

## L B NELSON ELEMENTARY

225 N.Brickyard Road  
Columbia, SC 29223

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	523 Students	
<b>Principal</b>	Maree E. Price	803-736-8730
<b>Superintendent</b>	Katie Brochu, Ed.D.	803-787-1910
<b>Board Chair</b>	Stephanie Burgess, Ph.D.	803-530-9899

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Good
2009	Average	Excellent
2008	Average	Below Average
2007	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**

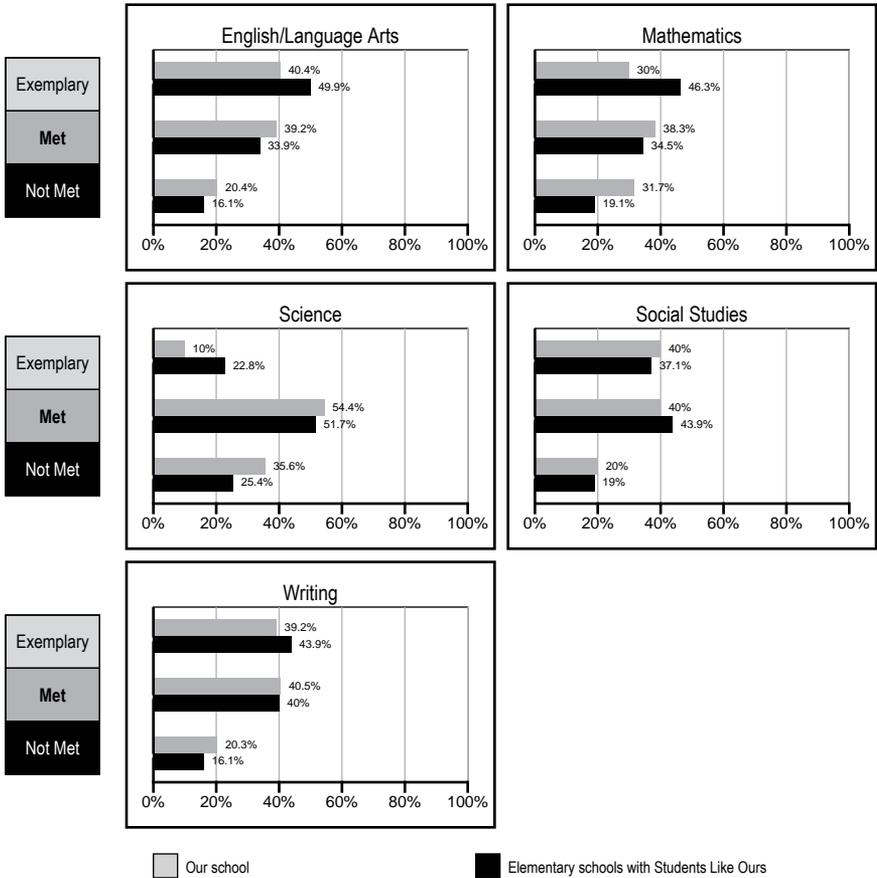
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.7%

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

Excellent	Good	Average	Below Average	At-Risk
32	34	12	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**

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=523)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 96.6%	100.0%	100.0%
Retention rate	1.0%	Up from 0.4%	0.9%	1.1%
Attendance rate	97.0%	Up from 96.7%	96.2%	96.2%
Served by gifted and talented program	16.1%	Up from 9.2%	20.2%	13.4%
With disabilities other than speech	3.6%	Down from 8.5%	3.6%	4.1%
Older than usual for grade	0.2%	Down from 0.5%	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=41)</b>				
Teachers with advanced degrees	68.3%	Up from 62.2%	65.9%	62.5%
Continuing contract teachers	65.9%	Down from 68.9%	90.8%	88.2%
Teachers returning from previous year	84.3%	Up from 77.3%	90.4%	87.8%
Teacher attendance rate	93.3%	Down from 94.3%	95.0%	95.2%
Average teacher salary*	\$47,036	Down 0.6%	\$48,080	\$46,773
Professional development days/teacher	6.9 days	Down from 15.7 days	11.0 days	10.5 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Up from 18.1 to 1	20.8 to 1	19.9 to 1
Prime instructional time	89.8%	Down from 89.9%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.2%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,664	Down 0.3%	\$7,186	\$7,447
Percent of expenditures for instruction**	70.0%	Up from 68.6%	68.8%	68.4%
Percent of expenditures for teacher salaries**	68.7%	Up from 65.8%	66.5%	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

Lonnie B. Nelson Elementary is a place where we seek to challenge our faculty, parents, and students to do their personal best as they learn and interact with each other. Each day we are expected to use the five Lifelong Guidelines of Truthfulness, Trustworthiness, No Put Downs, Personal Best and Active Listening as well as our 19 LIFESKILLS. The continued use of these helps us achieve our goals of being lifelong learners and productive citizens.

In the past four years we have received from the State Department of Education the Palmetto Gold and Silver awards for academic performance and closing the achievement gap, the Red Carpet Award for being a community-friendly school and have meet all requirements for Annual Yearly Progress (AYP.)

Our MAP and PASS scores show that we are committed to providing quality teaching and learning in a nurturing and caring environment to all of our students. While we find a measure of assurance that we are meeting students' needs we know that if we are to help our students succeed we must carefully study the results of these tests, analyzing where our children showed expected growth, determine why that growth occurred and then define and refine those strategies that have been successful. Where growth was not as we expected, we need to be willing to change to meet that needs of our students.

Working together – community, parents, students teachers – we can build upon our strengths and with confidence face our challenges.

