

NEW PROVIDENCE ELEMENTARY

1118 Old Cherokee Rd.
Lexington, SC 29072

Grades	K-5 Elementary School	
Enrollment	542 Students	
Principal	C. Van Bowers	803-821-3300
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	Cynthia S. Smith	803-957-5095

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A

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

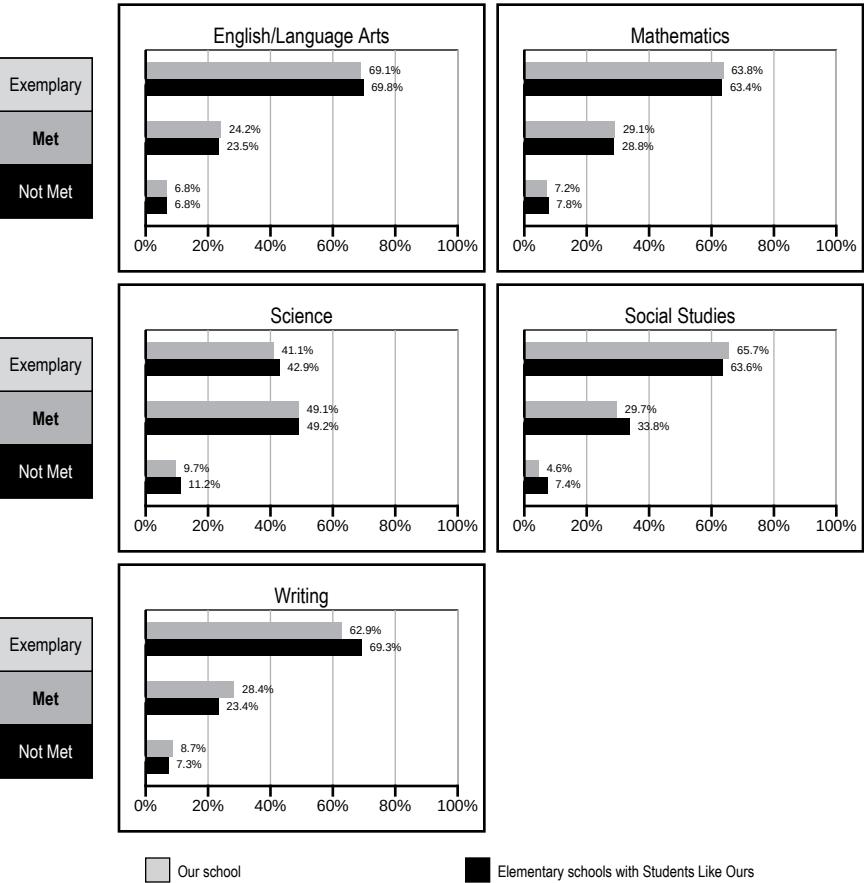
98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	1	0	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=542)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Down from 0.6%	0.2%	1.2%
Attendance rate	96.8%	Down from 97.4%	96.8%	96.1%
Eligible for gifted and talented	40.1%	Up from 36.1%	39.7%	11.7%
With disabilities other than speech	4.4%	Up from 4.1%	4.7%	8.0%
Older than usual for grade	0.0%	No Change	0.0%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	83.3%	Down from 85.3%	64.7%	60.5%
Continuing contract teachers	94.4%	Up from 85.3%	89.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.3%	87.0%
Teacher attendance rate	94.3%	Down from 96.7%	95.8%	95.4%
Average teacher salary*	\$48,182	Up 2.6%	\$50,081	\$47,288
Professional development days/teacher	9.6 days	Down from 9.8 days	7.7 days	10.5 days
School				
Principal's years at school	3.0	Up from 1.0	6.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 20.5 to 1	20.9 to 1	19.2 to 1
Prime instructional time	90.6%	Down from 93.6%	93.6%	90.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.4%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,949	N/A	\$7,689	\$7,548
Percent of expenditures for instruction**	59.9%	N/A	67.9%	68.7%
Percent of expenditures for teacher salaries**	54.6%	N/A	65.8%	65.1%

* 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

Our second year at New Providence Elementary School proved to be a “roaring success!” During the 2009–2010 school year, our students continued to demonstrate their academic, artistic, and leadership skills. Our students exceeded state and district standards on the Palmetto Assessment of State Standards, earning our school a Palmetto Gold Award from the South Carolina Department of Education. Their talents were also showcased in the arts as five students were selected for the Tri-District Arts Consortium Summer Arts Program, and 12 students were selected for Honors Band. Leadership skills and service were evident as students raised more than \$1,733 for Relay For Life.

