

NEW PROVIDENCE ELEMENTARY

1118 Old Cherokee Rd.
Lexington, SC 29072

Grades	PK-5 Elementary School	
Enrollment	601 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 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	N/A	N/A
2007	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

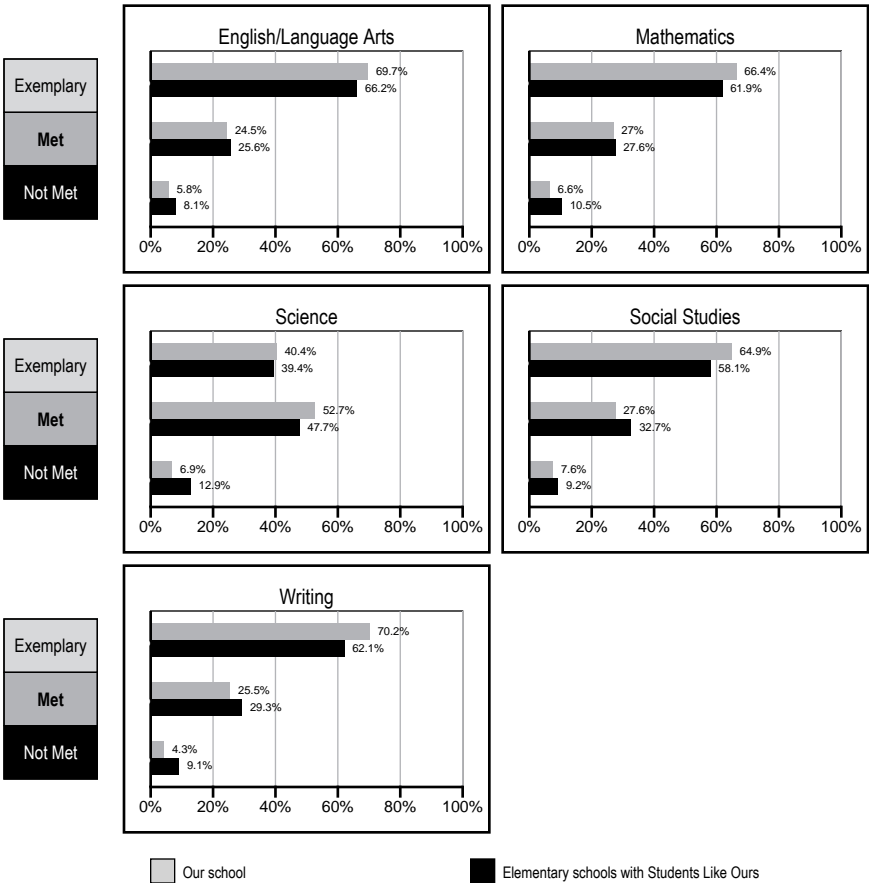
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	1	0	0	0

* Ratings are calculated with data available by 11/09/2011.

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=601)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.5%	Up from 0.2%	0.5%	1.1%
Attendance rate	96.8%	No Change	96.7%	96.2%
Served by gifted and talented program	38.1%	Down from 40.1%	32.8%	13.4%
With disabilities other than speech	1.8%	Down from 4.4%	2.7%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	82.1%	Down from 83.3%	65.4%	62.5%
Continuing contract teachers	97.4%	Up from 94.4%	88.5%	88.2%
Teachers returning from previous year	N/A	N/A	88.4%	87.8%
Teacher attendance rate	95.1%	Up from 94.3%	95.3%	95.2%
Average teacher salary*	\$47,874	Down 0.6%	\$49,087	\$46,773
Professional development days/teacher	8.4 days	Down from 9.6 days	8.7 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	22.8 to 1	Up from 20.9 to 1	21.7 to 1	19.9 to 1
Prime instructional time	90.8%	Up from 90.6%	91.3%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	99.7%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,334	Down 18.0%	\$6,567	\$7,447
Percent of expenditures for instruction**	64.2%	Up from 59.9%	68.5%	68.4%
Percent of expenditures for teacher salaries**	63.2%	Up from 54.6%	68.1%	65.8%

* 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 Providence Elementary School has established a solid reputation for providing high-quality 21st century learning experiences for our students. We take great pride in developing our students as leaders. Our facility is safe, and our faculty and staff work tirelessly to provide a high-performing, yet nurturing, culture. Our third year proved to be a "roaring success" as we gave support to our slogan "NPE, A Great Place to Be."

Although the year was filled with success stories, we struggle to provide extension and challenge activities to students who are achieving at extremely high levels while simultaneously providing remedial and enrichment services to students who struggle with academics and social and emotional issues. Through the expansion of our guidance services, flexible scheduling, mentor and outreach programs, we hope to give all children the necessary skills to develop to their full potential.

Academically, our students continue to perform at high levels, consistently surpassing district and state averages. Measures of Academic Progress data indicated a proficiency measure of more than 90 percent in both reading and mathematics for students in grades 2-5 with similar results in data from the 2009-2010 Palmetto Achievement State Standards. Our students scored above 90 percent Proficient in English, mathematics, science, social studies and writing. One particularly bright spot in our data was an increase in the percentage of fifth-grade students scoring at the Exemplary level in science. This percentage increased from 37 percent in 2009 to 54 percent in 2010 and seemed to be the result of a more intense focus in the area of science and the development of our Science, Technology, Engineering and Mathematics lab. As part of our STEM initiative, we developed our first STEM Night attended by parents and students. During this event, students learned more about various STEM careers while having fun and participating in robot demonstrations, science experiments and math games. Our focus this year was fifth-grade STEM, fourth-grade Business and Entrepreneurship, and third-grade Financial Literacy. Our Providence 21 after-school program added students in third and fourth grades.

During the 2010-2011 school year, we increased leadership opportunities for students. We formed the NPE Student Lion Leader Council and included homeroom representatives from every class in grades 2-5. The council and its elected officers were active in several service projects, Special Olympics and the establishment of the New Providence Student Leader Award. Other leadership-related offerings included the Girls on the Run program, the third-grade recycling "Green Team," and two Destination Imagination teams that took first and second place at state competitions. Students sent food to Harvest Hope and raised more than \$2,500 for Relay For Life.

Other highlights this year included receiving a Palmetto's Finest site visit following a rigorous application process, our second Palmetto Gold award for exceptional academic performance, a \$1,000 grant for students to participate in Special Olympics, a \$1,050 grant from Del Monte to purchase healthy snacks and a Wii Fit system for our Autism class. We also established a Rolling Readers mentor program.

The work of our PTA and School Improvement Council contributed to our success. Notable accomplishments included fully funding all field trips for all students, co-sponsoring a visit from children's author Charles R. Smith Jr., enhancing the STEM lab, and purchasing picnic and folding tables for the school. Bingo Night was also a great family event developed to build school spirit and community.

C. Van Bowers, Principal and Jennifer Felkel, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	92	83
Percent satisfied with learning environment	97.1%	97.8%	97.5%
Percent satisfied with social and physical environment	97.1%	95.7%	97.6%
Percent satisfied with school-home relations	100.0%	97.8%	95.1%

* 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

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	0.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	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

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	277	100	5.8	24.5	69.7	96	88	82.4	Yes	Yes
Gender										
Male	165	100	5.6	24.1	70.4	96.3	84.9	78.7	N/A	N/A
Female	112	100	6.3	25	68.8	95.5	91.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	249	100	4.1	24	72	97.6	90	88.9	Yes	Yes
African American	12	100	33.3	41.7	25	66.7	74.6	72.9	I/S	I/S
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	81.2	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92	83	I/S	I/S
Disability Status										
Disabled	33	100	35.5	29	35.5	74.2	51.1	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	80.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	31	100	20.7	34.5	44.8	82.8	78.6	75.4	I/S	I/S