Maree E. Price, Principal

Jim Andreen, School Improvement Council Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	78	66
Percent satisfied with learning environment	92.5%	91.0%	88.5%
Percent satisfied with social and physical environment	90.0%	88.5%	92.2%
Percent satisfied with school-home relations	87.5%	89.7%	92.1%

\* 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 15 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

<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	1.1%	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	97.0%	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
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	252	100	20.2	38.7	41.2	86.8	83.8	82.4	Yes	Yes
<b>Gender</b>										
Male	126	100	22.2	36.5	41.3	84.9	79.2	78.7	N/A	N/A
Female	126	100	17.9	41	41	88.9	88.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	65	100	9.8	34.4	55.7	93.4	93.4	88.9	Yes	Yes
African American	173	100	25.4	40.8	33.7	83.4	79.1	72.9	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	95.6	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	78.8	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	83	I/S	I/S
<b>Disability Status</b>										
Disabled	26	100	72	8	20	44	47.8	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	81.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	129	100	27.6	38.2	34.1	85.4	75.6	75.4	Yes	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	252	99.6	31.3	39.1	29.6	79	81.7	81.9	Yes	Yes
<b>Gender</b>										
Male	126	100	30.2	40.5	29.4	79.4	79.1	79.9	N/A	N/A
Female	126	99.2	32.5	37.6	29.9	78.6	84.4	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	65	100	19.7	31.1	49.2	88.5	93.5	88.9	Yes	Yes
African American	173	99.4	36.7	44.4	18.9	74	75.7	71.4	No	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	95.3	94.6	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	78	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	26	96.2	80	16	4	28	45.8	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	82.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	129	99.2	43.9	39.8	16.3	69.1	72.7	74.9	No	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	169	99.4	35.4	53	11.6	64.6	71	68.6
<b>Gender</b>								
Male	91	100	23.1	59.3	17.6	76.9	69.9	68.3
Female	78	98.7	50.7	45.2	4.1	49.3	72.2	68.9
<b>Racial/Ethnic Group</b>								
White	39	100	16.2	54.1	29.7	83.8	90	80.7
African American	120	99.2	43.6	51.3	5.1	56.4	61.9	51.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.2	85.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	65	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	19	94.7	77.8	5.6	16.7	22.2	36.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	73.2	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	86	98.8	46.3	51.2	2.4	53.7	57.5	57.3
<b>Social Studies</b>								
All Students	168	99.4	19.8	40.7	39.5	80.2	76.5	72.5
<b>Gender</b>								
Male	81	100	21	33.3	45.7	79	74.4	72
Female	87	98.9	18.5	48.1	33.3	81.5	78.6	73.1
<b>Racial/Ethnic Group</b>								
White	47	100	6.8	45.5	47.7	93.2	89.3	81
African American	113	99.1	26.4	40.9	32.7	73.6	69.9	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.7	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	71.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	18	94.4	70.6	23.5	5.9	29.4	42.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	76	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	81	98.8	27.3	44.2	28.6	72.7	65.7	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	84	98.8	20.3	40.5	39.2	79.7	75.5	73.2	97	97.2
<b>Gender</b>										
Male	40	97.5	23.1	35.9	41	76.9	68.9	67.2	96.9	97.2
Female	44	100	17.5	45	37.5	82.5	82.2	79.4	97.1	97.3
<b>Racial/Ethnic Group</b>										
White	22	100	25	30	45	75	88.7	81.5	96.9	97
African American	57	98.3	20	45.5	34.5	80	69.1	61.3	97	97.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90.8	87	96.5	97.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	69.2	66.7	98	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	97.5	96.8
<b>Disability Status</b>										
Disabled	10	I/S	I/S	I/S	I/S	I/S	27	26	96.3	96.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.6
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	72.5	65.7	98.3	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	46	97.8	20.9	46.5	32.6	79.1	64.6	63.2	96.8	96.8

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	91	100	17	27.3	55.7	83
	4	81	98.8	26.9	26.9	46.2	73.1
	5	72	100	11.8	48.5	39.7	88.2
	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	83	100	18.5	25.9	55.6	81.5
	4	85	100	23.2	48.8	28	76.8
	5	84	100	18.8	41.3	40	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>Mathematics</b>							
<b>2010</b>	3	91	100	28.4	40.9	30.7	71.6
	4	81	100	26.9	39.7	33.3	73.1
	5	72	100	25	48.5	26.5	75
	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	83	100	45.7	28.4	25.9	54.3
	4	85	98.8	19.5	46.3	34.1	80.5
	5	84	100	28.8	42.5	28.8	71.3
	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>Science</b>							
<b>2010</b>	3	48	100	47.8	30.4	21.7	52.2
	4	81	98.8	35.1	45.5	19.5	64.9
	5	38	100	38.9	44.4	16.7	61.1
	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	41	100	42.5	50	7.5	57.5
	4	85	98.8	32.9	57.3	9.8	67.1
	5	43	100	33.3	47.6	19	66.7
	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

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	43	100	14.3	31	54.8	85.7
	4	80	100	27.3	32.5	40.3	72.7
	5	35	100	15.2	66.7	18.2	84.8
	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	42	100	19.5	31.7	48.8	80.5
	4	85	98.8	19.5	47.6	32.9	80.5
	5	41	100	20.5	35.9	43.6	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
<b>Writing</b>							
<b>2010</b>	3	93	96.8	21.8	41.4	36.8	78.2
	4	83	98.8	22.8	38	39.2	77.2
	5	71	98.6	25.4	44.8	29.9	74.6
	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
<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	84	98.8	20.3	40.5	39.2	79.7
	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

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