



Prosperity-Rikard Elementary

381 South Wheeler
Prosperity, SC 29127

Grades	K-5 Elementary School	
Enrollment	502 Students	
Principal	Timothy J. Lyden	803-364-2321
Superintendent	Mr. Bennie Bennett	803-321-2600
Board Chair	Mr. Don Saylor	803-276-9765

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Average
2007	Below Average	At-Risk
2006	Average	Below Average
2005	Average	Below 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

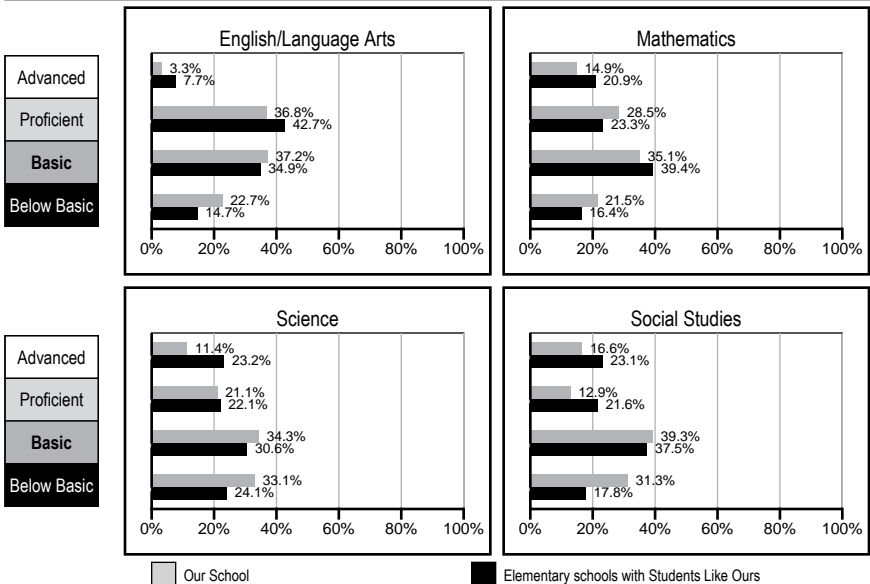
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	31	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=502)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.4%	Down from 2.5%	2.1%	2.3%
Attendance rate	96.6%	Up from 96.5%	96.4%	96.3%
Eligible for gifted and talented	12.6%	Up from 10.7%	14.7%	10.4%
With disabilities other than speech	8.4%	Up from 7.2%	7.0%	7.5%
Older than usual for grade	0.2%	Down from 1.2%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	81.1%	Up from 78.4%	57.8%	56.7%
Continuing contract teachers	83.8%	Down from 86.5%	79.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.2%	Up from 86.8%	88.9%	86.4%
Teacher attendance rate	93.5%	Down from 94.8%	94.9%	94.9%
Average teacher salary	\$44,564	Up 4.0%	\$46,234	\$45,345
Professional development days/teacher	3.7 days	Down from 10.5 days	12.7 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Down from 18.2 to 1	19.4 to 1	18.5 to 1
Prime instructional time	89.8%	Up from 89.0%	90.2%	89.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.2%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,277	Up 1.2%	\$6,441	\$7,052
Percent of expenditures for instruction*	77.1%	Down from 77.2%	69.6%	69.1%
Percent of expenditures for teacher salaries*	71.6%	Down from 73.4%	65.7%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

"The Pride of the Palmetto," the school motto, is a belief shared by all stakeholders of Prosperity-Rikard Elementary School. We are committed to providing a positive, pleasant, and safe learning environment for the 505 students served in grades K-5. Evidence of the level of implementation of the school's motto is illustrated on a daily basis by the dedicated staff, supportive parents, active PTO and School Improvement Council, and contributing business partners. We are one team, with one mission in mind—educating our youth.

Academically, we are making daily efforts to teach students the basics of math, reading, science, and Social Studies. Our model of Integrated Thematic Instruction (ITI) integrates all of the core subjects into our character education and stresses the importance of truthfulness, trustworthiness, active listening, no put-downs, and personal best efforts. It is our hope that we provide the opportunities and instructional experiences that students will learn to develop and apply themselves as responsible and productive life-long learners in every experience that they encounter. We have introduced Individual Graduate Plan (IGP) opportunities for students in developing pathways for career clusters. As part of our community service learning projects, students collected over \$6000 with Jump Rope for Heart; we collected over 3500 canned goods for Manna House; and the Relay for Life Team, which comprised almost the entire faculty and staff and raised nearly \$5000 in the fight against cancer. We have taken major steps in providing additional physical education and exercise for our students and staff. The students were able to use a walking track at various periods of time during the day. Not only is this healthy for the body, but the additional movement and exercise stimulate brain activity. Overall, the students logged 1,500 miles walked during the school year. Staff members also logged hours of exercise they put in after school and on weekends to help them improve their overall fitness and wellness, setting an example of excellence for the students. We have taken steps in school safety by controlling all doors with access pads; all visitors are directed into the building through the office; and we have installed a computerized sign-in system.

Among the challenges facing Prosperity-Rikard Elementary School is access to rapidly-changing technology. With the help of our PTO, every classroom will have a Promethean Board for the next school year. We will provide additional staff development in the area of technology to all staff members. With better access to technology, our teachers will be able to effectively integrate digital resources into the curriculum and will be able to obtain more data on student achievement. This technological support will also enable our teachers to help our students flourish in the digital knowledge world of their future and create more engaging hands-on units of study. We at Prosperity-Rikard Elementary School strive to provide a challenging and stimulating educational experience that meets the needs of our students and develops the learners of tomorrow, emphasizing daily successes that help make us the "Pride of the Palmetto."

