



## Nursery Road Elementary

6706 Nursery Road  
Columbia, SC 29212

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	535 Students	
<b>Principal</b>	Christina S. Melton	803-732-8475
<b>Superintendent</b>	Dr. Herbert M. Berg	803-476-8000
<b>Board Chair</b>	Robert Gantt	803-781-5408

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Good</b>
2008	Average	At-Risk
2007	Good	Below Average
2006	Good	Average
2005	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 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**

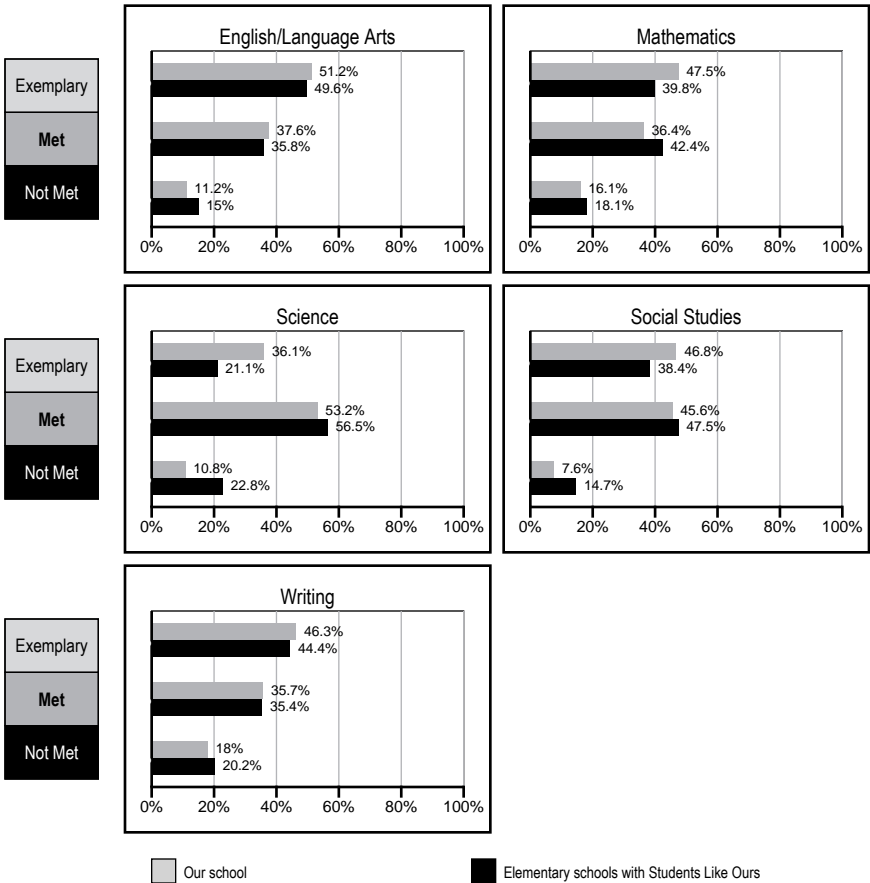
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.6%

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

Excellent	Good	Average	Below Average	At-Risk
21	22	11	0	0

\* 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=535)</b>				
First graders who attended full-day kindergarten	97.5%	Down from 98.0%	100.0%	100.0%
Retention rate	1.7%	Up from 1.4%	1.5%	1.9%
Attendance rate	96.4%	Up from 96.0%	96.6%	96.3%
Eligible for gifted and talented	17.8%	Down from 19.5%	17.3%	10.0%
With disabilities other than speech	13.8%	Up from 10.7%	7.9%	7.7%
Older than usual for grade	0.4%	No Change	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=55)</b>				
Teachers with advanced degrees	60.0%	Up from 56.5%	61.2%	59.4%
Continuing contract teachers	87.3%	Up from 77.4%	83.2%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.3%	Down from 88.6%	85.9%	85.9%
Teacher attendance rate	94.9%	Down from 95.4%	95.2%	95.1%
Average teacher salary*	\$49,758	Down 0.7%	\$48,169	\$47,149
Professional development days/teacher	6.6 days	Down from 8.2 days	10.4 days	11.1 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.3	4.0
Student-teacher ratio in core subjects	15.2 to 1	No Change	20.0 to 1	18.8 to 1
Prime instructional time	90.2%	Up from 89.9%	91.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,824	Up 17.3%	\$6,631	\$7,458
Percent of expenditures for instruction**	67.2%	Up from 65.4%	70.4%	68.8%
Percent of expenditures for teacher salaries**	65.9%	Up from 63.8%	65.0%	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

