



Prosperity-Rikard Elementary

381 South Wheeler
Prosperity, SC 29127

Grades	K-5 Elementary School	
Enrollment	517 Students	
Principal	Timothy J. Lyden	803-364-2321
Superintendent	Mr. Bennie Bennett	803-321-2600
Board Chair	Mr. Don Saylor	803-276-9765

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	Average
2007	Below Average	At-Risk
2006	Average	Below Average
2005	Average	Below Average

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

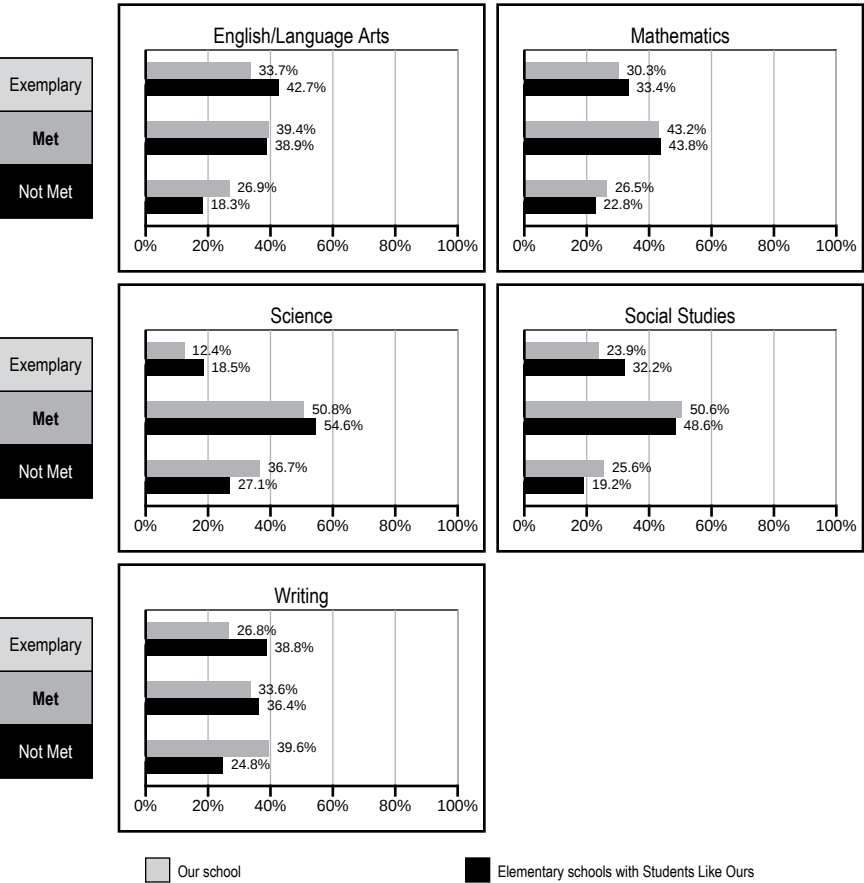
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	30	47	0	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=517)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.2%	Up from 2.4%	2.0%	1.9%
Attendance rate	96.4%	Down from 96.6%	96.3%	96.3%
Eligible for gifted and talented	11.7%	Down from 12.6%	14.0%	10.0%
With disabilities other than speech	8.1%	Down from 8.4%	7.5%	7.7%
Older than usual for grade	0.2%	No Change	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	82.9%	Up from 81.1%	60.0%	59.4%
Continuing contract teachers	94.3%	Up from 83.8%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.0%	Up from 88.2%	87.7%	85.9%
Teacher attendance rate	93.1%	Down from 93.5%	95.3%	95.1%
Average teacher salary*	\$48,050	Up 7.8%	\$47,232	\$47,149
Professional development days/teacher	15.6 days	Up from 3.7 days	10.9 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 17.4 to 1	19.1 to 1	18.8 to 1
Prime instructional time	87.4%	Down from 89.8%	90.6%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.1%	Down from 99.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,977	Up 11.2%	\$6,860	\$7,458
Percent of expenditures for instruction**	74.8%	Down from 77.1%	69.2%	68.8%
Percent of expenditures for teacher salaries**	70.5%	Down from 71.6%	63.3%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

"The Pride of the Palmetto," the school motto, is a belief shared by all stakeholders of Prosperity-Rikard Elementary School. We are committed to providing a positive, pleasant, and safe learning environment for the 505 students served in grades K-5. Evidence of the level of implementation of the school's motto is illustrated on a daily basis by the dedicated staff, supportive parents, active PTO and School Improvement Council, and contributing business partners. This motto was realized this year as we were awarded the distinction as a Red Carpet School for 2009.

Academically, we are making daily efforts to teach students the basics of math, reading, science, and Social Studies. Although we did not meet Adequate Yearly Progress (AYP), we have made gains with improving from an At Risk school to Average and overall from Below Average to Average. Our model of Integrated Thematic Instruction (ITI) integrates all of the core subjects into our character education and stresses the importance of truthfulness, trustworthiness, active listening, no put-downs, and personal best efforts. It is our hope that we provide the opportunities and instructional experiences that students will learn to develop and apply themselves as responsible and productive life-long learners in every experience that they encounter. As part of our community service learning projects, students collected over \$4000 with Jump Rope for Heart; we collected over 3500 canned goods for Manna House; and the Relay for Life Team, that comprised almost the entire faculty and staff, raised nearly \$4000 in the fight against cancer.

Among the challenges facing Prosperity-Rikard Elementary School is access to rapidly changing technology. With the help of our PTO, every homeroom classroom is equipped with a Promethean Board and an LCD projector. All projectors will be mounted in the ceiling for the next school year and all classrooms, including Related Arts, will have a Promethean Board. Our teachers have been effective in integrating digital resources into the curriculum to enhance student achievement. A construction project with additional classrooms room is planned for the next year with completion in time for the 2010-2011 school year.

We at Prosperity-Rikard Elementary School strive 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."

Derek Underwood, School Improvement Council Chair
Timothy J. Lyden, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	82	26
Percent satisfied with learning environment	100.0%	86.6%	80.8%
Percent satisfied with social and physical environment	100.0%	85.2%	84.6%
Percent satisfied with school-home relations	100.0%	92.7%	76.9%

* 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	NO
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This school met 18 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	
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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	1.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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	276	100	26.9	39.4	33.7	83.7	77.5	82.8	Yes	Yes
Gender										
Male	128	100	32	40.8	27.2	80.8	72.1	79.3	N/A	N/A
Female	148	100	22.3	38.1	39.6	86.3	83.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	193	100	16.5	41	42.6	92	86.4	89.5	Yes	Yes
African American	77	100	52.1	35.6	12.3	63	68	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	70.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	41	100	65	27.5	7.5	55	45.1	52	No	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	6	I/S	I/S	I/S	I/S	I/S	68.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	146	100	41.2	34.6	24.3	74.3	70.8	75.5	Yes	Yes

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

All Students	276	100	26.5	43.2	30.3	78.8	73.8	78.9	Yes	Yes
Gender										
Male	128	100	32.8	37.6	29.6	71.2	71.6	77	N/A	N/A
Female	148	100	20.9	48.2	30.9	85.6	76.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	193	100	14.9	47.3	37.8	88.3	84.1	87.2	Yes	Yes
African American	77	100	53.4	34.2	12.3	57.5	60.6	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	75.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	41	100	60	35	5	45	40.8	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	6	I/S	I/S	I/S	I/S	I/S	73.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	146	100	40.4	38.2	21.3	66.2	65.3	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	184	99.5	36.7	50.8	12.4	63.3	60.1	67.5
Gender								
Male	87	100	40.5	39.3	20.2	59.5	59.9	67
Female	97	99	33.3	61.3	5.4	66.7	60.4	68
Racial/Ethnic Group								
White	135	99.3	25.8	59.1	15.2	74.2	73.3	79.5
African American	45	100	67.4	27.9	4.7	32.6	43.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	55.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	28	100	N/AV	N/AV	N/AV	18.5	26	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	4	I/S	I/S	I/S	I/S	I/S	54.5	59.6
Socio-Economic Status								
Subsided meals	89	98.9	51.2	42.9	6	48.8	48.4	55.1

Social Studies

All Students	186	100	25.6	50.6	23.9	74.4	63.6	72.3
Gender								
Male	82	100	32.9	41.5	25.6	67.1	59.3	71.5
Female	104	100	19.4	58.2	22.4	80.6	68.2	73.2
Racial/Ethnic Group								
White	127	100	18.4	50.4	31.2	81.6	74	80.7
African American	56	100	41.5	50.9	7.5	58.5	50.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	65.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	25	100	56	36	8	44	33.7	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	3	I/S	I/S	I/S	I/S	I/S	62.6	67.9
Socio-Economic Status								
Subsided meals	104	100	36.7	50	13.3	63.3	54.3	62.1

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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	273	99.6	39.4	33.7	26.9	60.6	62.6	70.2	96.4	95.8
Gender										
Male	128	99.2	52.8	32.8	14.4	47.2	52.4	63.2	96.5	95.6
Female	145	100	27.3	34.5	38.1	72.7	73.6	77.5	96.4	96
Racial/Ethnic Group										
White	191	99.5	26.2	39.6	34.2	73.8	73.8	79.1	96.5	95.7
African American	76	100	71.2	19.2	9.6	28.8	48.8	57.6	96.1	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	95	97
Hispanic	6	I/S	I/S	I/S	I/S	I/S	61.8	62.6	96.8	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	94.7
Disability Status										
Disabled	39	100	78.9	18.4	2.6	21.1	20.1	26.1	96	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.6
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	59.7	61.2	97.7	95.9
Socio-Economic Status										
Subsidized meals	141	100	57.8	25.2	17	42.2	52	58.9	96.1	95.3

Abbreviations for Missing Data

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N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	86	100	26.8	32.9	40.2	73.2
	4	94	100	30.1	35.5	34.4	69.9
	5	96	100	23.6	49.4	27	76.4
	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
Mathematics							
2009	3	86	100	36.6	31.7	31.7	63.4
	4	94	100	23.7	46.2	30.1	76.3
	5	96	100	20.2	50.6	29.2	79.8
	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	41	100	42.5	47.5	10	57.5
	4	94	100	33.3	53.8	12.9	66.7
	5	49	98	38.6	47.7	13.6	61.4
	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	45	100	28.6	50	21.4	71.4
	4	94	100	22.6	54.8	22.6	77.4
	5	47	100	28.9	42.2	28.9	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	84	98.8	46.9	24.7	28.4	53.1
	4	95	100	29.8	41.5	28.7	70.2
	5	94	100	42.7	33.7	23.6	57.3
	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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