



L B Nelson Elementary

225 N. Brickyard Road
Columbia, SC 29223

Grades	PK-5 Elementary School	
Enrollment	578 Students	
Principal	Maree E. Price	803-736-8730
Superintendent	Dr. Stephen Hefner	803-787-1910
Board Chair	Stephen Shellenberg	803-736-5530

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	Below Average
2006	Good	Below Average
2005	Good	Average
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

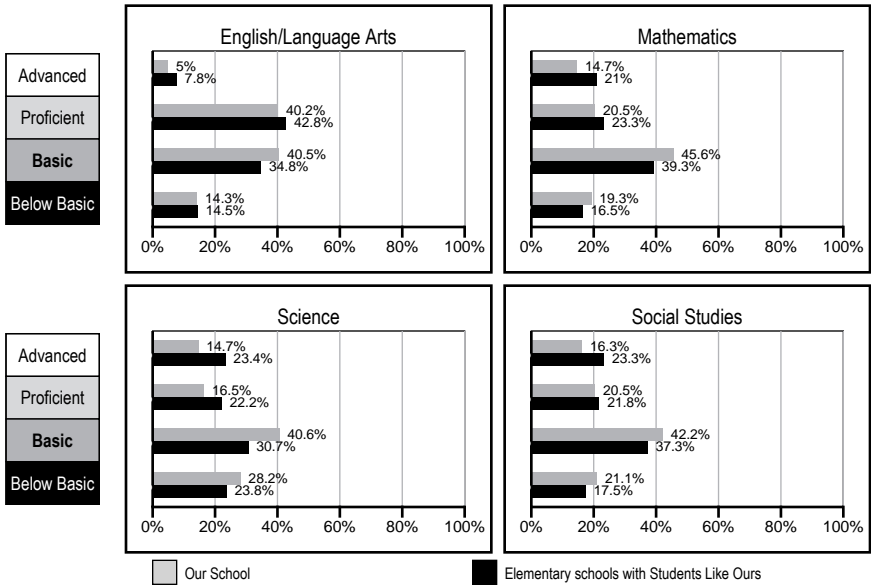
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	34	56	3	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=578)				
First graders who attended full-day kindergarten	70.6%	Down from 97.9%	100.0%	100.0%
Retention rate	1.3%	Up from 1.1%	1.9%	2.3%
Attendance rate	96.9%	Up from 96.6%	96.5%	96.3%
Eligible for gifted and talented	12.9%	Down from 17.3%	16.6%	10.4%
With disabilities other than speech	5.8%	Down from 7.2%	6.8%	7.5%
Older than usual for grade	0.4%	Down from 0.7%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	77.3%	No Change	59.8%	56.7%
Continuing contract teachers	70.5%	Down from 81.8%	81.2%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.2%	Down from 85.8%	89.6%	86.4%
Teacher attendance rate	94.0%	Down from 95.3%	94.8%	94.9%
Average teacher salary	\$48,404	Up 0.8%	\$46,557	\$45,345
Professional development days/teacher	15.0 days	Up from 13.8 days	12.7 days	12.6 days
School				
Principal's years at school	1.0	No Change	5.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 18.0 to 1	19.5 to 1	18.5 to 1
Prime instructional time	89.6%	Down from 90.8%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.1%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$8,263	Up 16.6%	\$6,475	\$7,052
Percent of expenditures for instruction*	69.0%	Down from 69.2%	69.8%	69.1%
Percent of expenditures for teacher salaries*	66.8%	Up from 66.4%	66.0%	64.2%

* 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 has a rich tradition of excellence. For the past 45 years we have provided an academic program that is rigorous for all while focused on the needs of individual children. Our PTO Board, School Improvement Council, and Education Foundation are committed to assisting us to keep this tradition of excellence. These groups have planned various activities to involve parents, students, and teachers. You are invited to join us and be involved in the life of our school.

Our motto is "A Community of Learners United in Helping Ourselves, Others ,and the World." With this in mind, beginning with the 2007-2008 school year, our teachers and staff have begun staff development using the Integrated Thematic Instruction model that centers on nine brain-compatible elements: Absence of Threat, Enriched Environment, Movement to Learn, Collaboration, Immediate Feedback, Mastery of Content, Choice, Adequate Time, and Meaningful Content. Our character education program consisting of five Lifelong Guidelines: Trustworthiness, Truthfulness, Active Listening, No Put Downs, and Personal Best. Eighteen LIFESKILLS are integrated into our lessons and our school culture as well. The results of this concentration have already been reflected in the academic progress and behavior of our children.

This year is also the first year of our magnet program, The Academy for Civic Engagement(ACE). This program is designed to offer leadership roles to students through a study of government and politics, business and service, and philanthropy.

As we begin to review and revise our strategic plans to align with our district, we will continue to focus on providing an enriched and nurturing environment for our students. We embrace the involvement of caring families and community members to help us meet our goals. I look forward to the continuation of the rich tradition that defines our fine, fine school.

