



PROSPERITY-RIKARD ELEMENTARY

381 South Wheeler
Prosperity, SC 29127

Grades	K-5 Elementary School	
Enrollment	361 Students	
Principal	Timothy J. Lyden	803-364-2321
Superintendent	Mr. Bennie Bennett	803-321-2600
Board Chair	Mr. Jody Hamm	803-276-7552

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good
2010	Average	Average
2009	Average	Average
2008	Average	Average
2007	Below Average	At-Risk

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

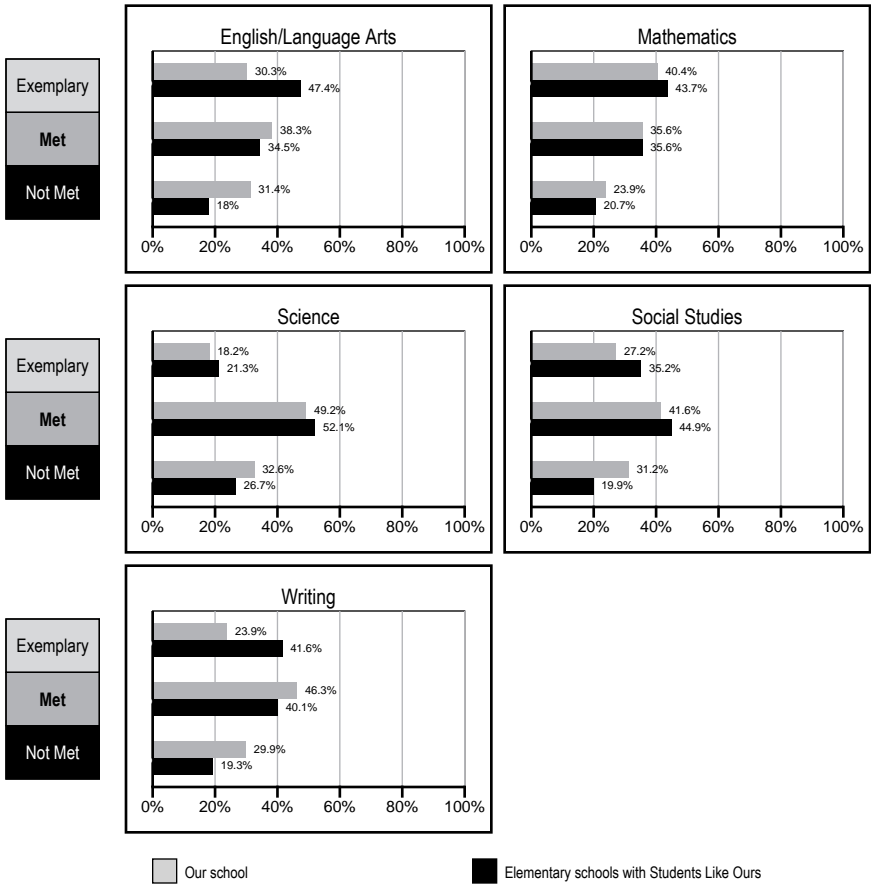
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
30	40	23	0	0

* Ratings are calculated with data available by 11/09/2011.

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=361)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Up from 1.3%	1.0%	1.1%
Attendance rate	96.7%	Up from 96.1%	96.2%	96.2%
Served by gifted and talented program	38.6%	Up from 22.1%	17.9%	13.4%
With disabilities other than speech	6.3%	Down from 8.2%	4.1%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	92.0%	Up from 78.1%	62.5%	62.5%
Continuing contract teachers	100.0%	Up from 96.9%	90.3%	88.2%
Teachers returning from previous year	87.0%	Down from 90.6%	89.3%	87.8%
Teacher attendance rate	93.7%	Up from 93.5%	95.3%	95.2%
Average teacher salary*	\$49,686	Up 4.6%	\$47,826	\$46,773
Professional development days/teacher	8.5 days	Down from 10.4 days	11.2 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 18.8 to 1	20.8 to 1	19.9 to 1
Prime instructional time	89.0%	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%	Up from 96.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,127	Up 3.9%	\$6,999	\$7,447
Percent of expenditures for instruction**	71.1%	Down from 74.1%	68.8%	68.4%
Percent of expenditures for teacher salaries**	70.1%	Up from 69.3%	66.1%	65.8%

* 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

Prosperity-Rikard Elementary is one team with one primary mission in mind: to provide a nurturing community for students to achieve their personal best. This commitment, shared by all stakeholders, helps us in our daily goal to make our school motto, "The Pride of the Palmetto," a reality.

In academics, we continue to teach students the basics of Math, Reading, Science and Social Studies as a basis for applying all that is learned. Our model of Integrated Thematic Instruction, or Highly Effective Teaching, is designed to increase student performance and teacher satisfaction and to grow responsible citizens and future leaders. By incorporating all core subjects into our Related Arts classes and our character education program, we are providing thematic units, engaging instructional experiences, and opportunities that enable students to strive to do their personal best. Students are provided with a number of opportunities to excel by utilizing technology in the classroom through streamlined videos, interactive whiteboards, PowerPoint presentations, and other digital media resources.

We occupied a new wing this year that houses our 5th grade students and the music room. All students are in the building now with a transition of over 125 students rezoned away from Prosperity-Rikard. We have a Breakfast in the Classroom Program that offers breakfast at no cost to all students each morning. Prosperity-Rikard has an After School Program for students to stay until 6:00 PM. We have an After School Tutoring Program for 4th and 5th grade.

Our efforts through service learning projects connect to the community by providing support to charities through monetary donations raised by the students, donations in kind such as canned and dry goods, interaction with senior citizen groups and participation in events at the community hospital. One example of a service learning project was from our participation in Jump Rope for Heart. As a school we raised over \$2,100. Our Relay for Life team raised over \$1,000 to donate to the American Cancer Society in the fight against cancer.

