



New Providence Elementary

1118 Old Cherokee Rd.
Lexington, SC 29072

Grades	K-5 Elementary School	
Enrollment	475 Students	
Principal	C. Van Bowers	803-821-3300
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Excellent
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	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

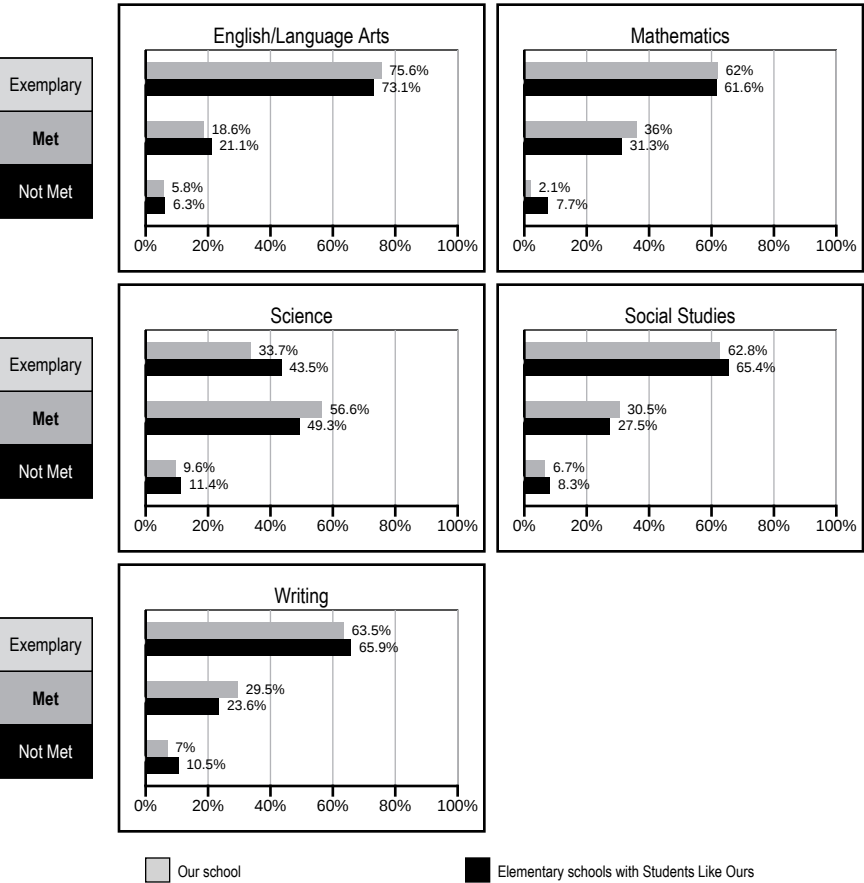
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.1%

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 06/01/2010.

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=475)				
First graders who attended full-day kindergarten	100.0%	N/R	100.0%	100.0%
Retention rate	0.6%	N/A	0.3%	1.9%
Attendance rate	97.4%	N/A	97.2%	96.3%
Eligible for gifted and talented	36.1%	N/A	36.1%	10.0%
With disabilities other than speech	4.1%	N/A	3.7%	7.7%
Older than usual for grade	0.0%	N/A	0.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	85.3%	N/A	67.7%	59.4%
Continuing contract teachers	85.3%	N/A	85.2%	80.0%
Teachers with emergency or provisional certificates	0.0%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	84.9%	85.9%
Teacher attendance rate	96.7%	N/R	95.5%	95.1%
Average teacher salary*	\$46,982	I/S	\$49,349	\$47,149
Professional development days/teacher	9.8 days	N/R	9.4 days	11.1 days
School				
Principal's years at school	1.0	N/R	5.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	N/R	20.2 to 1	18.8 to 1
Prime instructional time	93.6%	N/R	91.7%	90.4%
Opportunities in the arts	Excellent	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	99.4%	N/R	100.0%	100.0%
Character development program	Good	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$7,711	\$7,458
Percent of expenditures for instruction**	N/A	N/A	67.1%	68.8%
Percent of expenditures for teacher salaries**	N/A	N/A	64.0%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Bursting with “Lion Pride,” New Providence Elementary opened its doors for the first time in August of 2008. Our staff of 75 members eagerly prepared throughout the summer to create a school culture that was inviting, highly collaborative, nurturing and focused on high academic achievement for all students.

The success of our first year was enhanced by the tremendous support we received from our parents and community. More than 150 volunteers contributed countless hours of volunteer time to our school. The fundraising efforts of our PTA contributed to the overall development and success of NPES. Memorable events such as Putt for Funds, Books & BBQ, Spring Fling and restaurant nights built school and community pride throughout the year. PTA funds provided our teachers with an abundance of classroom supplies, purchased books for our leveled text library, sent every child on a field trip, and secured meaningful assembly programs for our students.

With academic achievement as the main focus, our teachers utilized a 30-minute intervention block of time each day to flexibly group students and address individual learning needs. Through the Response to Intervention process, student data was monitored throughout the year and interventions were administered to increase student achievement. Our teachers focused on learning outcomes for students and utilized a process of “backward design” in their collaborative meetings. The tremendous effort of our teachers proved to be successful as our students performed very well on MAP testing and VIP benchmark assessments.

