



Finley Road Elementary

1089 Finley Road
Rock Hill, SC 29732

Grades	K-5 Elementary School	
Enrollment	536 Students	
Principal	Allen L. Bogan	803-981-1280
Superintendent	Dr. Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

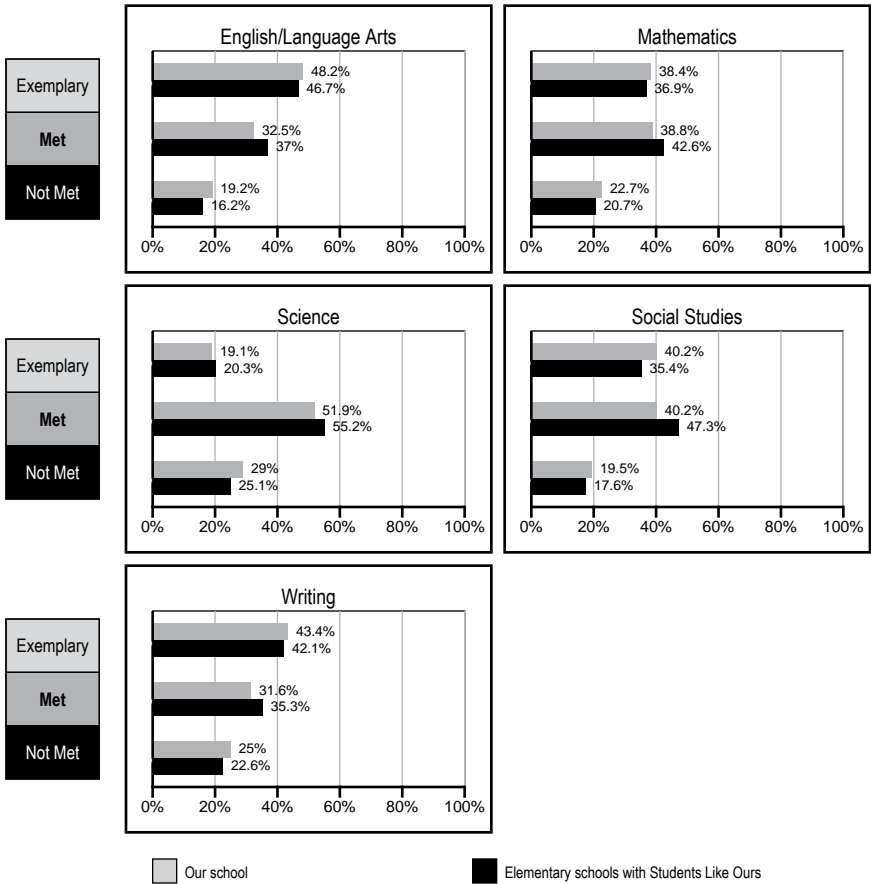
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 90.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
19	38	23	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=536)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Down from 2.1%	1.5%	1.9%
Attendance rate	96.9%	No Change	96.6%	96.3%
Eligible for gifted and talented	11.5%	Down from 16.6%	15.7%	10.0%
With disabilities other than speech	10.7%	Down from 12.7%	6.8%	7.7%
Older than usual for grade	0.7%	No Change	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	61.1%	Up from 59.5%	61.3%	59.4%
Continuing contract teachers	66.7%	Down from 73.0%	84.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.1%	Down from 91.5%	87.7%	85.9%
Teacher attendance rate	92.9%	Down from 95.6%	95.1%	95.1%
Average teacher salary*	\$51,162	Up 4.0%	\$48,444	\$47,149
Professional development days/teacher	7.3 days	Down from 17.4 days	11.3 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 20.7 to 1	19.3 to 1	18.8 to 1
Prime instructional time	88.1%	Down from 91.4%	90.4%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	99.7%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,405	Down 8.8%	\$6,985	\$7,458
Percent of expenditures for instruction**	76.9%	Down from 77.2%	68.6%	68.8%
Percent of expenditures for teacher salaries**	74.7%	Up from 74.5%	60.5%	63.2%

* 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

Since 1957, Finley Road Elementary School has created an exceptional reputation for providing excellence in education. Our school is located within the city limits and has a diverse student population. We currently serve 545 students in grades K-5, including three self-contained special education classes. Finley Road continues to meet the academic, social, emotional, and physical needs of our students on a daily basis. Finley Road continues to work in collaboration with community resources to ensure community participation in education. Finley Road continues the process of becoming a true Professional Learning Community (PLC). Our school, as a PLC, has worked together to create a new mission statement and created goals for growth using a strategic action plan. Through staff development, the principal led staff members in collective inquiry and encouraged staff members to use data to inform instruction. Other components of a PLC are a commitment to continuous improvement and a focus on results.

Finley Road implemented enrichment and intervention blocks in mathematics at all grade levels to ensure each student's educational needs were met. Through the use of MAP testing and DesCartes, we were able to monitor students' achievements throughout the year. Every student that was administered the MAP test set a personal achievement goal in each academic area. Analyzing these immediate results allowed us to make instructional decisions which inevitably benefited each individual student. Additionally, all students participated in a one and a half hour long Literacy Block each day. The regular classroom teachers were assisted by another member of the faculty during this time. The faculty members that assisted were special area teachers, resource teachers, and intervention/instructional assistants. This process allowed for more effective small group literacy instruction for all students.

Finley Road Elementary also celebrated many academic and school-wide initiatives that benefited all students. School-wide instructional initiatives for the 2008-09 school year included a professional development focus on word study for improved reading and writing. A discipline committee was formed and is in the process of developing a school-wide discipline plan to ensure a continued safe and comfortable environment for all students. Our school is dedicated and passionate about forming a bond between school and the community to help ensure success for our students. A community outreach committee has been formed to form a bridge between the school, home and community. We remain dedicated to providing a warm, safe environment for students, faculty, staff, and visitors.

Finley Road has implemented many extracurricular activities to ensure the personal growth of every student. These clubs include the Junior Beta Club, which engaged students in leadership and social growth, and the Garden Club, which worked to beautify the grounds of the school. The S.O.S. club served students in our school and served in community outreach programs. The Boy's Club worked to provide opportunities for young men to meet with successful male role models in the community. Girls on the Run met to encourage physical activity and high levels of self-esteem for young girls.

Finley Road Elementary teachers also celebrated many successes this year. Our school was awarded the Palmetto Silver Award for Academics for significant growth in student achievement. Grants awarded to teachers included a \$1,000 grant for a summer reading program, a \$600 grant for a Special Needs math program, and a \$250 Winthrop University grant for book clubs. Finley Road was also one of ten elementary schools in the state to win the Keep Learning on Track grant through the State Department of Education. This grant focuses on formative assessment practices. Finley Road also won a science grant through Discovery Place in Charlotte, NC, called The Great Color Caper, this grant allowed students at all grade levels to learn about light and color and how they are related to science.

Finley Road will continue to work with our parents, community members, and the School Improvement Council (SIC) to provide opportunities for our students to excel academically and participate in extracurricular activities.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	81	39
Percent satisfied with learning environment	58.6%	97.5%	84.2%
Percent satisfied with social and physical environment	86.2%	82.7%	87.2%
Percent satisfied with school-home relations	96.6%	95.1%	81.6%

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 17 out of 17 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	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	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 = 58.8% (Met or Exemplary)

All Students	273	99.6	18.9	32.8	48.3	89.2	85.2	82.8	Yes	Yes
Gender										
Male	150	99.3	20	38.6	41.4	88.3	82	79.3	N/A	N/A
Female	123	100	17.5	25.4	57	90.4	88.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	146	100	8.6	27.1	64.3	96.4	92.4	89.5	Yes	Yes
African American	116	99.1	30.9	40	29.1	80	74.5	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.5	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	80.4	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	75.6	82.5	I/S	I/S
Disability Status										
Disabled	37	97.3	25	47.2	27.8	77.8	57.7	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	6	I/S	I/S	I/S	I/S	I/S	77.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	117	99.2	36.8	40.6	22.6	77.4	76.4	75.5	Yes	Yes

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

All Students	273	99.6	22.4	39.8	37.8	83.4	82.8	78.9	Yes	Yes
Gender										
Male	150	99.3	26.2	38.6	35.2	80.7	80	77	N/A	N/A
Female	123	100	17.5	41.2	41.2	86.8	85.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	146	100	10	31.4	58.6	92.1	91.5	87.2	Yes	Yes
African American	116	99.1	35.5	51.8	12.7	74.5	68.6	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	98	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	80.2	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	80	79.5	I/S	I/S
Disability Status										
Disabled	37	97.3	41.7	44.4	13.9	63.9	50.2	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	6	I/S	I/S	I/S	I/S	I/S	79.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	117	99.2	42.5	47.2	10.4	67	72.5	70.2	Yes	Yes

* 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	176	99.4	28.3	52.4	19.3	71.7	71	67.5
Gender								
Male	101	99	31.6	51	17.3	68.4	70.2	67
Female	75	100	23.5	54.4	22.1	76.5	71.8	68
Racial/Ethnic Group								
White	91	100	10.2	60.2	29.5	89.8	83.9	79.5
African American	81	98.8	49.3	44	6.7	50.7	50.7	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.3	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	62.8	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	59.8	71.2
Disability Status								
Disabled	22	95.5	38.1	52.4	9.5	61.9	39.4	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	2	I/S	I/S	I/S	I/S	I/S	61.6	59.6
Socio-Economic Status								
Subsided meals	78	98.7	50.7	44.9	4.3	49.3	55.1	55.1
Social Studies								
All Students	176	98.9	18.7	41.6	39.8	81.3	76.4	72.3
Gender								
Male	90	98.9	21.8	34.5	43.7	78.2	75.6	71.5
Female	86	98.8	15.2	49.4	35.4	84.8	77.3	73.2
Racial/Ethnic Group								
White	92	98.9	7.9	36	56.2	92.1	84.9	80.7
African American	75	98.7	28.6	50	21.4	71.4	62.9	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.7	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	75.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	62	72.2
Disability Status								
Disabled	23	95.7	40.9	40.9	18.2	59.1	47.9	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	5	I/S	I/S	I/S	I/S	I/S	75	67.9
Socio-Economic Status								
Subsided meals	74	98.7	40.9	45.5	13.6	59.1	64.3	62.1

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	275	97.1	24.7	31.8	43.5	75.3	73.1	70.2	96.9	96.7
Gender										
Male	151	98.7	31.9	33.3	34.7	68.1	65.9	63.2	97.1	96.6
Female	124	95.2	15.3	29.7	55	84.7	80.9	77.5	96.6	96.8
Racial/Ethnic Group										
White	147	95.2	16.9	24.3	58.8	83.1	82.5	79.1	96.6	96.6
African American	117	99.2	32.7	42.7	24.5	67.3	59.2	57.6	97.2	96.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.3	86.2	97.3	97.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	65.7	62.6	97	96.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	60.7	68.7	95.9	95.2
Disability Status										
Disabled	33	87.9	53.6	35.7	10.7	46.4	30.2	26.1	95.8	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	99.9
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	63	61.2	97	96.6
Socio-Economic Status										
Subsidized meals	117	96.6	45.2	37.5	17.3	54.8	59.5	58.9	96.3	96.2

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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	101	100	21.9	26	52.1	78.1
	4	79	98.7	20.8	31.9	47.2	79.2
	5	93	100	14.3	40.7	45.1	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
Mathematics							
2009	3	101	100	26	37.5	36.5	74
	4	79	98.7	23.6	38.9	37.5	76.4
	5	93	100	17.6	42.9	39.6	82.4
	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	52	100	30	50	20	70
	4	78	98.7	29.6	47.9	22.5	70.4
	5	46	100	24.4	62.2	13.3	75.6
	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
Social Studies							
2009	3	50	98	20.8	33.3	45.8	79.2
	4	79	98.7	18.1	48.6	33.3	81.9
	5	47	100	17.4	39.1	43.5	82.6
	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
Writing							
2009	3	103	94.2	24.5	18.1	57.4	75.5
	4	79	97.5	27.1	37.1	35.7	72.9
	5	93	100	23.1	41.8	35.2	76.9
	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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