Maree E. Price, Principal

Jim Andreen, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	99	61
Percent satisfied with learning environment	100.0%	79.6%	83.3%
Percent satisfied with social and physical environment	100.0%	78.8%	86.2%
Percent satisfied with school-home relations	87.0%	74.7%	80.7%

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

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School Adequate Yearly Progress

NO

This school met 16 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. Sanction: Implement the restructuring plan.
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	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	279	99.6	13.9	40.5	40.5	5	60.2	54.9	48.2	Yes	Yes
Gender											
Male	146	99.3	18.8	44.9	30.4	5.8	48.6	47.6	41.7	N/A	N/A
Female	133	100	8.3	35.5	52.1	4.1	73.6	62.6	55	N/A	N/A
Racial/Ethnic Group											
White	74	100	8.3	31.9	48.6	11.1	75	75.1	60	Yes	Yes
African American	191	99.5	16.2	45.1	36.4	2.3	54.3	44.1	31.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	74.4	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	45.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	30	96.7	55.6	25.9	18.5	0	22.2	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	51.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	123	100	24.1	49.1	25.9	0.9	42.6	37.4	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	279	100	19.2	45.4	20.8	14.6	47.3	50	45.8	Yes	Yes
Gender											
Male	146	100	23.7	41.7	18.7	15.8	43.9	48.2	45.6	N/A	N/A
Female	133	100	14	49.6	23.1	13.2	51.2	51.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	74	100	9.7	38.9	25	26.4	59.7	73.9	59	Yes	Yes
African American	191	100	24.1	47.7	20.7	7.5	40.8	37	26.9	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	79.1	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	40.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	30	100	50	28.6	17.9	3.6	28.6	20.9	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	51.5	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	123	100	29.6	52.8	13	4.6	25.9	32.2	31.4	No	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	181	99.5	27.8	40.8	16.6	14.8	31.4	43	35.7	96.9	97.3
Gender											
Male	91	98.9	31	39.3	10.7	19	29.8	44.2	37.4	96.7	97.2
Female	90	100	24.7	42.4	22.4	10.6	32.9	41.8	33.8	97.2	97.5
Racial/Ethnic Group											
White	47	100	17.4	37	15.2	30.4	45.7	68.8	49.2	96.7	97.2
African American	125	99.2	32.5	43	17.5	7	24.6	29.1	17	97	97.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	65.2	58	97.2	98
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	37.1	24.9	96.4	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.5
Disability Status											
Disabled	16	93.8	86.7	13.3	0	0	0	18.6	14	96.3	96.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	43.8	24.4	97.2	97.2
Socio-Economic Status											
Subsided meals	75	100	45.5	37.9	13.6	3	16.7	24.7	21.1	96.4	96.8
Social Studies											
All Students	181	100	21	42.5	20.4	16.2	36.5	42.9	34	96.9	97.3
Gender											
Male	99	100	25.5	37.2	17	20.2	37.2	44.7	36.6	96.7	97.2
Female	82	100	15.1	49.3	24.7	11	35.6	40.9	31.3	97.2	97.5
Racial/Ethnic Group											
White	48	100	13	39.1	19.6	28.3	47.8	62.5	44.5	96.7	97.2
African American	124	100	25	46.4	20.5	8	28.6	31.9	19.1	97	97.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	67.9	58.9	97.2	98
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	37.4	27.5	96.4	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.5
Disability Status											
Disabled	22	100	40	40	10	10	20	21.3	14.4	96.3	96.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	45.9	27.3	97.2	97.2
Socio-Economic Status											
Subsided meals	81	100	32.4	45.1	16.9	5.6	22.5	25.3	21	96.4	96.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	81	100	13.5	36.5	45.9	4.1	50
	4	102	100	25.3	34.3	35.4	5.1	40.4
	5	88	100	15.5	44	34.5	6	40.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	87	100	3.7	32.1	56.8	7.4	64.2
	4	83	100	19.5	37.7	37.7	5.2	42.9
	5	109	99.1	17.8	49.5	29.7	3	32.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	81	100	20.3	51.4	21.6	6.8	28.4
	4	102	100	20.2	34.3	25.3	20.2	45.5
	5	88	100	15.5	42.9	19	22.6	41.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	87	100	22.2	51.9	16	9.9	25.9
	4	83	100	18.2	40.3	22.1	19.5	41.6
	5	109	100	17.6	44.1	23.5	14.7	38.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	43	100	43.2	27	27	2.7	29.7
	4	102	100	32.3	28.3	24.2	15.2	39.4
	5	44	100	19.5	29.3	22	29.3	51.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	43	100	26.8	48.8	9.8	14.6	24.4
	4	83	100	23.4	37.7	19.5	19.5	39
	5	55	98.2	35.3	39.2	17.6	7.8	25.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	40	100	17.1	40	31.4	11.4	42.9
	4	102	100	28.3	31.3	18.2	22.2	40.4
	5	44	100	30.2	30.2	25.6	14	39.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	44	100	10	52.5	30	7.5	37.5
	4	83	100	20.8	44.2	14.3	20.8	35.1
	5	53	100	30	32	22	16	38
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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