



PROSPERITY-RIKARD ELEMENTARY

381 South Wheeler
Prosperity, SC 29127

Grades	K-5 Elementary School	
Enrollment	467 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Average	Average
2007	Below Average	At-Risk
2006	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 2009-10 whose 2008-09 test scores were located

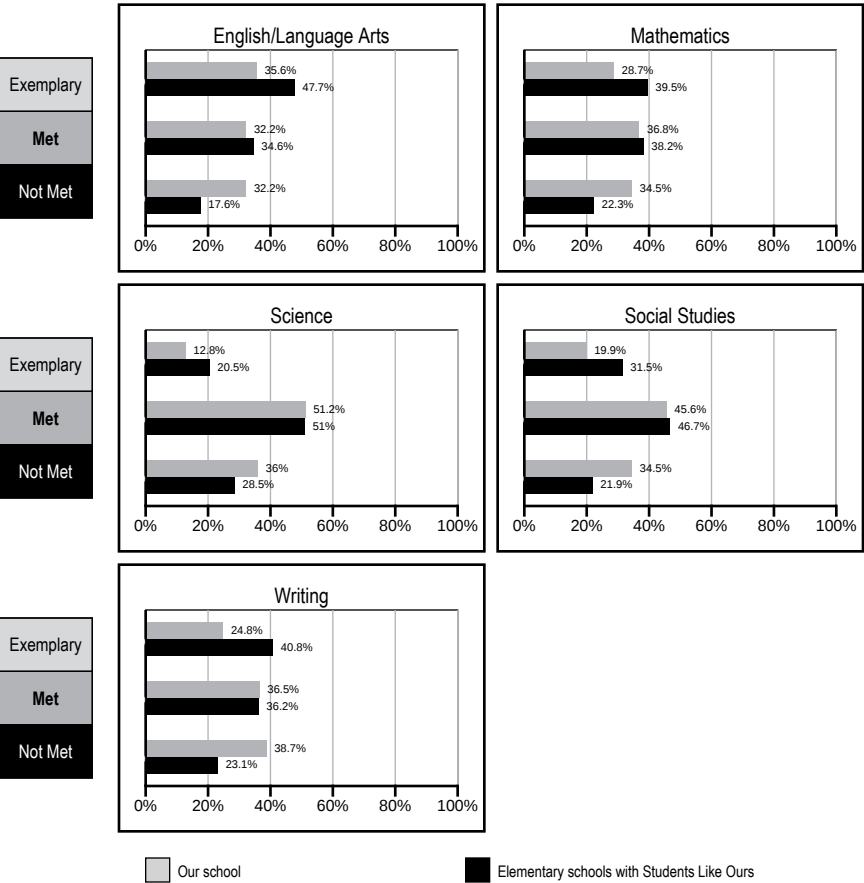
98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
25	36	32	0	0

* Ratings are calculated with data available by 03/09/2011.

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=467)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Down from 3.2%	1.2%	1.2%
Attendance rate	96.1%	Down from 96.4%	96.2%	96.1%
Eligible for gifted and talented	22.1%	Up from 11.7%	15.9%	11.7%
With disabilities other than speech	8.2%	Up from 8.1%	7.9%	8.0%
Older than usual for grade	0.0%	Down from 0.2%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	78.1%	Down from 82.9%	60.3%	60.5%
Continuing contract teachers	96.9%	Up from 94.3%	86.5%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.6%	Down from 91.0%	89.0%	87.0%
Teacher attendance rate	93.5%	Up from 93.1%	95.5%	95.4%
Average teacher salary*	\$47,500	Down 1.1%	\$48,008	\$47,288
Professional development days/teacher	10.4 days	Down from 15.6 days	10.9 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.3	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 19.0 to 1	19.8 to 1	19.2 to 1
Prime instructional time	88.1%	Up from 87.4%	90.6%	90.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.5%	Down from 98.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,861	Down 1.7%	\$7,078	\$7,548
Percent of expenditures for instruction**	74.1%	Down from 74.8%	68.8%	68.7%
Percent of expenditures for teacher salaries**	69.3%	Down from 70.5%	65.6%	65.1%

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

** Prior year audited financial data are reported.

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.

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 students raising over \$1000 with St. Jude's Research Center through a Math-a-Thon that contributed the funds in honor of two school-aged community members diagnosed with cancer.

