



Vance-Providence Elementary

633 Camden Road
Vance, South Carolina

Grades	PK-5 Elementary School	
Enrollment	351 Students	
Principal	James R. Myers	803-492-7766
Superintendent	Dr. Cynthia Cash-Greene	803-496-3288
Board Chair	Robert Williams	803-496-3288

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	Below Average	At-Risk
2005	Below Average	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 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

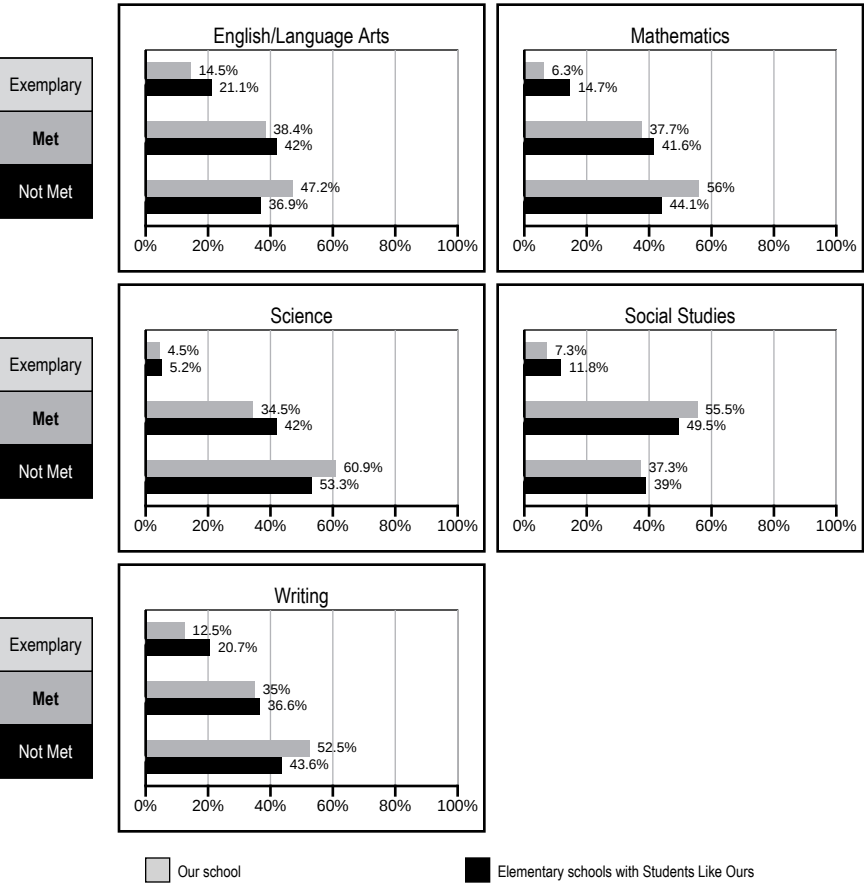
97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	52	50	31

* 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=351)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.2%	Up from 0.3%	2.5%	1.9%
Attendance rate	95.2%	Down from 96.0%	96.0%	96.3%
Eligible for gifted and talented	0.6%	No Change	2.8%	10.0%
With disabilities other than speech	5.0%	Up from 3.9%	7.4%	7.7%
Older than usual for grade	0.0%	No Change	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	58.3%	Up from 57.7%	57.0%	59.4%
Continuing contract teachers	79.2%	Up from 50.0%	70.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 5.6%	0.0%	0.0%
Teachers returning from previous year	84.9%	Up from 83.1%	81.2%	85.9%
Teacher attendance rate	97.0%	Up from 96.4%	95.2%	95.1%
Average teacher salary*	\$45,725	Up 2.5%	\$45,718	\$47,149
Professional development days/teacher	9.5 days	Down from 12.6 days	10.9 days	11.1 days
School				
Principal's years at school	15.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Down from 18.6 to 1	16.5 to 1	18.8 to 1
Prime instructional time	91.9%	Up from 91.2%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,284	Up 13.9%	\$8,730	\$7,458
Percent of expenditures for instruction**	63.6%	Up from 62.8%	68.4%	68.8%
Percent of expenditures for teacher salaries**	57.9%	Down from 58.3%	61.9%	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

Vance-Providence Elementary School is located in a rural setting in Orangeburg County. The school has a student population of approximately 89.91 percent of the students on free or reduced-priced lunch. We set high standards and have high expectations for success. Our school received a SCANA Homework Center grant that provided tutoring for students in grades two and three. Vance-Providence Elementary was also selected to have a technology/science coach (C2T2) for the 2009-2010 academic year. Vance-Providence Elementary was selected by Blue Cross Blue Shield to receive XO Laptop computers for all students in grades two through five. In addition, we are the recipients of a Rockin Reader Grant from Cracker Barrel to enhance our reading program.

We offered various programs to promote community involvement. Our lunch buddies program brought in community groups and agencies that provided support and guidance for our students. Our Career Day gave students the opportunity to observe and ask questions of representatives from various walks of life and to gain a perspective of the types of work they might wish to pursue. During our Meet the Teacher/Welcome Back Night, students and parents were provided the opportunity to meet with representatives from various community agencies and make inquiries about services available to them. We were given an operational status by the SACS quality assurance team and recommended for re-accreditation. Students in grade five received training in the DARE program and fourth graders received training in the GRATE program which increased their awareness of the dangers of drugs and alcohol. In addition, we established a partnership with the town of Vance to allow students the opportunity to participate in city improvement projects and take pride in their community.

