



## Vance Providence Elementary

633 Camden Road  
Vance, SC 29163

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 317 Students           |              |
| <b>Principal</b>      | Teresa Reid            | 803-492-7766 |
| <b>Superintendent</b> | Cynthia Cash-Greene    | 803-496-3288 |
| <b>Board Chair</b>    | Mrs. Betty Shuler      | 803-496-3852 |

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING      | GROWTH RATING        |
|-------------|----------------------|----------------------|
| <b>2012</b> | <b>Below Average</b> | <b>Below Average</b> |
| 2011        | Below Average        | At-Risk              |
| 2010        | Below Average        | Below Average        |
| 2009        | Below Average        | Below Average        |
| 2008        | 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://www.eoc.sc.gov>

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

Percent of students tested in 2011-12 whose 2010-11 test scores were located

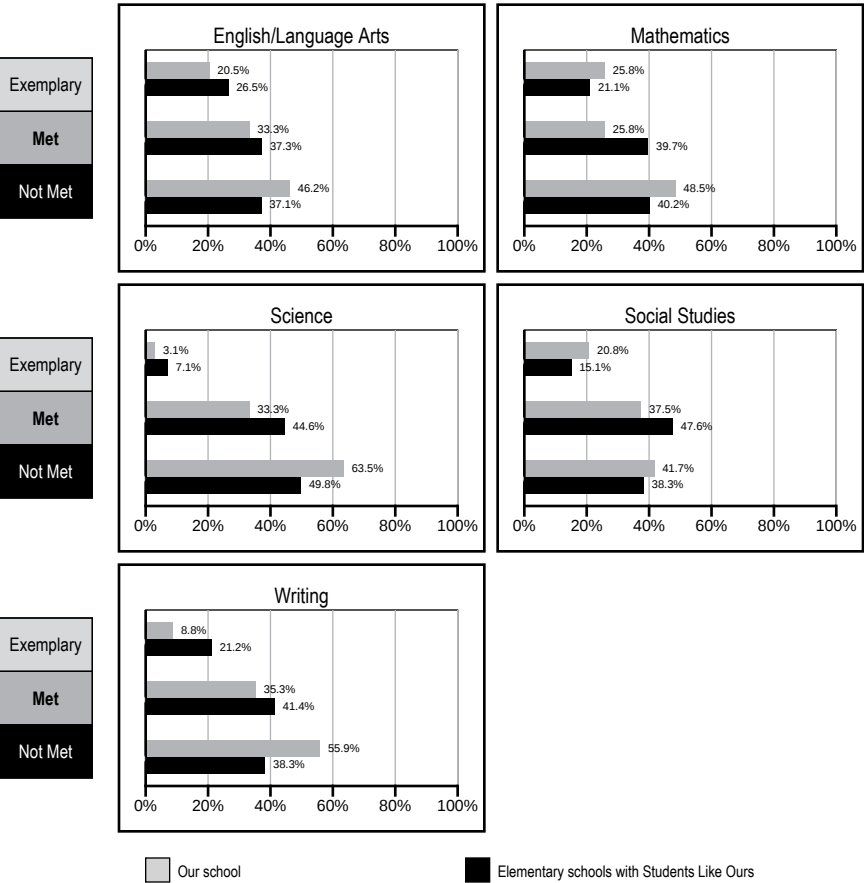
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 2         | 6    | 73      | 47            | 17      |

\* Ratings are calculated with data available by 11/07/2012.