Our faculty and staff continued to work collaboratively to provide outstanding learning opportunities for our students. We established a data room, using it to monitor student progress more effectively and to help teachers make more informed instructional decisions. We also developed an “Academic CPR” plan to urgently address the needs of struggling learners. In an effort to promote 21st century learning, the “Providence 21” program was established in fifth grade to encourage students to engage in problem-based learning and to pursue advanced studies in the areas of science, technology, engineering and mathematics. A parent advisory group was established by the principal to examine 21st century teaching and learning at NPES, and we developed action plans based on their recommendations. Target areas of focus included communication skills, organization/study skills, STEM studies, and wellness instruction. Grants were written, received (about \$3,000), and used to fund parenting programs, expand literacy opportunities, and begin a school recycling program.

Through the strong support of our Parent Teacher Association, we expanded classroom libraries, enhanced teacher supplies, purchased student calculators, funded landscaping needs, and provided all students with the opportunity to go on a field trip. We partnered with the Lexington One Parenting Center to provide parenting and literacy programs to students and families within our attendance area.

As expected, the “Lion Pride” grew by 70 new students since opening in 2008. We will be faced with many obstacles in the future as we struggle with higher class sizes, declining budgets, and personnel cuts. Through the strong support of our parents, PTA, School Improvement Council, and the community, we will face these challenges and continue to provide our students with 21st century learning opportunities.

As our school year closed, the State Department of Education honored us with a Red Carpet Award. This award recognized our exemplary efforts in the area of customer service and public relations. Thank you for making our second year a “roaring success.”

C. Van Bowers, Principal
 Marian C. Newman, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	90	89
Percent satisfied with learning environment	100.0%	86.7%	95.5%
Percent satisfied with social and physical environment	100.0%	87.6%	96.6%
Percent satisfied with school-home relations	100.0%	88.8%	92.0%

* 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 9 out of 9 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	0.6%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	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	275	100	6.8	24.2	69.1	97.7	89	83.5	Yes	Yes
Gender										
Male	153	100	6.1	25.9	68	97.3	86.2	80.1	N/A	N/A
Female	122	100	7.6	22	70.3	98.3	91.9	87	N/A	N/A
Racial/Ethnic Group										
White	247	100	5.8	22.8	71.4	98.8	90.7	89.6	Yes	Yes
African American	12	100	I/S	I/S	I/S	I/S	76.9	74.6	I/S	I/S
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	95.4	92.7	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	82.4	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.3	85.1	I/S	I/S
Disability Status										
Disabled	27	100	33.3	29.2	37.5	95.8	53.9	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	7	I/S	I/S	I/S	I/S	I/S	83.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	24	100	21.7	43.5	34.8	87	80.1	76.9	I/S	I/S

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

All Students	275	100	7.2	29.1	63.8	96.6	86.2	80.4	Yes	Yes
Gender										
Male	153	100	6.8	27.9	65.3	96.6	84.9	78.4	N/A	N/A
Female	122	100	7.6	30.5	61.9	96.6	87.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	247	100	6.6	28.6	64.7	97.5	88.2	87.8	Yes	Yes
African American	12	100	I/S	I/S	I/S	I/S	72	69.3	I/S	I/S
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	93.9	93.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	78.2	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87.5	83.2	I/S	I/S
Disability Status										
Disabled	27	100	29.2	37.5	33.3	83.3	52.7	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	7	I/S	I/S	I/S	I/S	I/S	81.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	24	100	13	52.2	34.8	87	76.1	72.8	I/S	I/S

* 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	182	100	9.7	49.1	41.1	90.3	80.7	67.3
Gender								
Male	99	100	6.4	47.9	45.7	93.6	80.2	66.9
Female	83	100	13.6	50.6	35.8	86.4	81.2	67.7
Racial/Ethnic Group								
White	167	100	8.6	51.2	40.1	91.4	83.4	79.6
African American	6	I/S	I/S	I/S	I/S	I/S	59.9	49.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	90.4	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	70	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.2	69.5
Disability Status								
Disabled	17	100	25	50	25	75	46.5	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	5	I/S	I/S	I/S	I/S	I/S	69.9	58.6
Socio-Economic Status								
Subsidized meals	13	100	25	41.7	33.3	75	68	55.4

Social Studies

All Students	181	99.5	4.6	29.7	65.7	95.4	81.5	70.9
Gender								
Male	102	100	6.1	19.2	74.7	93.9	81.5	70.1
Female	79	98.7	2.6	43.4	53.9	97.4	81.4	71.7
Racial/Ethnic Group								
White	161	100	3.2	29.7	67.1	96.8	82.9	79.2
African American	9	I/S	I/S	I/S	I/S	I/S	68.5	58.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	91.3	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	78.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.9	71.2
Disability Status								
Disabled	17	94.1	6.7	33.3	60	93.3	49.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	79.2	68
Socio-Economic Status								
Subsidized meals	17	100	25	43.8	31.3	75	69.1	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	271	100	8.7	28.3	63	91.3	79.4	72.1	96.8	97.1
Gender										
Male	151	100	9.5	36.1	54.4	90.5	73.4	65.2	96.9	97.1
Female	120	100	7.6	18.6	73.7	92.4	85.6	79.2	96.7	97.2
Racial/Ethnic Group										
White	245	100	7.5	29	63.5	92.5	81.6	80.8	96.9	97.1
African American	10	I/S	I/S	I/S	I/S	I/S	65.2	59.7	93.9	97.3
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	87.7	87	98.2	97.9
Hispanic	4	I/S	I/S	I/S	I/S	I/S	66.3	64.6	97.3	97.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.8	73.4	96.7	96.3
Disability Status										
Disabled	23	100	31.8	45.5	22.7	68.2	35.6	27.7	96.7	96.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	67.1	63.7	98.4	97.8
Socio-Economic Status										
Subsidized meals	24	100	30.4	39.1	30.4	69.6	66.5	61.9	94.2	96.3

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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	85	100	4.8	15.5	79.8	95.2
	4	93	100	3.4	21.6	75	96.6
	5	72	100	10	18.6	71.4	90
	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	92	100	9	13.5	77.5	91
	4	88	100	8.2	27.1	64.7	91.8
	5	95	100	3.3	31.9	64.8	96.7
	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	85	100	1.2	34.5	64.3	98.8
	4	93	100	3.4	43.2	53.4	96.6
	5	72	100	1.4	28.6	70	98.6
	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
2010	3	92	100	15.7	23.6	60.7	84.3
	4	88	100	2.4	32.9	64.7	97.6
	5	95	100	3.3	30.8	65.9	96.7
	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
Science							
2009	3	43	100	18.6	44.2	37.2	81.4
	4	93	100	8	61.4	30.7	92
	5	36	100	2.9	60	37.1	97.1
	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	46	100	20.5	40.9	38.6	79.5
	4	88	100	4.7	60	35.3	95.3
	5	48	100	8.7	37	54.3	91.3
	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

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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	42	100	2.4	29.3	68.3	97.6
	4	93	100	5.7	33	61.4	94.3
	5	36	100	14.3	25.7	60	85.7
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	46	100	8.9	22.2	68.9	91.1
	4	88	100	4.7	25.9	69.4	95.3
	5	47	97.9	N/A	N/A	N/A	100
	6	0	N/A	N/A	N/A	N/A	N/A
2011	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	85	100	7.1	22.6	70.2	92.9
	4	92	100	6.7	47.2	46.1	93.3
	5	73	100	7	15.5	77.5	93
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	91	100	16.9	29.2	53.9	83.1
	4	87	100	5.9	24.7	69.4	94.1
	5	93	100	3.3	30.8	65.9	96.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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