

NEW PROSPECT ELEMENTARY

9251 Highway 9
Inman, South Carolina

Grades	PK-6 Elementary School	
Enrollment	390 Students	
Principal	Chris Price	864-592-1970
Superintendent	Dr. Ronald W. Garner	864-472-2846
Board Chair	Mr. Mark Rollins	864-472-2846

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent*
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Good
2006	Good	Good

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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 2009-10 whose 2008-09 test scores were located

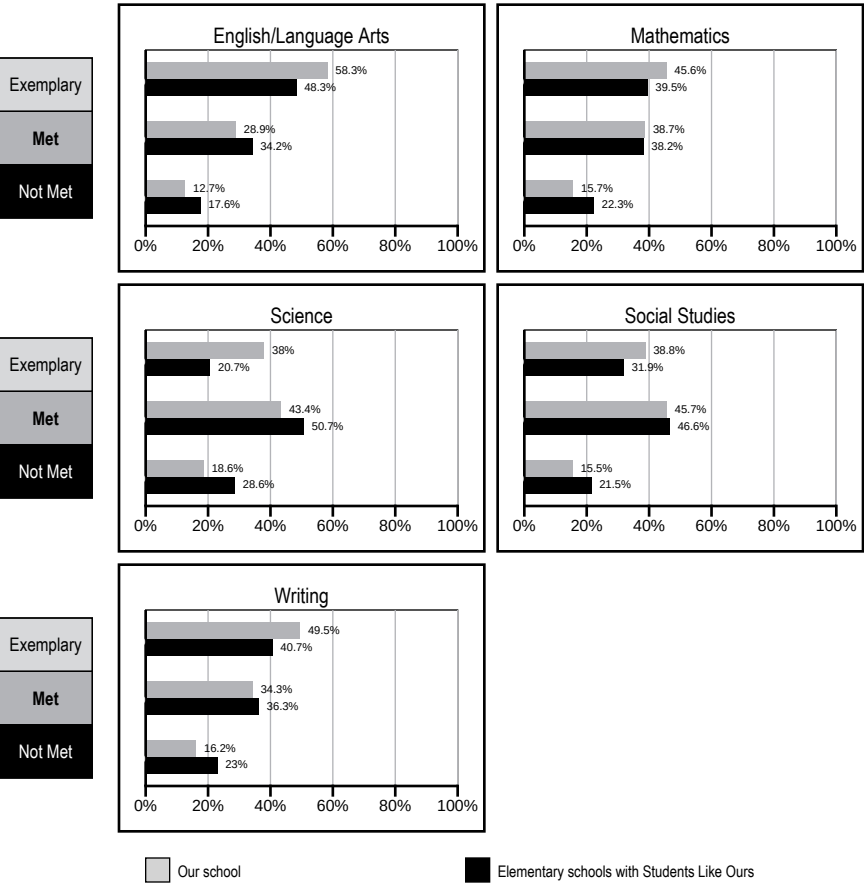
97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
25	36	33	0	0

* Ratings are calculated with data available by 03/09/2011.

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
Students (n=390)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	Down from 1.6%	1.2%	1.2%
Attendance rate	96.6%	Down from 97.2%	96.3%	96.1%
Eligible for gifted and talented	17.8%	Down from 19.6%	16.1%	11.7%
With disabilities other than speech	8.2%	Down from 8.8%	7.5%	8.0%
Older than usual for grade	0.0%	Down from 0.3%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	69.0%	No Change	62.2%	60.5%
Continuing contract teachers	89.7%	Up from 82.8%	86.5%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.6%	Up from 84.9%	89.9%	87.0%
Teacher attendance rate	97.2%	Up from 96.5%	95.6%	95.4%
Average teacher salary*	\$49,798	Up 3.9%	\$48,075	\$47,288
Professional development days/teacher	15.6 days	Up from 6.7 days	10.8 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 17.7 to 1	20.1 to 1	19.2 to 1
Prime instructional time	93.3%	Up from 92.6%	91.0%	90.8%
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**	\$7,792	Up 1.7%	\$6,943	\$7,548
Percent of expenditures for instruction**	64.0%	Down from 65.3%	69.2%	68.7%
Percent of expenditures for teacher salaries**	62.7%	Down from 63.4%	66.2%	65.1%

* 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

I am blessed and fortunate to be the principal of New Prospect Elementary School. I work with the finest group of students, staff, parents, district office personnel, and board of trustees daily. New Prospect has experienced a successful 2009-2010 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 PTO purchased prizes for academic excellence. Our SIC has been instrumental in giving feedback on things we do well and things we can continue to improve.

Because of our students' outstanding academic achievement and improvement rating, we were recognized as a Palmetto Gold Award winner for overall scores and performance and a Palmetto Silver winner for closing the achievement gap. We are continuing to raise the bar for all students at New Prospect.

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 rose over \$9000 for Relay for Life, and, altogether, we rose over \$11000 for charities this year.

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 you child learn and grow.

We continue to strive to be the highest performing elementary school in the state and there is no reason that, with our team, we cannot reach this goal.

Angela Owenby, School Improvement Council Chairman

Chris Price, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	41	25
Percent satisfied with learning environment	100.0%	95.0%	92.0%
Percent satisfied with social and physical environment	100.0%	95.1%	88.0%
Percent satisfied with school-home relations	100.0%	92.5%	88.0%

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

Abbreviations for Missing Data

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. 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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	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

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	212	96.2	12.7	28.9	58.3	89.7	89.4	83.5	Yes	Yes
Gender										
Male	120	96.7	14.8	29.6	55.7	88.7	87.6	80.1	N/A	N/A
Female	92	95.7	10.1	28.1	61.8	91	91.2	87	N/A	N/A
Racial/Ethnic Group										
White	181	95.6	12.7	28.3	59	90.2	90.2	89.6	Yes	Yes
African American	18	100	11.1	22.2	66.7	88.9	82.8	74.6	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	97.9	92.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	83.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	33	78.8	64.5	25.8	9.7	48.4	58.5	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	17.2	37.9	44.8	82.8	86.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	113	95.6	17	34.9	48.1	85.8	85.2	76.9	Yes	Yes

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

All Students	212	99.5	15.7	38.7	45.6	90.2	88.7	80.4	Yes	Yes
Gender										
Male	120	100	16.5	43.5	40	90.4	87.3	78.4	N/A	N/A
Female	92	98.9	14.6	32.6	52.8	89.9	90.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	181	99.5	15	37	48	90.2	89.3	87.8	Yes	Yes
African American	18	100	16.7	44.4	38.9	88.9	83.6	69.3	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.7	93.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	87	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	33	100	58.1	38.7	3.2	51.6	51.2	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	24.1	48.3	27.6	93.1	85.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	113	100	18.9	47.2	34	88.7	84	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	133	100	18.6	43.4	38	81.4	79.2	67.3
Gender								
Male	77	100	19.2	47.9	32.9	80.8	80.5	66.9
Female	56	100	17.9	37.5	44.6	82.1	77.8	67.7
Racial/Ethnic Group								
White	115	100	18	41.4	40.5	82	81.3	79.6
African American	10	I/S	I/S	I/S	I/S	I/S	63.6	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.8	84.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	66.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	25	100	N/A	N/A	N/A	30.4	39.6	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	17	100	17.6	58.8	23.5	82.4	71.9	58.6
Socio-Economic Status								
Subsidized meals	71	100	22.4	52.2	25.4	77.6	72.3	55.4

Social Studies

All Students	134	100	15.5	45.7	38.8	84.5	78.9	70.9
Gender								
Male	74	100	15.5	42.3	42.3	84.5	79.8	70.1
Female	60	100	15.5	50	34.5	84.5	77.9	71.7
Racial/Ethnic Group								
White	113	100	14.8	44.4	40.7	85.2	80.5	79.2
African American	13	100	23.1	53.8	23.1	76.9	66.7	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	73.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	18	100	58.8	29.4	11.8	41.2	46.5	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	21	100	14.3	52.4	33.3	85.7	78.2	68
Socio-Economic Status								
Subsidized meals	71	100	24.2	50	25.8	75.8	70.5	60.8

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	210	100	16.2	34.3	49.5	83.8	79.8	72.1	96.6	96.3
Gender										
Male	118	100	20.9	42.6	36.5	79.1	74.2	65.2	96.7	96.4
Female	92	100	10.1	23.6	66.3	89.9	85.7	79.2	96.4	96.2
Racial/Ethnic Group										
White	179	100	16.8	33.5	49.7	83.2	81.4	80.8	96.5	96.1
African American	18	100	11.1	38.9	50	88.9	68.2	59.7	97.7	97.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.4	87	98.4	97.2
Hispanic	10	I/S	I/S	I/S	I/S	I/S	72.5	64.6	96.3	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	96
Disability Status										
Disabled	32	100	67.7	29	3.2	32.3	31.5	27.7	95.6	95.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	24.1	41.4	34.5	75.9	77.2	63.7	97.4	96.8
Socio-Economic Status										
Subsidized meals	111	100	21.7	39.6	38.7	78.3	72.7	61.9	95.9	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	53	100	9.8	29.4	60.8	90.2
	4	61	100	16.7	36.7	46.7	83.3
	5	50	100	10.4	47.9	41.7	89.6
	6	53	100	16.3	32.7	51	83.7
	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
2010	3	51	94.1	12.5	16.7	70.8	87.5
	4	56	92.9	16.7	25.9	57.4	83.3
	5	58	98.3	7.3	38.2	54.5	92.7
	6	47	100	14.9	34	51.1	85.1
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	53	100	17.6	39.2	43.1	82.4
	4	61	100	15	41.7	43.3	85
	5	50	100	14.6	43.8	41.7	85.4
	6	53	100	8.2	49	42.9	91.8
	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
2010	3	51	100	16.7	35.4	47.9	83.3
	4	56	100	13	42.6	44.4	87
	5	58	98.3	7.3	41.8	50.9	92.7
	6	47	100	27.7	34	38.3	72.3
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	27	100	15.4	46.2	38.5	84.6
	4	61	100	16.7	56.7	26.7	83.3
	5	25	100	16.7	41.7	41.7	83.3
	6	27	100	16.7	45.8	37.5	83.3
	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
2010	3	25	100	30.4	43.5	26.1	69.6
	4	56	100	13	46.3	40.7	87
	5	28	100	7.1	35.7	57.1	92.9
	6	24	100	33.3	45.8	20.8	66.7
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	26	100	24	40	36	76
	4	61	100	13.3	26.7	60	86.7
	5	25	100	12.5	50	37.5	87.5
	6	26	100	16	56	28	84
	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
2010	3	26	100	24	56	20	76
	4	56	100	9.3	33.3	57.4	90.7
	5	29	100	18.5	48.1	33.3	81.5
	6	23	100	17.4	60.9	21.7	82.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	53	100	19.6	25.5	54.9	80.4
	4	61	100	23.3	45	31.7	76.7
	5	50	100	20.8	35.4	43.8	79.2
	6	52	100	16.3	28.6	55.1	83.7
	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
2010	3	50	100	16.7	35.4	47.9	83.3
	4	55	100	18.5	35.2	46.3	81.5
	5	58	100	9.1	40	50.9	90.9
	6	47	100	21.3	25.5	53.2	78.7
	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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