Timothy J. Lyden, Principal

Derek M. Underwood, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	58	36
Percent satisfied with learning environment	100.0%	91.4%	85.3%
Percent satisfied with social and physical environment	97.1%	82.8%	88.6%
Percent satisfied with school-home relations	100.0%	87.9%	83.3%

* 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 18 out of 19 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	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	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	254	100	22.7	37.2	36.8	3.3	53.7	38.5	48.2	Yes	Yes
Gender											
Male	113	100	32.4	38.9	26.9	1.9	42.6	30.2	41.7	N/A	N/A
Female	141	100	14.9	35.8	44.8	4.5	62.7	47.6	55	N/A	N/A
Racial/Ethnic Group											
White	185	100	13.5	38.2	43.8	4.5	65.7	53.3	60	Yes	Yes
African American	63	100	46.6	37.9	15.5	0	19	21.8	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	32	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	41	100	43.2	37.8	18.9	0	27	10.8	16	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.9	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	28.8	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	108	100	39.4	32.3	25.3	3	35.4	24.8	34	Yes	Yes

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

All Students	254	100	21.5	35.1	28.5	14.9	55	39.1	45.8	Yes	Yes
Gender											
Male	113	100	22.2	34.3	31.5	12	54.6	37.5	45.6	N/A	N/A
Female	141	100	20.9	35.8	26.1	17.2	55.2	40.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	185	100	16.9	32.6	32	18.5	62.9	55	59	Yes	Yes
African American	63	100	36.2	44.8	15.5	3.4	27.6	21	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	33.6	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	41	100	48.6	27	21.6	2.7	32.4	13.9	17.1	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	32.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	108	100	34.3	35.4	20.2	10.1	35.4	26.2	31.4	Yes	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	175	99.4	32.7	34.5	21.2	11.5	32.7	30.2	35.7	96.6	95.9
Gender											
Male	73	98.6	36.8	26.5	26.5	10.3	36.8	30.6	37.4	96.6	95.7
Female	102	100	29.9	40.2	17.5	12.4	29.9	29.6	33.8	96.7	96.2
Racial/Ethnic Group											
White	125	100	27.5	33.3	25	14.2	39.2	45.2	49.2	96.6	96
African American	46	97.8	48.8	36.6	9.8	4.9	14.6	12.9	17	96.7	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	94.6	95.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	97.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.6
Disability Status											
Disabled	29	96.6	66.7	12.5	16.7	4.2	20.8	8	14	96.1	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	10	21.9	50	96.1
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	24.8	24.4	97	96.1
Socio-Economic Status											
Subsided meals	76	98.7	44.9	39.1	10.1	5.8	15.9	17.4	21.1	96	95.4
Social Studies											
All Students	172	99.4	30.9	39.5	13	16.7	29.6	24.2	34	96.6	95.9
Gender											
Male	79	98.7	32.9	34.2	15.1	17.8	32.9	25.1	36.6	96.6	95.7
Female	93	100	29.2	43.8	11.2	15.7	27	23.4	31.3	96.7	96.2
Racial/Ethnic Group											
White	129	100	25.2	39.8	14.6	20.3	35	34.3	44.5	96.6	96
African American	40	97.5	52.8	33.3	8.3	5.6	13.9	13.1	19.1	96.7	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	94.6	95.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.5	97.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.6
Disability Status											
Disabled	29	96.6	44	40	8	8	16	7.9	14.4	96.1	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	8.3	22.6	50	96.1
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	18.3	27.3	97	96.1
Socio-Economic Status											
Subsided meals	74	98.7	41.8	38.8	10.4	9	19.4	14.6	21	96	95.4

* 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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	87	100	18.3	36.6	39	6.1	45.1
	4	65	100	18.8	46.9	31.3	3.1	34.4
	5	86	100	31	45.2	22.6	1.2	23.8
	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	96	100	19.8	27.5	49.5	3.3	52.7
	4	93	100	23	39.1	34.5	3.4	37.9
	5	65	100	26.6	48.4	21.9	3.1	25
	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	87	100	28	41.5	24.4	6.1	30.5
	4	65	100	28.1	35.9	17.2	18.8	35.9
	5	86	100	28.6	45.2	17.9	8.3	26.2
	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	96	100	25.3	45.1	17.6	12.1	29.7
	4	93	100	24.1	33.3	29.9	12.6	42.5
	5	65	100	12.5	23.4	42.2	21.9	64.1
	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	46.3	31.7	19.5	2.4	22
	4	65	100	43.8	20.3	23.4	12.5	35.9
	5	43	100	47.6	23.8	9.5	19	28.6
	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	50	100	34	48.9	12.8	4.3	17
	4	93	98.9	30.2	32.6	24.4	12.8	37.2
	5	32	100	37.5	18.8	25	18.8	43.8
	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	44	100	14.6	58.5	19.5	7.3	26.8
	4	65	100	37.5	37.5	17.2	7.8	25
	5	43	100	59.5	33.3	2.4	4.8	7.1
	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	46	100	27.3	50	13.6	9.1	22.7
	4	93	98.9	30.2	38.4	14	17.4	31.4
	5	33	100	37.5	28.1	9.4	25	34.4
	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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