The mission of Nursery Road Elementary School, Nurture, Respect, Experience, Succeed, was apparent throughout the 2008 – 2009 school year. We are proud to announce that we did succeed in many ways this year. We received the Palmetto Silver Award for our academic efforts. We also received recognition from the Governor's Office for having 100 % participation with the Governor's Reading Honor Roll. Our Measures of Academic Progress (MAP) scores illustrated our focus on meeting academic goals. Our Spring 2009 MAP scores showed the mean growth difference in reading was 3.4 points compared with the district average of 1.9. Our math MAP mean growth difference was 3.6 compared with the district average of 0.7. Our Champions met and exceeded their target growth goals.

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, Zig the Pig, 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 including Goal-Oriented Leadership Development (GOLD), Math Team, a Junior ROTC, and learning to play the dulcimer (a musical instrument). Each quarter our Champions celebrated their accomplishments during pinning ceremonies sponsored by our PTA. Students received pins for academics, attendance, behavior, and service. We began a new monthly initiative this year; "Heart Act to Follow" designed to honor our Champions for their "habits of heart." Based upon feedback, this is a ceremony that we will make into a tradition.

Technology continues to be an emphasis at NRES. New instructional resources known as LeapFrog Schoolhouse literacy products have been added to our special education classes and kindergarten, first, and second grades. Senteo, wireless voting devices, have been added to our classes in our intermediate grades. Our third – fifth grade classes have also added Airliners which allow SMART boards to be manipulated from anywhere in the room. We have also added Compass Odyssey, which is a web-based, standards-driven software.

Professionally, our staff has continued to work through professional learning teams and inquiry groups through a research-based structure. 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 2009 – 2010 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!

Christina Melton, Principal  
Tabitha Keeler, School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	80	59
Percent satisfied with learning environment	92.7%	83.8%	82.5%
Percent satisfied with social and physical environment	95.1%	86.1%	89.5%
Percent satisfied with school-home relations	97.4%	86.3%	80.7%

\* 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 21 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