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	277	100	6.6	27	66.4	94.9	88	81.9	Yes	Yes
Gender										
Male	165	100	5.6	27.2	67.3	95.7	86.5	79.9	N/A	N/A
Female	112	100	8	26.8	65.2	93.8	89.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	249	100	4.1	26.8	69.1	97.6	89.8	88.9	Yes	Yes
African American	12	100	41.7	41.7	16.7	58.3	75.3	71.4	I/S	I/S
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	95.4	94.6	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	82	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90	84.4	I/S	I/S
Disability Status										
Disabled	33	100	29	41.9	29	77.4	52.3	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	83.1	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	31	100	24.1	41.4	34.5	79.3	78.1	74.9	I/S	I/S

* Adjusted to account for natural variation in performance.

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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	191	100	6.9	52.7	40.4	93.1	80.1	68.6
Gender								
Male	114	100	6.3	50.5	43.2	93.7	79.7	68.3
Female	77	100	7.8	55.8	36.4	92.2	80.5	68.9
Racial/Ethnic Group								
White	175	100	5.8	52.9	41.3	94.2	82.8	80.7
African American	6	I/S	I/S	I/S	I/S	I/S	60.6	51.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.8	85.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	70.5	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	88.6	70.8
Disability Status								
Disabled	27	100	24	56	20	76	45.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	70.6	60.7
Socio-Economic Status								
Subsidized meals	18	100	12.5	68.8	18.8	87.5	66.5	57.3
Social Studies								
All Students	188	100	7.6	27.6	64.9	92.4	82.8	72.5
Gender								
Male	113	100	6.4	24.5	69.1	93.6	82.5	72
Female	75	100	9.3	32	58.7	90.7	83	73.1
Racial/Ethnic Group								
White	166	100	4.3	26.4	69.3	95.7	84.7	81
African American	12	100	41.7	50	8.3	58.3	69.4	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.1	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	74.5	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.9	73.5
Disability Status								
Disabled	23	100	19	42.9	38.1	81	49.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	76	69.7
Socio-Economic Status								
Subsidized meals	26	100	29.2	45.8	25	70.8	70.3	62.9

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	94	100	4.3	25.5	70.2	95.7	79.6	73.2	96.8	95.7
Gender										
Male	48	100	4.2	27.1	68.8	95.8	74.1	67.2	96.9	95.7
Female	46	100	4.3	23.9	71.7	95.7	85.3	79.4	96.7	95.8
Racial/Ethnic Group										
White	86	100	2.3	23.3	74.4	97.7	81.6	81.5	97	95.7
African American	3	I/S	I/S	I/S	I/S	I/S	65.3	61.3	93.8	96
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93	87	98	96.6
Hispanic	1	I/S	I/S	I/S	I/S	I/S	68.2	66.7	96.5	95.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.9	72.2	95.6	94.9
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	30.7	26	96.3	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	69.7	65.7	97.8	96.3
Socio-Economic Status										
Subsidized meals	13	100	23.1	30.8	46.2	76.9	67.4	63.2	94.4	94.8

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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							
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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	81	100	6.2	7.4	86.4	93.8
	4	102	100	8.1	30.3	61.6	91.9
	5	94	100	3.2	33	63.8	96.8
	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
	Mathematics						
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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	81	100	6.2	19.8	74.1	93.8
	4	102	100	7.1	23.2	69.7	92.9
	5	94	100	6.4	37.2	56.4	93.6
	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
	Science						
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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	41	100	9.8	39	51.2	90.2
	4	102	100	7.1	57.6	35.4	92.9
	5	48	100	4.2	54.2	41.7	95.8
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	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
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	40	100	7.5	20	72.5	92.5
	4	102	100	5.1	30.3	64.6	94.9
	5	46	100	13	28.3	58.7	87
	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							
2010	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
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	94	100	4.3	25.5	70.2	95.7
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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