

## VANCE-PROVIDENCE ELEMENTARY

633 Camden Road  
Vance, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	317 Students	
<b>Principal</b>	Dorotheia A. A. Boyd	803-492-7766
<b>Superintendent</b>	Dr. Cynthia Cash-Greene	803-496-3288
<b>Board Chair</b>	Robert Williams	803-496-3288

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>At-Risk</b>
2010	Below Average	Below Average
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk

## 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

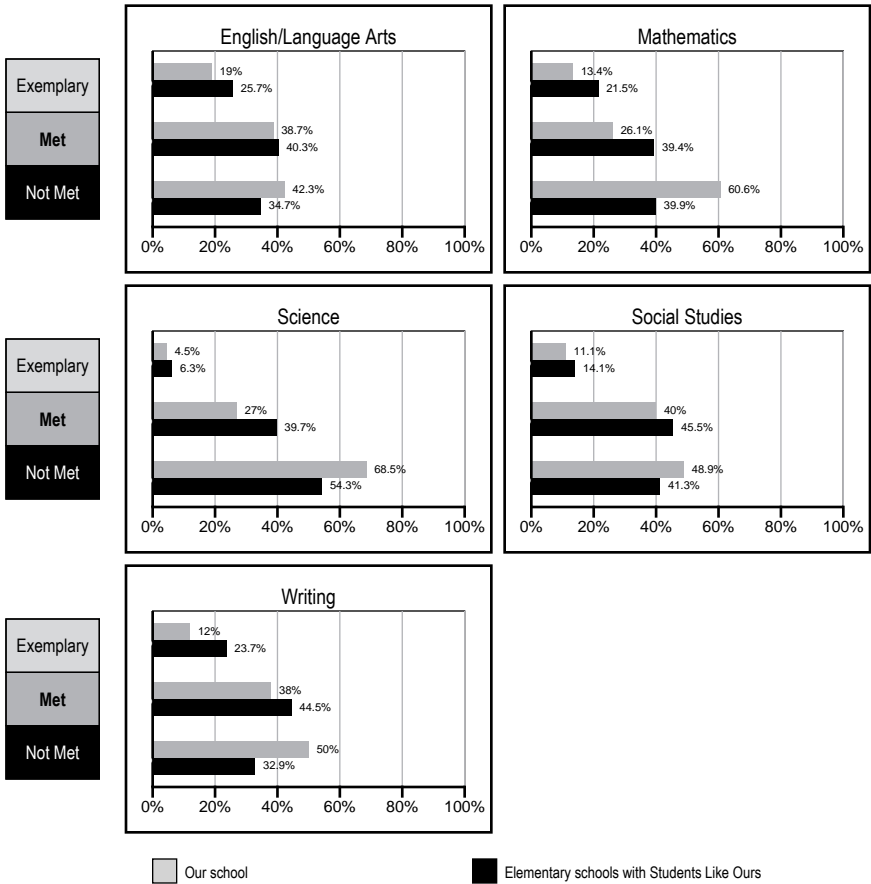
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	65	44	19

\* 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
<b>Students (n=317)</b>				
First graders who attended full-day kindergarten	93.0%	Down from 100.0%	100.0%	100.0%
Retention rate	0.4%	Up from 0.3%	1.5%	1.1%
Attendance rate	96.2%	Up from 93.9%	96.0%	96.2%
Served by gifted and talented program	1.4%	Up from 0.5%	5.1%	13.4%
With disabilities other than speech	2.9%	Down from 6.8%	4.4%	4.1%
Older than usual for grade	0.3%	Down from 0.4%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=18)</b>				
Teachers with advanced degrees	72.2%	Up from 60.0%	61.7%	62.5%
Continuing contract teachers	94.4%	Up from 90.0%	81.8%	88.2%
Teachers returning from previous year	85.8%	Down from 86.9%	84.4%	87.8%
Teacher attendance rate	95.8%	Up from 93.5%	95.2%	95.2%
Average teacher salary*	\$47,355	Up 3.7%	\$45,155	\$46,773
Professional development days/teacher	14.7 days	Up from 8.6 days	10.8 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 14.0	3.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 18.4 to 1	17.5 to 1	19.9 to 1
Prime instructional time	91.3%	Up from 86.7%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.8%	Down from 97.1%	100.0%	100.0%
Character development program	Below Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,920	Down 5.8%	\$8,733	\$7,447
Percent of expenditures for instruction**	60.2%	Down from 62.5%	67.3%	68.4%
Percent of expenditures for teacher salaries**	58.5%	Down from 58.7%	63.8%	65.8%

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Vance-Providence Elementary School is a school that is a school moving from good to great! Our teachers, students, parents and business partners are working collaboratively to ensure that we accomplish our goal.

This year our focus was Literacy and Math. Each teacher has received a classroom library that provided books for every child to read. In addition, every student received daily instruction with our adopted literacy program, SIPPS, Systemic Instruction in Phoneme Awareness, Phonics and Sight Words. We have adopted the Math Out of the Box Curriculum to address the South Carolina State Standards through the implementation of hands-on student learning.

To address the needs of all students, we conduct curriculum, grade level, faculty meetings, vertical team planning and district-led learn walks. Teachers are offered ongoing professional development. Additionally, teachers are monitored on a daily basis by the school administration.

Vance-Providence was a participant of the 21st Century Boys and Girls Club which offered academic support to students as well as afterschool extra-curricular activities. The staff and The Lake Marion Kiwanis Club recognized students for character trait of the month throughout the school year.

Vance-Providence Elementary School is fortunate to have a supportive business community, a committed clergy, and parents who stress the importance of our school motto: "Pride, Presence, Preparation and Progress: Academic Excellence".