CSI-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

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	5.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	12.4%	0.0%	No
Student attendance rate	96.4%	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
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## English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	285	100	11.1	35.9	53.1	93.1	90.7	82.8	Yes	Yes
<b>Gender</b>										
Male	158	100	12.8	33.8	53.4	91.9	87.9	79.3	N/A	N/A
Female	127	100	8.8	38.6	52.6	94.7	93.5	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	169	100	6.1	31.9	62	96.9	94.6	89.5	Yes	Yes
African American	97	100	21.7	42.2	36.1	85.5	81.9	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	90.6	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	87	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	63	100	28.1	22.8	49.1	78.9	64.3	52	Yes	Yes
<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	4	I/S	I/S	I/S	I/S	I/S	85.4	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	110	100	17.8	47.8	34.4	88.9	80.4	75.5	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	285	99.7	15.6	37	47.3	89.7	89.7	78.9	Yes	Yes
<b>Gender</b>										
Male	158	99.4	14.9	35.8	49.3	89.2	88.6	77	N/A	N/A
Female	127	100	16.7	38.6	44.7	90.4	90.8	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	169	99.4	6.1	32.5	61.3	95.7	94.5	87.2	Yes	Yes
African American	97	100	34.9	42.2	22.9	78.3	78.3	66.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.9	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	85.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	63	98.4	29.8	31.6	38.6	75.4	64.7	45.5	Yes	Yes
<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	4	I/S	I/S	I/S	I/S	I/S	88.5	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	110	99.1	28.9	41.1	30	81.1	78	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	187	100	10.5	51.7	37.8	89.5	81.3	67.5
<b>Gender</b>								
Male	107	100	7.9	51.5	40.6	92.1	80.5	67
Female	80	100	14.1	52.1	33.8	85.9	82	68
<b>Racial/Ethnic Group</b>								
White	108	100	5.8	45.2	49	94.2	89.2	79.5
African American	63	100	21.8	58.2	20	78.2	61.9	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.2	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	74.4	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	45	100	28.6	38.1	33.3	71.4	54	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	3	I/S	I/S	I/S	I/S	I/S	72.1	59.6
<b>Socio-Economic Status</b>								
Subsided meals	72	100	18.6	59.3	22	81.4	64	55.1
<b>Social Studies</b>								
All Students	189	100	7.5	46.6	46	92.5	86	72.3
<b>Gender</b>								
Male	102	100	10.4	40.6	49	89.6	84.9	71.5
Female	87	100	3.8	53.8	42.3	96.2	87.2	73.2
<b>Racial/Ethnic Group</b>								
White	115	100	2.7	39.6	57.7	97.3	90.6	80.7
African American	65	100	18.2	58.2	23.6	81.8	75.4	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.6	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	83.3	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	40	100	13.9	50	36.1	86.1	62.1	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	2	I/S	I/S	I/S	I/S	I/S	79.6	67.9
<b>Socio-Economic Status</b>								
Subsided meals	76	100	12.9	58.1	29	87.1	72.2	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	284	92.3	18	35.7	46.3	82	80.4	70.2	96.4	96.7
<b>Gender</b>										
Male	158	90.5	21.6	39.6	38.8	78.4	74.8	63.2	96.4	96.6
Female	126	94.4	13.6	30.9	55.5	86.4	86	77.5	96.4	96.7
<b>Racial/Ethnic Group</b>										
White	168	92.9	11.8	32.7	55.6	88.2	87	79.1	96.7	96.6
African American	98	90.8	30.3	43.4	26.3	69.7	64.9	57.6	95.9	96.8
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	86.7	86.2	97.3	97.2
Hispanic	6	I/S	I/S	I/S	I/S	I/S	69.4	62.6	95.3	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.3	68.7	N/A	94
<b>Disability Status</b>										
Disabled	66	66.7	46.2	25.6	28.2	53.8	39.2	26.1	95.6	96.2
<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	3	I/S	I/S	I/S	I/S	I/S	63.7	61.2	96.4	96.6
<b>Socio-Economic Status</b>										
Subsided meals	107	92.5	30.1	38.6	31.3	69.9	61.1	58.9	95.4	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
<b>English/Language Arts</b>							
<b>2009</b>	3	99	100	8.6	22.6	68.8	91.4
	4	91	100	9.5	41.7	48.8	90.5
	5	95	100	15.3	44.7	40	84.7
	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>Mathematics</b>							
<b>2009</b>	3	99	100	9.7	32.3	58.1	90.3
	4	91	98.9	16.7	44	39.3	83.3
	5	95	100	21.2	35.3	43.5	78.8
	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>2009</b>	3	49	100	8.9	35.6	55.6	91.1
	4	91	100	9.5	57.1	33.3	90.5
	5	47	100	14	58.1	27.9	86
	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	50	100	4.2	22.9	72.9	95.8
	4	91	100	6	54.8	39.3	94
	5	48	100	14.3	57.1	28.6	85.7
	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>Writing</b>							
<b>2009</b>	3	98	94.9	16.9	24.7	58.4	83.1
	4	92	88	15.8	43.4	40.8	84.2
	5	94	93.6	21.5	40.5	38	78.5
	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

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