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=317)                                                             |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | Up from 93.0%         | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 0.4%       | No Change             | 1.2%                                       | 1.0%                     |
| Attendance rate                                                              | 96.2%      | No Change             | 96.4%                                      | 96.6%                    |
| Served by gifted and talented program                                        | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| With disabilities other than speech                                          | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Older than usual for grade                                                   | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers (n=19)                                                              |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 63.2%      | Down from 72.2%       | 62.5%                                      | 63.0%                    |
| Continuing contract teachers                                                 | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Teachers returning from previous year                                        | 85.3%      | Down from 85.8%       | 85.2%                                      | 88.7%                    |
| Teacher attendance rate                                                      | 94.8%      | Down from 95.8%       | 95.5%                                      | 95.1%                    |
| Average teacher salary*                                                      | \$46,579   | Down 1.6%             | \$44,885                                   | \$47,210                 |
| Professional development days/teacher                                        | 15.5 days  | Up from 14.7 days     | 9.4 days                                   | 10.5 days                |
| School                                                                       |            |                       |                                            |                          |
| Principal's years at school                                                  | 2.0        | Up from 1.0           | 4.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 0.9 to 1   | Down from 17.1 to 1   | 18.0 to 1                                  | 20.0 to 1                |
| Prime instructional time                                                     | 90.1%      | Down from 91.3%       | 90.6%                                      | 90.5%                    |
| Opportunities in the arts                                                    | Excellent  | Up from Good          | Good                                       | Good                     |
| SACS accreditation                                                           | Yes        | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                                | 100.0%     | Up from 95.8%         | 100.0%                                     | 100.0%                   |
| Character development program                                                | Excellent  | Up from Below Average | Excellent                                  | Excellent                |
| Dollars spent per pupil**                                                    | \$8,384    | Up 5.9%               | \$8,326                                    | \$7,247                  |
| Percent of expenditures for instruction**                                    | 64.6%      | Up from 60.2%         | 65.9%                                      | 68.2%                    |
| Percent of expenditures for teacher salaries**                               | 53.0%      | Down from 58.5%       | 62.7%                                      | 65.7%                    |

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

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

Report of Principal and School Improvement Council

The mission of Vance-Providence Elementary School of the Arts and Technology is to educate and develop respectful, confident, productive, and self-motivated individuals who are competent role models in a changing world by providing a safe, resourceful, and rewarding environment that involves parents and the community.

Vance-Providence supports the vision of Orangeburg County Consolidated School District Three by preparing all students for high school graduation and to become positive future leaders.

During the 2011/12 school year, Vance-Providence Elementary School was a school that continued to move from good to great! The teachers, students, parents, and business partners worked collaboratively to ensure that goals were met.

Due to identified areas of need, instruction in literacy and math was standards-based and driven by data. Each ELA teacher implemented effective teaching strategies enhanced by classroom libraries and Systemic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS). Math teachers facilitated learning with the Math Out of the Box Curriculum through the implementation of hands-on student learning. Curriculum, grade level, faculty meetings, as well as vertical articulation and district-led learning walks provided opportunities for reflection of teaching practices in all content areas. VPES has been upgraded with the most current technological tools, such as smart classrooms equipped with electronic white boards, laptops for each students in kindergarten through fifth grade, and two computer labs for rich interactive learning experiences.

Varied business partnerships provided opportunities for educating the total child during the school year. All second grade students were offered swimming lessons via a partnership with the YMCA of Orangeburg. The SCANA homework center provided a secure, supervised environment where children in grades two through five worked on homework assignments and developed study skills. SCANA visited a local residential facility to provide Goody Boxes to residents. These students traveled to Columbia to attend the Light's Out Christmas Program at Riverbanks Zoo. SCANA also toured the Alligator Adventure and Pirates Voyage in Myrtle Beach. The Student Council facilitated a Food Drive for The Santee Adult Daycare Center for Thanksgiving. A newly organized group "Angel in You" attended the Columbia Ballet.

Other learning opportunities enabled students to experience success in the District's Science Fair and Math Fest. Students demonstrated success on standardized assessments, which included ENI, Measures of Academic Progress (MAP), and many areas of the Palmetto Assessment of States Standards. Exposure to the Arts included weekly instruction in music, art, media, and dance.

In order to meet the diverse needs of all students, Vance-Providence will continue to work to improve teaching and learning; therefore, building a world-class education program.

