

## Watkins-Nance

2525 Barhamville Road  
Columbia, SC 29204

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	387 Students	
<b>Principal</b>	Dr. Evelyn Cohens	803-733-4321
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Jamie Devine	803-231-7556

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Average</b>	<b>Average</b>
2012	Average	Good
2011	Average	Good
2010	Below Average	Good
2009	Below Average	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://www.eoc.sc.gov>

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

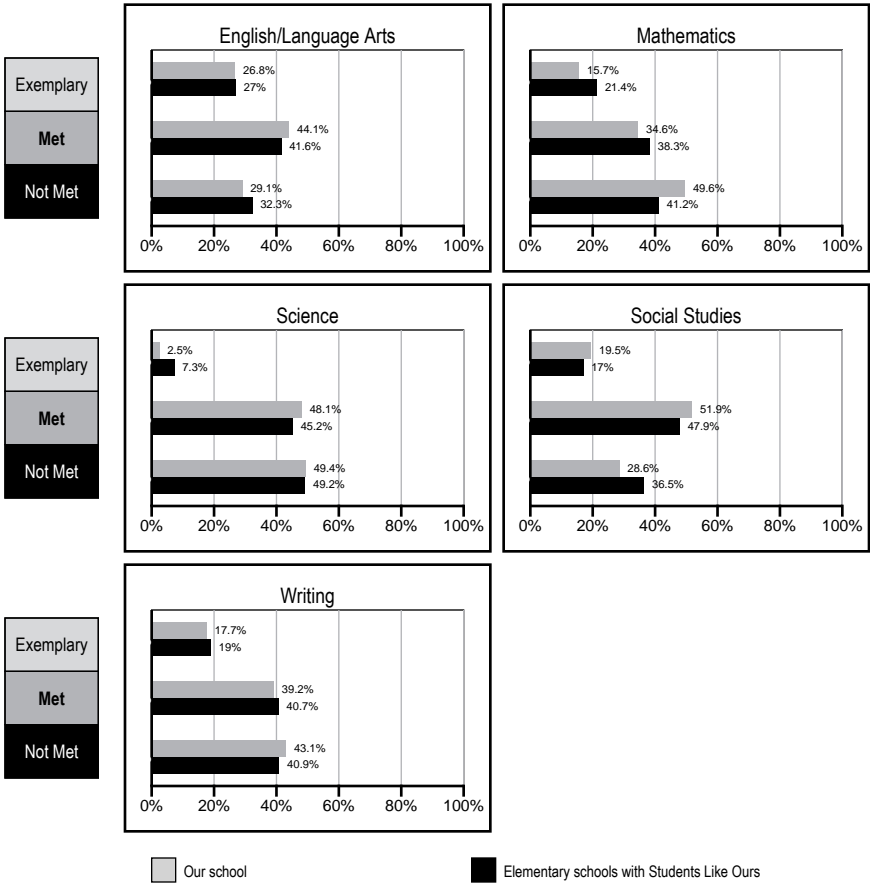
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 100%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	9	76	40	15

\* Ratings are calculated with data available by 12/14/2013.

**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

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## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=387)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.4%	Down from 3.1%	1.1%	0.9%
Attendance rate	95.7%	Down from 96.2%	95.9%	96.3%
Served by gifted and talented program	1.0%	N/A	2.5%	7.2%
With disabilities	12.1%	N/A	13.5%	12.4%
Older than usual for grade	3.1%	N/A	2.9%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 1.2%	0.0%	0.0%
<b>Teachers (n=33)</b>				
Teachers with advanced degrees	60.6%	Down from 71.0%	60.0%	62.5%
Continuing contract teachers	66.7%	Down from 77.4%	74.3%	83.3%
Teachers returning from previous year	82.7%	No Change	84.6%	88.3%
Teacher attendance rate	94.6%	Up from 94.1%	94.9%	95.0%
Average teacher salary*	\$48,725	Up 0.7%	\$45,939	\$48,193
Professional development days/teacher	12.2 days	Up from 10.8 days	10.4 days	11.0 days
<b>School</b>				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 18.3 to 1	17.7 to 1	20.1 to 1
Prime instructional time	89.3%	Down from 89.8%	89.6%	90.0%
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**	\$8,548	Down 1.0%	\$8,612	\$7,364
Percent of expenditures for instruction**	79.0%	No Change	67.0%	68.0%
Percent of expenditures for teacher salaries**	77.0%	Up from 76.4%	64.0%	66.0%

