



## New Prospect Elementary

9251 Highway 9  
Inman, South Carolina

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	393 Students	
<b>Principal</b>	Chris Price	864-592-1970
<b>Superintendent</b>	Dr. Jimmy Littlefield	864-472-2846
<b>Board Chair</b>	Mr. Michael Smith	864-472-2846

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Below Average</b>
2007	Good	Good
2006	Good	Good
2005	Good	Average
2004	Excellent	Excellent

## 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**

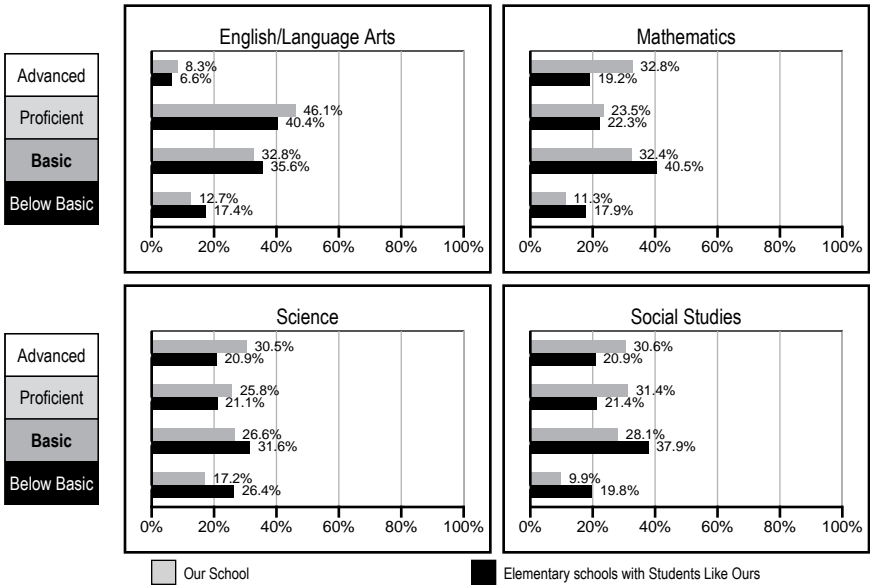
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.7%

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

Excellent	Good	Average	Below Average	At-Risk
0	21	62	4	1

\* 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
<b>Students (n=393)</b>				
First graders who attended full-day kindergarten	93.2%	Down from 100.0%	100.0%	100.0%
Retention rate	0.6%	Down from 1.7%	2.1%	2.3%
Attendance rate	96.9%	Up from 96.7%	96.4%	96.3%
Eligible for gifted and talented	22.1%	Up from 19.8%	12.5%	10.4%
With disabilities other than speech	9.1%	Up from 7.5%	7.6%	7.5%
Older than usual for grade	0.6%	No Change	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=28)</b>				
Teachers with advanced degrees	53.6%	No Change	56.0%	56.7%
Continuing contract teachers	67.9%	Down from 78.6%	77.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.5%	Down from 85.9%	88.0%	86.4%
Teacher attendance rate	96.6%	Down from 96.8%	95.0%	94.9%
Average teacher salary	\$45,542	Up 4.5%	\$45,339	\$45,345
Professional development days/teacher	11.2 days	Down from 21.7 days	12.1 days	12.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 17.9 to 1	19.2 to 1	18.5 to 1
Prime instructional time	92.5%	Down from 92.7%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,454	Down 6.4%	\$6,441	\$7,052
Percent of expenditures for instruction*	65.9%	Down from 67.5%	70.0%	69.1%
Percent of expenditures for teacher salaries*	64.1%	Down from 65.9%	65.5%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

New Prospect Elementary School experienced a successful 2007-2008 school year due to the support of our PTO, SIC, volunteers, mentors, community speakers, area churches and businesses, and our wonderful community. Our school is very blessed to have so many volunteers who come in daily to read with our children. Our PTO has given many hours and resources to reward the outstanding progress for our students. Our SIC has been instrumental in giving feedback on things we do well and things we can continue to improve on.

Because of our students' outstanding academic achievement and improvement rating, we were recognized as a Palmetto Gold/Silver Award winner. We were recognized for closing the achievement gap for underserved students for the sixth consecutive year. We are continuing to raise the bar for all students. We also raised over \$6400 for Relay for Life.

Our students had many opportunities to experience success through such programs as Student Council, Safety Patrol, Principal's Advisory Council, Wee Deliver, activities and participation in Relay for Life, March of Dimes, and other charitable programs. We raised over \$8000 for charity for a second consecutive year.

Our PTO purchased lockers that have been used by our sixth grade students. They also have given many prizes for academic excellence. Our PTO is an integral part of our total school program.

Many of our teachers participated in additional training for literacy, reading, improved science strategies with our science coach, social studies through the American History Project, and personal graduate study. We are proud that our teachers actively seek ways to use research and Best Practices to teach children. New Prospect has a rich tradition of prospecting for the future. Meeting students at their individual levels and setting high expectations continue to be a priority. It is our mission to prepare all students, our Golden Nuggets, for the 21st century. On behalf of our faculty and staff, we invite you to take an active role in your child's education and join us in helping your child learn and grow.

Angela Owenby, School Improvement Council Chairman  
Chris Price, Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	29	59	29
Percent satisfied with learning environment	100.0%	81.0%	96.4%
Percent satisfied with social and physical environment	100.0%	84.7%	96.4%
Percent satisfied with school-home relations	100.0%	87.9%	82.1%

\* 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

YES

This school met 13 out of 13 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	<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."</b>

## 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	N/A	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

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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	220	100	12.7	32.8	46.1	8.3	65.2	54.9	48.2	Yes	Yes
<b>Gender</b>											
Male	121	100	14.2	38.9	43.4	3.5	59.3	48.8	41.7	N/A	N/A
Female	99	100	11	25.3	49.5	14.3	72.5	61.4	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	177	100	11.6	28.7	50	9.8	70.1	57.9	60	Yes	Yes
African American	23	100	17.4	56.5	21.7	4.3	39.1	36	31.7	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	60.7	70.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	49.4	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
<b>Disability Status</b>											
Disabled	32	100	51.7	41.4	6.9	0	10.3	11.7	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	21	100	15.8	42.1	42.1	0	52.6	47.9	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	111	100	15	45	35	5	54	43.3	34	Yes	Yes

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

All Students	220	100	11.3	32.4	23.5	32.8	68.1	52.4	45.8	Yes	Yes
<b>Gender</b>											
Male	121	100	11.5	32.7	24.8	31	65.5	53.9	45.6	N/A	N/A
Female	99	100	11	31.9	22	35.2	71.4	50.7	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	177	100	9.8	31.7	23.8	34.8	72.6	55.1	59	Yes	Yes
African American	23	100	17.4	30.4	21.7	30.4	52.2	35.7	26.9	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	53.6	71.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	40.5	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
<b>Disability Status</b>											
Disabled	32	100	37.9	37.9	20.7	3.4	34.5	15.3	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	21	100	21.1	42.1	15.8	21.1	42.1	45.9	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	111	100	13	39	21	27	59	42	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
<b>Science</b>											
All Students	134	100	17.2	26.6	25.8	30.5	56.3	48	35.7	96.9	96.4
<b>Gender</b>											
Male	80	100	11.7	29.9	26	32.5	58.4	51.5	37.4	96.8	96.4
Female	54	100	25.5	21.6	25.5	27.5	52.9	44.1	33.8	97.1	96.5
<b>Racial/Ethnic Group</b>											
White	103	100	10.3	26.8	24.7	38.1	62.9	51.3	49.2	96.9	96.3
African American	19	100	36.8	26.3	31.6	5.3	36.8	27.5	17	98.2	96.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	60	58	96.2	97.1
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	32.7	24.9	95.6	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	90.8	95.9
<b>Disability Status</b>											
Disabled	23	100	42.9	33.3	19	4.8	23.8	17.2	14	97.1	95.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	12	100	41.7	25	16.7	16.7	33.3	38.1	24.4	96.4	96.7
<b>Socio-Economic Status</b>											
Subsided meals	66	100	22.6	37.1	17.7	22.6	40.3	36.9	21.1	96.6	95.9
<b>Social Studies</b>											
All Students	132	100	9.9	28.1	31.4	30.6	62	39.8	34	96.9	96.4
<b>Gender</b>											
Male	70	100	7.8	23.4	34.4	34.4	68.8	47	36.6	96.8	96.4
Female	62	100	12.3	33.3	28.1	26.3	54.4	32	31.3	97.1	96.5
<b>Racial/Ethnic Group</b>											
White	110	100	8	30	31	31	62	41.4	44.5	96.9	96.3
African American	9	I/S	I/S	I/S	I/S	I/S	I/S	25.3	19.1	98.2	96.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	55.6	58.9	96.2	97.1
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	40.4	27.5	95.6	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	90.8	95.9
<b>Disability Status</b>											
Disabled	20	100	29.4	41.2	17.6	11.8	29.4	16.1	14.4	97.1	95.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	15	100	20	20	33.3	26.7	60	44.2	27.3	96.4	96.7
<b>Socio-Economic Status</b>											
Subsided meals	72	100	13.8	26.2	26.2	33.8	60	31.1	21	96.6	95.9