Dorotheia A. A. Boyd, Principal  
Patricia Smith, SIC Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	48	26
Percent satisfied with learning environment	64.7%	75.0%	79.2%
Percent satisfied with social and physical environment	72.2%	66.0%	76.9%
Percent satisfied with school-home relations	50.0%	75.0%	76.0%

\* 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

This school met 7 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

CA

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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%**	Yes

\* Or greater than last year

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

All Students	148	99.3	41.8	39	19.1	69.5	71.8	82.4	No	Yes
<b>Gender</b>										
Male	79	98.7	47.3	36.5	16.2	68.9	69.3	78.7	N/A	N/A
Female	69	100	35.8	41.8	22.4	70.1	74.1	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	4	I/S	I/S	I/S	I/S	I/S	82.2	88.9	I/S	I/S
African American	143	99.3	40.4	40.4	19.1	70.6	70.4	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
<b>Disability Status</b>										
Disabled	23	95.7	68.2	18.2	13.6	50	35.8	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	78.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	146	99.3	41.4	39.3	19.3	70	70.9	75.4	No	Yes

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

All Students	148	100	60.6	26.1	13.4	54.2	59.6	81.9	No	Yes
<b>Gender</b>										
Male	79	100	62.7	22.7	14.7	49.3	56.7	79.9	N/A	N/A
Female	69	100	58.2	29.9	11.9	59.7	62.3	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	4	I/S	I/S	I/S	I/S	I/S	74.2	88.9	I/S	I/S
African American	143	100	60.6	26.3	13.1	54.7	57.8	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	65.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	23	100	87	8.7	4.3	21.7	15.3	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	146	100	60.3	26.2	13.5	54.6	57.8	74.9	No	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
<b>Science</b>								
All Students	94	100	68.5	27	4.5	31.5	45.3	68.6
<b>Gender</b>								
Male	50	100	74.5	19.1	6.4	25.5	47.8	68.3
Female	44	100	61.9	35.7	2.4	38.1	42.9	68.9
<b>Racial/Ethnic Group</b>								
White	2	I/S	I/S	I/S	I/S	I/S	69.4	80.7
African American	91	100	68.6	26.7	4.7	31.4	42.7	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
<b>Disability Status</b>								
Disabled	14	100	N/AV	N/AV	N/AV	7.1	14.2	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	92	100	68.2	27.3	4.5	31.8	43.9	57.3
<b>Social Studies</b>								
All Students	92	100	48.9	40	11.1	51.1	52.4	72.5
<b>Gender</b>								
Male	47	100	54.3	30.4	15.2	45.7	49.9	72
Female	45	100	43.2	50	6.8	56.8	54.7	73.1
<b>Racial/Ethnic Group</b>								
White	2	I/S	I/S	I/S	I/S	I/S	62	81
African American	90	100	47.7	40.9	11.4	52.3	51.6	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	50	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
<b>Disability Status</b>								
Disabled	16	100	75	18.8	6.3	25	19.8	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	90	100	49.4	39.3	11.2	50.6	51.3	62.9

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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	51	100	50	38	12	50	60.9	73.2	96.2	95.6
<b>Gender</b>										
Male	27	100	48.1	37	14.8	51.9	55.7	67.2	96.3	95.4
Female	24	100	52.2	39.1	8.7	47.8	65.9	79.4	96	95.9
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	80.4	81.5	94.2	92.9
African American	51	100	50	38	12	50	58.2	61.3	96.2	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	98.3	97.7
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	N/A	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	94.4
<b>Disability Status</b>										
Disabled	4	I/S	I/S	I/S	I/S	I/S	9.3	26	97.5	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	N/A	97.8
<b>Socio-Economic Status</b>										
Subsidized meals	51	100	50	38	12	50	59.3	63.2	96.2	95.7

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
<b>English/Language Arts</b>							
<b>2010</b>	3	39	100	40	31.4	28.6	60
	4	57	91.2	58.2	36.4	5.5	41.8
	5	52	100	45.1	43.1	11.8	54.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	60	100	39.3	25	35.7	60.7
	4	38	97.4	44.4	41.7	13.9	55.6
	5	50	100	42.9	53.1	4.1	57.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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
	<b>Mathematics</b>						
<b>2010</b>	3	39	100	37.1	40	22.9	62.9
	4	57	100	60	36.4	3.6	40
	5	52	100	62.7	29.4	7.8	37.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	60	100	60.7	21.4	17.9	39.3
	4	38	100	51.4	32.4	16.2	48.6
	5	50	100	67.3	26.5	6.1	32.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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
	<b>Science</b>						
<b>2010</b>	3	19	100	N/A	N/A	N/A	16.7
	4	57	100	54.5	40	5.5	45.5
	5	28	100	67.9	28.6	3.6	32.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	30	100	70.4	25.9	3.7	29.6
	4	38	100	56.8	35.1	8.1	43.2
	5	26	100	N/AV	N/AV	N/AV	16
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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
<b>Social Studies</b>							
<b>2010</b>	3	20	100	29.4	58.8	11.8	70.6
	4	57	100	43.6	47.3	9.1	56.4
	5	24	100	56.5	30.4	13	43.5
	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
<b>2011</b>	3	30	100	51.7	34.5	13.8	48.3
	4	38	100	40.5	45.9	13.5	59.5
	5	24	100	58.3	37.5	4.2	41.7
	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
<b>Writing</b>							
<b>2010</b>	3	40	100	52.8	27.8	19.4	47.2
	4	58	98.3	52.7	38.2	9.1	47.3
	5	54	100	52.8	32.1	15.1	47.2
	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
<b>2011</b>	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	51	100	50	38	12	50
	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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