



## NEW PROSPECT ELEMENTARY

9251 Highway 9  
Inman, South Carolina

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	410 Students	
<b>Principal</b>	Chris Price	864-592-1970
<b>Superintendent</b>	Dr. Ronald W. Garner	864-472-2846
<b>Board Chair</b>	Mr. Mark Rollins	864-472-2846

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Below Average
2007	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 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

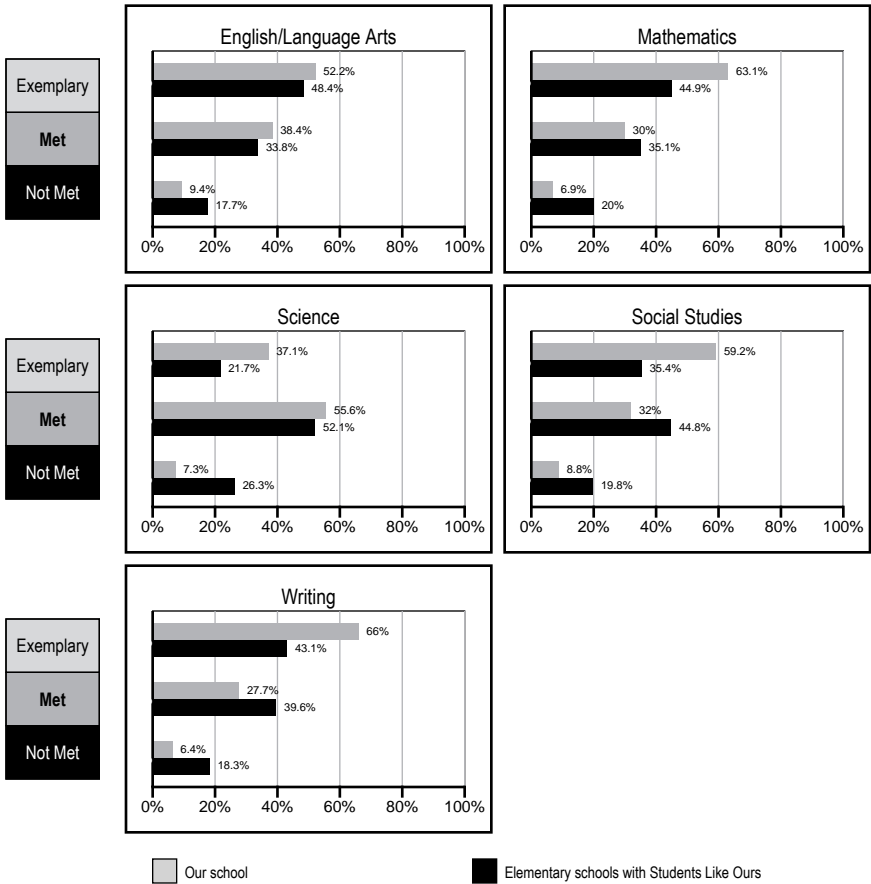
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
31	38	19	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
<b>Students (n=410)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.3%	0.9%	1.1%
Attendance rate	96.4%	Down from 96.6%	96.2%	96.2%
Served by gifted and talented program	18.1%	Up from 17.8%	19.1%	13.4%
With disabilities other than speech	2.9%	Down from 8.2%	3.9%	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%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	64.5%	Down from 69.0%	64.6%	62.5%
Continuing contract teachers	90.3%	Up from 89.7%	90.9%	88.2%
Teachers returning from previous year	87.4%	Down from 88.6%	89.6%	87.8%
Teacher attendance rate	95.8%	Down from 97.2%	95.3%	95.2%
Average teacher salary*	\$48,857	Down 1.9%	\$46,010	\$46,773
Professional development days/teacher	8.2 days	Down from 15.6 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	12.5 to 1	Down from 22.5 to 1	20.8 to 1	19.9 to 1
Prime instructional time	91.3%	Down from 93.3%	90.2%	90.4%
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	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,869	Up 1.0%	\$7,127	\$7,447
Percent of expenditures for instruction**	61.8%	Down from 64.0%	68.8%	68.4%
Percent of expenditures for teacher salaries**	60.6%	Down from 62.7%	66.3%	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

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 2010-2011 school year due to the support of our PTO, SIC, volunteers, mentors, community speakers, area churches, 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 started our first chapter of Jr. Beta Club with over 30 fifth and sixth grade students enrolled. We rose over \$5000 for Relay for Life and altogether we rose over \$9000 for charities this year. We also participated in a district wide food drive which New Prospect helped raise over 71,000 canned good items for our community.

Many of our teachers participated in additional training for literacy, reading, improved science strategies with our curriculum 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 provide a quality, student-centered education. 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.