Dorotheia Boyd, Principal Patricia Smith, SIC Chairperson

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 16       | 32        | 26       |
| Percent satisfied with learning environment            | 68.8%    | 65.6%     | 80.0%    |
| Percent satisfied with social and physical environment | 75.0%    | 71.9%     | 76.0%    |
| Percent satisfied with school-home relations           | 73.3%    | 81.3%     | 80.8%    |

\* 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

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

|                               |      |
|-------------------------------|------|
| Overall Weighted Points Total | 65.9 |
| Overall Grade Conversion      | D    |

| Index Score  | Grade | Description                                                 |
|--------------|-------|-------------------------------------------------------------|
| 90-100       | A     | Performance substantially exceeds the state's expectations. |
| 80-89.9      | B     | Performance exceeds the state's expectations.               |
| 70-79.9      | C     | Performance meets the state's expectations.                 |
| 60-69.9      | D     | Performance does not meet the state's expectations.         |
| Less than 60 | F     | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Vance Providence Elementary school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

|                                                                         | Our District | State |
|-------------------------------------------------------------------------|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | N/A          | 2.6%  |
| Classes in high poverty schools not taught by highly qualified teachers | 2.8%         | 5.1%  |

|                                                 | 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

Performance By Group

| Subgroups                         | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| Grades 3-5                        |          |           |              |                     |              |               |
| All Students                      | 626.5    | 627.9     | 583.8        | 617.9               | 96.3         | 99.3          |
| Male                              | 615.0    | 617.7     | 578.6        | 614.9               | 95.8         | 100.0         |
| Female                            | 638.6    | 638.9     | 590.5        | 621.0               | 96.9         | 98.5          |
| White                             | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| African American                  | 625.0    | 627.0     | 583.0        | 616.9               | 96.9         | 99.2          |
| Asian/Pacific Islander            | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Hispanic                          | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| American Indian/Alaskan           | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Disabled                          | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Limited English Proficient        | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Subsidized meals                  | 626.5    | 628.3     | 582.0        | 617.8               | 96.8         | 99.2          |
| Annual Measurable Objective (AMO) | 630.0    | 630.0     | 630.0        | 630.0               | 95.0         | 95.0          |

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 Grade Level

|                       | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts |       |                                  |          |           |       |             |                       |
| 2011                  | 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                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2012                  | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 3     | 38                               | 97.4     | 35.1      | 40.5  | 24.3        | 64.9                  |
|                       | 4     | 62                               | 93.6     | 42.9      | 28.6  | 28.6        | 57.1                  |
|                       | 5     | 36                               | 100      | 55.9      | 38.2  | 5.9         | 44.1                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2012                  | 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           |       |                                  |          |           |       |             |                       |
| 2011                  | 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                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2012                  | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 3     | 38                               | 100      | 52.6      | 18.4  | 28.9        | 47.4                  |
|                       | 4     | 62                               | 98.4     | 47.5      | 23.7  | 28.8        | 52.5                  |
|                       | 5     | 36                               | 100      | 44.1      | 38.2  | 17.6        | 55.9                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2012                  | 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               |       |                                  |          |           |       |             |                       |
| 2011                  | 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                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2012                  | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 3     | 19                               | 100      | N/AV      | N/AV  | N/AV        | 5.3                   |
|                       | 4     | 62                               | 98.4     | 47.5      | 47.5  | 5.1         | 52.5                  |
|                       | 5     | 18                               | 100      | N/AV      | N/AV  | N/AV        | 17.6                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2012                  | 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<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies |       |                                  |          |           |       |             |                       |
| 2011           | 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                   |
| 2012           | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 3     | 19                               | 100      | 52.6      | 36.8  | 10.5        | 47.4                  |
|                | 4     | 62                               | 98.4     | 25.4      | 44.1  | 30.5        | 74.6                  |
|                | 5     | 18                               | 100      | N/AV      | N/AV  | N/AV        | 17.6                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2012           | 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        |       |                                  |          |           |       |             |                       |
| 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     | 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                   |
| 2012           | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 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     | 36                               | 100      | 55.9      | 35.3  | 8.8         | 44.1                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2012           | 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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N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample