77.9	73.5	75.4	Yes	Yes

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

All Students	155	100	32.6	45.7	21.7	79	75.1	81.9	Yes	Yes
Gender										
Male	82	100	31.5	41.1	27.4	80.8	73.5	79.9	N/A	N/A
Female	73	100	33.8	50.8	15.4	76.9	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	92.1	88.9	I/S	I/S
African American	154	100	32.1	46	21.9	78.8	70.3	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	82.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	84.4	I/S	I/S
Disability Status										
Disabled	34	100	58.6	27.6	13.8	51.7	40.4	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	153	100	32.4	46.3	21.3	78.7	69.8	74.9	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
Science								
All Students	102	100	48.4	44	7.7	51.6	58.7	68.6
Gender								
Male	53	100	49	40.8	10.2	51	58.2	68.3
Female	49	100	47.6	47.6	4.8	52.4	59.2	68.9
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	87.8	80.7
African American	101	100	48.9	43.3	7.8	51.1	51	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.1	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	70.8
Disability Status								
Disabled	21	100	N/AV	N/AV	N/AV	38.9	29.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	54.3	60.7
Socio-Economic Status								
Subsidized meals	100	100	49.4	43.8	6.7	50.6	50.1	57.3

Social Studies

All Students	109	100	39.2	47.4	13.4	60.8	64.7	72.5
Gender								
Male	60	100	39.6	52.8	7.5	60.4	63.6	72
Female	49	100	38.6	40.9	20.5	61.4	65.8	73.1
Racial/Ethnic Group								
White	N/A	N/AV	I/S	I/S	I/S	I/S	88.4	81
African American	109	100	39.2	47.4	13.4	60.8	58.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	71	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	73.5
Disability Status								
Disabled	25	100	50	45.5	4.5	50	33.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	65.7	69.7
Socio-Economic Status								
Subsidized meals	108	100	39.6	46.9	13.5	60.4	56.8	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
Writing										
All Students	55	100	23.5	49	27.5	76.5	66.5	73.2	96.7	96.1
Gender										
Male	23	100	14.3	66.7	19	85.7	62	67.2	96.7	95.9
Female	32	100	30	36.7	33.3	70	71.2	79.4	96.7	96.3
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	87.8	81.5	93.8	96.2
African American	55	100	23.5	49	27.5	76.5	60.7	61.3	96.7	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	87	N/A	96.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	74.8	66.7	N/A	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	97.8	94.5
Disability Status										
Disabled	12	100	I/S	I/S	I/S	I/S	23.7	26	96.8	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.2	65.7	N/A	95.9
Socio-Economic Status										
Subsidized meals	53	100	24	48	28	76	59.1	63.2	96.8	95.9

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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							
2010	3	71	85.9	41	32.8	26.2	59
	4	62	93.6	46.4	35.7	17.9	53.6
	5	51	100	21.7	50	28.3	78.3
	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
2011	3	45	93.3	28.6	20	51.4	71.4
	4	56	94.6	37.5	39.6	22.9	62.5
	5	54	100	28	52	20	72
	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							
2010	3	71	97.2	50.8	34.4	14.8	49.2
	4	62	100	41.1	50	8.9	58.9
	5	51	100	32.6	45.7	21.7	67.4
	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
2011	3	45	100	42.1	42.1	15.8	57.9
	4	56	100	28	48	24	72
	5	54	100	30	46	24	70
	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							
2010	3	36	100	74.2	19.4	6.5	25.8
	4	62	100	41.1	51.8	7.1	58.9
	5	26	100	33.3	58.3	8.3	66.7
	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
2011	3	21	100	66.7	27.8	5.6	33.3
	4	56	100	42	50	8	58
	5	25	100	47.8	43.5	8.7	52.2
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	35	100	43.3	46.7	10	56.7
	4	62	100	30.4	58.9	10.7	69.6
	5	25	100	9.1	72.7	18.2	90.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	24	100	40	50	10	60
	4	56	100	44	52	4	56
	5	29	100	29.6	37	33.3	70.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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							
2010	3	71	100	48.4	33.9	17.7	51.6
	4	64	100	52.6	29.8	17.5	47.4
	5	50	100	37	39.1	23.9	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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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	55	100	23.5	49	27.5	76.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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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