



L B Nelson Elementary

225 N. Brickyard Road
Columbia, SC 29223

Grades	PK-5 Elementary School	
Enrollment	573 Students	
Principal	Maree E. Price	803-736-8730
Superintendent	Dr. Stephen Hefner	803-787-1910
Board Chair	Melinda Anderson	803-736-5530

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Excellent*
2008	Average	Below Average
2007	Average	Below Average
2006	Good	Below Average
2005	Good	Average

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

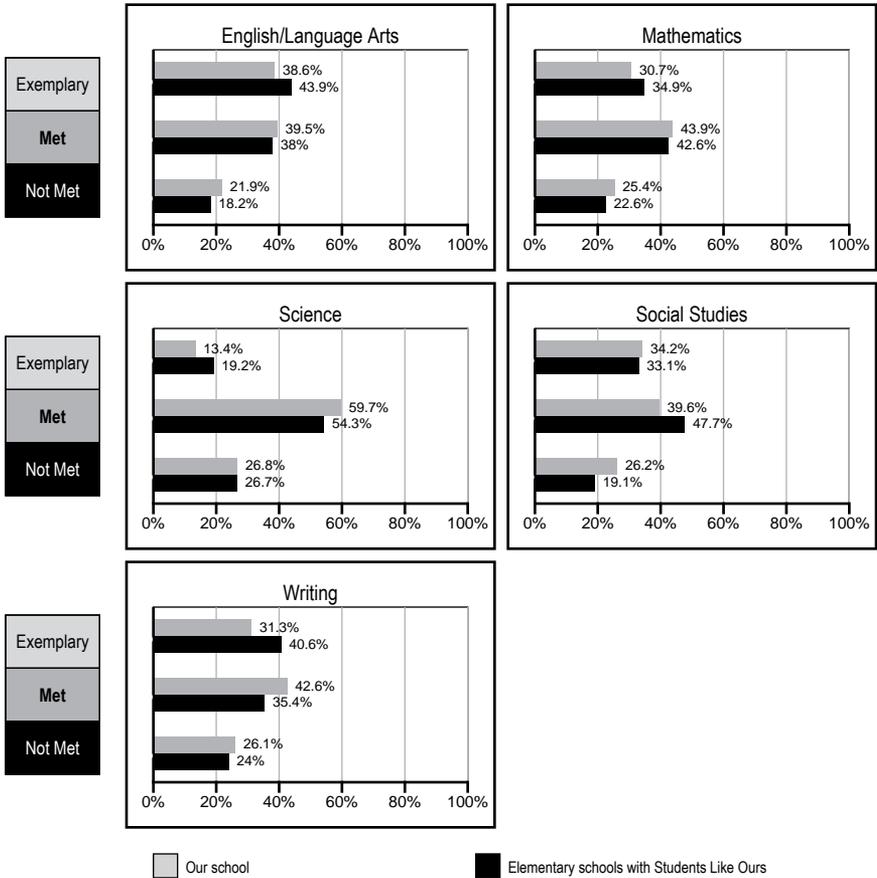
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 94.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	28	40	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
Students (n=573)				
First graders who attended full-day kindergarten	63.1%	Down from 70.6%	100.0%	100.0%
Retention rate	0.8%	Down from 1.3%	1.8%	1.9%
Attendance rate	96.8%	Down from 96.9%	96.3%	96.3%
Eligible for gifted and talented	12.0%	Down from 12.9%	14.1%	10.0%
With disabilities other than speech	7.9%	Up from 5.8%	7.3%	7.7%
Older than usual for grade	0.2%	Down from 0.4%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	65.9%	Down from 77.3%	60.4%	59.4%
Continuing contract teachers	72.7%	Up from 70.5%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	76.8%	Down from 80.2%	88.5%	85.9%
Teacher attendance rate	92.5%	Down from 94.0%	95.2%	95.1%
Average teacher salary*	\$48,133	Down 0.6%	\$47,426	\$47,149
Professional development days/teacher	9.0 days	Down from 15.0 days	11.5 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 19.2 to 1	19.1 to 1	18.8 to 1
Prime instructional time	88.0%	Down from 89.6%	90.5%	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 95.1%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,140	Down 1.5%	\$6,972	\$7,458
Percent of expenditures for instruction**	69.2%	Up from 69.0%	69.1%	68.8%
Percent of expenditures for teacher salaries**	66.7%	Down from 66.8%	63.0%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Lonnie B. Nelson has continued our tradition of excellence through our highly motivated and trained staff, our enriched learning facility, parents who are involved, and a student body that personifies "A community of learners united in helping ourselves, others and our world."

Our vision this year has been to use LIFESKILLS and Lifelong Guidelines to create a community of lifelong learners; incorporate brain-based teaching to create a challenging, engaging, and relevant curriculum; recognize and celebrate the individuality of every learner; create an enriched, nurturing, and safe learning environment where connections are made; empower each child to learn, grow, and develop a sense of citizenship in the community, both within and beyond the walls of our school; and develop a collaborative community of students, parents, teachers, and business partners committed to promoting the success of every student.

Our Academy for Civic Engagement (ACE) began, and within the year the fifth graders won statewide recognition for their presentation on the use of Styrofoam in our school. With the help our parents and PTO, our media center has been completely refurbished and is the hub of our school, with students checking out and reading a record number of books. We have worked diligently to align our policies and procedures to meet the needs of our students.