Prosperity-Rikard Elementary School strives 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."

Jason Barnes, SIC Chairman
 Timothy J. Lyden, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	62	34
Percent satisfied with learning environment	88.0%	96.8%	87.9%
Percent satisfied with social and physical environment	100.0%	93.3%	87.1%
Percent satisfied with school-home relations	96.0%	100.0%	76.5%

* 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 14 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. 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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%**	Yes

* Or greater than last year

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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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	198	100	31.4	38.3	30.3	79.3	76.6	82.4	Yes	Yes
Gender										
Male	103	100	36.8	40	23.2	75.8	70.3	78.7	N/A	N/A
Female	95	100	25.8	36.6	37.6	82.8	83.2	86.2	N/A	N/A
Racial/Ethnic Group										
White	127	100	19.7	39.3	41	87.7	85.7	88.9	Yes	Yes
African American	59	100	59.3	35.2	5.6	57.4	65.5	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	76.1	79.3	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	35	100	79.4	5.9	14.7	38.2	43.2	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	74.8	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	116	100	44.4	35.2	20.4	68.5	69.9	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	198	100	23.9	35.6	40.4	81.4	80.2	81.9	Yes	Yes
Gender										
Male	103	100	28.4	35.8	35.8	75.8	76.5	79.9	N/A	N/A
Female	95	100	19.4	35.5	45.2	87.1	83.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	127	100	10.7	39.3	50	91	88.5	88.9	Yes	Yes
African American	59	100	57.4	25.9	16.7	55.6	69	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	83.4	81.1	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	35	100	61.8	26.5	11.8	44.1	48.6	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	82.4	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	116	100	37	34.3	28.7	71.3	74	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	134	100	32.6	49.2	18.2	67.4	64.8	68.6
Gender								
Male	66	100	37.5	40.6	21.9	62.5	62.5	68.3
Female	68	100	27.9	57.4	14.7	72.1	67.2	68.9
Racial/Ethnic Group								
White	86	100	18.6	57	24.4	81.4	80.8	80.7
African American	38	100	72.2	25	2.8	27.8	45.8	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	64.2	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	21	100	71.4	23.8	4.8	28.6	30	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	62.3	60.7
Socio-Economic Status								
Subsidized meals	76	100	51.4	33.8	14.9	48.6	54.4	57.3
Social Studies								
All Students	134	99.3	31.2	41.6	27.2	68.8	66.8	72.5
Gender								
Male	73	98.6	36.4	34.8	28.8	63.6	64	72
Female	61	100	25.4	49.2	25.4	74.6	69.6	73.1
Racial/Ethnic Group								
White	86	100	22.2	42	35.8	77.8	77.3	81
African American	40	97.5	55.6	38.9	5.6	44.4	52.9	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	89
Hispanic	7	I/S	I/S	I/S	I/S	I/S	70.1	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	27	96.3	57.7	23.1	19.2	42.3	39.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	71.6	69.7
Socio-Economic Status								
Subsidized meals	78	98.7	39.4	43.7	16.9	60.6	59.5	62.9

Abbreviations for Missing Data

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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	70	100	29.9	46.3	23.9	70.1	67.6	73.2	96.7	95.8
Gender										
Male	36	100	41.2	38.2	20.6	58.8	59.9	67.2	96.8	95.7
Female	34	100	18.2	54.5	27.3	81.8	75.8	79.4	96.6	96
Racial/Ethnic Group										
White	49	100	22.9	50	27.1	77.1	79.1	81.5	96.7	95.9
African American	19	100	52.9	35.3	11.8	47.1	52.5	61.3	96.5	95.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	95.2	96.2
Hispanic	1	I/S	I/S	I/S	I/S	I/S	69	66.7	97.9	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	96.5	95.7
Disability Status										
Disabled	13	100	N/AV	N/AV	N/AV	23.1	25.3	26	96.5	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	94.8
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	65.3	65.7	98.6	96.1
Socio-Economic Status										
Subsidized meals	42	100	40	42.5	17.5	60	57	63.2	96.2	95.3

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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							
2010	3	91	100	40	20	40	60
	4	83	100	25.6	43.9	30.5	74.4
	5	90	100	30.3	33.7	36	69.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	57	100	32.7	34.6	32.7	67.3
	4	70	100	30.4	44.9	24.6	69.6
	5	71	100	31.3	34.3	34.3	68.7
	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							
2010	3	91	100	51.1	22.2	26.7	48.9
	4	83	100	25.6	43.9	30.5	74.4
	5	90	100	25.8	44.9	29.2	74.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	57	100	36.5	23.1	40.4	63.5
	4	70	100	21.7	39.1	39.1	78.3
	5	71	100	16.4	41.8	41.8	83.6
	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							
2010	3	47	100	45.7	30.4	23.9	54.3
	4	83	100	29.3	64.6	6.1	70.7
	5	44	100	38.6	47.7	13.6	61.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	28	100	57.1	28.6	14.3	42.9
	4	70	100	24.6	53.6	21.7	75.4
	5	36	100	28.6	57.1	14.3	71.4
	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

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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							
2010	3	44	100	47.7	31.8	20.5	52.3
	4	83	100	19.5	61	19.5	80.5
	5	46	100	48.9	31.1	20	51.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	29	96.6	41.7	29.2	29.2	58.3
	4	70	100	26.1	42	31.9	73.9
	5	35	100	34.4	50	15.6	65.6
	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							
2010	3	91	100	39.6	40.7	19.8	60.4
	4	84	100	39.3	38.1	22.6	60.7
	5	92	100	37.4	30.8	31.9	62.6
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	70	100	29.9	46.3	23.9	70.1
	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

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