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

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

Watkins-Nance Elementary continued to make great progress during the 2012-13 year. Emphasis was placed on core subjects such as English/Language Arts (ELA) and math. Learning in these areas was supported by ongoing efforts with programs such as Leveled Literacy Intervention (Fountas and Pinnell), Accelerated Reader, and use of SuccessMaker computer labs as well as interventions for students who needed 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 Saturday 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, and Omega Psi Phi Fraternity motivated students to achieve success. Volunteers from the Eau Claire Ministerial Alliance, St. James AME Church, AT&T, and Heartworks 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 provided learning opportunities for prekindergarten and kindergarten students.

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 a Palmetto Silver Award for the fourth consecutive year for students' performance on the PASS. We also met some of the goals we set in our School Improvement Plan such as 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	36	43	32
Percent satisfied with learning environment	75%	93%	87.5%
Percent satisfied with social and physical environment	97.2%	97.6%	87.5%
Percent satisfied with school-home relations	70.6%	85.8%	81.3%

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

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**ESEA/Federal Accountability Rating System**

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>61.0</b>
<b>Overall Grade Conversion</b>	<b>D</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

**Accountability Indicator for Title I Schools**

Watkins-Nance school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

**Teacher Quality and Student Attendance**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	1.4%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.9%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	2.9%	0.0%	No
Student attendance rate	95.7%	94.0%*	Yes

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	642.9	622.8	596.3	622.8	100.0	100.0
Male	636.6	619.5	593.9	620.0	100.0	100.0
Female	654.1	628.6	600.9	627.0	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	643.2	621.9	595.2	622.4	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	641.0	621.4	595.6	621.1	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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>2012</b>	3	55	100	24.5	39.6	35.8	75.5
	4	46	100	32.4	35.3	32.4	67.6
	5	55	100	34	50.9	15.1	66
	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>2013</b>	3	67	100	30.6	35.5	33.9	69.4
	4	35	100	27.6	69	3.4	72.4
	5	44	100	27.8	38.9	33.3	72.2
	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>2012</b>	3	55	100	37.7	45.3	17	62.3
	4	46	100	35.3	38.2	26.5	64.7
	5	55	100	37.7	45.3	17	62.3
	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>2013</b>	3	67	100	58.1	22.6	19.4	41.9
	4	35	100	34.5	51.7	13.8	65.5
	5	44	100	47.2	41.7	11.1	52.8
	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>2012</b>	3	29	100	60.7	35.7	3.6	39.3
	4	46	100	N/AV	N/AV	N/AV	52.9
	5	27	100	29.6	63	7.4	70.4
	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>2013</b>	3	34	100	66.7	30	3.3	33.3
	4	35	100	34.5	62.1	3.4	65.5
	5	23	100	N/AV	N/AV	N/AV	55
	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
<b>Social Studies</b>							
<b>2012</b>	3	26	100	44	44	12	56
	4	46	100	50	38.2	11.8	50
	5	28	100	42.3	30.8	26.9	57.7
	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
<b>2013</b>	3	33	100	40.6	37.5	21.9	59.4
	4	35	100	20.7	75.9	3.4	79.3
	5	21	100	18.8	37.5	43.8	81.3
	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>2012</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	57	96.5	35.8	47.2	17	64.2
	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>2013</b>	3	70	100	50.8	30.2	19	49.2
	4	33	97	34.5	58.6	6.9	65.5
	5	46	100	36.8	39.5	23.7	63.2
	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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