

New Prospect Elementary

126 New Prospect Ch. Rd.
Anderson, South Carolina

Grades	K-5 Elementary School	
Enrollment	479 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
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	**Average**	**Below Average**
2007	Average	At-Risk
2006	Good	Below Average
2005	Good	Good
2004	Good	Below Average

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.

http://ed.sc.gov
http://www.sceoc.org

New Prospect Elementary	02/16/09-0405051

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

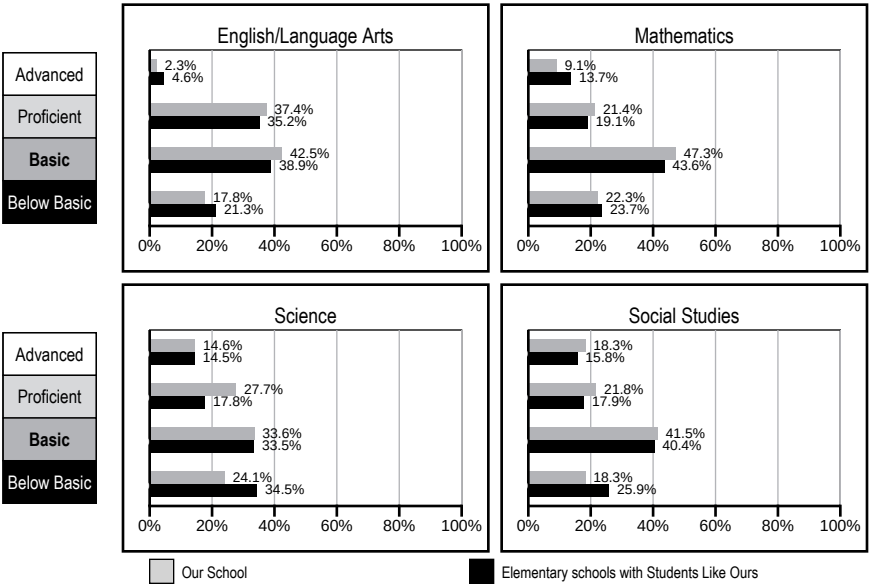
Percent of students tested in 2007-08 whose 2006-07 test scores were located	97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	49	34	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

New Prospect Elementary 02/16/09-0405051

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=479)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.4%	Down from 3.0%	2.7%	2.3%
Attendance rate	95.9%	No Change	96.2%	96.3%
Eligible for gifted and talented	8.5%	Up from 4.5%	10.1%	10.4%
With disabilities other than speech	12.3%	Down from 12.6%	8.7%	7.5%
Older than usual for grade	0.7%	Down from 2.3%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	42.5%	Up from 38.5%	57.7%	56.7%
Continuing contract teachers	70.0%	Down from 71.8%	80.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 3.3%	0.0%	0.0%
Teachers returning from previous year	83.9%	Up from 83.4%	87.7%	86.4%
Teacher attendance rate	93.2%	Down from 95.1%	94.9%	94.9%
Average teacher salary	$43,425	Up 2.9%	$45,509	$45,345
Professional development days/teacher	9.7 days	Down from 12.8 days	12.5 days	12.6 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Up from 16.9 to 1	18.6 to 1	18.5 to 1
Prime instructional time	88.1%	Down from 89.9%	89.5%	89.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.5%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	$7,112	Down 19.5%	$6,918	$7,052
Percent of expenditures for instruction*	67.4%	Up from 60.9%	68.6%	69.1%
Percent of expenditures for teacher salaries*	66.3%	Up from 58.2%	64.9%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

New Prospect Elementary School serves 490 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. There are 90 minutes of PE each week and daily Spanish instruction in grades 3-5. We offer a before school tutorial program for grades 3-5. Reading Recovery is offered in 1st grade with maintenance groups serving qualified 2nd graders. ERI is used in K-2nd 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 Education 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, computer facilitator, and Science specialist. We also have a fulltime school nurse, 1.5 guidance counselors, and a .5 site-based Mental Health Counselor to address the health and emotional needs of all students.

We encourage student academic excellence through the used 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. NPES focuses on character education through our guidance curriculum, community projects, and student recognitions like “Top Jets” and “Terrific Kids”. 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.

Our school has achieved many designations and awards. These awards are due to a dedicated core of parents and staff. NPES has six 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 lifelong 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	43	84	61
Percent satisfied with learning environment	93.0%	79.5%	88.5%
Percent satisfied with social and physical environment	100.0%	83.3%	90.0%
Percent satisfied with school-home relations	78.6%	88.0%	85.2%

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

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School Adequate Yearly Progress

NO

This school met 19 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. Sanction: Implement the restructuring plan.
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	1.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%	Yes

* Or greater than last year

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New Prospect Elementary											02/16/09-0405051
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
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	241	100	17.8	42.5	37.4	2.3	52.5	55	48.2	Yes	Yes
Gender											
Male	110	100	26.3	40	33.7	0	42.1	48.5	41.7	N/A	N/A
Female	131	100	11.3	44.4	40.3	4	60.5	61.8	55	N/A	N/A
Racial/Ethnic Group											
White	133	100	13.6	43.2	39.2	4	56.8	66.4	60	Yes	Yes
African American	94	100	23.8	38.1	38.1	0	50	36.8	31.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	71.4	70.4	I/S	I/S
Hispanic	11	100	25	62.5	12.5	0	25	42.7	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	47	100	53.5	30.2	16.3	0	18.6	13.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	11	100	28.6	57.1	14.3	0	14.3	43.1	36.9	I/S	I/S
Socio-Economic Status											
Subsized meals	159	100	23.4	45.4	29.8	1.4	41.1	39.3	34	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	241	100	21.9	47.5	21.5	9.1	51.6	54	45.8	Yes	Yes
Gender											
Male	110	100	27.4	46.3	16.8	9.5	45.3	53.2	45.6	N/A	N/A
Female	131	100	17.7	48.4	25	8.9	56.5	54.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	133	100	16.8	44	27.2	12	62.4	66.3	59	Yes	Yes
African American	94	100	31	50	13.1	6	36.9	33.4	26.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	80.5	71.3	I/S	I/S
Hispanic	11	100	0	75	25	0	50	46.9	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	47	100	55.8	34.9	9.3	0	16.3	16.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	11	100	14.3	71.4	14.3	0	42.9	54.6	38.7	I/S	I/S
Socio-Economic Status											
Subsized meals	159	100	27.7	51.1	13.5	7.8	41.8	37.6	31.4	Yes	Yes

***** Adj - Adjusted to account for natural variation in performance.

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New Prospect Elementary											02/16/09-0405051
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
Science											
All Students	152	100	24.1	33.6	27.7	14.6	42.3	51.9	35.7	95.9	95.6
Gender											
Male	67	100	30.4	33.9	16.1	19.6	35.7	53.7	37.4	96	95.5
Female	85	100	19.8	33.3	35.8	11.1	46.9	50.1	33.8	95.8	95.8
Racial/Ethnic Group											
White	87	100	15.9	29.3	32.9	22	54.9	65.4	49.2	95.9	95.5
African American	58	100	36	40	20	4	24	30.6	17	96	95.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	70.4	58	99.7	96.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	53.1	24.9	95.5	96
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	98.3	98.5
Disability Status											
Disabled	30	100	55.6	22.2	11.1	11.1	22.2	15.8	14	95.3	94.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	98.3
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	55.9	24.4	96	96.5
Socio-Economic Status											
Subsized meals	99	100	33.3	31	31	4.6	35.6	35.9	21.1	95.3	94.9
Social Studies											
All Students	157	100	18.3	41.5	21.8	18.3	40.1	46.8	34	95.9	95.6
Gender											
Male	76	100	25.4	35.8	23.9	14.9	38.8	48.6	36.6	96	95.5
Female	81	100	12	46.7	20	21.3	41.3	44.8	31.3	95.8	95.8
Racial/Ethnic Group											
White	82	100	16	38.7	26.7	18.7	45.3	56.8	44.5	95.9	95.5
African American	64	100	23.3	41.7	15	20	35	28.7	19.1	96	95.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	73.1	58.9	99.7	96.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	50	27.5	95.5	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	98.3	98.5
Disability Status											
Disabled	36	100	44.1	41.2	11.8	2.9	14.7	15.4	14.4	95.3	94.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	98.3
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	54.5	27.3	96	96.5
Socio-Economic Status											
Subsized meals	106	100	23.4	43.6	17	16	33	31.4	21	95.3	94.9

***** Adj - Adjusted to account for natural variation in performance.

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	64	98.4	16.1	33.9	42.9	7.1	50
	4	88	100	17.1	44.7	38.2	0	38.2
	5	84	98.8	22.4	48.7	27.6	1.3	28.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	3	83	100	10.1	34.2	51.9	3.8	55.7
	4	68	100	25	33.3	38.3	3.3	41.7
	5	90	100	20	57.5	22.5	0	22.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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
Mathematics								
2007	3	64	98.4	23.2	51.8	17.9	7.1	25
	4	88	100	21.1	47.4	23.7	7.9	31.6
	5	84	98.8	27.6	50	13.2	9.2	22.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	3	83	100	21.5	53.2	13.9	11.4	25.3
	4	68	100	26.7	41.7	20	11.7	31.7
	5	90	100	18.8	46.3	30	5	35
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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
Science								
2007	3	32	100	29.6	33.3	33.3	3.7	37
	4	88	100	22.4	38.2	17.1	22.4	39.5
	5	43	100	23.1	35.9	23.1	17.9	41
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	3	39	100	23.7	31.6	28.9	15.8	44.7
	4	68	100	25	28.3	31.7	15	46.7
	5	45	100	23.1	43.6	20.5	12.8	33.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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
Social Studies								
2007	3	32	100	6.7	36.7	30	26.7	56.7
	4	88	100	13.2	46.1	21.1	19.7	40.8
	5	41	97.6	27	40.5	21.6	10.8	32.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	3	44	100	7.3	43.9	26.8	22	48.8
	4	68	100	23.3	41.7	20	15	35
	5	45	100	22	39	19.5	19.5	39
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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

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