Our students also excelled in the performing arts area. Their talents were showcased during winter and spring concerts, art shows and theatrical presentations.

Our students learned about the importance of community service and giving through such activities as Jump Rope for Heart, Families Helping Families, Carolina vs. Clemson Food Drive, and collecting tabs for the Ronald McDonald House. Our staff showed their giving spirit through their 100 percent participation in the United Way campaign and their participation in the first annual “NPES Idol,” which raised \$2,700 for the American Cancer Society.

Although our first year was marked as a tremendous success, we constantly strive to overcome barriers that may inhibit student achievement. We face daily challenges in our attempt to move all children forward academically. We must continue to focus on learning outcomes for children through collaboration, data assessment and progress monitoring. Differentiating our instruction is a key factor in addressing the needs of our struggling learners, as we simultaneously challenge the high percentage of gifted students who are already performing at high levels.

Thank you for your endless support and for making our first 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	68	56
Percent satisfied with learning environment	93.9%	95.6%	94.5%
Percent satisfied with social and physical environment	100.0%	97.0%	98.2%
Percent satisfied with school-home relations	100.0%	98.5%	91.1%

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

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.4%	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	250	100	5.8	18.6	75.6	96.7	88.8	82.8	Yes	Yes
Gender										
Male	121	100	6	19	75	96.6	86.3	79.3	N/A	N/A
Female	129	100	5.6	18.3	76.2	96.8	91.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	226	100	4.1	17.9	78	98.2	90.3	89.5	Yes	Yes
African American	11	100	45.5	18.2	36.4	63.6	77.7	73.7	I/S	I/S
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	100	95.4	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	81.9	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.7	82.5	I/S	I/S
Disability Status										
Disabled	14	100	28.6	21.4	50	85.7	54.1	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	82.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	15	100	40	20	40	73.3	79.9	75.5	I/S	I/S

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

All Students	250	100	2.1	36	62	97.9	85.7	78.9	Yes	Yes
Gender										
Male	121	100	1.7	41.4	56.9	98.3	85.1	77	N/A	N/A
Female	129	100	2.4	31	66.7	97.6	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	226	100	1.4	34.4	64.2	98.6	87.8	87.2	Yes	Yes
African American	11	100	18.2	72.7	9.1	81.8	69.9	66.7	I/S	I/S
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	100	93.2	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	78.2	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	85.4	79.5	I/S	I/S
Disability Status										
Disabled	14	100	7.1	64.3	28.6	92.9	53.2	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	80.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	15	100	13.3	66.7	20	86.7	74.2	70.2	I/S	I/S

* Adjusted to account for natural variation in performance.

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	172	100	9.6	56.6	33.7	90.4	80	67.5
Gender								
Male	83	100	8.8	56.3	35	91.3	80.3	67
Female	89	100	10.5	57	32.6	89.5	79.7	68
Racial/Ethnic Group								
White	154	100	8.1	56.8	35.1	91.9	82.7	79.5
African American	7	I/S	I/S	I/S	I/S	I/S	58.8	50.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	89.9	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	72.4	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.2	71.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	46.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	73.7	59.6
Socio-Economic Status								
Subsided meals	10	I/S	I/S	I/S	I/S	I/S	65.2	55.1

Social Studies

All Students	171	100	6.7	30.5	62.8	93.3	82.4	72.3
Gender								
Male	85	100	8.6	24.7	66.7	91.4	82.3	71.5
Female	86	100	4.8	36.1	59	95.2	82.5	73.2
Racial/Ethnic Group								
White	154	100	4.8	31.3	63.9	95.2	83.8	80.7
African American	8	I/S	I/S	I/S	I/S	I/S	71	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	92.2	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.1	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80.6	72.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	55.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	75.2	67.9
Socio-Economic Status								
Subsided meals	12	100	33.3	25	41.7	66.7	70.2	62.1

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
Writing										
All Students	250	100	7	29.5	63.5	93	77.3	70.2	97.4	96.1
Gender										
Male	122	100	7.6	39.8	52.5	92.4	71.1	63.2	97.5	96.1
Female	128	100	6.3	19.8	73.8	93.7	83.8	77.5	97.4	96.2
Racial/Ethnic Group										
White	224	100	4.6	28.8	66.7	95.4	79.7	79.1	97.6	96.1
African American	12	100	58.3	25	16.7	41.7	61	57.6	94.8	96.3
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	100	88.6	86.2	98.4	97.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	64.5	62.6	96.7	95.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	77.6	68.7	97	95
Disability Status										
Disabled	15	100	26.7	53.3	20	73.3	34.3	26.1	97.4	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	98.6
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	64.7	61.2	97.7	96.6
Socio-Economic Status										
Subsidized meals	16	100	56.3	31.3	12.5	43.8	62	58.9	95	94.9

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
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
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
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
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
	8	N/A	N/AV	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable

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