We look forward to next year, building on our strengths, facing our challenges, and keeping our expectations high.

Maree E. Price, Principal
Jim Andreen, SIC chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	77	34
Percent satisfied with learning environment	93.6%	75.3%	76.5%
Percent satisfied with social and physical environment	93.6%	71.4%	88.2%
Percent satisfied with school-home relations	89.1%	84.4%	70.6%

* 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

This school met 17 out of 17 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

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	1.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	250	100	21.7	39.6	38.7	89.1	86	82.8	Yes	Yes
Gender										
Male	138	100	25.4	38.5	36.2	87.7	82.8	79.3	N/A	N/A
Female	112	100	17	41	42	91	89.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	57	100	19.6	26.8	53.6	89.3	94.5	89.5	Yes	Yes
African American	178	100	23.6	44.8	31.5	88.5	81.9	73.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	92.2	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	78.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	82.5	I/S	I/S
Disability Status										
Disabled	25	100	66.7	23.8	9.5	47.6	51.6	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	80.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	135	100	32.8	41.4	25.9	82.8	77.8	75.5	Yes	Yes

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

All Students	250	100	25.2	44.3	30.4	81.7	80.9	78.9	Yes	Yes
Gender										
Male	138	100	26.2	44.6	29.2	80	78.4	77	N/A	N/A
Female	112	100	24	44	32	84	83.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	57	100	19.6	30.4	50	85.7	93.2	87.2	Yes	Yes
African American	178	100	28.5	51.5	20	79.4	74.4	66.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	94.1	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	74.9	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78.6	79.5	I/S	I/S
Disability Status										
Disabled	25	100	76.2	14.3	9.5	23.8	46.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	80.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	135	100	37.1	49.1	13.8	72.4	70.6	70.2	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
Science								
All Students	167	100	26.5	59.6	13.9	73.5	73.4	67.5
Gender								
Male	90	100	23.5	61.2	15.3	76.5	72.4	67
Female	77	100	30.3	57.6	12.1	69.7	74.5	68
Racial/Ethnic Group								
White	33	100	15.6	59.4	25	84.4	91.1	79.5
African American	124	100	30.7	59.6	9.6	69.3	64.1	50.3
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88.2	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	67.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	71.2
Disability Status								
Disabled	12	100	I/S	I/S	I/S	I/S	41.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	69.4	59.6
Socio-Economic Status								
Subsidized meals	90	100	36	57.3	6.7	64	59	55.1
Social Studies								
All Students	161	99.4	25.5	40.3	34.2	74.5	79.1	72.3
Gender								
Male	88	100	29.8	41.7	28.6	70.2	77.8	71.5
Female	73	98.6	20	38.5	41.5	80	80.3	73.2
Racial/Ethnic Group								
White	42	100	22	34.1	43.9	78	90.6	80.7
African American	111	99.1	28.4	43.1	28.4	71.6	72.9	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.4	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	74.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	18	94.4	53.3	33.3	13.3	46.7	50.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	77.9	67.9
Socio-Economic Status								
Subsidized meals	85	98.8	36.5	44.6	18.9	63.5	68.6	62.1

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	249	98.8	26.1	42.6	31.3	73.9	75.5	70.2	96.8	97.4
Gender										
Male	139	98.6	32.8	43	24.2	67.2	69	63.2	96.5	97.3
Female	110	99.1	17.6	42.2	40.2	82.4	82.3	77.5	97.2	97.5
Racial/Ethnic Group										
White	57	100	25	33.9	41.1	75	88.1	79.1	96.9	97.3
African American	176	98.9	27.9	46.7	25.5	72.1	68.9	57.6	96.8	97.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	90.6	86.2	97.3	98
Hispanic	4	I/S	I/S	I/S	I/S	I/S	67.1	62.6	97	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	68.7	98.9	97.1
Disability Status										
Disabled	22	90.9	88.9	5.6	5.6	11.1	29.4	26.1	96.3	96.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.9
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	70.4	61.2	97.4	97.4
Socio-Economic Status										
Subsidized meals	127	97.6	40.2	44.6	15.2	59.8	62.3	58.9	96.2	96.8

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	84	100	27.6	31.6	40.8	72.4
	4	78	100	19.7	43.7	36.6	80.3
	5	88	100	18.1	43.4	38.6	81.9
	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							
2009	3	84	100	36.8	36.8	26.3	63.2
	4	78	100	18.3	53.5	28.2	81.7
	5	88	100	20.5	43.4	36.1	79.5
	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
Science							
2009	3	45	100	35	50	15	65
	4	78	100	16.9	66.2	16.9	83.1
	5	44	100	35	57.5	7.5	65
	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
Social Studies							
2009	3	40	100	21.6	29.7	48.6	78.4
	4	77	100	20	48.6	31.4	80
	5	44	97.7	38.1	35.7	26.2	61.9
	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
Writing							
2009	3	86	97.7	34.2	30.3	35.5	65.8
	4	76	98.7	23.9	59.2	16.9	76.1
	5	87	100	20.5	39.8	39.8	79.5
	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

Abbreviations for Missing Data

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