\* 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*
<b>English/Language Arts</b>								
<b>2007</b>	3	45	100	7	25.6	58.1	9.3	67.4
	4	55	98.2	16.3	28.6	42.9	12.2	55.1
	5	58	100	9.3	46.3	44.4	0	44.4
	6	57	100	5.7	39.6	30.2	24.5	54.7
	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	N/AV
<b>2008</b>	3	60	100	9.3	29.6	53.7	7.4	61.1
	4	48	100	17.8	31.1	46.7	4.4	51.1
	5	49	100	20	31.1	40	8.9	48.9
	6	63	100	6.7	38.3	43.3	11.7	55
	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	I/S
<b>Mathematics</b>								
<b>2007</b>	3	45	100	11.6	53.5	23.3	11.6	34.9
	4	55	98.2	12.2	30.6	20.4	36.7	57.1
	5	58	100	7.4	37	20.4	35.2	55.6
	6	57	100	7.5	45.3	20.8	26.4	47.2
	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	N/AV
<b>2008</b>	3	60	100	13	44.4	24.1	18.5	42.6
	4	48	100	8.9	42.2	11.1	37.8	48.9
	5	49	100	4.4	17.8	31.1	46.7	77.8
	6	63	100	16.7	25	26.7	31.7	58.3
	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	I/S
<b>Science</b>								
<b>2007</b>	3	22	100	0	47.6	42.9	9.5	52.4
	4	55	98.2	16.3	22.4	20.4	40.8	61.2
	5	29	100	0	25.9	18.5	55.6	74.1
	6	29	100	18.5	37	18.5	25.9	44.4
	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	N/AV
<b>2008</b>	3	32	100	13.8	27.6	37.9	20.7	58.6
	4	47	100	17.8	37.8	20	24.4	44.4
	5	23	100	8.7	30.4	13	47.8	60.9
	6	32	100	25.8	6.5	32.3	35.5	67.7
	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	I/S
<b>Social Studies</b>								
<b>2007</b>	3	23	100	4.5	50	27.3	18.2	45.5
	4	55	98.2	18.4	26.5	30.6	24.5	55.1
	5	29	100	14.8	44.4	18.5	22.2	40.7
	6	28	100	11.5	53.8	19.2	15.4	34.6
	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	N/AV
<b>2008</b>	3	29	100	0	36	48	16	64
	4	47	100	11.1	11.1	31.1	46.7	77.8
	5	25	100	18.2	18.2	18.2	45.5	63.6
	6	31	100	10.3	55.2	27.6	6.9	34.5
	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	I/S

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