



New Prospect Elementary

126 New Prospect Ch. Rd.

Anderson, South Carolina

Grades	K-5 Elementary School	
Enrollment	524 Students	
Principal	Sylvia M. Thomas	864-260-5195
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	Good	Below Average
2005	Good	Good

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

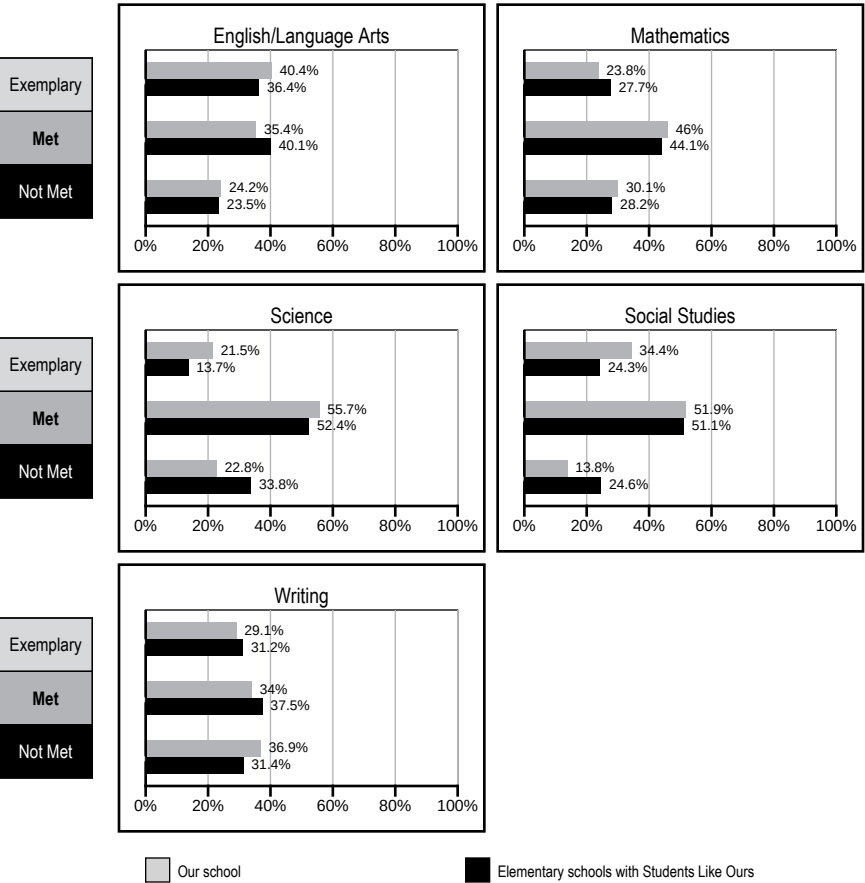
95.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	22	84	5	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=524)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Up from 1.4%	2.1%	1.9%
Attendance rate	96.3%	Up from 95.9%	96.2%	96.3%
Eligible for gifted and talented	13.5%	Up from 8.5%	9.6%	10.0%
With disabilities other than speech	14.7%	Up from 12.3%	9.4%	7.7%
Older than usual for grade	0.2%	Down from 0.7%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	40.0%	Down from 42.5%	59.3%	59.4%
Continuing contract teachers	82.5%	Up from 70.0%	83.3%	80.0%
Teachers with emergency or provisional certificates	2.6%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	85.9%	Up from 83.9%	87.4%	85.9%
Teacher attendance rate	95.1%	Up from 93.2%	95.1%	95.1%
Average teacher salary*	\$44,954	Up 3.5%	\$47,447	\$47,149
Professional development days/teacher	9.4 days	Down from 9.7 days	11.6 days	11.1 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 17.5 to 1	19.0 to 1	18.8 to 1
Prime instructional time	91.0%	Up from 88.1%	90.2%	90.4%
Opportunities in the arts	Excellent	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,360	Up 3.5%	\$7,360	\$7,458
Percent of expenditures for instruction**	68.3%	Up from 67.4%	68.0%	68.8%
Percent of expenditures for teacher salaries**	93.7%	Up from 66.3%	61.6%	63.2%

* 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

New Prospect Elementary School serves 550 students in a K-5 setting. NPES uses a variety of programs and instructional strategies to further the academic success of our students. Instruction is centered on a standards-based curriculum and pacing guide adopted by Anderson District Five. ELA uses a balanced literacy approach while science instruction includes the use of science kits and math includes Calendar Math. Along with the regular curriculum, students at NPES receive instruction in Art, Music, Library, Computer, and Guidance. Our instructional and teacher in-service focused, in 2008-09, on the improvement of student writing. We offer Reading Recovery in 1st gr. And ERI is used in K-2nd grades as a response to intervention. Students in 4th and 5th grades participate in AVID. Kindergarten students benefit from the AM LEAP Peer-Teaching Program. Special Ed. Services are provided to speech and LD Resource students. Two EH Self-Contained classrooms and a related Clinical Day Program are housed at NPES. All Teachers and students benefit from a full-time instructional facilitator and computer facilitator. We also have a full-time school nurse and 1.5 guidance counselors to address the health and emotional needs of all students.

We encourage student academic excellence through the use of Accelerated Reader and the Order of the Scroll Exemplary Writing Awards. Gifted and Talented students in grades 3-5 receive instruction through itinerant teachers one day per week. All second graders participate in Brain Boosters Activities. NPES focuses on Character Education through our guidance curriculum, community projects, and student recognitions such as "Top Jets," "Terrific Kids," "Order of the Scroll," and "Double E". Students benefit from a number of extension activities including Student Government, Geography Bee, Stock Market Club, Science Club, Post Office, Beta Club, Odyssey of the Mind, Robotics, Technology Club, ERI, Step and Dance, and Strings. Other opportunities include the Jazzy Jets Chorus, Family Nights, Book Fairs, and Skate Nights.

Our school has achieved many designations and awards. These awards are due to a dedicated core of parents and staff. NPES has four teachers who are National Board Certified. Our school has achieved Hall of Fame status in the SC Exemplary Writing Program. We proudly earned Flagship Status as a School of Promise in 2000 and have been renewed through 2010. NPES has twice been named a State Red Carpet Award school and has been recognized three times by the SC Ed. Oversight Committee for the exemplary academic progress of our economically disadvantaged students.

Our challenge is to empower children to achieve their potential in a diverse, safe, innovative, and caring environment while preparing them to be life-long learners and productive members of our community.

Sylvia Thomas, Principal
Dale Franklin, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	78	52
Percent satisfied with learning environment	90.2%	82.1%	88.0%
Percent satisfied with social and physical environment	97.6%	77.9%	78.4%
Percent satisfied with school-home relations	85.4%	83.3%	79.2%

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

Abbreviations for Missing Data

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School Adequate Yearly Progress

NO

This school met 20 out of 21 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	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

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

All Students	263	100	24.2	35.4	40.4	86.7	88.1	82.8	Yes	Yes
Gender										
Male	128	100	26.3	37.7	36	85.1	84.9	79.3	N/A	N/A
Female	135	100	22.2	33.3	44.4	88.1	91.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	142	100	17.9	32.1	50	90.3	92.9	89.5	Yes	Yes
African American	108	100	31.3	41.7	27.1	84.4	80.4	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.4	92.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	88.3	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	65	100	58.6	25.9	15.5	62.1	57	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	83.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	169	100	29.5	37.6	32.9	84.6	81.6	75.5	Yes	Yes

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

All Students	262	100	30.1	46	23.8	77.4	84.4	78.9	Yes	Yes
Gender										
Male	128	100	31.6	41.2	27.2	74.6	82.7	77	N/A	N/A
Female	134	100	28.8	50.4	20.8	80	86.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	142	100	19.4	50	30.6	87.3	90.7	87.2	Yes	Yes
African American	107	100	47.4	37.9	14.7	62.1	73.2	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	98.8	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	91.6	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	65	100	58.6	34.5	6.9	48.3	50.6	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	87.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	168	100	35.1	46.6	18.2	73	76.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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	172	100	22.8	55.7	21.5	77.2	80.8	67.5
Gender								
Male	81	100	25	50	25	75	79.8	67
Female	91	100	20.9	60.5	18.6	79.1	81.8	68
Racial/Ethnic Group								
White	101	100	14.6	59.4	26	85.4	89.3	79.5
African American	64	100	33.9	51.8	14.3	66.1	66.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.7	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	84.7	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	42	100	47.4	47.4	5.3	52.6	44.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	82	59.6
Socio-Economic Status								
Subsided meals	106	100	26.3	56.8	16.8	73.7	71.3	55.1

Social Studies								
All Students	175	100	13.8	51.9	34.4	86.3	84.5	72.3
Gender								
Male	92	100	12.2	52.4	35.4	87.8	83.1	71.5
Female	83	100	15.4	51.3	33.3	84.6	86	73.2
Racial/Ethnic Group								
White	89	100	7.1	44.7	48.2	92.9	89.9	80.7
African American	75	100	23.9	58.2	17.9	76.1	75.3	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.9	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	88.9	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	41	100	24.3	59.5	16.2	75.7	56.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	85.7	67.9
Socio-Economic Status								
Subsided meals	121	100	18.7	55.1	26.2	81.3	76.3	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	260	100	36.9	34	29.1	63.1	75.7	70.2	96.3	96
Gender										
Male	125	100	45.7	30.2	24.1	54.3	68.6	63.2	96.2	95.8
Female	135	100	28.9	37.5	33.6	71.1	83	77.5	96.5	96.1
Racial/Ethnic Group										
White	141	100	29.9	34.3	35.8	70.1	82.8	79.1	96.2	95.8
African American	107	100	45	34	21	55	64.3	57.6	96.3	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.6	86.2	97.5	97.2
Hispanic	9	I/S	I/S	I/S	I/S	I/S	71.1	62.6	96.6	96.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	68.7	99.6	99.1
Disability Status										
Disabled	63	100	73.7	15.8	10.5	26.3	30.6	26.1	95.4	94.9
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	68.5	61.2	96.9	96.7
Socio-Economic Status										
Subsidized meals	166	100	45.1	32	22.9	54.9	63.7	58.9	95.9	95.3

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	97	100	19.5	31	49.4	80.5
	4	86	100	22.8	44.3	32.9	77.2
	5	80	100	31.1	31.1	37.8	68.9
	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	97	100	33.3	40.2	26.4	66.7
	4	85	100	20.5	50	29.5	79.5
	5	80	100	36.5	48.6	14.9	63.5
	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	48	100	23.3	46.5	30.2	76.7
	4	85	100	19	60.8	20.3	81
	5	39	100	30.6	55.6	13.9	69.4
	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	49	100	9.1	54.5	36.4	90.9
	4	85	100	9	48.7	42.3	91
	5	41	100	28.9	55.3	15.8	71.1
	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	94	100	28.7	32.2	39.1	71.3
	4	85	100	37	34.6	28.4	63
	5	81	100	46.1	35.5	18.4	53.9
	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

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