Vance-Providence Elementary School students are honored for their achievements. The South Carolina Council on Economic Education recognized a second grade student for first place in the 2009 Poster Contest for South Carolina. A student was selected to attend the Summer Arts Program for Gifted and Talented students. Another student was recognized by the Governor as a "Good Citizen." Students and faculty members were recognized for good health and conditioning practices by the "Feeling Good Mileage Club." A Vance-Providence student was the top fifth grade Accelerated Reader in the district. A fifth grade student received the Director's Award at the regional science fair in Columbia, South Carolina.

In order to meet the diverse needs of all our students, teachers work diligently to improve their professional skills. Several staff members were selected to serve on the district curriculum review team. To insure the quality of the instructional program, teachers are monitored on a daily basis by the school administration and periodically by members of the District's Teacher Support Team.

Vance-Providence Elementary School is fortunate to have a supportive business community, a committed clergy and parents who stress the importance of a quality education program. As our motto states, Vance-Providence Elementary is "Developing hope, one student at a time."

Sandra White, SIC Chairperson
James R. Myers, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	45	38
Percent satisfied with learning environment	78.3%	77.8%	86.5%
Percent satisfied with social and physical environment	78.3%	77.3%	84.2%
Percent satisfied with school-home relations	58.3%	81.8%	82.4%

* 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

No Child Left Behind

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 10 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	CSI
---------------------------	-----

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	9.2%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.0%	0.0%	No
Student attendance rate	95.2%	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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	171	100	47.2	38.4	14.5	67.9	69.9	82.8	Yes	Yes
Gender										
Male	84	100	48.7	35.5	15.8	65.8	66.6	79.3	N/A	N/A
Female	87	100	45.8	41	13.3	69.9	73.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	82.3	89.5	I/S	I/S
African American	169	100	47.1	38.2	14.6	67.5	68.5	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	70.6	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	28	100	87	8.7	4.3	30.4	40.7	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	157	100	49.3	39	11.6	66.4	69.2	75.5	Yes	Yes

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

All Students	171	100	56	37.7	6.3	55.3	60.9	78.9	No	Yes
Gender										
Male	84	100	52.6	38.2	9.2	56.6	57.1	77	N/A	N/A
Female	87	100	59	37.3	3.6	54.2	64.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	77	87.2	I/S	I/S
African American	169	100	56.1	38.2	5.7	55.4	59.2	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.8	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	28	100	N/AV	N/AV	N/AV	13	23.1	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	58.3	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	157	100	57.5	37	5.5	52.7	59.5	70.2	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
Science								
All Students	119	95.8	60.9	34.5	4.5	39.1	49.3	67.5
Gender								
Male	61	95.1	62.5	33.9	3.6	37.5	51.1	67
Female	58	96.6	59.3	35.2	5.6	40.7	47.6	68
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	70.1	79.5
African American	117	95.7	61.1	35.2	3.7	38.9	47.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	33.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	20	90	N/AV	N/AV	N/AV	6.3	20	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsided meals	109	96.3	63.4	31.7	5	36.6	47.6	55.1

Social Studies

All Students	115	97.4	37.3	55.5	7.3	62.7	58.1	72.3
Gender								
Male	56	96.4	32.7	55.8	11.5	67.3	55	71.5
Female	59	98.3	41.4	55.2	3.4	58.6	61.3	73.2
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	67.1	80.7
African American	114	97.4	37.6	55	7.3	62.4	57	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	19	94.7	N/AV	N/AV	N/AV	29.4	32.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsided meals	104	98.1	40	53	7	60	56.8	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	171	100	52.5	35	12.5	47.5	55	70.2	95.2	95.4
Gender										
Male	84	100	57.9	27.6	14.5	42.1	48.9	63.2	94.8	94.9
Female	87	100	47.6	41.7	10.7	52.4	61	77.5	95.6	95.9
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	69.3	79.1	93	92.8
African American	168	100	52.5	35.4	12	47.5	53.4	57.6	95.3	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	86.2	N/A	98.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.8	62.6	93.5	95.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	95.5
Disability Status										
Disabled	27	100	N/AV	N/AV	N/AV	4.3	16	26.1	95.4	94.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	61.2	N/A	97.1
Socio-Economic Status										
Subsidized meals	157	100	55.1	34.7	10.2	44.9	53.9	58.9	95.2	95.4

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 Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	59	100	52.9	29.4	17.6	47.1
	4	63	100	57.4	29.5	13.1	42.6
	5	49	100	27.7	59.6	12.8	72.3
	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	59	100	64.7	29.4	5.9	35.3
	4	63	100	50.8	37.7	11.5	49.2
	5	49	100	N/AV	N/AV	N/AV	46.8
	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	32	90.6	73.1	23.1	3.8	26.9
	4	63	98.4	54.1	41	4.9	45.9
	5	24	95.8	65.2	30.4	4.3	34.8
	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	27	92.6	44	52	4	56
	4	63	98.4	39.3	50.8	9.8	60.7
	5	25	100	25	70.8	4.2	75
	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	57	100	60.8	21.6	17.6	39.2
	4	63	100	52.5	36.1	11.5	47.5
	5	51	100	43.8	47.9	8.3	56.3
	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 N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample