



New Prospect Elementary

9251 Highway 9
Inman, South Carolina

Grades	PK-6 Elementary School	
Enrollment	388 Students	
Principal	Chris Price	864-592-1970
Superintendent	Dr. Jimmy Littlefield	864-472-2846
Board Chair	Mr. Michael Smith	864-472-2846

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Good
2006	Good	Good
2005	Good	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

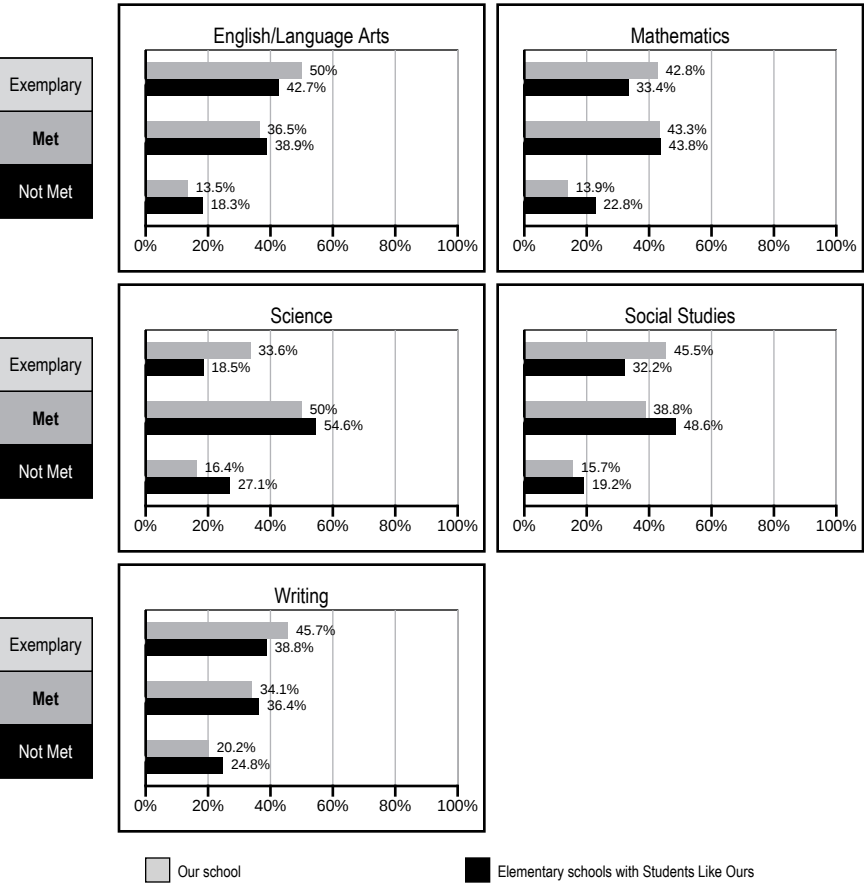
96.2%

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=388)				
First graders who attended full-day kindergarten	100.0%	Up from 93.2%	100.0%	100.0%
Retention rate	1.6%	Up from 0.6%	2.0%	1.9%
Attendance rate	97.2%	Up from 96.9%	96.3%	96.3%
Eligible for gifted and talented	19.6%	Down from 22.1%	14.0%	10.0%
With disabilities other than speech	8.8%	Down from 9.1%	7.5%	7.7%
Older than usual for grade	0.3%	Down from 0.6%	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=29)				
Teachers with advanced degrees	69.0%	Up from 53.6%	60.0%	59.4%
Continuing contract teachers	82.8%	Up from 67.9%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.9%	Up from 84.5%	87.7%	85.9%
Teacher attendance rate	96.5%	Down from 96.6%	95.3%	95.1%
Average teacher salary*	\$47,951	Up 5.3%	\$47,232	\$47,149
Professional development days/teacher	6.7 days	Down from 11.2 days	10.9 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Up from 17.3 to 1	19.1 to 1	18.8 to 1
Prime instructional time	92.6%	Up from 92.5%	90.6%	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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,663	Up 2.8%	\$6,860	\$7,458
Percent of expenditures for instruction**	65.3%	Down from 65.9%	69.2%	68.8%
Percent of expenditures for teacher salaries**	63.4%	Down from 64.1%	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

New Prospect Elementary School experienced a successful 2008-2009 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 SIC has been instrumental in giving feedback on things we do well and things we can continue to improve on.

Because of our students' outstanding academic achievement and improvement rating, we were recognized as a Palmetto Gold/Silver Award winner. We were recognized for closing the achievement gap for underserved students and we were state runner-up for academic achievement in Title One schools. We are continuing to raise the bar for all students. We also raised over \$5,000 for Relay for Life.

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 raised over \$8,000 for charity for a third consecutive year.

Our PTO purchased prizes for academic excellence. Our PTO is an integral part of our total school program.

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.

Angela Owenby, School Improvement Council Chairman
Chris Price, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	47	17
Percent satisfied with learning environment	96.6%	87.2%	94.1%
Percent satisfied with social and physical environment	100.0%	83.0%	100.0%
Percent satisfied with school-home relations	100.0%	89.4%	100.0%

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

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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	1.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.2%	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	217	100	13.5	36.5	50	92.3	86.6	82.8	Yes	Yes
Gender										
Male	115	100	12.5	37.5	50	92	84.6	79.3	N/A	N/A
Female	102	100	14.6	35.4	50	92.7	88.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	167	100	12.3	33.1	54.6	92.6	88	89.5	Yes	Yes
African American	21	100	25	40	35	90	77.3	73.7	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.7	92.3	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	84.1	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	26	100	50	38.5	11.5	61.5	50.7	52	I/S	I/S
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	29	100	13	52.2	34.8	91.3	82.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	107	100	20.4	41.8	37.8	87.8	81.3	75.5	Yes	Yes

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

All Students	217	100	13.9	43.3	42.8	90.9	86.7	78.9	Yes	Yes
Gender										
Male	115	100	14.3	45.5	40.2	90.2	86.2	77	N/A	N/A
Female	102	100	13.5	40.6	45.8	91.7	87.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	167	100	12.9	44.2	42.9	90.8	88	87.2	Yes	Yes
African American	21	100	20	35	45	95	75.7	66.7	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.4	93	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	86.4	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	26	100	57.7	30.8	11.5	61.5	53	45.5	I/S	I/S
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	29	100	21.7	39.1	39.1	82.6	85.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	107	100	16.3	48	35.7	86.7	82.1	70.2	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
Science								
All Students	140	100	16.4	50	33.6	83.6	80.1	67.5
Gender								
Male	69	100	11.8	54.4	33.8	88.2	80	67
Female	71	100	21.2	45.5	33.3	78.8	80.2	68
Racial/Ethnic Group								
White	110	100	14.8	49.1	36.1	85.2	82.3	79.5
African American	16	100	33.3	46.7	20	66.7	67.8	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	87	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	71.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	18	100	N/AV	N/AV	N/AV	50	46.5	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	13	100	I/S	I/S	I/S	I/S	74.3	59.6
Socio-Economic Status								
Subsided meals	65	100	18.6	57.6	23.7	81.4	72.4	55.1

Social Studies

All Students	138	100	15.7	38.8	45.5	84.3	80.9	72.3
Gender								
Male	76	100	16.2	32.4	51.4	83.8	81.5	71.5
Female	62	100	15	46.7	38.3	85	80.4	73.2
Racial/Ethnic Group								
White	105	100	16.7	36.3	47.1	83.3	81.8	80.7
African American	12	100	16.7	33.3	50	83.3	73.1	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.3	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	83.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	15	100	46.7	40	13.3	53.3	50	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	22	100	10.5	47.4	42.1	89.5	85.9	67.9
Socio-Economic Status								
Subsided meals	69	100	18.5	46.2	35.4	81.5	75.8	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	216	100	20.2	34.1	45.7	79.8	76.5	70.2	97.2	96.5
Gender										
Male	116	100	25.9	34.8	39.3	74.1	70.5	63.2	97.3	96.5
Female	100	100	13.5	33.3	53.1	86.5	82.8	77.5	97	96.4
Racial/Ethnic Group										
White	167	100	18.4	31.9	49.7	81.6	78	79.1	97	96.3
African American	20	100	30	35	35	70	67.6	57.6	97.8	97.2
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.7	86.2	97	97.2
Hispanic	11	100	I/S	I/S	I/S	I/S	65.2	62.6	97.7	97.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	91.7	92
Disability Status										
Disabled	26	100	69.2	26.9	3.8	30.8	26.8	26.1	97	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	27	100	26.1	34.8	39.1	73.9	69	61.2	97.5	96.9
Socio-Economic Status										
Subsidized meals	104	100	26	37.5	36.5	74	68.3	58.9	96.8	95.9

Abbreviations for Missing Data

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
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
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
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
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

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