Due to district rezoning, a number of Prosperity-Rikard students will be attending another school. This impact will decrease the number of our faculty and staff as well as reduce our student population, but more importantly, it will eliminate the requirement for portable classrooms on our campus.

The PTO recognizes the importance of motivating students to read. Sustained silent reading is an essential part of our Literacy Program and is a vital part of becoming a lifelong learner. Because of this, our PTO has been instrumental in providing funding to make what was once a vision of a PRES Reading Lounge a reality.

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."

Timothy J. Lyden, Principal
Susan C. Dawkins, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	80	31
Percent satisfied with learning environment	82.6%	97.5%	83.9%
Percent satisfied with social and physical environment	100.0%	92.5%	80.6%
Percent satisfied with school-home relations	95.5%	98.8%	83.9%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 15 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	
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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%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	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	264	100	32.2	32.2	35.6	81.2	78.9	83.5	Yes	Yes
Gender										
Male	126	100	38.1	30.2	31.7	78.6	75.6	80.1	N/A	N/A
Female	138	100	26.7	34.1	39.3	83.7	82.3	87	N/A	N/A
Racial/Ethnic Group										
White	186	100	19.6	33.7	46.7	89.7	88.4	89.6	Yes	Yes
African American	70	100	65.7	27.1	7.1	57.1	67	74.6	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	77.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	39	100	71.8	17.9	10.3	51.3	46.7	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	75	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	143	100	48.9	31.2	19.9	70.2	72	76.9	Yes	Yes

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

All Students	264	100	34.5	36.8	28.7	80.1	76.4	80.4	Yes	Yes
Gender										
Male	126	100	38.9	29.4	31.7	74.6	73.4	78.4	N/A	N/A
Female	138	100	30.4	43.7	25.9	85.2	79.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	186	100	22.3	41.3	36.4	89.1	86	87.8	Yes	Yes
African American	70	100	64.3	28.6	7.1	55.7	64	69.3	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	76.7	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	39	100	66.7	23.1	10.3	46.2	42.5	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	75.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	143	100	52.5	31.9	15.6	68.1	68.7	72.8	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	174	100	36	51.2	12.8	64	60	67.3
Gender								
Male	81	100	38.3	48.1	13.6	61.7	60.2	66.9
Female	93	100	34.1	53.8	12.1	65.9	59.7	67.7
Racial/Ethnic Group								
White	128	100	26.2	57.9	15.9	73.8	74.7	79.6
African American	42	100	64.3	33.3	2.4	35.7	42.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	54.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	31	100	74.2	19.4	6.5	25.8	31	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	52.5	58.6
Socio-Economic Status								
Subsidized meals	93	100	56.5	40.2	3.3	43.5	48.3	55.4

Social Studies

All Students	173	100	34.5	45.6	19.9	65.5	66.5	70.9
Gender								
Male	86	100	38.4	38.4	23.3	61.6	64.6	70.1
Female	87	100	30.6	52.9	16.5	69.4	68.5	71.7
Racial/Ethnic Group								
White	115	100	22.8	51.8	25.4	77.2	78.8	79.2
African American	53	100	60.4	32.1	7.5	39.6	49.9	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	70.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	23	100	69.6	26.1	4.3	30.4	34.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	68.9	68
Socio-Economic Status								
Subsidized meals	97	100	50.5	33.7	15.8	49.5	56.9	60.8

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	267	100	38.7	36.5	24.8	61.3	64.5	72.1	96.1	95.7
Gender										
Male	128	100	49.2	35.2	15.6	50.8	55.6	65.2	96.2	95.6
Female	139	100	29	37.7	33.3	71	73.6	79.2	95.9	95.9
Racial/Ethnic Group										
White	186	100	25.8	42.5	31.7	74.2	76.6	80.8	96.1	95.8
African American	73	100	72.6	21.9	5.5	27.4	49.7	59.7	95.9	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	92.8	96.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	60.3	64.6	96.8	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	98.8
Disability Status										
Disabled	41	100	78	12.2	9.8	22	22.3	27.7	95.3	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	97.2
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	57.7	63.7	97.9	96.2
Socio-Economic Status										
Subsidized meals	146	100	54.5	30.3	15.2	45.5	54	61.9	95.6	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							
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
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
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
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
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
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

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
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
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
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
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

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