We continue to strive to be the highest performing elementary school in the state and there is no reason, 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	58	41
Percent satisfied with learning environment	100.0%	87.9%	95.1%
Percent satisfied with social and physical environment	100.0%	93.1%	97.6%
Percent satisfied with school-home relations	100.0%	93.1%	82.9%

\* 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. 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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	216	99.1	8.3	38.2	53.4	96.1	90.6	82.4	Yes	Yes
<b>Gender</b>										
Male	123	98.4	10.5	45.6	43.9	95.6	88.8	78.7	N/A	N/A
Female	93	100	5.6	28.9	65.6	96.7	92.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	184	98.9	6.9	37.1	56	96.6	91.7	88.9	Yes	Yes
African American	18	100	17.6	41.2	41.2	94.1	83.7	72.9	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	96	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	81	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
<b>Disability Status</b>										
Disabled	20	90	41.2	41.2	17.6	88.2	56	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	33	100	10	60	30	93.3	86.7	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	114	98.3	13.6	43.7	42.7	94.2	86.6	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	216	100	6.8	30.1	63.1	97.1	91.6	81.9	Yes	Yes
<b>Gender</b>										
Male	123	100	6	33.6	60.3	96.6	90.9	79.9	N/A	N/A
Female	93	100	7.8	25.6	66.7	97.8	92.2	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	184	100	5.6	30.5	63.8	96.6	92.4	88.9	Yes	Yes
African American	18	100	17.6	35.3	47.1	100	85.1	71.4	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	98	94.6	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	85.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	20	100	42.1	36.8	21.1	78.9	58.6	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	33	100	10	36.7	53.3	96.7	89.6	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	114	100	11.4	37.1	51.4	95.2	88.3	74.9	Yes	Yes

\* 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

## 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
<b>Science</b>								
All Students	131	100	7.1	54.3	38.6	92.9	86.6	68.6
<b>Gender</b>								
Male	76	100	5.5	54.8	39.7	94.5	86.9	68.3
Female	55	100	9.3	53.7	37	90.7	86.3	68.9
<b>Racial/Ethnic Group</b>								
White	113	100	6.4	50	43.6	93.6	88.5	80.7
African American	12	100	16.7	75	8.3	83.3	72.3	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.2	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	78.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
<b>Disability Status</b>								
Disabled	13	100	30.8	30.8	38.5	69.2	51.9	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	18	100	N/AV	N/AV	N/AV	100	86.4	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	66	100	9.7	59.7	30.6	90.3	82.4	57.3
<b>Social Studies</b>								
All Students	134	98.5	8.8	32	59.2	91.2	83.5	72.5
<b>Gender</b>								
Male	77	98.7	9.9	36.6	53.5	90.1	85.7	72
Female	57	98.3	7.4	25.9	66.7	92.6	81.3	73.1
<b>Racial/Ethnic Group</b>								
White	114	98.3	7.5	29.9	62.6	92.5	84.2	81
African American	10	I/S	I/S	I/S	I/S	I/S	78.5	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.4	89
Hispanic	7	I/S	I/S	I/S	I/S	I/S	76.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
<b>Disability Status</b>								
Disabled	15	86.7	50	25	25	50	47.2	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	22	100	4.8	52.4	42.9	95.2	83	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	78	97.4	12.9	41.4	45.7	87.1	79.1	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
<b>Writing</b>										
All Students	52	98.1	6.4	27.7	66	93.6	83.6	73.2	96.4	96
<b>Gender</b>										
Male	32	96.9	6.9	34.5	58.6	93.1	79.2	67.2	96.5	96.1
Female	20	100	5.6	16.7	77.8	94.4	88.3	79.4	96.4	95.9
<b>Racial/Ethnic Group</b>										
White	42	97.6	7.7	28.2	64.1	92.3	84.7	81.5	96.5	95.9
African American	5	I/S	I/S	I/S	I/S	I/S	79.4	61.3	96.7	96.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	100	87	94.8	96.2
Hispanic	3	I/S	I/S	I/S	I/S	I/S	61.5	66.7	96.1	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	N/A
<b>Disability Status</b>										
Disabled	3	I/S	I/S	I/S	I/S	I/S	32.9	26	95.6	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	75.9	65.7	96.7	96.5
<b>Socio-Economic Status</b>										
Subsidized meals	28	96.4	8.7	52.2	39.1	91.3	78	63.2	95.9	95.4

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	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	
<b>2011</b>	3	54	100	9.6	23.1	67.3	90.4
	4	49	95.9	8.7	41.3	50	91.3
	5	53	100	2.1	45.8	52.1	97.9
	6	60	100	12.1	43.1	44.8	87.9
	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	
<b>Mathematics</b>							
<b>2010</b>	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	
<b>2011</b>	3	54	100	9.6	23.1	67.3	90.4
	4	49	100	6.3	27.1	66.7	93.8
	5	53	100	6.3	25	68.8	93.8
	6	60	100	5.2	43.1	51.7	94.8
	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	
<b>Science</b>							
<b>2010</b>	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	
<b>2011</b>	3	26	100	12	56	32	88
	4	49	100	8.3	43.8	47.9	91.7
	5	26	100	4.2	41.7	54.2	95.8
	6	30	100	3.3	80	16.7	96.7
	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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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	3	28	100	11.1	22.2	66.7	88.9
	4	49	95.9	6.5	32.6	60.9	93.5
	5	27	100	12.5	25	62.5	87.5
	6	30	100	7.1	46.4	46.4	92.9
	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
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	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	52	98.1	6.4	27.7	66	93.6
	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

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